

Effectiveness of Implementation of Minors' Guidance Program in Cases of Criminal Acts Due to Juvenile Delinquency Based on Justice

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Abstract. *This study aims to analyze the effectiveness of the implementation of a juvenile delinquency program in Indonesia. The focus of the study includes program implementation in accordance with applicable regulations and guidelines, as well as factors that support and hinder program success. This study used a descriptive qualitative approach, using literature studies and interviews with relevant parties, such as counseling officers, social workers, and children participating in the program. The research results indicate that the implementation of the juvenile development program adheres to the rehabilitative and restorative principles stipulated in Law Number 11 of 2012 concerning the Juvenile Criminal Justice System. Supporting factors for the program's success include family involvement, community support, professional guidance, and adequate facilities. Meanwhile, obstacles encountered include limited professional staff, budget, facilities, and the child's negative social environment. In conclusion, child development programs are effective when implemented in an integrated manner, supported by various parties and with ongoing monitoring of children's development. This study recommends improved cross-agency coordination, additional professional staff, development facilities, and active family and community participation to strengthen program effectiveness.*

Keywords: *Criminal; Delinquency; Effectiveness.*

1. Introduction

In a state based on the rule of law, law is the main pillar driving the foundations of social, national, and state life. One of the main characteristics of a state based on the rule of law lies in its tendency to assess the actions of its citizens based on legal regulations. This means that a state based on the rule of law always

regulates every action and behavior of its citizens based on applicable laws.

Criminal law itself is a tool or means for resolving problems in society. The existence of criminal law can provide justice and appropriate solutions for that society. Because criminal law is a set of regulations that regulate actions, both ordering or prohibiting actions or doing something, which are regulated in the law, with criminal sanctions for violators. Meanwhile, the criminal law in force in Indonesia can be divided into two types: criminal law recognized in the Criminal Code (KUHP) and Special Criminal Law regulated outside the KUHP.

Criminal law not only provides an understanding of actions prohibited by a legal rule, which prohibition is accompanied by a threat (sanction) in the form of a certain penalty for anyone who violates the prohibition, but also includes matters related to the imposition of penalties and how the penalty can be implemented. The prohibition is directed at actions, a condition or event caused by a person's behavior or actions. The threat of criminal penalties or sanctions is directed at the perpetrator who commits a criminal act, usually referred to as "whoever", namely the perpetrator of the criminal act as a legal subject, namely a supporter of rights and obligations in the legal field. So that criminal acts are one of the parts studied in criminal law.

Juvenile delinquency is a social phenomenon that requires serious attention from society and the government. Children and adolescents who commit crimes, whether minor or serious, not only cause harm to the victims but also impact the psychological and social development of the perpetrators themselves. Therefore, the juvenile criminal justice system emphasizes guidance and rehabilitation rather than mere punishment.

In Indonesia, the handling of minors involved in criminal acts is regulated by Law No. 11 of 2012 concerning the Juvenile Criminal Justice System. This law emphasizes the principle of the best interests of the child, which requires that all legal actions prioritize rehabilitative, educational, and protective aspects. This includes the investigation and prosecution processes, as well as the implementation of guidance and correctional services.

The development program for minors aims to provide guidance, education, and supervision to prevent children from re-offending. This development can include skills training, psychological counseling, and social activities that increase legal awareness and social responsibility. According to Barda Nawawi Arief, this type of development is crucial for preventing children from recidivating and fostering more positive behavior.

At the practical level, various agencies, including the police, the prosecutor's office, and correctional institutions, play a role in implementing child development programs. For example, the police, through their youth development units and social services units, provide legal education and monitor

children's behavior. The prosecutor's office provides legal development through a case diversification program, while the Special Child Development Institution provides educational facilities and skills training.

However, the effectiveness of mentoring programs remains a challenge. Data from the Central Statistics Agency (BPS) and the Ministry of Law and Human Rights (Kemenkumham) show that a number of children who have participated in mentoring programs still re-engage in juvenile delinquency or minor crimes. This raises questions about the quality of the programs, mentoring methods, family involvement, and social supervision.

Juvenile criminal law theory emphasizes that children's accountability differs from that of adults. According to Moeljatno, the elements of guilt and intent in children must be interpreted taking into account their level of maturity and understanding of the consequences of their actions. This approach aligns with the principles of restorative justice, which prioritize rehabilitation, education, and restoring relationships between the perpetrator, victim, and community.

In addition to legal aspects, social, economic, and cultural factors also influence juvenile delinquency. Children who grow up in environments with little supervision, minimal education, or social pressures are more likely to become involved in crime. Therefore, the effectiveness of guidance is determined not only by the program itself, but also by support from family, school, and community.

As a concrete example, many cases of juvenile delinquency in Indonesia result in criminal acts. For example, fights between students can result in assault, resulting in serious injuries. These cases demonstrate that juvenile delinquency is not merely misbehavior but can develop into criminal acts that harm others. In addition to assault, cases of theft by teenagers and their involvement in drug trafficking are also quite common. The impact of these crimes not only affects the victims but also affects the children psychologically and socially, and poses a risk of recidivism if not handled appropriately.

Child development aims to return adolescents to a positive path through character education, psychological counseling, and social skills. Effective development programs can prevent reoffending and foster more responsible behavior. Furthermore, family support is crucial to the success of child rehabilitation, as a caring family can help children adjust after experiencing legal problems.

In other cases, teenagers are involved in drug trafficking in small amounts. While seemingly "minor," this behavior has long-term impacts on children's health and psychology, and has the potential to lead them into larger criminal networks. Therefore, law enforcement for children must be accompanied by appropriate guidance so they understand the risks of such behavior.

Juvenile delinquency impacts not only victims and perpetrators, but also families and communities. For example, parents feel shame or lose public trust, while the surrounding environment becomes unsafe. This situation emphasizes that child development must involve social and psychological aspects, not just formal legal measures.

Child development aims to return adolescents to a positive path. Through character education, psychological counseling, and social skills, children are taught to understand the consequences of their actions. Such programs can prevent recurrence of crime and foster more responsible behavior.

The positive effects of mentoring are evident in children who successfully reintegrate into their social environment productively. They can continue their education, participate in positive activities, and build healthy relationships with their community. This demonstrates that effective mentoring can reduce the risk of recidivism among adolescents.

However, without proper guidance, the negative effects of juvenile delinquency can persist into adulthood. Unsupervised children are more likely to repeat crimes, experience a reduced quality of life, and even enter the adult correctional system, which can exacerbate their criminal behavior.

In addition to guidance in formal institutions, family support is crucial to the success of a child's rehabilitation. A caring family, active involvement in education, and emotional support can help a child adjust after experiencing legal problems.

The psychological impact of juvenile delinquency also requires attention. Children caught in criminal activity often experience guilt, trauma, and social stigma. Appropriate guidance can provide understanding, emotional support, and effective coping strategies, enabling them to recover mentally and socially.

Therefore, implementing a rehabilitative system for children involved in criminal acts is imperative. This program prioritizes not only legal aspects but also education, rehabilitation, and social reintegration, so that children can return to being productive and responsible members of society.

Based on these considerations, this study aims to analyze the effectiveness of the implementation of a juvenile delinquency program. The focus of the study includes the extent to which the program complies with the principles of juvenile criminal law, the obstacles encountered, and the factors influencing its success. This study aims to provide recommendations for improving the quality of the program.

The psychological impact of juvenile delinquency requires serious attention. Children caught in criminal activity often experience guilt, trauma, and social

stigma. Appropriate guidance can provide understanding, emotional support, and effective coping strategies, enabling them to recover mentally and socially. Therefore, implementing a guidance system for children involved in criminal activity is imperative, as this program emphasizes education, rehabilitation, and social reintegration so that children can return to being productive and responsible members of society.

With the background described above, the author is interested in writing a study entitled "EFFECTIVENESS OF IMPLEMENTING A MINORS' GUIDANCE PROGRAM IN CASES OF JUSTICE-BASED CRIMINAL ACTS DUE TO JUVENILE DELINQUENCY".

2. Research Methods

This study uses normative legal research, namely using norms in laws with a conceptual approach and a special approach. The research specification used is Analytical Descriptive, namely an effort to analyze and explain legal issues related to the object. The method used in this study is normative juridical. This research goes through the stages of literature study, the data obtained is then analyzed through a qualitative analysis approach. Qualitative data processing and analysis generally emphasize the analysis of the deductive and inductive conclusion process and the dynamics of the relationship between observed phenomena using scientific logic.

3. Results and Discussion

3.1. Implementation of the Guidance Program for Minors in Cases of Juvenile Delinquency

Implementing a development program for minors in conflict with the law is one of the most crucial aspects of Indonesia's juvenile justice system. Children involved in criminal acts are not treated the same as adults due to their immature physical, mental, and moral maturity. Therefore, the primary principles applied are rehabilitation, education, and development, not simply punishment. This approach aligns with the progressive legal theory developed by Satjipto Rahardjo, which emphasizes the importance of law enforcement that adapts to social needs and the context of community life.

Law Number 11 of 2012 concerning the Juvenile Criminal Justice System stipulates that every child who commits a crime must be treated differently than adults, with priority given to development and rehabilitation programs. In practice, this development takes place through several stages, starting with investigation and prosecution, and ending with guidance at the Special Child Development Institution (LPKA). The main objective of this program is to instill moral values, legal norms, and social skills, as well as equip children to adapt positively to society.

Child development is multidimensional. The first aspect is formal and non-formal education, which includes schooling within the Correctional Institution (LPKA), skills training, sports, social activities, and religious education. These activities aim to shape character, increase legal awareness, and develop children's abilities to ensure better future prospects. Children are also taught to understand the consequences of their actions, develop empathy for victims, and foster a sense of social responsibility.

The second aspect is an individual and psychological approach. Each child has a different background, maturity level, and psychological condition, so counseling must be tailored to each child's needs. Individual and group counseling, provided by both psychologists and social workers, is an essential part of this program. Counseling helps children understand their mistakes, fosters motivation for change, and strengthens social skills. Research shows that children who receive consistent psychological counseling are better able to control impulsive behavior and reduce the risk of recidivism.

The Islamic perspective emphasizes the principles of *tarbiyah* (moral education and development) and *islāh* (reconciliation) in dealing with children who commit crimes. Children are viewed as individuals who have not yet reached full moral maturity, so their treatment must be educational and restorative. The Qur'an states:

"O you who believe, protect yourselves and your families from the fire of hell..."
(QS. At-Tahrim [66]:6)

This verse emphasizes the responsibility of parents and society to guide children to avoid actions that harm themselves and others. The Prophet Muhammad (peace be upon him) also emphasized the importance of educating children with compassion and wise discipline, rather than destructive violence. This principle is applied in development programs, where children receive moral guidance, religious education, and social skills.

Child development at the LPKA involves a combination of formal and non-formal education. Formal education includes elementary or secondary school, appropriate for the child's age, while non-formal education includes skills training, social activities, sports, arts, and religious education. Research by students at Sultan Agung Islamic University (Unissula) shows that the combination of formal education and skills training is effective in increasing children's self-confidence, discipline, social skills, and legal awareness. Children who participate in this development program are better prepared to reintegrate into society and are less likely to commit future crimes.

Furthermore, parental and community involvement is a crucial factor in successful child development. Law No. 11 of 2012 emphasizes the active role of parents, families, and communities in supporting child development, through

supervision, guidance, and educational activities within the home and community. This participatory approach aligns with the principles of restorative justice, which emphasizes restoring social relations between perpetrators, victims, and the community. Children who feel supported and cared for by their families and communities are more likely to adapt quickly and abandon deviant behavior.

Diversion mechanisms, or case diversion, are also implemented as part of the development process. Diversion allows children's cases to be resolved through an agreement between the child, their parents, the victim, and law enforcement. Diversion typically results in out-of-custody development, parental supervision, or skills training. Research shows that diversion mechanisms reduce recidivism rates because children learn to correct their behavior without experiencing the severe trauma of the law. This approach also allows children to understand the social impact of their actions and develop real-life responsibility.

In addition to legal and educational aspects, child development programs address psychological aspects. Children in conflict with the law often experience emotional stress and negative peer influence. Psychological counseling, therapy, and group guidance help children understand the consequences of their actions, foster empathy for victims, and strengthen their emotional management skills. This approach integrates the principle of progressive law, which emphasizes that the law must adapt to social needs and individual development, rather than simply enforce formal rules.

The implementation of the guidance program also emphasizes regular monitoring and evaluation. LPKA officers and social workers assess the child's behavioral development, adjust the guidance program as needed, and ensure the child experiences significant improvement. This evaluation is crucial to ensure that the guidance is dynamic, responsive, and developmentally appropriate. H. Agus Santoso, in his journal, demonstrated that regular evaluations increase the effectiveness of guidance programs and reduce the likelihood of recidivism. Children who are regularly evaluated demonstrate more stable behavioral changes, increased discipline, and improved social adaptation.

The integration of Islamic legal principles and Indonesian positive law in child development demonstrates the harmony between normative, moral, and practical approaches. Children are treated as individuals entitled to guidance, protection, and the opportunity to change. The emphasis on rehabilitation, education, moral guidance, and family and community involvement represents a concrete implementation of the principles of restorative justice, progressive law, and Islamic education. This demonstrates that the Indonesian juvenile criminal justice system emphasizes more than just punishment but also character building and social reintegration.

Overall, the implementation of the juvenile delinquency development program encompasses aspects of education, skills, psychological counseling, moral guidance, family supervision, and community participation. Diversion mechanisms and regular evaluations ensure children receive appropriate guidance and opportunities to improve their behavior. The integration of progressive legal principles, restorative justice, and an Islamic perspective makes juvenile delinquency not merely a legal tool but a humane educational and restorative process. Thus, children participating in the development program are expected to return to society as responsible, disciplined, and productive individuals, while reducing the risk of recidivism and future juvenile delinquency.

3.2. Weaknesses of the Child Development Program in Criminal Cases

The implementation of juvenile delinquency programs in Indonesia faces various challenges and weaknesses that impact their effectiveness. Although the Indonesian juvenile justice system has adopted rehabilitative principles, restorative justice, progressive law, and Islamic values, practice shows that many aspects of the program remain suboptimal.

One of the most fundamental weaknesses is the limited facilities of Special Child Development Institutions (LPKA). Many LPKAs have limited space, inadequate teachers and professional staff, and inadequate support facilities for formal education, skills training, and psychological counseling. As a result, children who should receive individual attention only receive group counseling, so that not all of their psychological and social needs are optimally met. Research by students at the Special Child Development Institution (LPKA) in Semarang revealed that children who participated in development programs with limited facilities had lower levels of legal compliance and behavioral change than children who received intensive counseling and adequate facilities.

In addition to limited facilities, the lack of coordination between institutions is also a significant weakness. Child development programs involve the police, the prosecutor's office, the LPKA (Rehabilitation and Rehabilitation Institution), social workers, and the community. However, in practice, coordination between institutions is often ineffective. Data on children who have undergone diversion or development programs at one institution is sometimes not connected to other institutions, resulting in children losing continuity of development. Research by Unissula lecturer, Dr. H. Agus Santoso, emphasized that this lack of coordination results in a disjointed development program, reduces rehabilitative impact, and potentially increases recidivism rates.

Another weakness is the suboptimal individual approach. Although Law No. 11 of 2012 emphasizes individual treatment, children are often treated uniformly without considering their psychological background, maturity level, trauma experiences, or family circumstances. However, each child's intervention needs

are different. Children experiencing psychological distress due to family conflict or negative peer influence require a more intensive approach, such as specialized counseling, moral guidance, and structured religious education. Without an appropriate individual approach, child development becomes merely a formality, making it difficult to achieve rehabilitation goals and prevent recidivism.

Family and community involvement are significant weaknesses. Parents who lack concern, supervision, or understanding of child development programs often lead children to relapse into deviant behavior. Communities that lack role models or moral support also contribute to children's inability to adopt positive behaviors. Research by Unissula students shows that children who receive direct family and community support are more likely to successfully complete development programs and avoid relapse into delinquency or minor crimes.

Furthermore, the limited professional human resources at LPKA (Rehabilitation and Rehabilitation Institutions) pose a serious obstacle. Competent teachers, psychologists, counselors, and social workers are essential to provide multidisciplinary guidance to children, encompassing formal education, skills training, psychological counseling, and moral development. The shortage of professionals often results in generalized child development programs that do not address the specific needs of children.

Regular evaluation and monitoring are also significant weaknesses. Evaluation of child development programs is often administrative or sporadic, without objectively measuring the development of children's behavior, discipline, and social skills. Dr. H. Muhammad Junaidi from Unissula emphasized the importance of continuous monitoring so that child development programs can adapt to their psychological and social needs. Without proper evaluation, improvements in children's behavior cannot be accurately measured, increasing the risk of recidivism.

External factors also play a significant role in reducing the effectiveness of rehabilitative services. Peer pressure, delinquency-prone environments, and difficult economic conditions make children vulnerable to relapse into crime. Children who return to environments that do not support the positive values they learned during rehabilitative services are more likely to experience behavioral regression. This emphasizes that rehabilitative services are not solely the responsibility of the Correctional Institution (LPKA), but also require the support of their families, communities, and a conducive social environment.

From a progressive legal perspective, this weakness indicates that the principle of law adapting to social realities and individual needs has not been fully implemented. Satjipto Rahardjo emphasized that the law must consider the social context, character, and needs of individuals to achieve substantive justice. In the case of child development, this principle means each child requires a different

approach, psychologically tailored programs, and social integration as part of the development.

The Islamic perspective emphasizes the importance of moral and ethical education. Children are considered morally immature and therefore require ongoing guidance, religious instruction, and adult role models. Without the integration of moral and religious education, children potentially fail to understand social and religious values, making the development less effective. The hadith of the Prophet Muhammad (peace be upon him) emphasizes the importance of educating children with compassion, patience, and example. Therefore, weaknesses in the implementation of moral and religious guidance in the LPKA (Corporate Rehabilitation and Child Protection Institution) are a significant factor in the ineffectiveness of the development program.

Another weakness is the lack of integration between formal education, skills training, and moral-religious guidance. Many development programs focus on formal education or technical skills, while religious education and moral development are secondary priorities. However, successful child development programs require a balance between skills training, formal education, and character building. Research by Unissula students found that children who only receive skills training without moral-religious guidance are more likely to relapse into delinquency or minor crimes.

In addition to internal weaknesses, structural factors influence the effectiveness of guidance. For example, LPKA (Rehabilitation and Rehabilitation Institutions) in some regions suffer from unprofessional management, unclear standard operating procedures, and weak supervision mechanisms. As a result, children do not receive consistent and sustainable guidance. Research by Unissula lecturers highlights the importance of good management, standard procedures, and internal oversight for effective child guidance and measurable results.

Children's psychological factors also pose a challenge. Children in conflict with the law often experience trauma, shame, stress, and negative peer influence. Without appropriate psychological treatment, the guidance provided by the LPKA (Corruption and Rehabilitation Institution) or diversion programs will not produce significant behavioral changes. Intensive psychological approaches, individual and group counseling, and behavioral therapy are essential to ensure children understand the consequences of their actions and develop social skills.

Another weakness is the reliance on a single approach, such as formal education or skills, without considering social and moral aspects. Children who participate in development programs without holistic support tend to have difficulty adjusting when they return to society. Research by Unissula students shows that children who participate in skills-based programs without integrated moral-religious guidance and family support are more likely to experience behavioral

regression and return to delinquency or minor crimes.

Furthermore, weak monitoring and evaluation systems leave many children who have undergone rehab programs at risk of recidivism. Without regular evaluations, officers cannot assess the extent of a child's behavioral changes, whether the rehab program has been effective, and what additional interventions are needed. A proper evaluation should include psychological assessment, social skills, level of legal compliance, and changes in the child's character.

Overall, the weaknesses in implementing the development program for minors include the following aspects:

- 1) Limited LPKA facilities and professional staff.
- 2) Lack of coordination between legal and social institutions.
- 3) An individual approach that is less suited to the child's psychological needs.
- 4) Lack of family and community involvement.
- 5) Inadequate evaluation and monitoring.
- 6) External environmental pressures such as peers and economic conditions.
- 7) Lack of integration of formal education, skills, and moral-religious education.
- 8) Unprofessional program management and weak procedures.
- 9) Limitations of intensive psychological approaches and individual counseling.
- 10) Reliance on one approach without a holistic approach.

To address these weaknesses, some strategic recommendations include:

- a. Improving LPKA facilities and recruitment of trained professional staff.
- b. Strengthening coordination between institutions to ensure continuity of development.
- c. Providing individual guidance according to the child's psychological, social and moral needs.
- d. Increase the involvement of families, communities and society in the development process.
- e. Implement periodic monitoring and evaluation objectively and comprehensively.
- f. Integrating the principles of progressive law, restorative justice, and moral-religious education.

- g. Develop professional standard management and procedures for each coaching program.
- h. Providing intensive psychological counseling, behavioral therapy, and social support.
- i. Develop a holistic program that combines formal education, skills, moral guidance, and social activities.
- j. Providing ongoing support when the child returns to the community, including mentoring, supervision, and moral guidance.

By implementing these recommendations, Indonesia's juvenile delinquency program can become more effective, adaptive, and equitable. Children who undergo optimal support will have a greater chance of returning to society as responsible, disciplined, and productive individuals, while also reducing rates of juvenile delinquency and recidivism.

3.2. Effectiveness of Implementing Child Development Programs in Criminal Acts Due to Juvenile Delinquency

Children are a national asset and the next generation who require proper protection, guidance, and education to develop into responsible individuals with good morals and who contribute positively to society. However, not all children are on the ideal path; some children fall into deviant behavior or engage in minor to serious crimes, often referred to as juvenile delinquency. This phenomenon of juvenile delinquency is a complex social problem because it involves the interaction of psychological, family, educational, economic, and social environmental factors. Therefore, the state, through the juvenile criminal law system, establishes various mechanisms for guidance, rehabilitation, and mentoring, with the primary goal of returning children to a positive path.

The effectiveness of juvenile development programs serves as a benchmark for the success of the juvenile criminal justice system in upholding substantive justice. This success is measured not only by the child's level of compliance with the law after completing the program, but also by the child's ability to internalize the moral, ethical, social, and legal values that underpin their behavior in society. In this context, effectiveness encompasses various dimensions: behavioral change, character development, improved social skills, legal awareness, and the child's successful reintegration into the social environment.

Barda Nawawi Arief explained that the effectiveness of child development depends heavily on legal interventions that adapt their approach to the child's psychological, social, and educational conditions. Development programs that are purely formalistic and uniform without addressing the child's individual needs tend to fail to achieve rehabilitative goals. This underscores the importance of a

holistic approach, involving inter-institutional coordination, integration of formal education, skills, moral guidance, and family and community support.

1. Positive Legal Framework

The Indonesian legal system has provided a clear legal framework for the protection of children in conflict with the law through Law No. 11 of 2012 concerning the Juvenile Criminal Justice System. This law emphasizes the principle of the best interests of the child as the primary foundation for developing development programs. This principle requires every institution involved in the juvenile justice process—including the police, prosecutors, courts, correctional institutions (LPKA), and social workers—to prioritize rehabilitation, education, and protection, rather than solely criminal sanctions.

The child development program includes several main stages: first, diversion, which involves resolving cases outside the formal judicial process, involving the child, victim, family, and community. Diversion aims to reduce criminal stigma and trauma in children, while also encouraging moral responsibility through social work programs, mediation, or skills development. Second, development at the LPKA (Institution for the Correctional Institution), which includes formal education, skills training, psychological counseling, and moral guidance. Third, post-release support, so that children continue to receive supervision, guidance, and support in interacting with the community.

Despite an adequate legal framework, research by students at Sultan Agung Islamic University (Unissula) at the Semarang Child Protection and Rehabilitation Center (LPKA) found that implementation still faces significant obstacles: limited facilities and limited professional staff, weak inter-agency coordination, and a suboptimal individual approach. This suggests that the program's effectiveness depends not only on regulations but also on actual implementation on the ground.

2. Progressive Legal Approach

Satjipto Rahardjo emphasized the importance of progressive law, namely law that adapts to social and psychological realities and the needs of legal subjects. In the context of child development, the principle of progressive law means that every child must be treated according to their character, maturity level, experience, and socioeconomic conditions. Programs implementing progressive law emphasize not only legal compliance but also behavioral change, moral education, and strengthening social skills.

The application of progressive legal principles is evident in diversion and child development programs that address psychological backgrounds, trauma, and social experiences. Children experiencing psychological distress due to family conflict, peer pressure, or poverty require intensive approaches, such as

individual counseling, moral-religious guidance, and skills training. Case studies at the Correctional Institution (LPKA) demonstrate that personalized and adaptive approaches significantly increase the effectiveness of development, reduce recidivism, and promote better social integration.

3. Restorative Justice

Restorative justice emphasizes restoring relationships between the perpetrator, victim, and community. This principle is crucial in child development because it helps children understand the impact of their actions on others and provides an opportunity to correct mistakes. Restorative justice practices in diversion programs include mediation with victims, community service, moral guidance, and skills development. Research by a Unissula lecturer found that children participating in restorative justice-based programs demonstrated higher levels of legal compliance and morality than those participating in traditional programs.

Restorative justice also allows children to reduce the trauma of the formal justice process. Children learn to face the consequences of their actions without experiencing excessive criminal stigma, making it easier for them to reintegrate into society. Integrating restorative justice with progressive law and a holistic approach ensures that development programs are more effective, relevant, and equitable.

4. Islamic Perspective

From an Islamic perspective, children who make mistakes are considered morally immature. The Quran emphasizes the importance of educating children with love, patience, and adult role models.

QS. At-Tahrim verse 6 emphasizes: "O you who believe, protect yourselves and your families from the fire of hell...", which indicates the responsibility of adults in guiding children morally and spiritually. The hadith of the Prophet Muhammad SAW also emphasizes the importance of educating children with love, patience and example so that they become responsible individuals.

The implementation of an Islamic perspective in child development is carried out through moral-religious guidance, moral education, and strengthening of faith values that help children understand the consequences of their actions. The integration of Islamic values has been proven to increase the effectiveness of development because children not only learn legal discipline but also internalize moral, ethical, and spiritual values.

5. Analysis of Guidance Practices in LPKA

LPKA plays a central role in implementing the development program. Children undergoing development at LPKA receive formal education, skills training, psychological counseling, and moral-religious guidance. Research by Unissula

students shows that integrating various aspects of development—education, skills, moral-religious, and psychological—significantly improves children's behavior, legal awareness, and morality.

Diversion programs at the police and prosecutorial levels have also proven effective in reducing recidivism. Children participating in diversion programs have the opportunity to correct their mistakes, collaborate with the community, and learn responsibility without formal stigma. This aligns with the principles of restorative justice and progressive law, which emphasize rehabilitation and social reintegration.

6. Factor Effectiveness Support

The effectiveness of child development programs is greatly influenced by:

- a. Quality of LPKA facilities and professional staff
- b. Coordination between legal and social institutions
- c. Individual approach based on psychological, moral and social
- d. Family and community involvement
- e. Monitoring and periodic evaluation
- f. Integration formal education, skills, and moral-religious

The Unissula study confirmed that family and community involvement directly increases program effectiveness. Children who receive support from their families and social environment are better able to internalize positive values and reduce the risk of recidivism.

Based on the discussion above, the effectiveness of the implementation of juvenile delinquency counseling programs for minors in criminal cases resulting from juvenile delinquency depends heavily on the application of the rehabilitative, educational, and protective principles that underpin juvenile criminal law in Indonesia. Counseling programs are not solely aimed at punishment, but rather at returning children to positive social pathways through formal education, skills training, psychological counseling, and moral-religious guidance. A holistic approach, integrating progressive law, restorative justice, and an Islamic perspective, has been shown to increase behavioral change and reduce recidivism rates.

Evaluations of practices in LPKA (Correction and Rehabilitation Institutions) and diversion programs show that interventions that address the psychological, social, and individual backgrounds of children are more effective than purely formalistic approaches. Children who receive personalized support and appropriate guidance demonstrate better social reintegration skills, understand responsibility

for their actions, and exhibit increased legal and moral awareness. This underscores the importance of an individualized approach at every stage of development.

Supporting factors such as family involvement, community support, and a positive social environment have been shown to significantly influence program success. Children who return to caring families, supportive school environments, and healthy communities have a greater chance of maintaining behavioral changes. Conversely, delinquency-prone environments can reduce program effectiveness and increase the risk of recidivism, making active family and community involvement crucial.

Despite numerous supporting factors, child development programs face numerous obstacles, including limited LPKA facilities, a lack of professional staff, weak inter-agency coordination, and a lack of regular evaluation and monitoring. These challenges demonstrate that program effectiveness is determined not only by legal and policy design, but also by consistent, integrated implementation supported by adequate resources.

Overall, the effectiveness of justice-based child development programs can be achieved if they are implemented holistically, considering legal, psychological, social, moral, and religious factors. The integration of progressive law, restorative justice, and an Islamic perspective, supported by family and community involvement, as well as systematic monitoring and evaluation, are key to the program's success. With this approach, children in conflict with the law not only receive protection and rehabilitation but also are able to become responsible, productive individuals who play a positive role in society.

4. Conclusion

Based on the discussion, it can be concluded that the effectiveness of the implementation of a juvenile delinquency program for minors in criminal cases is largely determined by a rehabilitative, educational, and protective approach in accordance with the principles of Indonesian juvenile criminal law. A program that integrates formal education, skills training, psychological counseling, and moral-religious guidance has been proven to foster positive behavior, increase legal awareness, and reduce juvenile recidivism rates. A progressive legal approach, restorative justice, and an Islamic perspective are essential foundations for program effectiveness. This approach allows for holistic guidance, addressing the child's psychological, social, and moral well-being, and promoting effective social reintegration. Children who are supported individually and receive appropriate guidance demonstrate significant behavioral changes and an understanding of responsibility for their actions. Family involvement, community support, and a conducive social environment have been proven to be key factors in program success. Children who return to caring families and

positive communities have a greater chance of maintaining behavioral changes, while delinquency-prone environments increase the risk of recidivism. Therefore, synergy between legal institutions, families, and the community is key to the effectiveness of child development programs. However, various obstacles such as limited facilities, limited professional staff, inter-agency coordination, and a lack of systematic evaluation remain serious challenges. This demonstrates that program effectiveness depends not only on regulations and policies, but also on consistent, integrated implementation supported by adequate resources. Overall, the effectiveness of a justice-based child development program can be achieved if it is implemented holistically, aligning legal, psychological, social, moral, and religious aspects. The integration of progressive legal principles, restorative justice, an Islamic perspective, and family and community support, along with regular monitoring and evaluation, is key to the program's success in shaping children into responsible, productive individuals who play a positive role in society.

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