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DIGITAL LEGAL AND LITERACY CLINICS FOR TO PREVENT CYBERCRIME AMONG TEENAGERS

Muhammad Alkausar¹, Nabila Putri Aulia², Wardatul Jannah³, Randi
harahap⁴

Islamic Criminal Law Study Program, Faculty of Sharia and Law, State Islamic University
of North Sumatra

AABSTRACT

KEYWORDS

Cybercrime
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This study explores the implementation of a humanistic approach in clinical legal education as an effort to develop law students who are ethical, empathetic, and grounded in humanitarian values. Using a qualitative approach with a library research method, this research examines various scholarly sources and recent studies related to experiential learning and the integration of humanistic principles in Indonesian legal education. The finding reveals that the human approach plays a crucial role in fostering students' moral awareness, empathy, and reflective ability toward social realities and the pursuit of justice. However, challenges such as limited institutional resources, traditional teaching patterns, and the lack of faculty training hinder its optimal implementation. Therefore, strengthening the curriculum, providing continuous training for educators, and institutional support are essential to produce law graduates who are professional, ethical, and human-centered in their legal practice.

INTRODUCTIONN

Traditional legal education often focuses on mastering rules and procedures, without sufficiently emphasizing the human aspects of legal practice. Within this paradigm, law students tend to be trained to be "users" of rules and arguments, rather than human beings who understand others. However, modern developments demand that law graduates not only possess technical proficiency but also possess ethical awareness and empathy. The concept of "lawyer as human first, lawyer second" is crucial to bridge the gap between theory and practice, which is often merely formalistic.

A humanistic approach to clinical legal education provides the foundation for this transformation. Through clinical learning methods, law students are given the opportunity to interact directly with real clients, take instructions, analyze cases, including their socio-cultural context, and critically reflect on their experiences (du Plessis, 2021). Thus, clinical legal education serves as a platform for instilling professional ethical values and developing students' empathy for clients and their life contexts (du Plessis, 2021).

Ethics and empathy in the context of legal clinical education have complementary roles. Ethics requires law students to consider substantive justice, social responsibility, and professional competence and integrity when dealing with clients. Conversely, empathy enables students to understand the experiences, needs, and conditions of the people the law serves—not simply “cases” or “clients” in the technical sense. A UK study showed that student participation in a legal clinical module led to a significant increase in self-reported empathy levels, although a small percentage of students experienced a decrease—an interesting area worth further exploration (Lawton, Saban & Whittam, 2022). This study confirms that “soft skills” such as empathy can and should be taught in clinical legal education (Lawton et al., 2022).

Furthermore, a humanistic approach to legal clinical education shifts students' orientation: it focuses not only on pursuing technical legal skills but also on fostering an awareness that clients are human beings with unique stories, backgrounds, and needs. This type of education encourages students to adopt a reflective stance, question their own biases, understand their clients' social contexts, and internalize broader professional responsibilities beyond advocacy. Thus, a humanistic approach helps legal clinical education integrate three key aspects: field practice, professional ethics, and human empathy.

However, implementing this humanist approach in legal clinical education also faces challenges. Some students may experience “empathy fatigue” or even a decline in empathy due to emotional distress or a lack of pedagogical support (Lawton et al., 2022). Furthermore, educational institutions need to design clinical curricula that not only place students in real-life cases but also provide spaces for tutorials, debriefings, and reflection that allow for both professional and human development (du Plessis, 2021). Therefore, research on how legal clinical education can systemically integrate a humanist approach—including explicit empathy and ethics training—is crucial.

Against this backdrop, this study aims to explore how a humanist approach can be implemented in legal clinical education and how the ethical and empathetic aspects of law students develop within this context. This study will examine the practice of legal clinical education from an ethical and empathetic perspective, and identify supporting and inhibiting factors in the humanist educational process.

METHOD

This study employed a qualitative approach with library research. The focus of the study was on analyzing theories, concepts, and previous research findings related to the humanist approach in clinical legal education, particularly the development of ethics and empathy in law students. Data were obtained from various scientific literature sources, such as journals, books, and official documents published in 2021 and later. The analysis was conducted through identification, classification, and content analysis to interpret relevant key concepts. The study results were then synthesized to provide a comprehensive understanding of the application of humanist values in legal education and its implications for the development of character and empathy in law students.

RESULTS AND DISCUSSION

1. The Concept of a Humanistic Approach in Legal Education

Legal education with a humanist approach fundamentally places humans at the heart of the learning process. In a legal education system that is still textual, students are often directed to memorize legal regulations and doctrines without being encouraged to understand the social context behind the law itself. As a result, many law graduates are competent in explaining regulations but lack sensitivity to the

realities of justice faced by society. The humanist approach addresses this weakness by emphasizing that law is not simply a collection of norms, but rather a tool to protect human values and create a just social order. Therefore, legal education needs to prioritize dialogue, empirical experience, and reflection on values as part of a meaningful learning process (Widayatmo, 2022).

In practice, the humanist approach transforms the relationship between lecturers and students into a more participatory one. Lecturers no longer act as the sole source of truth, but rather as facilitators who help students discover the meaning of law through experience and critical thinking. This type of interaction fosters mutual respect, freedom of thought, and moral responsibility in students. In the context of clinical legal education, students are given the opportunity to learn directly from the community, analyze real-life legal problems, and understand the social and emotional conditions of clients. This process fosters empathy and ethical awareness, which are the essence of the humanist approach (Romadan, 2021).

Furthermore, the humanist approach to legal education is closely related to the concept of human rights-based education. Legal education not only prepares students to become legal practitioners but also educates them to defend human rights and fight for justice for vulnerable and marginalized groups. Law students must be trained not to view clients as "legal objects" but as subjects with equal dignity and rights before the law. Thus, legal education becomes a platform for fostering social sensitivity and a commitment to humanitarian values. This also emphasizes that law and humanity are inseparable—they complement and strengthen each other (Widayatmo, 2022). Furthermore, the humanist approach also demands the integration of theory, practice, and reflection. In conventional learning paradigms, legal theory is often taught abstractly and detached from social context. However, through the humanist approach, students are guided to understand legal theory through practical experience in the field. For example, when students engage in community service at a legal clinic, they learn firsthand how legal norms are applied and how they impact people's lives. Afterward, they engage in critical reflection to understand the moral and humanitarian values behind these events. This reflection serves as a bridge between experience and ethical awareness, which then strengthens the character of students as prospective law graduates who are empathetic and have integrity (Romadan, 2021).

The implementation of a humanist approach in Indonesia also aligns with the direction of national education policy, which emphasizes character development. Law students are expected to possess not only analytical and argumentative thinking skills but also social and moral awareness. This approach is relevant in shaping law graduates who are not only "law enforcers" but also "guardians of human values." Values such as responsibility, honesty, and empathy are part of the learning process and must be consistently developed in both academic and non-academic activities at the law faculty (Widayatmo, 2022).

However, in practice, the implementation of the humanist approach still faces challenges, particularly in terms of learning evaluation and the lecturer paradigm. Many law lecturers still rely on lecture-based methods and written exam-based assessments, leaving reflection and human values underdeveloped. Furthermore, students often view legal clinical courses as merely administrative obligations, rather than as a platform for developing ethics and empathy. Clinical legal education should be at the heart of the humanist approach, as it is where students directly encounter the social and moral realities of legal practice. Therefore, a paradigm shift is needed that places human experience at the center of the teaching and learning process (Romadan, 2021).

Thus, the humanist approach to legal education is not merely a pedagogical strategy, but also an educational philosophy that places humanity as a primary value. This approach asserts that law was fundamentally created for humans and by humans. When legal education successfully fosters ethical awareness and empathy in students, it produces a generation of law graduates who are not only academically intelligent but also wise in upholding justice.

By participating in the legal clinic program, students no longer simply learn articles and procedures, but are directly involved in real-world activities, such as community legal consultations, client assistance, and reflection on those experiences (Sudiarawan, 2021). A study by Sudiarawan (2021) showed that the Street Legal Clinic model can enhance students' understanding of the socio-cultural contexts faced by clients, thereby fostering an awareness that the legal profession is not just about winning cases, but also about helping people in real-life situations.

Furthermore, clinical education provides students with a more holistic

understanding of the professional process: understanding how legal actions impact clients, considering the value of justice, and interacting with those often in weak or vulnerable positions. This experiential process is then followed by a reflection phase—which legal clinic organizations believe is crucial for internalizing character values such as empathy, justice, and responsibility (Clinical Legal Education Module, 2023). Through this combination of field experience and reflection, students can develop a professional character that is aware of social responsibility.

This is crucial given criticism of legal education in Indonesia, which has been overly dogmatic and unresponsive to societal needs (Sudiarawan, 2021). Thus, the legal clinic serves as a vehicle for character education that significantly impacts students' moral and social dimensions.

However, character building through clinical education is not automatic. Supervisors, curriculum, and clinical facilities play a crucial role. Without supervisors who can guide students in critical reflection, field experiences can end up focusing on the technical aspects of "case resolution" without addressing the character dimension. The clinical education module emphasizes that 'reflection' and 'values' must be an integral part of clinical activities, not just "carrying out legal services" (Clinical Legal Education Module, 2023). Therefore, effective implementation of clinical education in character building requires character-conscious program design, not just student legal services.

In institutional practice, many law schools in Indonesia have begun to strengthen the clinical education component of their curricula as part of student character building. For example, legal clinics are credited, linked to community service, and students are required to report on their reflections on clients' lives and the professional ethics they experience (Padjadjaran University, 2020). This reinforces the point that clinical education is not merely an "extra activity" but a curriculum element that supports students' professional character.

Therefore, clinical legal education has great potential in shaping the character of law students, as it combines three important aspects: real-world experience (doing), guidance and value orientation (guiding), and critical reflection (thinking). When these three aspects are implemented effectively, law graduates will not only become legal experts but also professionals with ethical character, social responsibility, and a

concern for human justice.

Ethics is the primary foundation for developing legal professionalism. In clinical legal education, the application of ethical values is a crucial aspect in preparing students to understand and practice the legal profession with moral responsibility. Students are not only taught to understand the law positive, but also how to apply moral values such as honesty, justice, and integrity in daily legal practice. Ethics within the legal clinic serve as a guide for student behavior when dealing with clients, the public, and fellow students. This is crucial because law students, who will become practitioners, must be sensitive to the moral and humanitarian aspects of every legal action (Firmansyah, 2021).

In legal clinical activities, ethical values are applied through a supervised learning process, where the supervising lecturer provides concrete examples of how a legal practitioner should behave professionally and morally in handling cases. This mentoring process focuses not only on legal skills but also on developing students' ethical awareness.

Through direct mentoring, students learn to avoid behavior that conflicts with the professional code of ethics, such as abuse of authority or discriminatory attitudes toward clients. Thus, clinical education becomes a concrete and applicable learning platform for ethics, not simply lecture theory (Saragih, 2022).

Furthermore, the application of ethical values is also carried out through the habit of ethical reflection after students undergo fieldwork. Each student is required to write a reflective report assessing the legal decisions made and considering the moral aspects of those actions. This reflection is an integral part of the learning process because it encourages students to think critically about the legal and social consequences of each of their actions. This approach fosters awareness that legal ethics is not merely about adherence to rules, but also a willingness to uphold the values of justice and humanity. By habituating this type of reflection, students learn that the legal profession must be carried out with a high sense of moral responsibility (Firmansyah, 2021).

Ethics education in the context of a legal clinic also helps students understand the moral dilemmas that frequently arise in legal practice. For example, how to navigate conflicts of interest between legal truth and client needs, or how to maintain

client confidentiality without compromising public justice. Through real-life case discussions facilitated by supervisors, students can learn to balance moral principles and legal obligations. In such situations, supervisors act as role models, demonstrating how legal professionals should make decisions based on solid ethical values (Saragih, 2022).

Furthermore, the application of ethical values is also related to the formation of an academic culture of integrity within the law faculty. Students are trained to avoid unethical practices such as plagiarism, data manipulation, or academic dishonesty. The values of integrity developed in college will be a key asset when they enter the workforce as advocates, prosecutors, or judges. Ethics-oriented clinical legal education will produce graduates who are not only legally competent but also possess strong moral character. As confirmed by Firmansyah's (2021) research, legal education that instills ethical values from an early age has been shown to increase students' professional awareness and strengthen their commitment to social justice.

Thus, the application of ethical values in clinical legal learning is a multidimensional process encompassing guidance, reflection, and habituation. Through ethical clinical education, law students learn not only to become intellectually intelligent legal experts but also to become legal practitioners with morals, justice, and integrity.

This approach serves as the foundation for developing a generation of legal professionals capable of fulfilling their roles as guardians of justice and protectors of human values amidst the complexities of the modern legal world (Saragih, 2022).

2. Waiting to wait through legal compliance

Empathy is a crucial emotional competency in legal practice, particularly in the context of clinical legal education. Law students directly involved in community service through legal clinics are confronted with a variety of complex social situations. In this process, students learn to understand clients' perspectives and feelings, not only from a legal perspective but also from a human perspective. This process provides a platform for developing deep empathy as students witness firsthand how legal problems are rooted in social, economic, and cultural injustice (Sari, 2021).

Experiential learning in the legal clinic places students in an active role as legal

advisors to those in need. When students encounter real-life cases, they are not only required to provide legal solutions but also to understand the client's emotional and psychological state. Through this direct interaction, students learn to develop empathetic listening skills, understand the client's difficulties, and foster awareness of the importance of substantive justice, not just procedural justice (Rahmawati, 2023). This approach makes empathy an integral professional competency of legal skills.

Furthermore, empathy in legal education also serves as a foundation for developing legal morality. Students with high empathy will be more careful in making legal decisions and more sensitive to the values of justice. In many cases, clients from poor or vulnerable communities often face injustice not because of their weak legal standing, but because of a lack of understanding and access to justice. By engaging in legal clinical experiences, students can experience this firsthand, fostering a moral awareness that the role of law must be aligned with human values (Sari, 2021).

Field legal practice also enriches students' understanding of social realities not always explained in the classroom. For example, when assisting in cases of domestic violence or land disputes, students are confronted not only with legal documents but also with the trauma and suffering of the victims. Such situations require students to possess empathy and strong communication skills to provide legal support sensitive to the client's psychological well-being. This empathy-based mentoring process ultimately fosters a sense of moral and social responsibility toward the legal profession (Rahmawati, 2023).

Furthermore, empathy is fostered through reflection after students complete legal clinical activities. Supervisors typically ask students to write a reflection on their field experience, including how they perceived and understood the client's situation. This reflection serves not only to assess learning outcomes but also to deepen students' humanitarian awareness. Through reflection, students are encouraged to understand law as a means to fight for human justice, not simply as a formal system of regulations (Sari, 2021).

Empathy is also a crucial bridge in building effective communication between students and the public. In practice, many clients come from diverse social and cultural backgrounds, requiring students to be sensitive and adapt their communication styles without being judgmental. This empathetic attitude builds trust

between students and clients and fosters healthy professional relationships. This process ultimately enriches the clinical learning dimension, as students learn that successfully resolving legal cases depends not only on intellectual intelligence but also on emotional intelligence (Rahmawati, 2023).

Thus, strengthening empathy in clinical legal education is not merely an additional goal, but is the core of the humanist approach.

Through real-life legal practice experiences, students not only become more professionally competent but also more humane. Legal education that fosters empathy will produce a generation of law graduates capable not only of upholding the law but also of understanding the human suffering behind the legal cases they handle. Therefore, empathy must be continuously developed as an integral part of the legal education curriculum in Indonesia (Sari, 2021).

The humanist approach to legal education in Indonesia faces various challenges, both in terms of academic paradigms, learning systems, and institutional culture. The first challenge lies in the dominant cognitive and theoretical paradigm of legal education. Many law schools still emphasize memorization of legal articles and doctrines without fostering a reflective understanding of the human values behind the law itself. As a result, law students tend to view law as a rigid normative system, rather than as a tool for fighting for human justice. This paradigm shift is an important first step towards the growth and widespread acceptance of the humanist approach in legal academic circles (Anwar, 2022).

The next challenge is the limited implementation of student-centered learning methods. In many law schools, learning activities are still dominated by lectures and written exams that solely assess cognitive abilities.

However, a humanistic approach demands a dialogic, participatory, and experiential learning process, such as legal clinics, case simulations, and reflection. The implementation of these methods is often hampered by large student populations, a lack of clinical supervisors, and limited infrastructure, such as legal consultation rooms or community partners for field practice (Fitriani, 2021).

Furthermore, academic cultural factors also hinder the development of a

humanist approach. In many cases, the relationship between lecturers and students in law schools remains hierarchical, discouraging students from expressing critical views or engaging in open reflection. In fact, in a humanist approach, the educational relationship should be one of equality, with lecturers acting as facilitators, guiding students in discovering their own truths. The meaning of law is learned through experience and critical thinking. A shift in the mindset of lecturers is needed to see students not merely as objects of learning, but as subjects who actively participate in building legal knowledge (Anwar, 2022).

Another challenge is the lack of systemic integration of humanitarian values into the legal curriculum. Many law courses are taught without any emphasis on moral, ethical, and empathetic values, so student character development often relies on informal activities such as legal clinics or social outreach. For a humanist approach to be effective, each law course should be linked to relevant humanitarian values—for example, discussing aspects of social justice in criminal law, or the value of the common good in civil law. This integration requires institutional commitment to reform the legal curriculum to be more responsive to social and humanitarian dimensions (Fitriani, 2021).

From a policy perspective, not all law faculties have operational standards that support the implementation of humanistic-based clinical education. Some law faculties in Indonesia still view legal clinics as supplementary activities, rather than a core part of the curriculum. As a result, the sustainability of legal clinic activities is highly dependent on support from external projects or partnerships with legal aid institutions. However, a humanistic approach can only be consistently implemented if legal clinics are recognized as a primary learning instrument, complete with a clear structure for mentoring, assessment, and values reflection (Anwar, 2022).

Nevertheless, various efforts and innovations have been made to strengthen the humanist approach in Indonesian legal education. One important step is the implementation of project- and community-based learning models, where students are directly involved in community service, advocacy, and applied legal research.

This model not only improves students' technical skills in addressing legal issues but also fosters empathy and social responsibility towards the surrounding community. Furthermore, increasing the capacity of lecturers in humanistic pedagogy

through training and collaboration between universities is necessary to create an academic environment that supports values-oriented legal education (Fitriani, 2021).

Another development effort is digitalization and the use of technology to support a humanistic approach. Through digital platforms, law students can interact with the public online, provide legal education, and provide remote legal assistance. While this interaction differs from in-person practice, technology can expand the reach of clinical education to more remote areas, while fostering student empathy for communities with limited access to the law. Thus, a humanist approach can be implemented not only traditionally but also adapt to changing times through technological innovations oriented toward humanitarian values (Anwar, 2022).

The successful implementation of a humanist approach ultimately depends

Hukum bagi Dunia Praktik dan Akademik

heavily on collaboration between academics, the government, and legal professional institutions. Law faculties cannot function alone without the support of national education policies that emphasize character and humanitarian values. Therefore, synergy between institutions is necessary to strengthen the vision of legal education that produces not only technically proficient law graduates but also those with integrity, empathy, and a social conscience. With continued collaboration, the humanist approach can develop into a key foundation for building a just and humane legal education system in Indonesia (Fitriani, 2021).

The humanization of legal education—the adoption of an approach that places human values, empathy, and ethics at the center of learning—has significant implications for both academia and legal practice. From an academic perspective, this approach shifts the focus of learning from merely mastering normative content to developing student character capable of acting ethically and humanely upon entering the legal profession. For example, when students are prepared through a humanistic-oriented legal clinical program, they are better prepared to face the factual complexities of legal practice and have a better understanding of the social dynamics of clients and their inherent professional responsibilities (Nurpratiwi, 2021).

In the realm of legal practice, the implications of humanizing legal education are also profound. Graduates equipped with a humanitarian orientation tend to practice with sensitivity to clients and marginalized communities, rather than solely focusing on achieving legal victories or litigation technicalities.

Such practitioners are better able to build public trust in the legal system because they act not as mere "reporters" or "judges," but as "partners in justice" who understand the human context behind legal conflicts. This means that humanistic

clinical education can make a real contribution to a more inclusive and responsive legal culture (Rahman et al., 2024). Furthermore, from the academic institutional side, the humanization of legal education..This requires changes to the curriculum structure, teaching methods, and assessment. The curriculum must incorporate components of ethics, reflection, field experience, and empathy as integral parts—not just add-ons. Lecturers and teaching staff need to be trained to guide students not only in the technical aspects of law, but also in the process of reflection and character development. Universities must also provide adequate clinical learning facilities—consultation rooms with the community, adequate supervision, and an evaluation system that takes into account the development of empathy and ethics, not just test scores (Rahman et al., 2024).

Furthermore, the humanization of legal education has implications for the relationship between universities and the community. Through humanistic legal clinics, universities can strengthen their community service function as part of the Tri Dharma of Higher Education. Students become not merely recipients of knowledge, but active agents who provide legal services, assist the community, and reflect humanitarian values in concrete actions. Thus, legal education serves as a bridge between academics and social practice, between theory and societal reality—ultimately increasing the relevance of legal education to the needs of social justice (Nurpratiwi, 2021).

However, it's important to note that these implications will only emerge if the humanist approach is applied systematically, consistently, and integrated into all aspects of legal education. If it's merely supplementary or incidental, the potential for character transformation and ethical and empathetic legal practice will be limited. Therefore, legal education institutions and practices need to view humanization as a primary paradigm, not simply a pedagogical option.

— so that law graduates are not only technically competent, but also have integrity, care, and are humanity-oriented.

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