

INTERNATIONAL JOURNALOF LAW AND CONSTITUTION STUDY

Journal home page:https://jurnal.asrypersadaquality.com/index.php/ijlacos

DIGITAL LEGAL AND LITERACY CLINICEFFORTS TO PREVENT CYBERCRIME AMONG TEENAGERS

Adinda Selina Syahputri Situmorang, Imran Pradipta, Putra Arnandi, Shafa Camila Putri

Faculty of Sharia and Law, Department of Islamic Criminal Law, State Islamic University of North Sumatra, Indonesia

Adindaselinass9@gmail.com, *mhd.imrandipta@gmail.com*, *putraarnandi@gmail.com*, *shafakamilaputri28@gmail.com*

KEYWORDS

Cybercrime Prevention; Legal Awareness; Legal Clinics; Digital Literacy; Adolescents

ABSTRACT

Cybercrime has become an increasingly serious challenge in the digital era, particularly among adolescents who are intensive users of digital technology but often lack sufficient legal awareness. Adolescents' vulnerability to cybercrime is not only caused by technological factors, but also by limited understanding of legal norms governing online behavior. This study aims to analyze cybercrime prevention among adolescents through a preventive legal perspective by emphasizing the role of legal awareness, legal clinics, and digital literacy. This research employs a qualitative normative legal approach by examining statutory regulations related to cyber law, adolescent protection, and digital governance, as well as relevant academic literature. Primary legal materials include regulations on electronic information and transactions and policies on digital literacy, while secondary materials consist of scholarly articles, books, and previous research on cybercrime prevention, legal awareness, and legal clinics. Data are collected through document study and analyzed using descriptive and analytical methods. The findings indicate that adolescents' vulnerability to cybercrime is closely related to low legal awareness and the absence of structured preventive legal education. Although cyber law regulations provide clear legal standards, their preventive effectiveness remains limited due to inadequate public understanding. The study also finds that legal clinics play a strategic role as preventive legal institutions by translating complex legal norms into accessible and practical guidance for adolescents. Furthermore, digital literacy significantly

reduces cyber risks, but it is most effective when integrated with legal education. This study concludes that cybercrime prevention among adolescents requires an integrated preventive model that combines legal awareness, legal clinics, and digital literacy. Such integration aligns legal norms with technological realities and promotes responsible digital behavior. The research contributes to the development of preventive legal strategies in the digital era and provides policy-relevant insights for strengthening adolescent protection in cyberspace.

INTRODUCTION

The rapid development of information and communication technology has fundamentally transformed patterns of social interaction, communication, and knowledge production across the globe. Digital platforms are no longer merely tools for information exchange; they have become integral spaces where social identities are formed, relationships are maintained, and values are negotiated. Among all social groups, adolescents occupy a particularly central position in this transformation. As digital natives, adolescents are highly adaptive to technological change and demonstrate intensive engagement with social media, online games, learning platforms, and various digital applications. This high level of digital participation, however, is not always accompanied by sufficient legal awareness and ethical understanding, creating new forms of vulnerability in cyberspace.

In Indonesia, the acceleration of digitalization has significantly increased internet penetration among adolescents. Government data and independent surveys consistently show that adolescents represent one of the largest groups of active internet users, spending several hours per day in online environments. Social media platforms such as Instagram, TikTok, WhatsApp, and online gaming communities have become primary spaces for interaction and self-expression. While these platforms offer positive opportunities for creativity and learning, they also expose adolescents to various digital risks, including cyberbullying, online fraud, identity theft, data misuse, hate speech, and the dissemination of unlawful content (Hermawan, 2021).

Cybercrime has emerged as one of the most serious legal and social challenges in the digital era. Unlike conventional crimes, cybercrime is characterized by anonymity, borderless interactions, and rapid dissemination of harmful content.

These characteristics make cybercrime particularly difficult to detect and prevent, especially when perpetrators and victims are adolescents. In many cases, adolescents engage in unlawful digital behavior without fully realizing that their actions constitute legal violations. Activities such as reposting defamatory content, sharing private images without consent, or participating in online harassment are often perceived as trivial or playful, despite their potential legal consequences (An Nisya Nursabilah et al., 2025).

The impact of cybercrime on adolescents extends beyond legal implications. Psychologically, cybercrime can cause anxiety, depression, loss of self-esteem, and social withdrawal. Socially, it can damage peer relationships and contribute to a culture of digital violence and intolerance. From a legal perspective, adolescents may face criminal liability under cyber law, which can have long-term consequences for their future. These multidimensional impacts highlight the urgency of developing preventive strategies that address not only legal compliance but also ethical awareness and digital responsibility.

Indonesia has established a legal framework to regulate digital activities and address cybercrime through Law Number 11 of 2008 concerning Electronic Information and Transactions, as amended by Law Number 19 of 2016. This legislation provides legal certainty by defining prohibited acts and sanctions related to electronic information and transactions. In addition, regulations on child protection and personal data protection aim to safeguard adolescents in digital environments. However, the existence of legal norms alone does not guarantee effective cybercrime prevention. The effectiveness of law depends largely on public awareness, understanding, and voluntary compliance (SOEMITRO, 1990).

Empirical evidence suggests that repressive law enforcement mechanisms face significant limitations in addressing cybercrime involving adolescents. Law enforcement agencies often encounter challenges related to technological capacity, jurisdictional boundaries, and evidentiary complexity. Moreover, adolescents are frequently reluctant to report cybercrime due to fear of stigma, lack of procedural knowledge, or distrust of legal institutions (Rusdy, 2022). These challenges indicate that cybercrime prevention cannot rely solely on punitive measures but must be complemented by preventive and educational approaches.

Preventive law theory provides a relevant conceptual framework for addressing this challenge. According to this theory, law should function not only as an instrument of coercion but also as a means of guiding social behavior and preventing disputes before they escalate into legal violations. Preventive law emphasizes education, awareness, and early intervention as key strategies for achieving legal compliance (SOEMITRO, 1990). In the context of cybercrime, preventive law requires mechanisms that can translate abstract legal norms into practical guidance for everyday digital behavior.

Legal clinics represent one such preventive mechanism. Traditionally, legal clinics have been associated with legal aid services and experiential learning for law students. Over time, however, their role has expanded to include community legal education and public legal awareness campaigns. Legal clinics serve as bridges between formal legal systems and society by making legal knowledge accessible, contextual, and responsive to social needs (Rahardjo, 1980). In the digital era, legal clinics have the potential to play a crucial role in educating adolescents about cyber law, digital rights, and legal responsibilities in online environments.

At the same time, digital literacy has emerged as an essential competence in contemporary society. Digital literacy goes beyond the ability to use digital tools; it encompasses critical thinking, information evaluation, ethical judgment, and responsible participation in digital spaces. Scholars argue that digital literacy enables individuals to recognize online risks, protect personal data, and understand the consequences of digital actions (Hermawan, 2021). For adolescents, digital literacy is particularly important, as it shapes their attitudes and behavior in cyberspace during formative years.

Despite the growing body of research on cybercrime, legal awareness, and digital literacy, existing studies often approach these issues in isolation. Research on cybercrime tends to focus on regulatory frameworks and law enforcement challenges, while studies on digital literacy emphasize educational and technological dimensions. Similarly, scholarship on legal clinics largely concentrates on access to justice and student learning outcomes. Few studies have systematically examined the integration of legal clinics and digital literacy as a unified preventive strategy targeting adolescents.

This fragmentation in the literature reveals a significant research gap. Cybercrime is a multidimensional phenomenon that intersects law, technology, education, and

ethics. Addressing it effectively requires an integrated approach that combines normative legal frameworks with practical digital competencies and ethical values. Without such integration, preventive efforts risk being partial and ineffective.

Therefore, this study seeks to analyze the role of legal clinics and digital literacy as integrated preventive mechanisms against cybercrime among adolescents. By adopting a qualitative normative legal approach, this research examines how legal clinics can function as preventive institutions and how digital literacy can reinforce legal awareness in digital environments. The study also explores how the integration of these two elements contributes to sustainable cybercrime prevention and responsible digital citizenship.

This research contributes to existing scholarship in several ways. First, it reconceptualizes legal clinics as preventive legal actors within digital governance, rather than merely remedial legal aid providers. Second, it positions digital literacy as a form of legal capacity that directly influences compliance with cyber law. Third, it offers an interdisciplinary framework that synthesizes law, education, and ethics in addressing adolescent cybercrime. By filling the identified research gap, this study aims to provide both theoretical insights and practical recommendations for policymakers, educational institutions, and legal practitioners in the digital era.

METHOD

This research uses a qualitative normative legal approach. This method is chosen because the study focuses on legal norms, concepts, and preventive strategies related to cybercrime among adolescents rather than on statistical measurement of behavior. Normative legal research is appropriate to examine how law functions as a preventive instrument and how legal awareness can be developed through educational mechanisms such as legal clinics (SOEMITRO, 1990).

The normative legal approach views law as a system of rules and principles that regulate social behavior. In this study, the analysis focuses on cyber law regulations, child protection norms, and policies related to digital literacy. To strengthen the analysis, the research also applies a conceptual approach by using theories of preventive law, legal awareness, and responsive law. These theories are used to explain the importance of early legal education and institutional involvement in preventing cybercrime among adolescents (Rahardjo, 1980).

The data used in this research consist of primary and secondary legal materials. Primary legal materials include statutory regulations and official policy documents

related to electronic information and transactions and adolescent protection. The main legal sources analyzed are Law Number 11 of 2008 concerning Electronic Information and Transactions (Laughton et al., 1972), as amended by Law Number 19 of 2016, as well as relevant regulations and government policies on digital literacy and cyber safety (Indonesia, 2011). These legal materials are examined to identify legal standards governing online behavior and the responsibilities of state and educational institutions in preventing cybercrime.

Secondary data are obtained from academic sources such as journal articles, books, research reports, and conference papers that discuss cybercrime, legal clinics, digital literacy, and legal awareness. Scholarly works published within the last five to ten years are prioritized to ensure relevance to current legal and technological developments. These sources are used to construct the theoretical framework and to compare this research with previous studies on similar topics (Hermawan, 2021).

Data collection is conducted through document study. Legal texts, policy documents, and academic literature are systematically collected and reviewed based on their relevance to the research problem. The materials are then classified to identify key legal principles, arguments, and concepts related to preventive legal education and adolescent vulnerability in digital environments.

Data analysis is carried out using descriptive and analytical methods. Descriptive analysis is used to explain existing legal regulations and institutional practices related to cybercrime prevention. Analytical interpretation is then applied to assess the meaning, scope, and function of legal norms in preventing cybercrime among adolescents. The analysis also involves comparison with previous research to identify similarities, differences, and the contribution of this study to existing scholarship (An Nisya Nursabilah et al., 2025).

To ensure reliability and consistency, the analysis is conducted by cross-referencing legal regulations, academic literature, and policy documents. Although this research does not involve fieldwork or human participants, methodological rigor is maintained through systematic document analysis and critical engagement with authoritative legal sources.

RESULTS AND DISCUSSION

RESULTS

The results of this study show that adolescents occupy a highly vulnerable position in the digital environment due to the imbalance between intensive technology use and

limited legal awareness. Adolescents are active users of social media, online games, and digital communication platforms, yet many of them do not fully understand the legal boundaries governing online behavior. This condition confirms that technological familiarity does not automatically translate into legal consciousness. As a result, adolescents are frequently exposed to cybercrime risks, either as victims or as unintentional perpetrators of unlawful digital acts (Hermawan, 2021).

The analysis indicates that the most common forms of cybercrime involving adolescents include cyberbullying, online harassment, dissemination of defamatory content, misuse of personal data, and online fraud. These acts often occur in informal digital interactions among peers and are normalized as part of online culture. Many adolescents perceive such behavior as harmless or merely a form of expression, without realizing that these actions may violate cyber law provisions. This finding supports previous research which states that adolescents often underestimate the legal consequences of their online activities because cyberspace is perceived as separate from real-world legal accountability (An Nisya Nursabilah et al., 2025).

From a legal perspective, the results demonstrate that the existing cyber law framework, particularly the Electronic Information and Transactions Law, provides clear legal norms and sanctions related to digital offenses. However, the effectiveness of these regulations in preventing cybercrime among adolescents remains limited. The study finds that legal norms are often not internalized by adolescents due to lack of exposure, limited legal education, and the abstract nature of legal language. This confirms the argument of preventive law theory that law cannot function effectively if it is only applied after violations occur, without prior efforts to educate and guide behavior (Soemitro, 1990).

The findings further reveal that legal clinics have significant potential as preventive legal institutions in the digital context. Legal clinics are able to translate complex cyber law provisions into practical and understandable knowledge for adolescents. Through legal education activities, counseling sessions, and community outreach, legal clinics help adolescents recognize prohibited online conduct, understand their digital rights, and become aware of legal remedies available in cases of cybercrime. This role supports the concept of responsive law, which emphasizes that legal institutions must adapt to social realities and communicate legal norms in ways that are accessible to society (Rahardjo, 1980).

In addition, the study finds that legal clinic-based education is more effective when it focuses on prevention rather than punishment. Adolescents who receive early legal education through legal clinics tend to show greater awareness of legal consequences and stronger self-regulation in digital behavior. This result aligns with previous studies that highlight the importance of early legal awareness in reducing unlawful conduct, particularly in rapidly evolving digital environments (Rusdy, 2022). Unlike repressive approaches that rely on fear of sanctions, preventive legal education encourages voluntary compliance and ethical reflection.

The results also emphasize the crucial role of digital literacy in cybercrime prevention. Digital literacy enables adolescents to critically evaluate online information, identify potential risks, and protect their personal data. Adolescents with higher levels of digital literacy are more capable of recognizing cyber threats such as phishing, fake accounts, and online manipulation. This finding is consistent with earlier research which suggests that low digital literacy significantly increases vulnerability to cybercrime among young internet users (Hermawan, 2021).

Importantly, this study shows that digital literacy alone is not sufficient if it is not integrated with legal understanding. Adolescents may possess technical skills but still engage in unlawful behavior if they lack awareness of legal norms. Therefore, the integration of legal clinics and digital literacy programs emerges as a key finding of this research. The combination of legal education and digital competence creates a comprehensive preventive model that addresses both normative and practical dimensions of cybercrime prevention.

The integrated model allows adolescents to understand not only how to use digital technology safely, but also why certain behaviors are legally prohibited. Legal clinics provide the normative framework, while digital literacy programs supply practical tools for risk prevention. This integration reduces the gap between law and daily digital practices, making legal norms more relevant and applicable to adolescents' lived experiences. Such findings extend previous studies that often examine legal education and digital literacy as separate domains, without emphasizing their combined preventive potential (Rusdy, 2022).

Furthermore, the results indicate that the integration of legal clinics and digital literacy contributes to the development of ethical digital behavior. Adolescents become more aware of the impact of their online actions on others, including issues of dignity, privacy, and reputation. This ethical dimension is essential, as many cybercrime cases

involving adolescents stem from impulsive behavior, peer pressure, and lack of moral reflection. The findings therefore support the argument that cybercrime prevention must involve not only legal compliance but also ethical internalization of norms (Auda, 2008).

Overall, the results and discussion demonstrate that cybercrime prevention among adolescents requires a shift from a repressive legal approach toward a preventive and educational model. Legal clinics and digital literacy, when integrated, offer an effective strategy to strengthen legal awareness, reduce digital risks, and promote responsible online behavior. This approach addresses the root causes of cybercrime by equipping adolescents with legal knowledge, digital skills, and ethical awareness necessary to navigate the digital environment safely and lawfully.

Discussion

Adolescents' Legal Awareness and Vulnerability to Cybercrime in the Digital Environment

The findings of this study demonstrate that adolescents' vulnerability to cybercrime is closely linked to the level of legal awareness they possess in navigating the digital environment. Adolescents represent one of the most active groups of internet users, yet their engagement with digital technology is not accompanied by a proportional understanding of the legal norms that regulate online behavior. This imbalance creates a structural risk in which adolescents may unintentionally violate the law or become victims of cybercrime due to insufficient legal knowledge.

From the perspective of legal awareness theory, law functions effectively only when it is internalized by individuals and reflected in everyday behavior (Rahardjo, 1980). Legal awareness does not merely refer to the existence of legal rules, but encompasses knowledge of the law, understanding of its meaning, positive attitudes toward legal norms, and compliance in practice. The results of this study indicate that adolescents generally lack adequate knowledge of cyber law provisions, particularly those related to online defamation, invasion of privacy, misuse of personal data, and unlawful dissemination of digital content.

This finding is consistent with previous research suggesting that adolescents often perceive cyberspace as a social arena detached from formal legal control (Hermawan, 2021). Digital interactions are frequently understood as informal, private, and transient, leading to the assumption that actions performed online do not carry serious legal consequences. Such perceptions weaken the normative force of law and contribute to

the normalization of harmful online behavior, including cyberbullying, hate speech, and unauthorized sharing of personal information.

However, this study advances existing literature by demonstrating that adolescents' low legal awareness is not merely an individual cognitive limitation, but a consequence of structural gaps in legal education. Cyber law is rarely introduced systematically at the secondary education level, and when it is discussed, it is often presented in abstract legal language that is difficult for adolescents to understand. As a result, legal norms remain distant from adolescents' lived digital experiences.

The lack of early legal education contributes to a reactive model of legal awareness formation, where adolescents encounter legal norms only after violations occur. Media coverage of cybercrime cases and law enforcement actions may raise awareness temporarily, but such exposure often emphasizes punishment rather than prevention. This reactive approach reinforces fear-based compliance rather than internalized legal consciousness.

In contrast, legal awareness theory emphasizes that sustainable compliance emerges from understanding and acceptance of legal norms, not from coercion alone. Adolescents who understand why certain online behaviors are prohibited are more likely to regulate their conduct voluntarily. The findings of this study suggest that adolescents who are exposed to legal education related to digital behavior demonstrate greater caution and ethical consideration in their online interactions.

Compared to earlier studies that focus primarily on parental supervision or peer influence, this research highlights the institutional dimension of legal awareness formation. While family and social environments play important roles, they cannot substitute for structured legal education. Digital platforms evolve rapidly, and parents and peers may lack sufficient legal knowledge to provide accurate guidance. This reinforces the need for institutional actors capable of delivering reliable and up-to-date legal education.

By framing adolescent cybercrime vulnerability as a legal awareness issue, this study contributes a theoretical shift in the discourse on cybercrime prevention. Rather than treating adolescents as passive risk-takers or deviant actors, the research positions them as legal subjects who require appropriate education to navigate complex digital norms. This perspective aligns with preventive and educational approaches to law, emphasizing empowerment over punishment.

Preventive Law Theory and the Strategic Role of Legal Clinics

Preventive law theory provides a central framework for interpreting the findings of this study. Preventive law emphasizes that the primary objective of legal regulation is to prevent harm before it occurs through education, guidance, and early intervention (Soemitro, 1990). In the context of cybercrime involving adolescents, this approach is particularly relevant, as many digital violations arise from lack of understanding rather than deliberate criminal intent.

The results of this research show that repressive legal responses, such as criminal sanctions under cyber law, have limited effectiveness in addressing adolescent cybercrime. Adolescents often engage in unlawful digital behavior impulsively, influenced by peer dynamics and online culture. Punitive measures may address individual cases but fail to reduce broader patterns of risky behavior. In some cases, harsh legal responses may even exacerbate social harm by stigmatizing young offenders and hindering their reintegration.

These findings align with previous studies that criticize punitive cybercrime policies for minors and advocate for preventive legal education as a more proportionate and effective strategy (Rusdy, 2022). Preventive law seeks to intervene at an earlier stage, equipping individuals with knowledge and skills to avoid legal violations. This approach is particularly suitable for adolescents, whose cognitive and moral development is still in progress.

Within this preventive framework, legal clinics emerge as strategic institutional actors. Traditionally, legal clinics are associated with legal aid services and experiential learning for law students. However, the findings of this study demonstrate that legal clinics possess significant potential as preventive legal institutions in the digital era. Their community-oriented nature enables them to engage directly with adolescents in educational and advisory contexts.

Legal clinics are uniquely positioned to translate complex cyber law regulations into accessible language. Cyber law often involves technical terminology and abstract concepts that are difficult for non-lawyers to understand. Legal clinics can contextualize these norms by using real-life examples, case simulations, and interactive discussions. This pedagogical approach enhances comprehension and encourages adolescents to reflect on the legal consequences of their digital actions.

Moreover, legal clinics operate outside rigid bureaucratic structures, allowing flexibility in program design and delivery. This flexibility enables legal clinics to

collaborate with schools, youth organizations, and community groups. Such collaboration expands the reach of preventive legal education and ensures that legal norms are communicated in environments familiar to adolescents.

This study expands the existing literature on legal clinics by emphasizing their preventive function. Previous research often focuses on access to justice and the educational benefits for law students. While these aspects remain important, this research demonstrates that legal clinics also play a critical role in shaping legal awareness and preventing legal violations. This reconceptualization aligns with the theory of responsive law, which argues that legal institutions must adapt to social change and actively engage with the needs of society (Rahardjo, 1980).

Compared to law enforcement agencies, legal clinics adopt a non-coercive and dialogical approach. Adolescents are more receptive to legal education when it is delivered in a supportive environment rather than through formal legal proceedings. This reinforces the preventive function of law by fostering voluntary compliance and ethical reflection.

By integrating preventive law theory with the practical role of legal clinics, this research contributes a novel institutional perspective to cybercrime prevention scholarship. It demonstrates that effective cybercrime prevention requires not only strong legal regulations but also institutions capable of translating law into meaningful guidance for young digital users.

Integration of Legal Clinics and Digital Literacy: Toward a Comprehensive Preventive Model

The final discussion focuses on the integration of legal clinics and digital literacy as a comprehensive preventive model for addressing cybercrime among adolescents. Digital literacy is widely recognized as a key factor in reducing vulnerability to online risks. Adolescents with higher digital literacy are better equipped to identify scams, protect personal data, and critically evaluate online content.

The findings of this study confirm that digital literacy plays a crucial role in cybercrime prevention. This is consistent with previous research indicating that low digital literacy increases susceptibility to cyber threats (Hermawan, 2021). However, this research advances existing literature by demonstrating that digital literacy alone is insufficient without legal understanding.

Many digital literacy programs focus primarily on technical skills, such as navigating platforms or identifying misinformation. While these skills are important,

they do not necessarily prevent unlawful behavior if adolescents lack awareness of legal boundaries. Adolescents may understand how to use technology effectively yet remain unaware that certain actions constitute legal violations.

The integration of legal clinics and digital literacy addresses this gap by combining technical competence with legal awareness. Legal clinics provide normative guidance by explaining rights, obligations, and legal consequences. Digital literacy programs equip adolescents with practical skills to apply this knowledge in real digital contexts. Together, they form a holistic preventive strategy that aligns law with daily digital practices.

This integrated model represents a significant departure from fragmented approaches in existing research. Previous studies often examine legal education and digital literacy separately, resulting in incomplete prevention strategies. By synthesizing these domains, this research offers a more comprehensive framework that reflects the interdisciplinary nature of cybercrime.

The integration also incorporates ethical considerations. Cybercrime among adolescents is often driven by normalization of harmful behavior and lack of empathy. By combining legal education with digital literacy, adolescents are encouraged to consider the broader impact of their online actions on others' rights and dignity. This ethical dimension strengthens internal compliance and promotes responsible digital citizenship.

From a normative standpoint, this approach aligns with value-based legal frameworks that emphasize protection of dignity, intellect, and property (Auda, 2008). Cybercrime threatens these values by undermining privacy, reputation, and psychological well-being. Integrating ethical reflection into preventive legal education enhances the internalization of legal norms.

In terms of research contribution, this study offers three major advances. First, it reframes adolescent cybercrime vulnerability as a legal awareness issue requiring institutional solutions. Second, it reconceptualizes legal clinics as preventive legal actors within digital governance. Third, it proposes an integrated preventive model that combines legal education and digital literacy.

These contributions fill important gaps in the literature and provide a foundation for future research and policy development. Future studies may empirically test the effectiveness of integrated legal clinic programs or explore comparative perspectives across jurisdictions. Overall, this research demonstrates that sustainable cybercrime

prevention requires education-based legal strategies that empower adolescents to navigate the digital environment lawfully and ethically.

CONCLUSION

This study concludes that cybercrime prevention among adolescents cannot be effectively addressed through repressive legal measures alone. The findings demonstrate that adolescents' vulnerability to cybercrime is primarily rooted in low legal awareness, limited understanding of cyber law norms, and the absence of structured preventive legal education in the digital environment. Although adolescents are highly proficient in using digital technology, this technical competence is not accompanied by sufficient legal and ethical understanding of online behavior.

The research confirms that legal awareness plays a decisive role in shaping adolescents' digital conduct. When legal norms are not internalized, law functions only as a reactive instrument that intervenes after violations occur. This condition weakens the preventive function of law and contributes to the normalization of harmful online practices such as cyberbullying, misuse of personal data, and digital harassment. Therefore, strengthening legal awareness must be positioned as a central strategy in cybercrime prevention policies targeting adolescents.

From a theoretical perspective, the findings support preventive law theory, which emphasizes education, guidance, and early intervention as the primary functions of law. The study shows that punitive approaches are not only limited in effectiveness but may also produce adverse social consequences for adolescents. Preventive legal education, by contrast, encourages voluntary compliance and ethical reflection, making it more suitable for addressing cybercrime risks in the digital era.

One of the key conclusions of this research is the strategic role of legal clinics as preventive legal institutions. Legal clinics are capable of translating complex cyber law regulations into accessible and practical knowledge for adolescents. Their community-oriented and dialogical approach allows legal norms to be communicated in ways that are relevant to adolescents' daily digital experiences. This study therefore reconceptualizes legal clinics not merely as remedial institutions providing legal aid, but as proactive actors in digital governance and youth protection.

The integration of legal clinics and digital literacy emerges as the most significant contribution of this research. The study concludes that fragmented approaches legal education without digital competence or digital literacy without legal understanding are insufficient to prevent cybercrime among adolescents. An integrated model that combines legal awareness, digital skills, and ethical reflection offers a more

comprehensive and sustainable preventive strategy. This model aligns legal norms with technological realities and promotes responsible digital citizenship.

Overall, this research contributes to the existing body of knowledge by reframing adolescent cybercrime as a preventive legal education issue, expanding the theoretical understanding of legal clinics, and proposing an integrative framework that bridges law, technology, and ethics. These contributions provide both theoretical and practical insights for developing more effective cybercrime prevention strategies in the digital era.

REFERENCES

An Nisya Nursabilah, Nazmi Viranha Khurulani, Anggia Prasanti, Dea Aulia Zuhra, Allyah Alicia Hg, & Nabila Nabanurohmah. (2025). Legal Protection for Victims of Cyber Scam Crimes and Their Impact as a Form of Secondary Victimization. Hukum Inovatif: *Journal of Social and Humanitarian Legal Studies*, 2(3), 168–187. https://doi.org/10.62383/humif.v2i3.1912

Auda, J. (2008). *Maqasid al-Shariah as Philosophy of Islamic Law: A Systems* Approach, 9–31.

Hermawan. (2021). *Teen Ethics in the Digital Era*. infobisnis.

House of *Representatives of the Republic of Indonesia.* (2011). Information and Electronic Transactions Law No. 19 of 2016. State Gazette of the Republic of Indonesia, 44(8), 287.

Laughton, A. S., Berggren, W. A., Benson, R. N., Davies, T. A., Franz, U., Musich, L. F., Perch-Nielsen, K., Ruffman, A. S., van Hinte, J. E., Whitmarsh, R. B., Aumento, F., Clarke, A. D., Ryall, P. J. C., Cann, J. R., Bryan, W. B., & Bukry, D. (1972). Site 118. *Initial Reports of the Deep Sea Drilling Project*, 12. https://doi.org/10.2973/dsdp.proc.12.109.1972

Rahardjo, S. (1980). *Law and Society* (Vol. 3 of University Textbooks Series). Angkasa.

Rusdy, R. M. I. R. (2022). *Regulation of Good Governance Principles in Local Governments Implementing an Electronic-Based Government System* (SPBE), 01–159.

Soemitro, R. H. (1990). *Legal Research Methodology and Jurimetrics*. Jakarta: Ghalia Indonesia.