


## **Criminal Law Reform in Education Based on Human Rights: A Comparative Perspective**

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### **Abstract**

Educational criminal law aims to protect human rights for both teachers and students. This research aims to analyze the reform of criminal law in education by comparing the laws of Indonesia, Finland, and Egypt. This research is a normative legal study with a comparative, conceptual, and legislative approach. The novelty of this research lies in the substance of criminal law regulations in the field of education in Indonesia, which are still general, such as sanctions for teachers who commit molestation against students. The novelty of this research is that in Finland, the critical role of SOOL as a teacher professional organization is being implemented in cases involving teachers and students, and in Egypt, where criminal sanctions related to the abuse of authority in establishing higher education institutions are emphasized. The reform of criminal law in the field of education in Indonesia can be directed towards protecting teachers and involving teacher professional organizations to ensure that teachers cannot be criminally prosecuted for imposing disciplinary sanctions, while also guaranteeing student protection. This research recommends the need for specific regulations on criminal sanctions in the field of education in a separate special or sectoral law as a *lex specialis* of the New Criminal Code.

### **Keywords**

*Criminal Law, Education, Human Rights.*

## Introduction

Criminal law is generally understood as a set of rules governing various aspects of human life attached to criminal sanctions.<sup>1</sup> The broad scope of criminal law's substance makes it related to various aspects such as morality, decency, and even education.<sup>2</sup> The educational aspect of criminal law is related to criminal acts in education. In simple terms, criminal offenses in the field of education are all criminal offenses related to aspects of education.<sup>3</sup> In this context, criminal law in the field of education includes all arrangements in criminal law in the field of education.

Education criminal law is understood as various criminal law provisions relating to the activities of teachers, students, and parents (including other similar terms) both within the school environment and outside the school, which are related to or within the realm of education.<sup>4</sup> One example of education criminal law is the regulation relating to teacher protection when teachers give "disciplinary punishment" to students. Criminal law in education is one of the essential arrangements, specially made by the state, so that the state can proportionally provide legal protection for teachers, and the state can be present to protect the rights of students as learners.<sup>5</sup>

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<sup>1</sup> James Edwards and Tarek Yusari, "The Internal Morality of Criminal Law," *Oxford Journal of Legal Studies* 43, no. 3 (2023): 475–96, <https://doi.org/10.1093/ojls/gqad005>.

<sup>2</sup> Saurabh Singla, "Reforming Criminal Justice: Evaluating the Efficacy of Restorative Justice Practices in Reducing Recidivism Rates," *Indian Journal of Law* 2, no. 2 (2024): 32–35.

<sup>3</sup> Georgios Chloupis and Despoina Kontompasi, "Examining the Relation between Education, Recidivism & Crime Prevention," *Discover Global Society* 3, no. 1 (March 24, 2025): 18, <https://doi.org/10.1007/s44282-025-00153-0>.

<sup>4</sup> Warsito Warsito, Abdulah Sulaiman, and Vientje Ratna Multiwijaya, "Legal Consideration, Death Penalty in the Perspective of Criminal Law and Buddhism in Indonesia," *Interdisciplinary Social Studies* 2, no. 2 (2022): 1671–80, <https://doi.org/10.55324/iss.v2i2.337>.

<sup>5</sup> Muhammad Afif Hasbullah, "Implementation of Restorative Justice in Handling Cases of Bullying in Schools," *Journal of Positive School Psychology* 6, no. 3 (2022): 9970–78, <https://www.journalppw.com/index.php/jpsp/article/view/5544>.

One of the updates of criminal law in the field of education in Indonesia is addressed by the jurisprudence of the Supreme Court (MA) in the Supreme Court's jurisprudence No. 1554 K/PID/2013 (Supreme Court's Jurisprudence on Criminal Education 2013) which states that in carrying out their profession teachers cannot be subject to criminal penalties, especially in actions or efforts to discipline students because in addition to efforts to discipline students are the duties of teachers but also efforts to discipline students are part of character education which has an orientation to educate students to be better.<sup>6</sup> The provision of the 2013 Supreme Court Jurisprudence on Education Criminal is interesting and provides one of the critical updates related to education criminal law in Indonesia.

The development of criminal law in the field of education has also experienced significant developments worldwide, especially when disciplinary efforts made by teachers are linked to aspects of human rights and various other fields related to educational crimes, such as the development of artificial intelligence, granting false certifications and degrees in the field of education, and so on.<sup>7</sup> One important aspect of criminal law in education is the development of the idea of human rights.<sup>8</sup> One of the orientations of criminal law in education is to ensure that the substance of human rights values can be fulfilled and accommodated in the scope of education.

The broad scope of education criminal law about this global development has made almost every country establish a legal reform policy related to criminal acts in education. In Indonesia, for example, with the enactment of Law No. 1 of 2023 on the Criminal Code (New Criminal Code), there are several articles such as Article 272 of the New

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<sup>6</sup> Fajar Rachmad Dwi Miarsa, Hardi Anugrah Santoso, Tita Amalia, Beni Saputra, "LEGAL ANALYSIS OF DISCIPLINARY SANCTIONS BY TEACHERS TO STUDENTS AT SCHOOL," *Anayasa: Journal of Legal Studies* 2, no. 1 (2024): 93–100, <https://doi.org/10.61397/ays.v1i2.243>.

<sup>7</sup> Igor Vuletic, "Corporate Criminal Liability: An Overview of the Croatian Model after 20 Years of Practice," *Laws* 12, no. 2 (2023): 1–11, <https://doi.org/10.3390/laws12020027>.

<sup>8</sup> Sri Wiyanti Eddyono, "Restorative Justice for Victim's Rights on Sexual Violence: Tension in Law and Policy Reform in Indonesia," *Journal of Southeast Asian Human Rights* 5, no. 2 (2021): 176–201, <https://doi.org/10.19184/jseahr.v5i2.28011>.

Criminal Code which discusses criminal sanctions for the maker of fake degrees or diplomas, Article 418 which regulates sexual abuse committed by teachers or supervisors in educational institutions, as well as various other provisions. The substance of criminal law in education in the New Criminal Code is intended to accommodate the values and rules of human rights. Several countries, including Finland and Egypt, also carry out the broad scope of educational crime.

Finland is the “*ideal*” example of a country in the world in terms of education. One important aspect related to criminal law in education is the existence of optimal and maximum legal protection for teachers in Finland.<sup>9</sup> This is one of the essential reasons Finland’s education system is the best in the world. In addition to Finland, this research also compares the development of criminal law in education with that of Egypt. The comparison with Egypt is because there are similarities between Egypt and Indonesia. Both are majority Muslim countries and have a connection with Indonesia, both historically and in the aspect of education. Egypt is one of the countries where Indonesia students choose to continue their education.<sup>10</sup>

From the legal comparison with Indonesia, Finland, and Egypt above, this research focuses on the renewal of criminal law in education so that it becomes an essential orientation for the development of criminal law in Indonesia. This research aims to analyze two important legal issues, namely: (i) legal comparison of the substance of criminal law in the field of education between Indonesia, Finland and Egypt, and (ii) orientation and direction of criminal law reform in the field of education in Indonesia in realizing optimal protection of human rights. The three previous studies inspire this research: research conducted by Newmark (2023), which analyzes the problem of law enforcement for teachers in

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<sup>9</sup> Kimmo Kuortti, “Repurposing Public Education: Governmental Rationality of Education Export in Finland through Public Education Problematisations,” *Journal of Education Policy* 1, no. 1 (2024): 1–23, <https://doi.org/10.1080/02680939.2024.2358143>.

<sup>10</sup> Limor Lavie, “Allies or Foes: The Interplay between Al-Azhar and the Muslim Brotherhood Following Egypt’s 2011 Uprising (2011–2021),” *Middle Eastern Studies* 1, no. 1 (2023): 1–17, <https://doi.org/10.1080/00263206.2023.2259312>.

carrying out disciplinary punishment for school students.<sup>11</sup> The second research was conducted by Marin (2024), which discusses legal research in educational cases by accommodating educational values.<sup>12</sup> The third research conducted by Tomczyk (2025) focuses on legal protection for teachers related to cybercriminal attacks, such as blasphemy or digital insults.<sup>13</sup> From the three previous studies above, it can be said that this research is original because it discusses aspects of criminal law reform in education by conducting legal comparisons in Indonesia, Finland, and Egypt, so that it is different from the three previous studies.

## Research Method

This research is normative legal research focusing on criminal law reform in the field of education. It conducts a legal comparison between Indonesia, Finland, and Egypt and examines their efforts to realize the protection of human rights.<sup>14</sup> The primary legal materials used in this research are the New Criminal Code and laws and regulations in Finland and Egypt relating to criminal law in education. Secondary legal materials used are journal articles, books, and research results that discuss criminal law reform and criminal law in education. Non-legal materials used are language dictionaries. The legal materials are analyzed prescriptively, namely by focusing on legal solutions or recommendations for the issues presented.<sup>15</sup> The approaches used are conceptual, comparative, and statutory.

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<sup>11</sup> Diana Newmark, "The Illusion of Due Process in School Discipline," *William & Mary Bill Of Rights Journal* 32, no. 343 (2023): 343–75.

<sup>12</sup> Marilena Marin, "Historical-Legal Study On The Methodology Of The Legal And Judicial Act Seen Through The Prism Of Educational Values," *Jurnalul Libertății De Conștiință* 12, no. 3 (2024): 399–414.

<sup>13</sup> Łukasz Tomczyk, "Online Attacks on Teachers versus Strategies to Address Cyberbullying and Cyberaggression in the School Ecosystem," *Contemporary Educational Technology* 17, no. 1 (2025): 1–18, <https://doi.org/10.30935/cedtech/15663>.

<sup>14</sup> Tunggul Ansari Setia Negara, "Normative Legal Research In Indonesia: Its Origins And Approaches," *ACLJ* 4, no. 1 (2023): 5.

<sup>15</sup> Ani Purwati, *Metode Penelitian Hukum Teori Dan Praktek*, 1st ed. (Surabaya: CV. Jakad Media Publishing, 2020).

## Result and Discussion

### A. Legal Comparison of the Substance of Criminal Law in the Field of Education Between Indonesia, Finland, and Egypt

The development of criminal law studies in Indonesia is a dynamic process influenced by social, political, and economic changes, as well as the evolving needs of society.<sup>16</sup> This development is visible in various aspects, starting from the initial retributive nature of punishment—which emphasized retribution against offenders—shifting towards a more holistic approach emphasizing rehabilitation, social reintegration, and crime prevention.<sup>17</sup> Moreover, the development of criminal liability theories also shows a transformation from classical approaches to more adaptive and relevant approaches to the challenges of modern crime, such as corporate crime, environmental crime, and transnational crime.<sup>18</sup> New concepts such as strict liability and corporate criminal liability are beginning to be adopted to address the complexities of contemporary cases while reinforcing the principles of justice, effectiveness, and accountability in criminal law enforcement.<sup>19</sup> One form of criminal law development is related to criminal law in education.

Criminal law is relevant to education and human rights because it plays a dual role as a protector and enforcer of justice, guaranteeing the fulfillment of every individual's basic rights, including the right to

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<sup>16</sup> Faisal et al., "Genuine Paradigm of Criminal Justice: Rethinking Penal Reform within Indonesia New Criminal Code," *Cogent Social Sciences* 10, no. 1 (December 31, 2024): 3–5, <https://doi.org/10.1080/23311886.2023.2301634>.

<sup>17</sup> Yayan Muhammad Royani and Hee Cheol Park, "Striking a Balance: Exploring Harmony in Indonesian Criminal Law and Islamic Jurisprudence," *Walisono Law Review (Walrev)* 5, no. 2 (October 30, 2023): 155–82, <https://doi.org/10.21580/walrev.2023.5.2.18196>.

<sup>18</sup> Danish Bashir Mangi, Ihsanullah Butro, and Tahseen Akhtar Memon, "AI and Criminal Liability: Theoretical Dilemmas in Applying Criminal Law to Artificial Intelligence," *The Critical Review of Social Sciences Studies* 3, no. 2 (June 12, 2025): 2174–86, <https://doi.org/10.59075/cxwpfa06>.

<sup>19</sup> Javier Wilenmann, "It Is the Interaction, Not a Specific Feature! A Pluralistic Theory of the Distinctiveness of Criminal Law," *Criminal Law and Philosophy* 17, no. 1 (April 25, 2023): 61–70, <https://doi.org/10.1007/s11572-021-09616-2>.

education.<sup>20</sup> Criminal law not only functions as a “shield” that protects human rights by preventing and addressing violations of those rights, but also as a “sword” that imposes strict sanctions on violators, thereby creating a deterrent effect and a sense of security in society. In education, the understanding and enforcement of human rights become crucial because education is a fundamental right that the state must guarantee; without adequate criminal law protection, the right to education can be threatened by various discriminatory actions, violence, or other violations.<sup>21</sup>

The protection of human rights within the criminal justice system aims to create a fair, humane, and universally principled judicial system, such as the principle of equality before the law, the right to legal recognition, the prohibition of cruel treatment, and the right to a fair and independent trial. In addition, education about human rights needs to be instilled from an early age so that society understands its rights, including the right to receive an adequate education without discrimination, thereby creating a strong legal awareness and a culture of mutual respect for human rights in both educational settings and the wider community.<sup>22</sup> Thus, the integration of criminal law, education, and human rights becomes an essential foundation to ensure human rights’ protection, respect, and fulfilment in all aspects of life, including education.

The development of criminal law in education has global characteristics because criminal law in education generally mandates the dimension of protecting human rights.<sup>23</sup> Globally, Article 26 of the

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<sup>20</sup> Tetiana Baranovska et al., “Theoretical and Practical Dimensions of Legal Responsibility in Criminal Justice,” *Multidisciplinary Science Journal* 6, no. 1 (May 7, 2024): 2024ss0737, <https://doi.org/10.31893/multiscience.2024ss0737>.

<sup>21</sup> Steven Malby, “Beyond Sword and Shield: The UN Human Rights System and Criminal Law,” *The International Journal of Human Rights* 1, no. 1 (November 28, 2024): 1–24, <https://doi.org/10.1080/13642987.2024.2432953>.

<sup>22</sup> Muhammad Eko Saputro et al., “Identification of International Human Rights Principles in Indonesia’s New Criminal Code,” *Law Research Review Quarterly* 9, no. 4 (November 30, 2023): 435–58, <https://doi.org/10.15294/lrrq.v9i4.74125>.

<sup>23</sup> Jared R Dmello and Stuti Kokkalera, “Teaching Beyond Borders : Elevating Global Perspectives in the Criminal Justice Classroom Teaching Beyond Borders : Elevating Global Perspectives in the Criminal Justice Classroom,” *Journal of*

Universal Declaration of Human Rights (UDHR) mandates that education is a right for everyone. Every state not only guarantees the optimal implementation of education but also ensures that education is carried out professionally and accommodates aspects of human rights.<sup>24</sup> The importance of education as a form of global obligation in the world's countries is also in line with the fourth goal of the Sustainable Development Goals (SDGs), which emphasizes the importance of educational inclusiveness for the community that the state must fulfill.<sup>25</sup>

The fourth goal of the Sustainable Development Goals (SDGs), "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all," emphasizes the importance of educational inclusivity as a fundamental right that the state must fulfil without exception.<sup>26</sup> Inclusivity in education means that every individual, regardless of social, economic, gender, disability, or geographical background, has equal access to quality education relevant to the times' needs.<sup>27</sup> The state has a moral and constitutional responsibility to ensure that no group in society is left behind or discriminated against in obtaining the right to education, because inclusive education not only improves the quality of human resources but also strengthens social cohesion, reduces inequality, and promotes sustainable economic growth. By creating a friendly, adaptive, and

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*Criminal Justice Education* 36, no. 1 (2025): 103–20, <https://doi.org/10.1080/10511253.2024.2389092>.

<sup>24</sup> Roberth Kurniawan Ruslak Hammar, "Exploring the Intersection of Common Law and Criminal Justice System: Implications for Protecting Freedom of Speech in Indonesia," *International Journal of Criminal Justice Sciences* 17, no. 2 (2022): 299–311, <https://doi.org/10.5281/zenodo.4756126>.

<sup>25</sup> Rownok Jahan et al., "The Role of Women in Achieving Sustainable Development Goals (SDGs) In Islam: An Analysis of Gender Equality and Women Empowerment in the Modern World.," *Al-Burhān: Journal of Qur'ān and Sunnah Studies* 7, no. 2 (2023): 110–24, <https://doi.org/10.31436/alburhn.v7i2.329>.

<sup>26</sup> Hariyanto Hariyanto, Ahmad Rezy Meidina, and Mabarroh Azizah, "Decentralization and the Fulfilments of Children's Rights: Challenges and Opportunities for Local Government in Indonesia," *Lex Scientia Law Review* 8, no. 2 (November 30, 2024): 677–706, <https://doi.org/10.15294/lslr.v8i2.14373>.

<sup>27</sup> Fernando M. Reimers, "The Sustainable Development Goals and Education, Achievements and Opportunities," *International Journal of Educational Development* 104, no. 1 (January 2024): 102965, <https://doi.org/10.1016/j.ijedudev.2023.102965>.



diversity-supporting learning environment, the state can empower citizens to develop their potential and actively contribute to national development optimally. Moreover, inclusive education also plays a crucial role in instilling values of tolerance, mutual respect, and social justice, which are the foundation for creating a peaceful and civilized society. Therefore, achieving the fourth SDG goal is a highly strategic long-term investment, as inclusive and quality education is the key to realizing sustainable development, overcoming poverty, and creating a just, prosperous, and highly competitive society globally.

The various global provisions regarding education above make it essential to orient various educational arrangements and policies to optimize the implementation of optimal education and fulfill aspects of human rights. Formulating criminal law in each country's education field is a critical effort in ensuring the implementation of human rights-based education.<sup>28</sup>

Criminal law in education is part of criminal law that explicitly regulates various aspects of education.<sup>29</sup> Criminal law in the field of education is essentially a part of criminal law that regulates explicitly various aspects in the field of education, which includes the protection of the rights of students, educators, educational staff, and educational institutions themselves from various criminal acts that can disrupt the smoothness of the teaching and learning process and violate the values of justice and humanity in the world of education.<sup>30</sup> This regulation includes sanctions against violations such as violence in the school environment, embezzlement of educational funds, discriminatory actions, and disseminating harmful or misleading information in the

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<sup>28</sup> Joko Setiyono Priskila Kurniawati, "Enforcement of Human Rights in Providing Children Protection in the School Educational Environment in the City of Surabaya)," *International Journal of Social Science and Human Research* 5, no. 7 (2022): 2808–16, <https://doi.org/10.47191/ijsshr/v5-i7-06>.

<sup>29</sup> Matthew Marcellino Gunawan, Pujiyono Suwadi, and Muhammad Rustamaji, "Comparison of Restorative Justice Implementation in Indonesia, Usa, Germany, Poland and Switzerland," *Revista de Gestao Social e Ambiental* 18, no. 1 (2024): 1–15, <https://doi.org/10.24857/rgsa.v18n1-055>.

<sup>30</sup> Anthony A. Peguero, "Commentary: Shaping the Future of Criminal Justice Education: Insights from ACJS Leadership Survey Analysis," *Journal of Criminal Justice Education* 35, no. 2 (April 2, 2024): 423–28, <https://doi.org/10.1080/10511253.2024.2309940>.

context of education. Thus, educational criminal law not only functions as a repressive tool to penalize offenders but also as a preventive instrument aimed at creating a safe, conducive, and just learning environment for all educational community members. Moreover, the development of criminal law in education must always keep pace with the dynamics of social and technological changes to address new challenges such as cyberbullying, misuse of students' data, and ethical issues in educational technology.<sup>31</sup> Therefore, the existence of criminal law in the field of education is essential to ensure the creation of an education system that is not only academically qualified but also based on the principles of human rights and social justice, thereby supporting the formation of a generation that is intelligent, character-driven, and responsible.

As in other fields of criminal law, criminal law in education also has several characteristics, as does criminal law in general, as stated by Hazewinkel-Suringa, which has two characteristics: objective characteristics in the form of norms containing commands and prohibitions and subjective characteristics in the form of state authority to process and formulate sanctions for violators.<sup>32</sup> Criminal law in education is also related to these subjective and objective aspects. In W.L.G. Lemaire's view, criminal law in general aims to control society through sanctions so that people will avoid the various prohibitions listed in criminal law.<sup>33</sup>

In connection with the various views of legal experts above, in this context, the author would like to emphasize that criminal law in education has three main functions: protective, educative, and restorative. The protective function in this case is that criminal law in education aims to provide human rights-based protection for the parties

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<sup>31</sup> Rahmida Erliyani, "Examining Religious and Justice System in Indonesia to Prevent Cyberbullying," *International Journal of Cyber Criminology* 15, no. 2 (2021): 112–23, <https://doi.org/10.5281/zenodo.4766548>.

<sup>32</sup> Erni Rahmawati and Mohammad Kemal Dermawan, "Vacuum Effect of Wrongful Criminal Justice Process: The Case of Indonesia," *Indonesian Journal of Social Science Research* 4, no. 2 (2023): 182–227, <https://doi.org/10.11594/ijssr.04.02.10>.

<sup>33</sup> Bartłomiej Krzan, "Admissibility of Evidence and International Criminal Justice," *Revista Brasileira de Direito Processual Penal* 7, no. 1 (2021): 161–88, <https://doi.org/10.22197/RBDPP.V7I1.492>.

involved in the education process.<sup>34</sup> The educative function is such that criminal law in education is intended to ensure that the education process can run smoothly and optimally, including as an effort to foster the morals and character of youth as the nation's successor in the future. The restorative function in criminal law in education is to ensure that the resolution of problems in the field of education in criminal law is oriented based on restorative justice and ensure that criminal sanctions are the last sanction or *ultimum remedium*.<sup>35</sup> Referring to the three functions above, it can be said that criminal law in education seeks to ensure that the education process runs smoothly and optimally accommodates the substance of human rights.

One of the efforts to reform criminal law in education is carried out in Indonesia with changes and updates to the provisions in the New Criminal Code. The New Criminal Code is a form of criminal law reform in Indonesia, which was passed in 2023 and came into force in 2026.<sup>36</sup> One of the important aspects of the New Criminal Code in Indonesia relating to criminal law in the field of education is the orientation of restorative justice in criminal law, which involves the role and participation of the community and is oriented towards the recovery of victims and awareness efforts for perpetrators.<sup>37</sup>

The importance of restorative justice aspects in criminal law in the field of education lies in its more humanistic and constructive approach to resolving conflicts or legal violations that occur in educational environments, which not only emphasizes punishment but also the restoration of relationships between the perpetrator, the victim, and the

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<sup>34</sup> Aoife Duffy, "Applying Critical Pedagogies to Human Rights Education," *The International Journal of Human Rights*, October 2024, 1–25, <https://doi.org/10.1080/13642987.2024.2411623>.

<sup>35</sup> Hani Morgan, "Restorative Justice and the School-to-Prison Pipeline: A Review of Existing Literature," *Education Sciences* 11, no. 4 (2021): 3, <https://doi.org/10.3390/educsci11040159>.

<sup>36</sup> Salim H.S. Rodliyah, *Pengantar Hukum Pidana Mengacu Pada KUHP Baru (UU No. 1 Tahun 2023)* (Jakarta: Sinar Grafika, 2024).

<sup>37</sup> Lauren Kohn, "Integrity & Accountability Commissions of Inquiry: A South African Perspective," *Utrecht Law Review* 20, no. 4 (2024): 98–119, <https://doi.org/10.36633/ULR.1045>.

surrounding community.<sup>38</sup> In the context of education, the application of restorative justice is highly relevant because the learning environment must be a safe and conducive space for the development of students. Therefore, when violations such as bullying, violence, or other disciplinary infractions occur, resolution through dialogue, mediation, and deliberation can help repair the social and psychological damage caused without leaving a prolonged negative stigma on the perpetrator, especially if the perpetrator is still a child or adolescent. This approach also instills a sense of responsibility and moral awareness in the perpetrators to rectify their mistakes towards the victims and the community. It also provides space for the victims to express the impact they have experienced and receive appropriate recovery. In addition, restorative justice in education encourages active participation from various parties such as teachers, parents, and the community, thereby creating synergy in building an inclusive and supportive educational environment. This is in line with the principles of protecting human rights and the child's best interests, which prioritize solutions that do not harm the psychosocial development of students. Thus, applying restorative justice in educational criminal law strengthens a fair law enforcement system and contributes to character building, reinforcing social values, and preventing repeated offenses, thereby creating a more harmonious and sustainable educational environment.

Other essential aspects of the New Criminal Code in Indonesia relating to criminal law are Article 272 of the New Criminal Code, which discusses criminal sanctions for issuing fake degrees or diplomas, and Article 418, which regulates sexual abuse committed by teachers or supervisors in educational institutions. The provisions above emphasize the efforts to reform criminal law in Indonesia's education field. Even so, if analyzed carefully, criminal law reform in the field of education in Indonesia can be said to be still not comprehensive or still partial with several arguments, including: first, criminal law regulation in the field of education still does not regulate several substantial aspects such as the protection of teachers in the learning process, including the three teachers

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<sup>38</sup> Meredith Rossner and Helen Taylor, "The Transformative Potential of Restorative Justice: What the Mainstream Can Learn from the Margins," *Annual Review of Criminology*, 2024, <https://doi.org/10.1146/annurev-criminol-030421-040921>.

providing disciplinary sanctions for students because teachers are often criminalized because they have provided disciplinary sanctions for students. Secondly, the reform of criminal law in the field of education in Indonesia has also not accommodated the critical role of teachers' professional associations, or associations where the professional organization of teachers is essential in ensuring that the relationship between teachers and students becomes more effective and remains within the framework of human rights. Similar to the practice in medicine with the critical role of doctors' professional organizations regarding doctors with legal problems, the critical role of teachers' professional organizations is also essential regarding teachers with legal problems.

From the two weaknesses related to the regulation of criminal law reform in the field of education above, it can be concluded that in Indonesia, criminal law reform, especially in education, is still not optimal. This can be seen from the 2013 Supreme Court Jurisprudence on Criminal Education, which should be accommodated in the renewal of criminal law in Indonesia's education field. The 2013 Supreme Court Jurisprudence on Educational Criminal Law, an important ruling in educational criminal law, asserts that teachers, in carrying out their profession, cannot be subjected to criminal penalties, particularly concerning actions or efforts to discipline students. This is based on the understanding that disciplining students is an integral part of a teacher's duties and responsibilities in the learning process at school.

Disciplining students is not merely an administrative action or control, but rather an effort that has a deeper meaning, as part of character education aimed at teaching students to become better individuals, responsible, and of noble character. Thus, disciplinary actions taken by teachers, as long as they remain within the bounds of reasonableness and adhere to educational norms, cannot be considered a violation of criminal law. This jurisprudence provides legal protection for teachers so that they can perform their educational functions optimally without fear of criminal threats, allowing teachers to have more freedom in shaping the character and personality of their students. Furthermore, this ruling also emphasizes the importance of the teacher's role as an agent of change who not only transfers knowledge but also guides and directs students to internalize moral values and discipline that will serve as their

foundation in community life. Therefore, the jurisprudence of the 2013 Supreme Court's Educational Criminal Law serves as a highly strategic legal foundation in supporting the implementation of character education in schools, while also strengthening the position of teachers as educators who have the authority and protection in carrying out the task of disciplining students to create a conducive and ethical learning environment. Therefore, the renewal of criminal law in the field of education in Indonesia can be said to be weak, or still few and not comprehensive.

Criminal law in education needs to be regulated explicitly within a country's legal system because education is the primary foundation in shaping the nation's future generations' character, intellect, and morality.<sup>39</sup> Education not only functions as a process of transferring knowledge but also as a means of forming social and cultural values that play an essential role in advancing human civilization. Therefore, the continuity and quality of education must be seriously protected from various forms of deviations and criminal acts that can undermine the very function of education. In this context, criminal law serves as a last resort (*ultimum remedium*) that provides legal protection to the world of education by firmly addressing behaviors that harm or threaten the continuity of the national education system. Without adequate criminal law regulations, criminal acts in education, such as violence against students, corruption of educational funds, or abuse of authority in the learning process, can develop and damage the educational order and public trust in educational institutions.

The development of criminal acts in education, which are becoming increasingly complex and diverse, demands specific regulations that accommodate various violations and crimes. Laws regulating educational crimes in detail will provide legal certainty, clarify the classification of offenses, and impose proportional sanctions, ranging from administrative penalties to prison sentences, so that law enforcement can operate effectively and deter offenders. On the other

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<sup>39</sup> Alida V. Merlo and Peter J. Benekos, "Commentary: Where Are We Now? The Current State of Justice-Related Education," *Journal of Criminal Justice Education* 35, no. 2 (April 2, 2024): 289–95, <https://doi.org/10.1080/10511253.2024.2309937>.

hand, regulating criminal law is also essential to provide legal protection for educators, especially teachers, so that they can carry out their duties of disciplining and educating students without fear of being criminalized as long as their actions follow the prevailing norms and regulations. Thus, criminal law in education functions as a tool for law enforcement and as a means of education and protection that supports creating a conducive, safe, and ethical learning environment.

Criminal law regulation in education is a strategic step necessary to maintain the integrity and sustainability of the national education system, while ensuring that education can fulfill its function in enlightening the nation's life and shaping moral individuals. Without adequate legal protection, the education sector is vulnerable to various threats that can hinder the learning process and the character development of students; thus, the state needs to pay special attention through comprehensive and responsive criminal law policies to the dynamics of crime in the field of education. Criminal law reform in education has also been done in other countries, including Finland. Finland is arguably one of the countries with the best education systems in the world. The education system in Finland refers to various aspects that can increase students' creativity and the depth of their knowledge.<sup>40</sup> This can also be seen from the standard of teachers in Finland, who must have a minimum education at master's level and are given flexibility in teaching both in the form of methods and approaches to learning. In connection with the renewal of criminal law in education, Finland also ensures the protection of teachers in the form of guaranteed teacher rights, from economic rights to the right to legal protection for teachers.<sup>41</sup> This can also be seen in the Finnish penal code, which provides an aggravated punishment for anyone who commits violence and

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<sup>40</sup> Anne Kovalainen and Seppo Poutanen, "The State as an Agency in the Assetisation of Knowledge: The Case of the Finnish Education Export," *Learning, Media and Technology* 1, no. 1 (2025): 1–12, <https://doi.org/10.1080/17439884.2025.2450724>.

<sup>41</sup> Lotta Jämiä, Elina Haavisto, and Jari Kylmä, "Sexual Health Education Knowledge Required by Health Education Teachers in Finland," *Sex Education* 00, no. 00 (2024): 1–16, <https://doi.org/10.1080/14681811.2024.2425016>.

harassment against teachers.<sup>42</sup> A critical aspect of legal protection for teachers and students in education is the crucial role of teachers' professional organizations (SOOL). The teacher professional organization in Finland, known as SOOL, plays a vital role in ensuring the standards and quality of teachers, and that every teacher respects and ensures the fulfillment of human rights in the learning process.<sup>43</sup>

SOOL in Finland also often mediates in processes such as mediation with students or guardians when teacher inadequacies exist, especially when teachers have potential or actual human rights violations.<sup>44</sup> With various regulations in place, in Finland, the role of SOOL as a professional organization for teachers ensures that criminal law reform in the field of education runs optimally in Finland.

The practice of reforming educational criminal law also occurs in Egypt. Education has become one of the most critical aspects in Egypt, especially since Article 19 of the Egyptian Constitution of 2014 emphasizes the importance of the state's role in providing optimal facilities and infrastructure for the community.<sup>45</sup> As in Indonesia, Egypt also seeks to integrate the research-based orientation of education with religious values, as most Egyptian society adheres to Islam. One of Egypt's visionary ideas related to education is the idea of Vision 2030, which relates to the renewal of education in Egypt. One of the crucial ideas in Egypt's Vision 2030 is vocational and technology-based education, religious education, and university education based on cutting-edge research.<sup>46</sup> After passing the International Branch Campus Law No. 162

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<sup>42</sup> Kristiina Kourous, Reetta Toivanen, and Tuija Kasa, "The Finnish National Human Rights Institution's Approach To Human Rights Education," in *Nordic Perspectives on Human Rights Education: Research and Practice for Social Justice*, 2024, 44–58, <https://doi.org/10.4324/9781003340676-5>.

<sup>43</sup> Roosa Yli-Pietilä et al., "Profiles of Teacher's Professional Agency in the Classroom across Time," *Scandinavian Journal of Educational Research* 68, no. 5 (2024): 954–68, <https://doi.org/10.1080/00313831.2023.2196536>.

<sup>44</sup> Yli-Pietilä et al.

<sup>45</sup> Khusnul Khotimah and Mokhamad Sukron, "The Realising of Religion Moderation in Tareqa Al-Yusriyyah As-Siddiqiyyah Ash-Shadhiliyyah," *HTS Teologiese Studies* 79, no. 1 (2023): 1–9, <https://doi.org/10.4102/HTS.V79I1.7964>.

<sup>46</sup> Abeir Moussa and Shada Tarek, "Digital Transformation and Its Impact in Egypt: A Comprehensive Literature Review," *International Journal of Professional*



of 2018 (IBC Law), Egypt began to explore cooperation with several campuses in Europe to establish branches in Egypt, one of which aims to develop education in Egypt, especially technology-based.<sup>47</sup> Another regulation is in Law 72 of 2017, which emphasizes that there is a tax orientation in specific fields intended for educational purposes. In terms of criminal sanctions, these various regulations regulate criminal sanctions for parties who do not pay taxes related to educational interests, as well as criminal sanctions for parties who abuse authority concerning the establishment of universities. This confirms that in Egypt, the development of criminal sanctions in education is more on criminal acts related to education and not on the activities of organizing education itself.

From the development of criminal law reform in the field of education between Indonesia, Finland, and Egypt above, it can be seen that in Indonesia the development of criminal law in the field of education is still general such as criminal sanctions for granting fake degrees or diplomas and sanctions for teachers who commit sexual abuse of students, and various similar arrangements. This is different, for example, from Finland, which has begun to enforce the critical role of SOOL as a professional organization for teachers in cases between teachers and students. Egypt, which is different from Indonesia and Finland, emphasizes criminal sanctions related to education, such as criminal sanctions related to abuse of authority in establishing universities and related to taxation for the benefit of education.

## **B. Orientation and Direction of Criminal Law Reform in the Field of Education in Indonesia in Realizing the Protection of Human Rights**

Reforming criminal law in education in Indonesia is crucial in realizing more effective and just human rights protection. In this context, criminal law reform not only aims to amend outdated normative provisions but also to transform the paradigm of criminal law enforcement, which has tended to be retributive, into a more modern

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*Business Review* 8, no. 8 (2023): e02755,  
<https://doi.org/10.26668/businessreview/2023.v8i8.2755>.

<sup>47</sup> Moussa and Tarek.

approach that prioritizes the principles of corrective, restorative, and rehabilitative justice.<sup>48</sup> This new paradigm is highly relevant in education because education is a space that must uphold the values of humanity, respect for individual dignity, and protect the rights of students and educators. For example, in carrying out their duties, teachers must be protected from disproportionate criminalization when disciplining students, as long as the actions remain within the bounds of reasonableness and the professional code of ethics. Reforming criminal law to accommodate this will provide legal certainty and protection for teachers, allowing them to perform their character education functions without fear of excessive criminal threats.

The criminal law reform must also adapt to Indonesia's social and cultural developments and adhere to international human rights standards, so that law enforcement in education can proceed fairly and humanely. Law Number 1 of 2023 on the New Criminal Code (KUHP), for example, emphasizes the importance of restorative justice that not only focuses on punishing the perpetrator but also on the recovery of the victim and society, as well as rehabilitation for the perpetrator so they can return to a positive role in their social environment. This approach is critical in education, where the main goal is to shape individuals who are characterized and responsible, not just to impose punishment. Thus, the reform of criminal law in education will contribute to creating an educational system that is not only academically effective but also socially just and respectful of human rights.

The reform of criminal law in education must also be accompanied by implementing regulations and massive socialization so that all stakeholders, including law enforcement officers, educators, and the general public, understand and can properly implement the new principles of criminal law. This is important to prevent the abuse of authority that could harm the parties involved in the field of education. With comprehensive legal reforms and a humanistic criminal law paradigm, Indonesia can ensure that the protection of human rights in education is optimally guaranteed, allowing education to proceed in a conducive, safe, and just atmosphere for all parties involved.

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<sup>48</sup> Gunawan, Suwadi, and Rustamaji, "Comparison of Restorative Justice Implementation in Indonesia, Usa, Germany, Poland and Switzerland."

The development of criminal law reform in the field of education in Indonesia, if seen carefully, is still not optimal. This is because criminal law in the field of education can be said to be a “special” field of law or *lex specialis*. The provisions in the New Criminal Code relating to criminal law in the field of education can be said to be still small and not comprehensive. Even so, this is understandable because the New Criminal Code with one of its spirits in the form of recodification, namely recodification of various criminal offense substances in various laws and regulations. The spirit of recodification is chosen by the New Criminal Code with the aim of accommodating various developments in criminal offenses in various laws and regulations as part of societal developments.<sup>49</sup> Criminal offenses in the field of education have actually been included in the New Criminal Code, and because the New Criminal Code is only a *lex generalis*, further elaboration related to the reform of criminal law in the field of education needs to be carried out in various laws.

The development and renewal of criminal law in the field of education in Indonesia should be pursued, especially in fulfilling the substance of human rights. Education is actually one of the important aspects associated with human rights, other than because education is the right of every community because education can be one of the important aspects and become valuable capital for the next generation of a nation.<sup>50</sup> Criminal education is intended so that criminal law instruments can support and sustain various aspects related to education. Criminal law reform in the field of education in Indonesia to accommodate the substance of human rights needs to be done, especially in several aspects, including: first, protection for teachers related to disciplinary sanctions in the field of education. In this context, teachers need to be given legal protection so that they are not threatened by criminal sanctions when imposing disciplinary sanctions. In Indonesia, there has actually been a

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<sup>49</sup> Donny Widiyanto and Zainal Arifin Hoesein, “Positivism Theory in the Context of Modern Legal Thought,” *International Journal of Law and Society* 1, no. 4 (October 2024): 258–67, <https://doi.org/10.62951/ijls.v1i4.204>.

<sup>50</sup> E. Aminudin Aziz Anthony Welch, “Higher Education in Indonesia,” in *International Handbook on Education in South East Asia* (Springer International Handbooks of Education, 2023), 1–30, <https://doi.org/10.1080/03062848608729650>.

development of jurisprudence in the Supreme Court, namely Supreme Court Jurisprudence No. 1554 K/PID/2013, which essentially emphasizes that teachers cannot be subject to criminal sanctions concerning disciplinary sanctions for students. The substance of Supreme Court jurisprudence No. 1554 K/PID/2013 should be accommodated in other laws related to education.<sup>51</sup> Second, criminal sanctions in the field of education also need to emphasize the existence of sanctions for institutions that falsify degrees and establish educational institutions without a license. Third, criminal sanctions in the field of education are related to legal protection for students related to violence, both verbal and sexual violence.<sup>52</sup> Criminal sanctions related to legal protection for students related to violence, both verbal and sexual violence, also need to pay attention to aspects of restorative justice to emphasize recovery for victims. From these three aspects, one of the important orientations in the renewal of criminal law in the field of education to accommodate the substance of human rights is to harmonize and formulate special criminal law in the field of education with various laws and regulations. This is done because the New Criminal Code in Indonesia is only a recodification and is *lex generalis*, so there needs to be a special law as *lex specialis*.

From the description above, it can be concluded that the orientation and direction of criminal law reform in the field of education should accommodate several aspects, such as the protection of teachers and the involvement of teachers' professional organizations to ensure that teachers cannot be convicted for imposing disciplinary sanctions. What is also important in the renewal of criminal law in the field of education is related to the protection of students, including ensuring the fulfillment of human rights for students as well as confirmation of criminal sanctions for educational institutions that commit degree forgery which must be regulated in a separate special law as a *lex specialis*.

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<sup>51</sup> Gendis Wulandari, "Legal Aspect for Teachers in Educating Their Students to Avoid Criminalization," *Norma* 17, no. 3 (2021): 53, <https://doi.org/10.30742/nlj.v17i3.1042>.

<sup>52</sup> Sutiani Choirunnisa, "Legal Protection Against Women Victims of Sexual Harassment Through Social Media (Cyberporn)," *The Indonesian Journal of International Clinical Legal Education* 3, no. 3 (2021): 367–80, <https://doi.org/10.15294/ijicle.v3i3.48266>.

## Conclusion

The legal comparison of the substance of criminal law arrangements in the field of education in Indonesia is still general, such as criminal sanctions for granting fake degrees or diplomas, and sanctions for teachers who commit sexual abuse of students, and various similar arrangements. This is different, for example, from Finland, which has begun to enforce the important role of SOOL as a professional organization for teachers concerning cases between teachers and students. Egypt, which is different from Indonesia and Finland, emphasizes criminal sanctions related to the field of education, such as criminal sanctions related to abuse of authority in the establishment of universities and related to taxation for the benefit of education.

The orientation and direction of criminal law reform in the field of education in Indonesia need to be done to accommodate human rights values. Criminal law reform in the field of education in Indonesia can be directed at aspects of protecting teachers and involving professional organizations of teachers to ensure that teachers cannot be convicted in imposing disciplinary sanctions, protecting students including ensuring the fulfillment of human rights for students, as well as affirmation of criminal sanctions for educational institutions that commit degree forgery. This research recommends the need for special regulation of criminal sanctions in the field of education in a separate special or sectoral law as a *lex specialis* of the New Criminal Code.

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### **Acknowledgment**

None.

### **Funding Information**

None.

### **Conflicting Interest Statement**

The authors state that there is no conflict of interest in the publication of this article.

### **Publishing Ethical and Originality Statement**

All authors declared that this work is original and has never been published in any form or any media, nor is it under consideration for publication in any journal, and all sources cited in this work refer to the basic standards of scientific citation.