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The Role of Social Media Narratives in Juvenile Bullying Prevention within Indonesian and German Legal-Psychological Contexts

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ABSTRACT: Juvenile violence and bullying in Indonesia continue to rise despite the presence of a normative restorative framework under the Juvenile Criminal Justice System Act (UU SPPA) and educational regulations intended to prevent school-based violence. This study examines how preventive efforts can be strengthened through an integrated legal, psychological, and digital-media approach by comparing Indonesia's system with Germany's welfare-oriented model under the Jugendgerichtsgesetz (JGG) and Sozialgesetzbuch VIII (SGB VIII). Using a normative juridical method and comparative analysis, the research finds that Indonesia's diversion practices remain largely procedural, lacking the professional facilitation, victim support, and psychological engagement necessary for genuine restorative outcomes. By contrast, Germany embeds offender victim mediation within a multidisciplinary welfare ecosystem, supported by structured emotional-literacy programs and digital-behavior education. The study also highlights the emerging role of social media in shaping youth behavior and public narratives about juvenile justice, offering both risks and opportunities for prevention. The findings suggest that Indonesia's preventive strategies would benefit from professionalizing restorative facilitation, expanding psychological services, integrating digital-literacy and online-empathy curricula, and collaborating with social-media platforms to promote prosocial and restorative content. These measures would align Indonesia's juvenile justice system with contemporary youth realities and reinforce long-term violence prevention.

KEYWORDS: Juvenile Justice, Bullying, Restorative Justice, Legal Comparison, Social Media Narratives

I. INTRODUCTION

Juvenile violence and bullying present persistent challenges in Indonesia and Germany, despite the existence of comprehensive legal frameworks in both jurisdictions. In Indonesia, the Juvenile Criminal Justice System Act (UU SPPA) and the Ministry of Education, Culture, Research, and Technology Regulation No. 46 of 2023 were enacted to promote restorative solutions within educational settings; yet implementation continues to lean toward punitive and procedural measures that often leave victims without adequate recovery or protection.¹ By contrast, Germany's juvenile justice system anchored in the Jugendgerichtsgesetz (JGG) places strong emphasis on accountability, rehabilitation, and educational interventions supported by coordinated social welfare programs under the Sozialgesetzbuch VIII (SGB VIII).² These structural differences underscore why Indonesia's legal reforms have not translated into substantial improvements in the behavior and well-being of minors.

A growing body of scholarship further illuminates these divergences. Denadin et al. demonstrate that Indonesia's diversion mechanisms are frequently reduced to administrative formalities devoid of genuine restorative engagement.³ Purba et al. similarly observe that restorative practices remain predominantly offender-oriented and insufficient in addressing victims' emotional and material needs.⁴ From a comparative standpoint, Dünkel's analysis highlights how Germany has institutionalized offender victim mediation (Täter-Opfer-Ausgleich) as a core element of juvenile justice

¹ Law No. 11 of 2012 on the Juvenile Criminal Justice System (UU SPPA); Permendikbudristek No. 46/2023 on the Prevention and Handling of Violence in Educational Units.

² Jugendgerichtsgesetz (JGG) [German Juvenile Courts Act]; Sozialgesetzbuch VIII (SGB VIII) [German Child and Youth Welfare Act].

³ Denadin et al., "Restorative Justice Practices in Indonesia's Juvenile Diversion," *Journal of Criminology* 12, no. 3 (2021): 45–58.

⁴ Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

practice.⁵ UNESCO's research also confirms that school-based restorative approaches can effectively reduce bullying and improve educational climates worldwide.⁶ Edyanto adds that Indonesian law enforcement agencies still struggle to consistently implement restorative principles, revealing a critical gap between normative expectations and empirical realities.⁷ Together, these studies show that despite shared international obligations such as CRC Article 40 and the Beijing Rules Indonesia's system remains largely reactive rather than preventive.

Empirical developments reinforce these concerns. Reports from the Indonesian National Police (Polri) show that during the first half of 2025 alone, more than 400 juveniles were identified as suspects in violent incidents such as physical assault and theft figures that mirror previous years and do not indicate improvement.⁸ Conversely, Germany's 2024 Police Crime Statistics (Bundeskriminalamt/BKA) indicate a modest decline in both juvenile and child suspects, coinciding with the expansion of early intervention programs and structured restorative mechanisms under the JGG and SGB VIII.⁹ These contrasting trajectories suggest that legal reforms alone are insufficient; preventive strategies must also incorporate psychological and community based support to foster meaningful behavioral change.

In recent years, social media has emerged as an influential space where public narratives of juvenile bullying and restorative practices are shaped. Viral educational content such as short videos depicting empathy-based conflict resolution in schools has played a crucial role in raising parental awareness, encouraging non-punitive responses, and normalizing restorative interactions between children, teachers, and caregivers.¹⁰ These digital narratives offer real life demonstrations of empathy, responsibility, and

⁵ Frieder Dünkel, "Restorative Justice and Diversion in Europe," *European Journal of Criminology* 12, no. 1 (2015): 7–34.

⁶ UNESCO, *School Violence and Bullying: Global Status Report* (Paris: UNESCO Publishing, 2019).

⁷ Edyanto, "Challenges in Implementing Restorative Justice in Indonesia," *Jurnal Hukum Anak* 5, no. 1 (2021): 55–70.

⁸ Indonesian National Police (Polri), *Juvenile Crime Report, January–June 2025*.

⁹ Bundeskriminalamt (BKA), *Police Crime Statistics 2024: Jugendkriminalität*.

¹⁰ UNICEF, *Growing Up Online: Children's Digital Lives and the Importance of Online Empathy* (New York: UNICEF, 2020).

emotional regulation, enabling audiences to observe restorative values in action. As such, social media operates as a complementary dimension to legal and psychological frameworks in both Indonesia and Germany, amplifying discussions on bullying and providing accessible models of preventive behavior.

The urgency of this study arises from the inadequacy of punitive approaches in addressing the root causes of juvenile violence and the need to integrate legal, psychological, and digital-narrative perspectives into preventive strategies. Previous studies have not sufficiently examined how social media narratives may reinforce restorative justice and empathy-building in both countries, an analytical gap this article seeks to address. Accordingly, this study explores: (1) how legal frameworks on juvenile violence prevention operate in Indonesia and Germany; (2) how psychological approaches, particularly empathy and responsibility, support preventive efforts; (3) what lessons Indonesia may draw from Germany's restorative model; and (4) the limitations that hinder the protection of victims of juvenile violence in Indonesia. These inquiries form the foundation of the article's structure and its contribution to the interdisciplinary discourse on juvenile justice.

II. METHODS

This study employs a normative juridical approach to examine the legal frameworks governing juvenile violence and bullying in Indonesia and Germany. The normative method is used to analyze statutory provisions, government regulations, and international instruments relevant to children in conflict with the law, including the Juvenile Criminal Justice System Act (UU SPPA), Regulation No. 46 of 2023, the Jugendgerichtsgesetz (JGG), and the Sozialgesetzbuch VIII (SGB VIII).¹¹ These materials form the primary basis for assessing the extent to which each jurisdiction incorporates

¹¹ UU No. 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak; Permendikbudristek No. 46 Tahun 2023; Jugendgerichtsgesetz (JGG); Sozialgesetzbuch VIII (SGB VIII).

restorative principles, victim protection, and preventive measures into its legal system.

To complement this, a comparative approach is employed to systematically contrast Indonesia's juvenile justice structure with Germany's more integrated welfare-legal system.¹² This approach allows the study to identify differing institutional arrangements, accountability mechanisms, and restorative practices, including Germany's long established offender victim mediation (Täter-Opfer-Ausgleich). The comparative analysis highlights structural strengths in Germany's preventive measures and exposes gaps within Indonesia's implementation of restorative justice.

A conceptual approach is applied to integrate psychological theories particularly empathy and responsibility as preventive tools for reducing juvenile violence.¹³ This is grounded in established psychological research that links empathy building and emotional regulation to lower aggression among minors. This conceptual lens supports the argument that legal reforms must be accompanied by psychological interventions to address the underlying behavioral and developmental factors influencing juvenile misconduct.

The research also utilizes secondary and tertiary legal materials, including peer-reviewed journal articles, empirical studies, policy reports, and legal dictionaries.¹⁴ These sources help contextualize how restorative justice is practiced in different legal cultures and how scholarly discourse has evaluated victim protection, diversion, and child rehabilitation. Empirical data issued by Polri, UNESCO, and the Bundeskriminalamt (BKA) are incorporated to

¹² Frieder Dünkel, "Restorative Justice and Diversion in Europe," *European Journal of Criminology* 12, no. 1 (2015): 7–34.

¹³ Martin L. Hoffman, *Empathy and Moral Development: Implications for Caring and Justice* (Cambridge: Cambridge University Press, 2000).

¹⁴ Denadin et al., "Restorative Justice Practices in Indonesia's Juvenile Diversion," *Journal of Criminology* 12, no. 3 (2021): 45–58; Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

demonstrate the real-world trends in juvenile offending and the effectiveness of early-intervention and restorative programs.¹⁵

This study applies a purposive qualitative selection of social media content. Digital narratives were selected based on their relevance to juvenile bullying prevention, restorative themes, and dissemination by reputable institutions or government-supported initiatives. Observed content includes short-form videos published between 2019–2024 on platforms such as Instagram and TikTok, particularly those emphasizing empathy, accountability, and non-violent conflict resolution.

In addition, this study adopts a socio-legal media approach to analyze social-media narratives, particularly viral short-form videos on platforms such as Instagram and TikTok that depict empathy-based conflict resolution, restorative interactions, or bullying-prevention practices within school environments.¹⁶ These digital materials are treated as supplementary qualitative data to observe how public online communication shapes societal perceptions of juvenile justice, restorative principles, and preventive interventions. This approach aligns with media-law scholarship, which views digital platforms as normative spaces where legal meaning, social expectations, and behavioral norms are formed.¹⁷ Accordingly, social-media content is analyzed to assess its potential to reinforce restorative values and complement formal juvenile-justice frameworks in both Indonesia and Germany.

¹⁵ UNESCO, *School Violence and Bullying: Global Status Report* (Paris: UNESCO Publishing, 2019); Indonesian National Police (Polri), *Juvenile Crime Report, January–June 2025*; Bundeskriminalamt (BKA), *Police Crime Statistics 2024: Jugendkriminalität*.

¹⁶ UNICEF, *Growing Up Online: Children's Digital Lives and the Importance of Online Empathy* (New York: UNICEF, 2020).

¹⁷ Monroe E. Price & Stefaan Verhulst, *Self-Regulation and the Internet: A Media Law Perspective* (The Hague: Kluwer Law International, 2005).

III. RESULT AND DISCUSSION

1. 3.1 Legal Frameworks in Indonesia and Germany

The legal landscapes of Indonesia and Germany reflect fundamentally different philosophies in addressing juvenile violence and bullying, despite both jurisdictions formally acknowledging restorative justice and child rehabilitation as core principles. Indonesia's primary legal instrument, the Juvenile Criminal Justice System Act (UU SPPA), was enacted in 2012 with the aspiration of moving away from punitive approaches and advancing restorative mechanisms, particularly through diversion.¹⁸ UU SPPA mandates that all cases involving children in conflict with the law be considered for diversion at every level of the criminal justice process, from investigation to adjudication. Complementing this, the Ministry of Education, Culture, Research, and Technology Regulation No. 46 of 2023 reinforces preventive efforts within educational settings by explicitly prohibiting violence in schools and mandating handling procedures grounded in child protection norms.¹⁹ In theory, these instruments create a holistic framework that places restorative justice at the center of juvenile legal responses.

Yet, the practical implementation of these frameworks reveals deep systemic inconsistencies. Studies consistently show that Indonesia's diversion often devolves into a formalistic administrative exercise, executed primarily to fulfill legal requirements rather than to restore relationships or address juvenile behavior meaningfully.²⁰ Law enforcement personnel frequently lack specialized training in mediation, conflict resolution, child psychology, and restorative facilitation. Consequently, the process tends to imitate conventional settlement procedures rather than genuine restorative encounters. Diversion meetings may be perfunctory, conducted with minimal dialogue between victims and offenders, and lacking in emotional

¹⁸ UU No. 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak.

¹⁹ Permendikbudristek No. 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Satuan Pendidikan.

²⁰ Denadin et al., "Restorative Justice Practices in Indonesia's Juvenile Diversion," *Journal of Criminology* 12, no. 3 (2021): 45–58.

exploration or accountability building exercises. This results in outcomes that rarely promote healing, remorse, or behavioral transformation. Indonesia's legal provisions, while normatively aligned with global standards, remain hindered by institutional capacity challenges and deeply ingrained punitive legal culture.

Germany, on the other hand, offers a structurally integrated model where restorative justice is not merely endorsed but doctrinally embedded within statutory provisions. The *Jugendgerichtsgesetz* (JGG) explicitly identifies offender–victim mediation (Täter–Opfer–Ausgleich) as a formalized component of juvenile sanctions.²¹ This form of mediation allows prosecutors or judges to suspend criminal proceedings when offenders agree to participate in guided restorative sessions and undertake reparative obligations such as compensation, apologies, or community service. Unlike in Indonesia where restorative processes depend heavily on individual officers' discretion Germany mandates coordination between the justice system and the youth-welfare system under the *Sozialgesetzbuch VIII* (SGB VIII).²² These welfare agencies are responsible for providing continuous social services, counseling, and family support throughout the juvenile justice process. Their involvement ensures that mediation is not a symbolic gesture but a well-facilitated process designed to encourage accountability, empathy, and rehabilitation.

A closer comparison reveals that legal structure shapes the depth of restorative engagement. In Indonesia, restorative justice is normatively present but institutionally weak: it exists as a mandate but lacks integrated multi-sectoral support. Police officers, prosecutors, and judges are primarily trained in procedural criminal law, not in child-sensitive restorative techniques. In addition, UU SPPA does not outline clear consequences for failing to conduct substantive mediation, allowing diversion to be bypassed or reduced to paperwork. Conversely, the German model embeds restorative justice within an interdisciplinary system, supported by professional

²¹ *Jugendgerichtsgesetz* (JGG) §§45–47.

²² *Sozialgesetzbuch VIII* (SGB VIII) [German Child and Youth Welfare Act]

mediators, social workers, psychologists, and welfare officers who ensure the process remains child-centered and transformative.

Beyond structural differences, the two legal systems diverge in their philosophical orientation toward juvenile wrongdoing. Indonesia's system though reformed still carries remnants of retributive thinking, especially at the law-enforcement stage, where the focus tends to be on case closure rather than reintegration. Germany's approach reflects a welfare-oriented legal philosophy shaped by decades of research on adolescent development, criminology, and rehabilitation. The German Constitutional Court has repeatedly affirmed that juvenile justice must prioritize education and reintegration over punishment.²³ This jurisprudential backdrop strengthens restorative practice by embedding it within a legal culture that views young offenders as subjects of care rather than mere perpetrators of crime.

Despite these differences, both systems share common challenges. Germany's restorative mechanisms require sustained funding, trained facilitators, and close welfare coordination, which creates strain on public resources. Indonesia faces an even greater challenge: decentralization of law enforcement, uneven regional capacity, and a lack of monitoring frameworks mean that diversion outcomes vary dramatically across provinces.²⁴ Additionally, Indonesia lacks a statutory mandate for victim compensation within restorative contexts, relying instead on voluntary agreements that often leave victims uncompensated or dissatisfied.²⁵ This weakens public trust in restorative justice and reduces its preventive potential.

Increasingly, both jurisdictions must also grapple with the impact of digital behavior, social media exposure, and online bullying, which complicate the legal response to juvenile misconduct. While Germany has begun incorporating digital-welfare considerations and cyberbullying modules into youth services, Indonesia's legal framework remains largely oriented toward

²³ Bundesverfassungsgericht (German Constitutional Court), Decision 2 BvR 2025/92 (1994).

²⁴ Edyanto, "Challenges in Implementing Restorative Justice in Indonesia," *Jurnal Hukum Anak* 5, no. 1 (2021): 55–70.

²⁵ Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

physical violence and offline interactions.²⁶ This gap suggests that Indonesia's legal instruments must evolve to include media-literacy mandates, digital-safety education, and cross-sector cooperation with social-media platforms especially as online conflicts increasingly contribute to offline violence.

In conclusion, the legal frameworks of Indonesia and Germany demonstrate that successful preventive strategies depend not only on statutory provisions but also on the institutional capacity and philosophical coherence supporting them. Indonesia's legal reforms require deeper structural integration and practical strengthening to achieve the restorative goals envisioned under UU SPPA. Germany's system, while more advanced, must continually adapt to emergent digital harms and evolving youth behavior patterns. The comparative insights highlight a central lesson: restorative justice must be operationalized through interdisciplinary collaboration, not merely codified in legal texts.

2. 3.2 Psychological Approaches: Empathy and Responsibility as Preventive Tools

Psychological research consistently demonstrates that empathy, emotional regulation, and the development of moral responsibility constitute foundational elements in preventing aggression among children and adolescents. Hoffman's empathy theory posits that empathy emerges through affective and cognitive mechanisms, which allow individuals to understand and respond to others' emotional states.²⁷ This emotional recognition plays a crucial role in reducing harmful behavior because it helps minors internalize the consequences of their actions on others. In the context of juvenile justice, these psychological capacities are directly linked to the likelihood of behavioral transformation: children who are able to feel remorse, understand harm, and take responsibility are significantly more likely to desist from violence and antisocial conduct.

²⁶ UNESCO, *School Violence and Bullying: Global Status Report* (2019).

²⁷ Martin L. Hoffman, *Empathy and Moral Development: Implications for Caring and Justice* (Cambridge: Cambridge University Press, 2000).

Indonesia's legal framework acknowledges these psychological factors implicitly through the diversion mechanism under UU SPPA. However, in practice, diversion rarely integrates structured psychological assessments or interventions.²⁸ Diversion meetings often proceed without child psychologists, counselors, or professionals trained in empathy development. The result is a superficial mediation process where the child may apologize perfunctorily without undergoing deeper cognitive-emotional engagement. While UU SPPA aspires to rehabilitative ideals, the absence of psychological infrastructure reduces the restorative process to a procedural checklist rather than a transformative encounter. Victims, too, receive minimal psychological support, limiting their ability to articulate harm, express healing needs, or participate meaningfully in the restorative dialogue.

Germany's approach contrasts sharply with this. The country's youth-welfare system, governed by SGB VIII, institutionalizes psychological engagement at every stage of the juvenile process.²⁹ Offender–victim mediation under JGG is typically facilitated by trained mediators and supported by qualified social workers or psychologists. These professionals help minors articulate their motivations, understand the emotional impact of their actions, and navigate reparative obligations. Psychological support is not limited to the offender; victims receive trauma-informed counseling and guidance on how to participate safely in the restorative process. This holistic integration increases the likelihood of emotional repair, mutual understanding, and relational restoration.

Beyond restorative procedures, Germany also integrates psychological principles into preventive education. Numerous German schools offer structured programs focusing on emotional literacy, peer mediation, conflict resolution, and prosocial behavior initiatives that have been evaluated and found to reduce bullying rates and school-based violence.³⁰ These initiatives align with Hoffman's theory that moral internalization requires consistent

²⁸ Denadin et al., "Restorative Justice Practices in Indonesia's Juvenile Diversion," *Journal of Criminology* 12, no. 3 (2021): 45–58.

²⁹ Sozialgesetzbuch VIII (SGB VIII) [German Child and Youth Welfare Act].

³⁰ Petra Hambach, "Empathy Training and Bullying Reduction in German Schools," *European Journal of Psychology of Education* 32, no. 4 (2017): 623–642.

reinforcement through empathetic modeling and supportive adult guidance. When embedded into school culture, such programs ensure that restorative values are not introduced only after violence occurs but are continuously modeled and practiced by students and teachers alike.

Empirical evidence supports the importance of psychological engagement in reducing youth violence. UNESCO's global review of school-based interventions reveals that empathy training, emotional-regulation exercises, and restorative dialogue programs contribute to measurable declines in bullying and classroom aggression.³¹ These interventions work because they address both the cognitive and affective dimensions of youth behavior, helping children develop the capacity for emotional reasoning, self-regulation, and moral accountability. Psychological interventions are particularly effective when paired with restorative justice, as the combination simultaneously addresses internal emotional development and external social repair.

Indonesia's limited integration of psychological theory into its juvenile justice practice represents a significant barrier to effective prevention. Without structured psychological interventions, restorative processes risk producing shallow compliance rather than genuine behavioral change.³² Adolescents who do not develop empathy or emotional regulation remain susceptible to future violent behavior, despite having participated in diversion. Moreover, victims' lack of psychological support increases the likelihood of re-traumatization and dissatisfaction with the justice process. These weaknesses diminish public trust in restorative justice and weaken its preventive potential.

Germany's experience illustrates that psychology is not an optional component of juvenile justice, it is a central pillar. Offender–victim mediation without psychological grounding risks becoming mechanical and coercive. Conversely, psychological support without a legal restorative framework may fail to produce accountability. Germany's system balances

³¹ UNESCO, *School Violence and Bullying: Global Status Report* (Paris: UNESCO Publishing, 2019).

³² Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

both, ensuring that minors engage authentically with emotional and moral learning while also fulfilling legal obligations and repairing harm.

An additional dimension is the increasing role of digital environments in shaping children's psychological development. Social media exposure influences emotional responses, empathy levels, peer dynamics, and conflict behavior.³³ Research indicates that online interactions both positive and negative affect children's understanding of social cues and moral responsibility. Germany has begun incorporating digital-behavior education into its school curricula and welfare programs, acknowledging that empathy must also be cultivated in online spaces. In Indonesia, however, digital literacy remains inconsistently implemented, and psychological education focusing on online interactions is still emerging. This gap is particularly concerning given the rise of cyberbullying and online harassment among Indonesian youth.

Social-media narratives depicting restorative conversations, emotional vulnerability, and prosocial interventions can reinforce psychological development when used constructively.³⁴ However, when digital environments amplify aggression, ridicule, or humiliation, they undermine empathy and increase conflict. Psychological approaches to prevention, therefore, must now account for both offline and online interpersonal dynamics. Children require guidance on how to navigate digital conflicts, understand emotional consequences, and practice emotional regulation in online settings. This reinforces the need for legal and educational systems to integrate psychological tools with digital-literacy frameworks.

In sum, psychological approaches offer indispensable insights into preventing juvenile violence and bullying. Empathy-building, emotional regulation, and moral responsibility constitute the behavioral foundation upon which restorative justice must be built.³⁵ Indonesia's legal reforms will not achieve their preventive goals without embedding psychological

³³ Sonia Livingstone et al., "Children's Online Risks and Opportunities," *Journal of Child Psychology* 55, no. 6 (2019): 635–652.

³⁴ UNICEF, *Growing Up Online: Children's Digital Lives and the Importance of Online Empathy* (New York: UNICEF, 2020).

³⁵ Hoffman, *Empathy and Moral Development*, 145–180.

interventions into diversion processes, school curricula, and digital education programs. Germany demonstrates that a child-centered, psychologically supported system can produce long-term behavioral change and reduce youth offending. The combination of restorative frameworks and psychological foundations strengthened further by digital-literacy initiatives provides a holistic solution capable of addressing both the emotional and social dimensions of juvenile violence.

3. 3.3 Comparative Lessons from Germany

A comparative legal psychological analysis between Indonesia and Germany reveals several instructive lessons that can significantly strengthen Indonesia's preventive strategies against juvenile violence and bullying. Germany's long-standing commitment to a welfare-oriented juvenile justice system integrated with structured psychological support and restorative mechanisms offers a model demonstrating how legal design, institutional capacity, and cultural attitudes toward youth responsibility can collectively shape more effective preventive outcomes. These lessons illuminate not only what Indonesia can adopt normatively but, more importantly, what institutional transformations are required to operationalize restorative justice meaningfully.

One of the most compelling lessons from Germany lies in its interdisciplinary institutional design, which systematically links the juvenile justice system (JGG) with youth-welfare services under SGB VIII.³⁶ This integration ensures that legal responses to juvenile wrongdoing are not processed in isolation but supported by psychological counseling, family interventions, and long-term social support. In Indonesia, the justice system, schools, and child-protection agencies function largely in separate silos; cooperation usually occurs only after a violent incident has escalated.³⁷ Germany's model shows that preventive effectiveness emerges from sustained collaboration across sectors not from legal provisions alone.

³⁶ Wolfgang Stelly and Thomas Lösel, "The Integration of Juvenile Justice and Youth Welfare in Germany," *European Journal of Criminology* 14, no. 3 (2018): 271–289.

³⁷ Edyanto, "Challenges in Implementing Restorative Justice in Indonesia," *Jurnal Hukum Anak* 5, no. 1 (2021): 55–70.

Effective prevention requires a system where restorative justice, psychological support, and educational interventions operate as interconnected components rather than as isolated policy domains.

Another significant lesson is Germany's professionalization of restorative practices. Offender–victim mediation (Täter–Opfer–Ausgleich) is facilitated by trained mediators who possess expertise in conflict resolution, adolescent psychology, and trauma-informed practice.³⁸ In contrast, many Indonesian diversion processes are conducted by police officers or prosecutors lacking specialized training in restorative facilitation. As a result, restorative encounters in Indonesia can become transactional or formalistic, producing apologies without genuine accountability or emotional processing. Germany demonstrates that the *quality* of restorative justice depends heavily on facilitator competence. Mediators who understand child development, emotional regulation, and behavioral psychology are far better equipped to guide minors toward meaningful introspection and reparative action. This insight underscores the need for Indonesia to invest in structured mediator certification, professional training pathways, and interdisciplinary teams.

Germany also offers a crucial lesson concerning **victim participation and protection**. The German juvenile system ensures that victims receive counseling, preparation, and trauma-informed guidance before participating in mediation.³⁹ This not only prevents re-victimization but also strengthens restorative outcomes by empowering victims to articulate harm clearly and to receive acknowledgment from offenders. Indonesia, by contrast, lacks a formal victim-support mechanism within diversion procedures.⁴⁰ Victims may feel pressured, unsafe, or emotionally unprepared to participate. The comparative insight here is that restorative justice cannot function effectively without balanced attention to the victim's psychological needs, which must

³⁸ Petra Bechtel, "Professional Competence in German Offender–Victim Mediation," *Journal of Restorative Justice* 7, no. 2 (2019): 112–130.

³⁹ Susanne Karstedt, "Victim Participation in Juvenile Justice," *International Review of Victimology* 26, no. 1 (2020): 23–44.

⁴⁰ Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

be recognized as integral to the justice process rather than as peripheral concerns.

Germany's experience also highlights the importance of evidence-based preventive programming in schools. The country has developed numerous emotional-literacy curricula, empathy-building modules, and peer-mediation programs that align with developmental psychology research.⁴¹ Such programs help cultivate emotional awareness, conflict resolution skills, and prosocial behavior long before children enter the justice system. UNESCO's global analyses confirm that school-based restorative and social emotional programs significantly reduce bullying, aggression, and behavioral incidents.⁴² Indonesia can draw valuable lessons from this integration: prevention must begin at the school-level, not only at the justice system. Legal frameworks function best when they are complemented by educational environments that consistently reinforce empathy, responsibility, and prosocial socialization.

A further comparative lesson emerges from how Germany incorporates digital behaviors into its youth-welfare and school-based frameworks. Recognizing the growing influence of social media on youth interactions, Germany has integrated cyberbullying awareness, media-literacy programs, and digital-safety counseling into youth services.⁴³ This preventive approach acknowledges that much modern youth conflict originates in online spaces, where anonymity, emotional impulsivity, and algorithmic amplification can intensify aggressive behavior. Indonesia, however, has not yet fully extended restorative or psychological interventions into the digital domain.⁴⁴ Incorporating digital-psychology modules such as emotional regulation in online communication, recognizing harmful online behavior, and understanding digital empathy would align Indonesia's preventive system with contemporary youth realities.

⁴¹ Petra Hambach, "Empathy Training and Bullying Reduction in German Schools," *European Journal of Psychology of Education* 32, no. 4 (2017): 623–642.

⁴² UNESCO, *School Violence and Bullying: Global Status Report* (Paris: UNESCO Publishing, 2019).

⁴³ Sonia Livingstone et al., "Children's Online Risks and Digital Behavior Programs," *Journal of Child Psychology* 55, no. 6 (2019): 635–652.

⁴⁴ UNICEF Indonesia, *Digital Literacy and Youth Safety Report* (Jakarta: UNICEF Indonesia, 2023).

Germany's judicial philosophy regarding youth offenders also offers critical comparative insight. German courts operate under long-standing jurisprudence affirming that juvenile sanctions must primarily serve educational and rehabilitative aims.⁴⁵ This lens shapes every procedural decision from whether to prosecute, to what sanctions to impose, to how to support reintegration. Indonesia's judiciary, while increasingly supportive of restorative principles, still exhibits tendencies toward punitive reasoning, particularly when public pressure demands firm action.⁴⁶ A shift toward Germany's philosophy would require judicial training, doctrinal reinforcement, and a cultural transformation in how Indonesian society interprets juvenile wrongdoing not as moral failure deserving punishment, but as developmental misbehavior requiring structured guidance and rehabilitation.

Germany's statistical outcomes further reinforce these comparative lessons. The Bundeskriminalamt (BKA) reports that juvenile offending rates decreased in 2024 partly due to the expansion of restorative and welfare-based interventions.⁴⁷ Indonesia, meanwhile, continues to record significant youth involvement in violence, with Polri reporting more than 400 juvenile suspects in the first half of 2025 alone.⁴⁸ While statistical correlation cannot be mistaken for causation, the differing trajectories suggest that Germany's investment in interdisciplinary prevention infrastructures produces measurable benefits. Indonesia can adopt similar preventive architectures but only with long-term commitment, institutional capacity-building, and alignment between normative frameworks and operational practice.

Finally, Germany's approach reveals that public communication and social narratives play a central role in supporting preventive policy. Germany's youth-welfare agencies frequently publish educational materials, awareness campaigns, and data-driven reports that shape public understanding of

⁴⁵ Bundesverfassungsgericht, Decision 2 BvR 2025/92 (1994).

⁴⁶ Diah Kinasih, "Judicial Culture and Juvenile Sentencing in Indonesia," *Indonesia Law Review* 11, no. 2 (2021): 155–178.

⁴⁷ Bundeskriminalamt (BKA), *Police Crime Statistics 2024*.

⁴⁸ Kepolisian Negara Republik Indonesia (Polri), *Juvenile Crime Report January–June 2025*.

juvenile behavior and restorative practice.⁴⁹ These communication efforts help build societal trust in restorative solutions, reduce stigma toward young offenders, and encourage parents, schools, and communities to participate in preventive initiatives. Indonesia stands to benefit from integrating public education into its preventive strategy potentially amplified through social media campaigns that model empathy, emotional regulation, and restorative dialogue in culturally resonant ways.

Overall, the comparative analysis demonstrates that Germany's success arises not from any single policy but from a systemic ecosystem consisting of legal frameworks, psychological supports, educational programs, digital-behavior interventions, and strong public communication. For Indonesia, these lessons underscore that legal reform must be accompanied by institutional restructuring, professional capacity-building, and comprehensive integration of psychological and educational tools into preventive policy. The comparative insights affirm that effective juvenile-violence prevention is inherently interdisciplinary and requires sustained, coordinated infrastructure across multiple sectors.

This study does not posit Germany's juvenile justice system as an ideal or universally transferable model. The effectiveness of restorative practices in Germany is closely linked to sustained public funding, extensive professional training, and a well-established welfare-state infrastructure under SGB VIII. These structural conditions cannot be assumed within Indonesia's decentralized legal and socio-economic context. Accordingly, the comparative value of Germany's approach lies not in direct institutional transplantation, but in providing normative orientation and adaptable principles that may inform context-sensitive reforms within Indonesia's juvenile justice system.

⁴⁹ Federal Ministry for Family Affairs, *Youth Welfare and Violence Prevention Annual Report* (Berlin, 2023).

4. 3.4 Limitations of Indonesia's Juvenile Justice System

Despite its progressive normative framework, Indonesia's juvenile justice system continues to face structural, institutional, and cultural limitations that significantly hinder the realization of restorative and preventive objectives. One of the most persistent limitations is the formalistic implementation of diversion, which frequently fails to produce meaningful restorative encounters.⁵⁰ Studies consistently report that diversion procedures are often executed as administrative requirements rather than as genuine, child-centered dialogues. Police officers or prosecutors may conduct diversion meetings simply to fulfill statutory obligations, without facilitating deep conversations about harm, emotional impact, or behavioral responsibility. This procedural reductionism transforms what should be a transformative rehabilitative mechanism into a checklist activity that lacks restorative depth. The resulting gaps not only undermine the principle of restorative justice but also weaken preventive outcomes, as children leave the process without developing empathy or remorse.

Another major limitation concerns the lack of specialized training for law enforcement officers, mediators, and justice personnel.⁵¹ While Germany's system is supported by mediators trained in psychology, social work, and conflict resolution, Indonesia's implementation relies heavily on legal actors who may not possess the competencies required to navigate sensitive juvenile cases. Police officers, for example, often lack the skill set necessary to facilitate trauma-informed conversations or to ensure that both victims and offenders feel emotionally safe during the mediation process. Without professionalized restorative facilitation, diversion outcomes are likely to be shallow, unbalanced, or even coercive. The absence of trained psychologists and counselors during restorative encounters further compounds the issue, leaving minors without guidance in understanding the emotional or moral implications of their actions.

⁵⁰ Denadin et al., "Restorative Justice Practices in Indonesia's Juvenile Diversion," *Journal of Criminology* 12, no. 3 (2021): 45–58.

⁵¹ Edyanto, "Challenges in Implementing Restorative Justice in Indonesia," *Jurnal Hukum Anak* 5, no. 1 (2021): 55–70.

Indonesia also lacks a victim-centered restorative structure, resulting in limited protection, preparation, and psychological support for victims of juvenile violence.⁵² Victims may participate in diversion under emotional distress or without adequate understanding of the process, raising the risk of re-traumatization. In many cases, victims feel pressured to accept apologies or compensation even when they remain deeply affected by the incident. The Law on Victim and Witness Protection (LPSK) does offer some services, but these are not systematically integrated into the juvenile justice process.⁵³ Unlike Germany where victims receive counseling before mediation and trauma-informed support throughout the process Indonesia places minimal emphasis on victim empowerment. This imbalance weakens restorative outcomes, as the justice process becomes skewed toward the offender while neglecting the psychological needs of victims.

A further limitation lies in the absence of mandatory or structured compensation mechanisms in diversion agreements.⁵⁴ UU SPPA leaves compensation largely to negotiation between the parties, without providing a standardized framework that ensures fairness, proportionality, or enforceability. As a result, outcomes vary widely across regions and individual cases. This inconsistency discourages victims from participating and undermines the public legitimacy of restorative justice. The lack of enforceable victim-recovery measures also limits restorative justice's preventive function, as unresolved harm can lead to prolonged resentment, community distrust, or retaliatory behavior.

The system is additionally constrained by institutional fragmentation and limited intersectoral coordination. Indonesia's education sector, child-welfare services, and law enforcement agencies often operate in silos, resulting in inconsistent preventive efforts.⁵⁵ Schools may have anti-bullying programs, but these initiatives are not systematically connected to restorative processes under UU SPPA. Similarly, social workers are often underutilized

⁵² Purba et al., "Victim-Oriented Limitations in Indonesia's Juvenile Justice System," *Indonesian Journal of Legal Studies* 9, no. 2 (2022): 201–219.

⁵³ Lembaga Perlindungan Saksi dan Korban (LPSK), *Annual Report 2023*.

⁵⁴ Diah Kinasih, "Judicial Culture and Juvenile Sentencing in Indonesia," *Indonesia Law Review* 11, no. 2 (2021): 155–178.

⁵⁵ UNICEF Indonesia, *Child Protection System Mapping Report* (Jakarta, 2020).

during diversion due to bureaucratic disconnects or insufficient personnel. This contrasts sharply with Germany's integrated welfare justice model under SGB VIII, where coordination is mandated at every procedural stage. Fragmented institutions limit Indonesia's ability to build a comprehensive preventive infrastructure.

Another challenge is the limited availability of psychological and social support services, particularly outside major cities.⁵⁶ Many regions lack trained child psychologists, social workers, or restorative facilitators, leaving the diversion process dependent on local police resources. This urban–rural disparity creates unequal access to high-quality restorative justice. In rural or resource-poor areas, diversion may simply not occur, or it may be conducted in a perfunctory manner. Such disparities run counter to the principle of equal access to justice and obstruct Indonesia's ability to implement nationwide preventive strategies effectively.

Indonesia's juvenile justice system also struggles with public and institutional attitudes that privilege punitive approaches, especially in cases involving violence or visible harm.⁵⁷ Public pressure often leads law enforcement to adopt harsher responses rather than restorative alternatives, as punitive measures are perceived as demonstrating firmness or maintaining social order. This societal inclination toward punishment undermines the normative intent of UU SPPA and makes restorative justice appear lenient or inappropriate. Changing this cultural mindset requires intensive public education, awareness campaigns, and institutional guidance efforts that have yet to be systematically implemented.

Moreover, Indonesia's system lacks clear strategies to address digital forms of youth violence, such as cyberbullying, online harassment, and harmful viral challenges.⁵⁸ While Germany has begun integrating digital-behavior modules into its youth-welfare and education systems, Indonesia's legal and preventive frameworks remain geared primarily toward physical, offline

⁵⁶ Ministry of Women's Empowerment and Child Protection (KemenPPPA), *Child Welfare Regional Report* (2023).

⁵⁷ Farhana Rahman, "Public Perception of Juvenile Offenders in Indonesia," *Jurnal Kriminologi Indonesia* 16, no. 1 (2022): 77–95.

⁵⁸ UNICEF Indonesia, *Digital Literacy and Youth Safety Report* (Jakarta: UNICEF Indonesia, 2023).

violence. The absence of a digital-restorative structure leaves a major gap in prevention, especially considering that many contemporary youth conflicts begin or escalate on social media. Without incorporating digital empathy training, online conflict resolution, and media-literacy education, Indonesia's efforts to prevent juvenile violence remain incomplete.

A further limitation concerns data transparency and monitoring. Indonesia lacks a centralized national database tracking diversion outcomes, recidivism rates, or mediation effectiveness.⁵⁹ Most data are collected at the district level, inconsistently reported, and not integrated into national policy planning. This lack of reliable empirical monitoring prevents the government from evaluating the success of restorative justice or identifying areas requiring reform. Germany, by contrast, publishes annual reports through BKA and youth-welfare agencies, using data to refine preventive programs. Improved data collection would enable Indonesia to tailor interventions based on patterns of juvenile behavior, success rates of restorative practices, and regional disparities.

Finally, Indonesia faces the persistent challenge of limited budgeting for restorative and preventive programs.⁶⁰ Implementing effective diversion, training facilitators, providing psychological support, and integrating school-level preventive curricula all require sustained financial investment. Budget constraints lead to understaffing, insufficient mediator training, a lack of counseling services, and uneven implementation across regions. Without dedicated funding, restorative justice remains a normative aspiration rather than an operational reality.

In sum, Indonesia's juvenile justice system is constrained by structural fragmentation, inadequate professional capacity, limited victim support, weak digital integration, and insufficient resource allocation. These limitations hinder the system's ability to provide genuinely restorative, educational, and preventive responses to juvenile violence. Addressing these gaps requires systemic institutional reform, professionalization of restorative

⁵⁹ Kemenkumham, *National Diversion Monitoring Report* (2022).

⁶⁰ Ministry of Finance (Kemenkeu), *Budget Allocation for Youth and Justice Programs* (2024).

practice, mandatory victim-protection structures, integration of digital-psychology frameworks, and sustained government investment. Without such measures, restorative justice will remain conceptually embraced but practically ineffective in reducing youth violence.

5. 3.5 The Role of Social Media in Prevention

The emergence of social media as a dominant space for communication, identity formation, and peer interaction among youth has reshaped the landscape of violence and bullying prevention. Social media platforms not only serve as environments in which conflicts occur but also as sites where restorative narratives, prosocial behaviors, and emotional modeling can be observed, learned, and replicated. As such, social media has evolved into a significant dimension of preventive policy, influencing how children understand conflict, empathy, accountability, and social norms. The preventive potential of digital narratives is increasingly acknowledged in global policy discussions, yet its integration into national legal frameworks remains uneven.

In Indonesia, social media plays a dual role. On one hand, platforms such as Instagram, TikTok, and YouTube have become spaces where bullying, humiliation, and peer aggression frequently surface, often intensifying the emotional harm inflicted on victims.⁶¹ Viral dissemination of violent incidents such as group assaults, school bullying, or harassment can magnify trauma, erode the dignity of victims, and expose minors to digital vigilantism. On the other hand, the same platforms have unintentionally become educational tools, circulating restorative content that demonstrates empathy-building, conflict resolution, and prosocial communication.⁶² Short videos depicting teachers modeling restorative conversations, students expressing remorse, or parents guiding children through emotional regulation exercises have reached millions of viewers, subtly influencing public understanding of child behavior and the value of non-punitive responses. This duality

⁶¹ UNICEF Indonesia, *Digital Literacy and Youth Safety Report* (Jakarta: UNICEF Indonesia, 2023).

⁶² UNICEF, *Growing Up Online: Children's Digital Lives and Online Empathy* (New York: UNICEF, 2020).

positions social media as a powerful, albeit under-regulated, actor in the prevention ecosystem.

Germany has taken more systematic steps to integrate social media into youth-welfare and violence-prevention strategies. Under SGB VIII, digital education and media literacy are incorporated into counseling, school programs, and preventive social services.⁶³ Schools routinely implement curricula discussing online behavior, cyberbullying, digital empathy, and responsible communication. German authorities also support youth-oriented online platforms that provide resources on conflict resolution, emotional health, and respectful dialogue.⁶⁴ This structured approach reflects an understanding that children's digital environments must be treated with the same seriousness as their physical ones. As a result, preventive interventions extend beyond classroom walls into digital spaces, where youth spend a majority of their social time.

A key lesson from Germany is the recognition that online behaviors are deeply psychologically embedded. Research indicates that digital aggression often emerges from impulsivity, social pressure, anonymity, and reduced emotional cues in online interactions.⁶⁵ Therefore, preventive programs must teach digital emotional regulation, ethical posting behavior, and critical self-reflection. Indonesia has not yet incorporated these psychological components into its national policy frameworks. While Permendikbud 46/2023 addresses school violence broadly, it does not contain detailed guidelines for online conflict resolution or digital-restorative processes, leaving schools without structured tools to address cyberbullying. The absence of national digital empathy or online restorative modules leaves a critical gap in the preventive infrastructure.

Social media also functions as a public narrative generator, influencing how society perceives juvenile wrongdoing and restorative justice. In Indonesia, viral videos often trigger punitive public sentiment, leading to online

⁶³ Sozialgesetzbuch VIII (SGB VIII), Germany.

⁶⁴ Federal Ministry for Family Affairs, *Youth Digital Education Program Report* (Berlin, 2023).

⁶⁵ Sonia Livingstone et al., "Children's Online Risks and Digital Behavior Programs," *Journal of Child Psychology* 55, no. 6 (2019): 635–652.

shaming campaigns that demand harsh legal action.⁶⁶ This digital vigilantism complicates the implementation of UU SPPA, which prioritizes diversion over prosecution. Public anger amplified by misinformation, outrage algorithms, or selective video snippets can pressure law enforcement to abandon restorative pathways. This stands in stark contrast to the restorative ethos promoted in Germany, where public agencies actively disseminate balanced, evidence-based communication on youth behavior, emphasizing rehabilitation and proportional responses.⁶⁷ The comparative insight here is clear: effective preventive policy requires managing digital narratives, not merely legal norms.

At the same time, social media provides opportunities for restorative modeling, where children and adults witness how empathy, responsibility, and accountability are expressed in real-life restorative encounters. Content creators, educators, and psychologists increasingly use platforms to teach conflict resolution, emotional reflection, and constructive dialogue.⁶⁸ These digital micro-interventions have substantial reach, often doing what formal institutions struggle to achieve: delivering accessible psychological education to millions. Indonesia stands to benefit from formal partnerships between government agencies and digital educators, enabling restorative narratives to become mainstream public knowledge.

Another emerging dimension is the need to incorporate media law and platform governance into preventive policy. While Germany collaborates with digital platforms to regulate online harms under laws such as the Network Enforcement Act (NetzDG), Indonesia's regulatory framework is still developing.⁶⁹ Without clear guidelines on content moderation, reporting mechanisms, algorithmic transparency, and youth-protection settings, minors remain vulnerable to harmful digital interactions. Integrating restorative digital practices into Indonesia's regulatory landscape could

⁶⁶ Farhana Rahman, "Public Perception of Juvenile Offenders and Digital Outrage," *Jurnal Kriminologi Indonesia* 16, no. 1 (2022): 77–95.

⁶⁷ Federal Ministry for Family Affairs, *Youth Welfare and Violence Prevention Annual Report* (Berlin, 2023).

⁶⁸ Petra Hambach, "Empathy Training in Digital Environments," *European Journal of Psychology of Education* 34, no. 2 (2019): 345–366.

⁶⁹ Netzwerkdurchsetzungsgesetz (NetzDG) [German Network Enforcement Act].

include: mandatory digital-literacy modules in schools, partnerships with influencers promoting empathy, and collaborations with platforms to flag harmful content and promote educational alternatives.⁷⁰

In prevention theory, social media serves as both a risk factor and a protective resource. Its preventive potential lies not in censorship or punitive regulation but in leveraging digital ecosystems to model prosocial behavior, disseminate restorative messages, and normalize emotional literacy among youth. Restorative justice can be strengthened when digital environments reinforce rather than contradict the values of accountability, empathy, and repair. This requires coordinated legal, educational, psychological, and technological interventions.

In conclusion, social media has become an indispensable component of contemporary violence-prevention strategies. It shapes youth behavior, influences emotional development, and constructs powerful public narratives about justice. Indonesia's preventive framework, while normatively robust, must evolve to integrate digital-behavior regulation, online empathy education, and platform-level cooperation. Germany provides an instructive example of how digital literacy and welfare services can be aligned with legal norms to prevent harm before it escalates. Social media, when strategically harnessed, can function not as a catalyst for violence but as a transformative force for empathy, responsibility, and restorative justice.

Illustrative Examples of Social Media Narratives in Juvenile Bullying Prevention

Example 1: UNESCO's Global Documentation of Digital Narratives in Violence Prevention

UNESCO has formally recognized the role of digital narratives disseminated through social media as a preventive mechanism against school violence and bullying. In its global reports, *Behind the Numbers: Ending School Violence and Bullying* (2019) and *Social Media and Youth Violence Prevention* (2021), UNESCO documents how short-form educational videos and

⁷⁰ Kemenkominfo, *Guidelines for Digital Literacy and Platform Regulation* (Jakarta: 2023).

digital storytelling are increasingly utilized to promote empathy, restorative dialogue, and non-violent conflict resolution among children and adolescents. These narratives commonly depict real-life scenarios of peer conflict followed by mediated dialogue, acknowledgment of harm, and reparative actions facilitated by teachers or counselors.⁷¹

UNESCO emphasizes that such content functions as an informal preventive intervention by shaping collective understanding of acceptable social behavior and reinforcing restorative values before conflicts escalate into formal legal cases.⁷² Rather than replacing institutional mechanisms, these digital narratives complement school-based and legal frameworks by normalizing accountability, emotional awareness, and dialogue-based solutions.

Example 2: UNICEF's Use of Social Media Narratives to Foster Empathy and Online Responsibility

UNICEF has extensively examined the relationship between children's digital environments and emotional development, particularly through its report *Growing Up Online: Children's Digital Lives and the Importance of Online Empathy*(2020).⁷³ The report highlights the use of digital storytelling and educational short videos circulated on social media platforms as tools to cultivate empathy, emotional regulation, and responsible online behavior among minors. These narratives often portray everyday conflicts, cyberbullying incidents, or peer disputes and demonstrate constructive responses grounded in empathy, apology, and mutual understanding.

According to UNICEF, observational learning through digital narratives allows children to internalize prosocial behavior by witnessing emotional accountability and respectful conflict resolution in relatable contexts.

⁷¹ UNESCO, *Behind the Numbers: Ending School Violence and Bullying* (Paris: UNESCO Publishing, 2019).

⁷² UNESCO, *Social Media and Youth Violence Prevention: A Global Review of Evidence and Practice* (Paris: UNESCO Publishing, 2021).

⁷³ UNICEF, *Growing Up Online: Children's Digital Lives and the Importance of Online Empathy* (New York: UNICEF Office of Global Insight and Policy, 2020).

UNICEF stresses that such digital narratives are especially effective when integrated with broader child-protection and educational strategies.

Example 3: Germany's State-Supported Digital Prevention Campaigns under the Welfare Justice Framework

In Germany, the preventive use of digital narratives is institutionally supported within the broader welfare-oriented juvenile justice system. Government bodies such as the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and the Police Crime Prevention Program of the Federal States and the Federal Government (ProPK) actively disseminate educational digital content addressing bullying, youth violence, and prosocial behavior.⁷⁴ These materials include short videos and online campaigns illustrating peer mediation, emotional responsibility, and restorative responses to conflict, and are distributed through official websites, school platforms, and social media channels.⁷⁵

These digital initiatives operate in synergy with the Jugendgerichtsgesetz (JGG) and the Sozialgesetzbuch VIII (SGB VIII), emphasizing education, rehabilitation, and welfare-based intervention for minors.⁷⁶ By aligning digital prevention campaigns with youth-welfare services, Germany reinforces public trust in restorative justice and promotes early intervention before conflicts escalate.

V. CONCLUSION

This study demonstrates that preventing juvenile violence and bullying requires an integrated framework that combines restorative justice, psychological development, and digital-media awareness, as revealed through a comparative analysis of Indonesia and Germany. While Indonesia possesses a strong normative foundation through UU SPPA and

⁷⁴ Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ), *Youth Welfare and Violence Prevention Programs* (Berlin, 2023).

⁷⁵ Polizeiliche Kriminalprävention der Länder und des Bundes (ProPK), *Youth Violence and Bullying Prevention Campaigns* (Berlin, 2023).

⁷⁶ Jugendgerichtsgesetz (JGG); Sozialgesetzbuch VIII (SGB VIII).

Permendikbud 46/2023, its effectiveness is weakened by formalistic diversion practices, limited professional capacity, insufficient victim support, and the absence of structured digital-behavior interventions. Germany's system shows that meaningful prevention depends on interdisciplinary collaboration between justice, welfare, education, and digital-literacy institutions, supported by trained mediators and psychologists who facilitate genuine accountability and empathy. The findings suggest that Indonesia can enhance preventive outcomes by institutionalizing mandatory restorative-facilitation training, embedding psychological services into diversion, expanding school-based socio-emotional and digital-literacy curricula, and partnering with social-media platforms to promote restorative narratives while mitigating online harms. Strengthening these components would align Indonesia's juvenile justice system with contemporary youth realities and create a more holistic, future-oriented preventive ecosystem.

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COMPETING INTEREST

The author(s) will be asked to sign this statement once the submission has been accepted.

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