



## **LEGAL ANALYSIS OF HANDLING OF PRIVATE VOCATIONAL SCHOOL STUDENTS IN MUSTAFA PERBAUNGAN WHO ARE INVOLVED IN MOTORBIKE GANGS BASED ON LAW NUMBER 35 OF 2014**

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### **Abstract**

Student involvement in motorcycle gangs raises questions of law enforcement and the protection of children's rights. This article examines the implementation of Law Number 35 of 2014 amending Law Number 23 of 2002 on Child Protection, the handling of a student case, and possible rehabilitation measures at SMK Swasta Mustafa Perbaungan. The article draws on a thesis and applies qualitative analysis to a single case involving a 17-year-old student. The materials consist of accounts of interviews, observations, police and school documents, and legal materials reported in the thesis. The findings associate the student's involvement with peer relationships, limited parental supervision, social media exposure, and the need for recognition. The case was reportedly handled through diversion involving the police, school, parents, and the correctional guidance agency, followed by counseling and religious guidance. However, protection remained incomplete because psychological assistance was not sustained, interagency coordination lacked a structured arrangement, and the students experienced stigma after returning to school. The findings distinguish case resolution from the restoration of the child's educational and social life. The article recommends an integrated approach encompassing school handling procedures, stronger guidance and counseling services, family participation, and cooperation with social services and law enforcement agencies. Its conclusions are limited to the reported case. The available documents do not establish whether all legal requirements for diversion were fulfilled or whether the interventions produced sustained outcomes.

**Keywords:** Child Protection; Motorcycle Gangs; Diversion; Restorative Justice; Student Rehabilitation.

### **INTRODUCTION**

The involvement of adolescents in motorcycle gangs is an issue that cannot be understood simply as a disturbance to public order on the roads. When such actions are committed by students who are still children, their handling is related to legal responsibility, educational continuity, family relationships, and community acceptance. The thesis that forms the basis of this article places this issue in the context of the Mustafa Perbaungan Private Vocational School. The focus is not on all forms of motorcycle user associations, but rather on the involvement of a student in group activities reportedly related to disturbances and the carrying of sharp weapons (Fajar, 2024, pp. 77-78). This issue brings together two interests that must be considered simultaneously. Society requires protection from the threat of violence, while children involved in a case still require treatment that preserves their dignity, education, and development. According to the child protection framework used in this thesis, involvement in legally questionable acts does not eliminate a child's right to protection. Therefore, handling is not solely assessed by police action, but also by the child's condition during the handling process and after returning to school (Fajar, 2024, pp. 58-60, 81-85).

Undang-Undang Nomor 35 Tahun 2014 menjadi dasar utama pembahasan hak anak dalam penelitian ini. Undang-undang tersebut merupakan perubahan atas Undang-Undang Nomor 23 Tahun 2002 tentang Perlindungan Anak. Dalam uraian tesis, perlindungan mencakup jaminan agar anak dapat hidup, tumbuh, berkembang, dan berpartisipasi, serta terhindar dari kekerasan dan diskriminasi. Hak atas pendidikan juga menjadi perhatian penting karena subjek penelitian merupakan peserta didik. Sementara itu, pembahasan proses penanganan perkara anak

dihubungkan dengan Undang-Undang Nomor 11 Tahun 2012 tentang Sistem Peradilan Pidana Anak, selanjutnya disebut UU SPPA (Fajar, 2024, hlm. 16-20, 66, 78-81). Kebutuhan menghubungkan perlindungan hukum dengan lingkungan sosial terlihat dari faktor keterlibatan siswa yang dikemukakan dalam tesis. Pergaulan sebaya, pengawasan keluarga, paparan media sosial, dan kebutuhan memperoleh pengakuan muncul sebagai unsur yang menyertai kasus. Faktor-faktor tersebut menunjukkan bahwa respons terhadap perilaku anak tidak cukup diarahkan pada perbuatan terakhir yang menimbulkan persoalan hukum. Pembinaan perlu memperhatikan hubungan sosial yang tetap dihadapi anak setelah proses penanganan selesai. However, one case does not allow for the determination that a particular factor is the dominant cause for all students or adolescents in Perbaungan (Fajar, 2024, pp. 77-78).

The literature used in this thesis provides context for the reading. Jufri (2015), as outlined in Fajar (2024, pp. 32-33), discusses motorcycle gang behavior as a form of juvenile delinquency. Rahmadani and Jailani (2024), referenced in the thesis in the discussion of Melati II Village, Perbaungan District, place motorcycle gang activity in relation to deviations from social norms. The relevance of both references lies in their attention to the context of social interaction and community life. This article does not use these references to state incidence rates, rates of increase in cases, or causal relationships that are not available in the research materials. From a law enforcement perspective, this thesis references Sambas (2011) regarding the handling of law violations by motorcycle gangs and Waskit et al. (2020) regarding the handling of child abusers involved in motorcycle gangs. Both references are placed within a discussion of the relationship between preventive measures, case handling, and the need for guidance. Thus, the legal reading in this article maintains the thesis's focus on preventive and rehabilitative approaches, without neglecting the issue of public safety (Fajar, 2024, pp. 5, 8-9). The research's specificity lies in the intersection of case handling processes and school policies. Schools emerge not only as places for children to learn, but also as environments that determine whether children have the opportunity to continue their education after encountering the law. The thesis reports that student dismissal was considered before the school chose guidance. This decision serves as a crucial point for analyzing how child protection translates into institutional action, particularly when schools must maintain discipline while maintaining students' access to education (Fajar, 2024, p. 82).

This article answers three questions retained from the original research. First, how is child protection implemented for students at the Mustafa Perbaungan Private Vocational School involved in motorcycle gangs? Second, what forms of legal and non-judicial treatment are implemented? Third, what developmental solutions can be formulated based on the identified weaknesses in the treatment? These three questions direct the analysis to the relationship between protection norms, treatment practices, and the sustainability of developmental programs, rather than to measuring the prevalence of motorcycle gangs or assessing the entire juvenile justice system (Fajar, 2024, p. 21). This article's contribution is to clarify that case resolution and child recovery are interrelated, but not identical. Treatment that has resulted in developmental programs does not in itself prove that psychological support, coordination, and social acceptance have been met. The analysis is limited to the regulatory framework and research context presented in the 2024 thesis. This article is not intended to be an update of the legal situation after that period or an assessment of other cases not included in the original research.

## **LITERATURE REVIEW**

### **2.1. Sociological Perspective of Law and Children's Social Environment**

The thesis uses sociological theory to understand the relationship between law and the social environment in which it is implemented. Within this framework, regulations are not interpreted in isolation from social interactions, family, school, and society. Its relevance to the student's case lies in the fact that the rehabilitative process took place in an environment previously associated with the student's involvement in a motorcycle gang. Therefore, the analysis takes into account the actions of the authorities and the responses of educational institutions, as well as the social circumstances surrounding the handling (Fajar, 2024, pp. 25-26).

This perspective helps differentiate between the existence of rules and the environment's ability to support their implementation. Schools can choose counseling, but this choice requires teacher support, family communication, and peer acceptance. Similarly, solutions reported as diversion still require follow-up to prevent the child from simply being sent home without support. In the case studied, the discrepancy between the decision to counsel and its implementation was evident in the lack of sustained psychological support and weak coordination between institutions (Fajar, 2024, pp. 80-85).

The thesis also discusses law as a means of social control. In this article, this idea is used to examine how schools and families help children understand behavioral boundaries, the consequences of actions, and relationships with others. Social control is not limited to supervision or the threat of sanctions. Based on the thesis' recommendations, control needs to be linked to counseling, character education, positive activities, and family

communication. This interpretation maintains the link between the goal of order and children's developmental needs (Fajar, 2024, pp. 6-7, 86-88).

## **2.2. Justice and Child Protection Principles**

The justice framework in this thesis places law beyond achieving procedural outcomes. The discussion of justice is used to assess whether legal actions also take into account the dignity and circumstances of the parties involved. Nasution (2014) and Ruman (2012), as cited in Fajar (2024, pp. 26-28), form part of this rationale. In the context of children, justice is not simply interpreted as applying equal treatment to adults, but rather as considering the protection needs discussed in the research.

The thesis's literature review outlines the principles of nondiscrimination, the child's best interests, the right to life and development, and child participation. These principles are used as a reading perspective, not as a scorecard for measuring the success of treatment. Nondiscrimination relates to school and community treatment; best interests relate to treatment options; child development relates to educational continuity and social support; and participation requires attention to the child's perspective in processes affecting their lives (Fajar, 2024, p. 59).

The research findings provide a more detailed description of the first three aspects, particularly guidance options, educational continuation, and experiences of stigma. Conversely, the details of children's participation in decision-making are not presented in detail. This difference in comprehensiveness must be maintained in the analysis. The article does not conclude that participation has been achieved simply because a child is mentioned as participating in guidance or acknowledges involvement in a group. Acknowledgment in the assessment and involvement in determining guidance needs are not treated as the same information.

## **2.3. Legal Handling and Non-Judicial Guidance**

In the original research, treatment was divided into legal and non-judicial channels. The legal channel relates to the police process and mechanisms reported as diversion. The non-judicial channel includes counseling, religious guidance, behavioral monitoring, and support for returning to school. This distinction is useful for assessing the function of each action. The legal process handles the case as it occurs, while guidance focuses on the child's needs after and during the case (Fajar, 2024, pp. 78, 85).

The Child Protection Law and the Child Protection and Child Protection Law are discussed in a related manner without equating their scopes. In this thesis, the Child Protection Law serves as the basis for discussions on guarantees of rights and special protection, while the Child Protection and Child Protection Law is used in the description of the child case handling process and diversion. The article maintains this relationship. However, the narrative that diversion is being implemented does not substitute for examining the basis for the allegations, settlement documents, and legal requirements related to its implementation.

Recovery-oriented counseling should also not be interpreted as concluding that the problem is resolved when the child participates in certain activities. Attendance at counseling or spiritual guidance is a reported action, while long-term behavioral change is an outcome that requires separate observation. This framework is used to avoid equating the implementation of activities, the fulfillment of protections, and the success of rehabilitation. In available research, these three levels of assessment are not supported by the same depth of data.

## **METHOD**

### **3.1. Basis for Preparation and Scope of Analysis**

This article is a restatement of Fajar's (2024) thesis research in journal article format. The discussion utilizes a qualitative analysis of the description of a single case, the reported social context, and the legal materials used in the original research. The term "qualitative analysis" here describes the method of organizing the article, not a claim that all details of the methodological design in the thesis have been consistently stated. The methodology chapter of the thesis outlines several research categories and data collection techniques in general, while Chapter IV more specifically reports on the use of interviews, observation, and document studies.

The original research location was the Mustafa Perbaungan Private Vocational School in Perbaungan District. The article's discussion unit was limited to a single case of a student reported in the thesis as 17 years old. This limitation allowed for in-depth analysis of the relationship between legal treatment, school decisions, and social support, but did not provide a basis for statistical generalization. The thesis stated a three-month research period from the date of issuance of the permit, without specifying a specific implementation date in the manuscript. Therefore, the article did not include unavailable data collection dates (Fajar, 2024, pp. 70-71, 79).

### **3.2. Data Source and Position**

According to the report in Chapter IV, the original research used primary and secondary data from the school, the Perbaungan Police, and the child protection agency in Serdang Bedagai Regency. The thesis also cites inspection minutes, school statements, and interviews with the Correctional Center, guidance and counseling teachers, and parents. Legal materials include the Child Protection Law, the Child Protection and Child Protection Law, and other regulations discussed in the thesis. The conceptual literature in the article is limited to works referenced in the original research (Fajar, 2024, pp. 73-74, 77, 80).

The distinction between the original research data and the materials available for the preparation of the article needs to be emphasized. The original researcher reported obtaining and cross-checking field data. However, the thesis file on which the article is based does not include all interview transcripts, copies of the investigation minutes, or documents confirming the diversion results. Therefore, the article uses the available description of the findings, not claiming independent cross-checking of all primary documents. The number of informants, the list of questions, and the frequency of observations are also not included because they are not detailed in the sources.

### **3.3. Identity Analysis and Protection Procedures**

The analysis was conducted by organizing the information according to three research problem formulations. Case descriptions and the actions of the parties were presented as reported findings. The information was then read using the child protection, sociology of law, and justice frameworks contained in the thesis. The results were grouped into the context of student involvement, forms of treatment, implementation weaknesses, and development needs. The tables in the article provide a summary of the findings and recommendations, not new measurements or additional data from the field.

The thesis's conclusion regarding the suboptimal implementation of child protection is maintained as the main finding. However, the term "hypothesis testing" in the original manuscript is not interpreted as statistical testing because the research results do not present statistical procedures and outputs. The article reads it as a qualitative assessment of the alignment between protection principles and reported practices. Similarly, the assessment of the procedural appropriateness of diversion is presented as a conclusion of the original research, which is still limited by the completeness of supporting documentation.

The child's name has been changed to Student A. Details of class, major, and personal identification not necessary for the analysis have been omitted. This editorial choice aims to limit disclosure of the child's identity in the dissemination of the article, without altering the substance of the case. No direct interview quotations have been reproduced as transcripts were not included. The thesis also does not contain detailed information regarding consent for participation or research ethics approval, so the article does not make any claims that these procedures were obtained .

## **RESULTS AND DISCUSSION**

### **4.1. Case Description and Sequence of Treatment**

The case discussed concerns Student A, a 17-year-old student at Mustafa Private Vocational School in Perbaungan. According to the description in Chapter IV, the student was handled by the Perbaungan Sector Police after being involved in motorcycle gang activities with peers at night in the Trans-Sumatra Highway area, Perbaungan. The research reported that a machete was found during the handling. In the description referring to the investigation report, the student admitted to joining the group that carried out the convoy and riot on the highway (Fajar, 2024, pp. 77-79).

This information is used as a description of the case reported by the researcher, not as an establishment of new criminal wrongdoing by the article. The manuscript does not present court decisions or complete case documents that would allow for a complete reconstruction of the elements of the crime. Therefore, mention of student involvement remains distinct from legal evidence, which requires separate documents and processes. This limitation does not diminish the significance of the reported actions, but rather maintains the accuracy and certainty of the conclusions.

Following initial treatment, the thesis describes the involvement of schools, parents, and the Correctional Center in a process called diversion using a restorative justice approach. Reported outcomes include special guidance provided by the school, counseling from social services, and mandatory spiritual guidance. Thus, the response to the case does not stop with police action. Efforts are made to connect case management with the educational and family environment, although the continuity of this relationship later becomes a major issue (Fajar, 2024, pp. 78, 80-83).

**Table 1. Summary of cases and treatments reported in the thesis**

| Stage                          | Reported information                                                                      | Meaning for analysis                                                                |
|--------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Initial treatment              | Police arrested students involved in motorcycle gang activities; a machete was found.     | There are security issues and the need to handle children in conflict with the law. |
| Involvement of related parties | Schools, parents, and the Correctional Center are involved in a process called diversion. | Handling begins to connect legal, family and educational elements.                  |
| Follow-up coaching             | School guidance, counseling from social services, and spiritual guidance.                 | The form of support was reported, but its duration and intensity were not detailed. |
| Back to school                 | The school opted for coaching after considering dismissing the student.                   | Opportunities to continue education are maintained.                                 |
| Further issues                 | Stigma, limited psychological support, and unstructured coordination.                     | Case resolution is not yet synonymous with comprehensive social recovery.           |

*Source: summarized from Fajar (2024, pp. 77-85). The table does not add a chronology of dates or unavailable documents.*

The sequence in Table 1 shows that protection issues arise at more than one stage. In initial handling, attention is directed to the child's legal process. After a decision is made on the child's reintegration, attention shifts to the implementation of services and re-entry into school. This separation of stages is important because an assessment focused solely on case resolution can overlook the difficulties that arise once the child returns to everyday life.

#### **4.2. Student Engagement Factors and Guidance Needs**

The first factor mentioned in the thesis is friendship relationships. Student A has peers who previously joined motorcycle gangs. This finding suggests that peer groups are part of the context of involvement, but does not prove that all peer relationships are detrimental. From a sociological perspective, the analysis focuses on the specific relational environment reported in the case. The implication for guidance is the need to understand the friendship relationships students face, rather than simply prohibiting them without explanation and guidance (Fajar, 2024, p. 78).

The second factor is limited parental supervision, which is linked to the family's financial preoccupations. This information should not be extended to the conclusion that families with limited economic resources inevitably produce deviant behavior. The research material only describes the circumstances of one student. The relevance of the findings lies in the need to improve communication and family involvement in development. The thesis' recommendations position the family as the initial environment for behavior formation and as a party that needs to be consistently present after the child returns from treatment (Fajar, 2024, pp. 78, 88).

The third factor is social media exposure. Research suggests that students frequently watch videos about motorcycle gangs and violence, which is then linked to a desire to try similar behavior. However, the manuscript does not provide records of access frequency, platform type, or analysis of video content. Therefore, this exposure is treated as a reported context, not a measure of social media influence. Guidance could be directed at communicating about the content watched and the consequences of actions, in line with the thesis's focus on the role of family support in responding to information received by children.

The fourth factor is the need for recognition from the environment and for self-expression. This information helps explain why group activities can have particular meaning for students. However, this article does not interpret this need for recognition as a psychological diagnosis. There are no psychological examination results that could support the diagnosis of a specific disorder or personality trait. The discussion focuses on the need to provide activity spaces that allow students to participate positively, as recommended in theses on extracurricular activities, entrepreneurship, and character education (Fajar, 2024, pp. 78, 86).

These four factors demonstrate that foster care requires attention to social relationships, family support, and daily activities. Although described separately, the source does not provide a basis for determining the relative weight of each factor. The article does not rank the causes or suggest that one is more important than the others. The analysis's contribution lies in defining the focus of foster care: understanding relationships, strengthening family communication, addressing media exposure, and addressing the need for recognition through opportunities for participation that are not illegal.

#### **4.3. Implementation of Child Protection in Case Handling**

The preliminary study concluded that the implementation of the Child Protection Law was ongoing, but not optimal. The basis for this assessment was the reported diversion process, the involvement of multiple parties, and the decision to provide guidance. At the same time, deficiencies in psychological support, inter-agency coordination, and social acceptance were identified. Therefore, the study's conclusion does not indicate a complete absence of protection, but rather that some principles are implemented without comprehensive support (Fajar, 2024, pp. 80-85).

In its legal discussion, the thesis refers to the special protection provisions in Articles 59 and 64 of the Child Protection Law, as well as the diversion provisions in Article 7 of the Child Protection Law. The article maintains a focus on humane treatment, protecting children's development, and a handling process that takes into account their status as children. However, the article does not copy the formulation of the articles directly because several mentions of articles and their explanations in the thesis are not accompanied by the complete text of the regulations. Article references are used to demonstrate the basis for the discussion of the original research, not to replace the examination of official documents.

The statement regarding diversion requires special caution. The thesis states that the process was undertaken, but does not provide details of the basis for the allegations, documented agreements, established outcomes, or other information sufficient to test all legal requirements. Therefore, the conclusion that the procedure was legal must be read within the scope of the original research report. The article does not assert that all juvenile cases must be resolved through diversion, nor does the discovery of a sharp weapon necessarily prove that the requirements for a particular resolution mechanism have been met.

At the level of protection evident in the case description, the decision to retain the student's education is a significant finding. The school did not make dismissal a final decision, but instead opted for guidance. This aligns with the thesis's focus on educational rights and development opportunities. However, maintaining student status is not sufficient to ensure all educational rights have been fulfilled. The experience of social pressure after returning to school demonstrates that formal access to classes and acceptance into the learning environment are aspects that need to be distinguished (Fajar, 2024, pp. 81-83).

Within these limitations, the article supports the thesis' main conclusion regarding suboptimal protection. Analytical support comes primarily from the relationship between reported coaching actions and accompanying service deficiencies. However, assessing the legality of all stages of the case still requires more comprehensive primary documentation. This distinction allows the discussion to remain faithful to the research findings while not raising the level of certainty of the conclusions beyond the available evidence.

#### **4.4. The Role of Schools and the Implementation of Non-Judicial Guidance**

Non-judicial handling in this thesis includes religious guidance, counseling, and behavioral monitoring. Schools are positioned as key implementers because students return to their education within this environment. Guidance and counseling teachers and homeroom teachers are cited as parties who need to be more actively involved. In this context, schools are not substitutes for law enforcement, but rather environments that help maintain the relationship between case resolution and educational continuity (Fajar, 2024, pp. 85-87).

The option of rehabilitating students after considering dismissal demonstrates the potential for a non-punitive response. However, research also indicates that schools lack systematic, sustainable programs for students with similar issues. A good decision in a single case does not necessarily equate to a consistently enforced institutional policy. This discrepancy is a key reason for recommending the development of handling procedures that adhere to child protection principles (Fajar, 2024, pp. 82, 85, 87).

Counseling and spiritual guidance are actions explicitly mentioned in the findings. Both should be understood as reported forms of guidance, not as evidence that the students' psychological needs have been fully addressed. The thesis found a lack of ongoing psychological support and noted the absence of a child psychologist during the examination. Therefore, the services provided cannot be used to negate other support needs also identified by the study (Fajar, 2024, pp. 78, 80-82).

Behavioral monitoring also needs to be integrated with mentoring relationships. The thesis' recommendations urge schools to develop character education, social development, and positive activities. This direction demonstrates that the goal of development is not limited to recording violations. Students should have opportunities to learn and improve their social relationships. The article does not claim that these programs have been fully implemented in schools, as some are research suggestions, not reported observations.

The sustainability of the coaching program is a major issue because the source does not specify the program's duration, counseling schedule, division of responsibilities, or behavioral evaluation results. This lack of detail limits the assessment of effectiveness. What can be concluded is that initial action was taken and the need to strengthen its implementation. It is not possible to assess whether the coaching program is successful in preventing reoffending solely based on the student's return to school or participation in specific activities.

#### **4.5. Gap between Principles and Implementation of Protection**

The first gap relates to psychological support. The study found that mentoring was not sustainable, even though psychosocial needs are a key part of rehabilitation discussions. This information indicates a misalignment between recovery orientation and available services. However, because the source did not include a psychological assessment, the article did not determine the level of impairment or the specific clinical needs of the students. The conclusion is limited to the lack of guaranteed continuity of mentoring, as reported by the researcher (Fajar, 2024, pp. 80-83). Table 2 presents the relationship between the protection principles and the findings and the assessment's limitations.

**Table 2. Relationship of protection principles to findings and limitations of evidence**

| Protection aspects                   | Available findings                                                                        | Assessment gap or limit                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Non-discrimination                   | Schools opt for coaching; students can still return to school.                            | Stigma and social pressure were still reported after students returned home.                                  |
| Best interests of the child          | Handling is directed at guidance through a process called diversion.                      | The completeness of the legal requirements and the documents resulting from the completion are not displayed. |
| Growth and development and education | There is counseling, spiritual guidance, and continuing education.                        | Psychological support is not sustainable; long-term outcomes are not available.                               |
| Children's participation             | Participation is discussed as a principle in the literature review.                       | How children's views are heard in determining guidance is not detailed.                                       |
| Inter-agency support                 | Schools, families, police, correctional facilities, and government agencies are involved. | Formal cooperation and integrated development programs have not been established according to the thesis.     |

*Source: summarized from Fajar (2024, pp. 59, 78-87). The last column distinguishes reported weaknesses from information that is not yet available.*

The second gap is coordination. Although several institutions are involved, the thesis states that collaboration is unstructured, and there is no formal relationship between schools, police, and social institutions within the guidance system. This finding suggests that the number of parties present does not necessarily indicate integration. Coordination requires clear follow-up relationships to ensure that guidance does not stop after the initial meeting or decision. In the cases analyzed, this integration is a recommended requirement, not a proven achievement (Fajar, 2024, pp. 82, 85-87).

The third gap relates to non-discrimination. The thesis reports that students continue to experience social pressure at school and in the community after returning to education. This information suggests that protection issues persist after the legal process. Social acceptance cannot be inferred solely from the school's decision to retain the student. Although the form, frequency, and perpetrators of stigma are not detailed, the report is sufficient to indicate the existence of a problem that requires attention in counseling, without allowing for measurement of its extent or severity (Fajar, 2024, pp. 81-83).

Table 2 confirms that the fulfillment of protection measures cannot be simplified to a simple choice of whether they have been implemented or not. Some measures have been implemented, while other aspects remain weak or lack sufficient evidence. Analytically, this situation explains why the thesis concludes that the implementation of protection measures has only been partially implemented. At the same time, limited evidence must be distinguished from evidence that an action was not implemented at all. For example, the lack of details about a child's participation does not automatically prove that the child was never heard.

#### **4.6. Stigma, Coordination, and Sustainability of Reintegration**

The experience of stigma is particularly significant because the child returns to the social environment that also serves as the setting for their education. In the source, social pressure is viewed as a barrier to reintegration. The article maintains this assessment within the limits of the reported experience. There is no longitudinal data to determine whether stigma has led to reoffending or dropping out. Thus, stigma is understood as a problem in student readmission, not as a cause of unobserved subsequent outcomes (Fajar, 2024, pp. 81, 83).

From a justice perspective, this situation demonstrates a disparity between institutional decisions and the child's experience. Formally, the student can return to education. Socially, he or she still faces negative judgment from his or her community. This analysis connects the justice framework in the thesis to the research findings without adding new metrics. Justice in the treatment of children relates not only to the choice of legal mechanism but also to how opportunities for learning and self-improvement are actually realized.

Coordination is crucial because the issues identified are not solely within the jurisdiction of one party. Schools are directly involved in learning activities, families in home life, while authorities and social institutions play a role in case management and guidance. This thesis proposes synergy between these parties. The need for coordination stems from the interconnectedness of the reported issues, not from the assumption that all institutions have the same programs or adequate resources (Fajar, 2024, pp. 83, 86-88).

In this case, the involvement of several parties at the beginning of the process was not accompanied by an explanation of who would ensure follow-up. Therefore, strengthening efforts simply by adding meetings or naming institutions within the program is insufficient. A more fundamental issue is clarity regarding the implementation of guidance recommendations and communication after students return to school. This statement reflects the findings of weak formal collaboration and the need for an integrated system explicitly outlined in the thesis.

Further reintegration needs to be understood as a process, not simply a return. Sources indicate that students have returned to school but still face psychological and social challenges in the form of limited support and stigma. Because no long-term observations were reported, the article does not assess the final stages of rehabilitation. What can be concluded is the need to ensure continued support as children return to their daily routines of education, family, and social interactions.

#### **4.7. Direction of Integrated Development Based on Research Findings**

The primary solution of the original research was integrated guidance and protection involving schools, families, law enforcement officials, and social institutions. The focus was on recovery, not just punishment. The article maintains this direction and organizes recommendations according to the problem it seeks to address. Therefore, the proposals are not presented as proven programs, but rather as suggested follow-up actions based on weaknesses in the case management (Fajar, 2024, pp. 86-88).

At the school level, the priorities stated in the thesis are developing student handling procedures that address child protection, strengthening the role of guidance and counseling teachers, and involving homeroom teachers. The thesis also proposes preventive counseling, character education, extracurricular activities, and entrepreneurship. This direction addresses the finding that guidance remains reactive and unsystematic. The article does not specify a standard schedule, number of meetings, or budget, as these details were not provided by the original research.

At the family level, recommendations emphasize supervision, communication, consistent attention, and role modeling. Parental involvement is crucial, as family circumstances are one of the reported contexts for student involvement. However, the responsibility for guidance is not placed solely on parents. Research instead emphasizes the family's relationship with the school and the support of others. Psychological and religious support are mentioned as part of the proposed rehabilitation process, not as a comprehensive service in these cases (Fajar, 2024, pp. 86, 88).

At the inter-institutional level, the study recommends strengthening relationships between the police, schools, social services, and child protection agencies. The proposed formation of a coordination team at the sub-district level is a follow-up to the thesis. The article positions this as an institutional idea that still requires

clarification of authority and implementation. Because the source does not contain a decision on the team's formation, there is no claim that such a structure is in place or functioning at the research site (Fajar, 2024, p. 87).

**Table 3. Directions for follow-up recommended by the research**

| Parties or scope            | Recommendations from the thesis                                                                                     | The problem to be answered                                     |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| School                      | Child protection-based handling procedures; strengthening guidance and counseling teachers and homeroom teachers.   | Reactive handling and the absence of a sustainable program.    |
| Student development program | Preventive counseling, character education, religious activities, extracurricular activities, and entrepreneurship. | The need for assistance and positive alternative activities.   |
| Parents and family          | Supervision, communication, consistent attention, role modelling, and participation in coaching.                    | Limited supervision and need for support at home.              |
| Psychosocial services       | Psychological assistance and social support during and after treatment.                                             | Lack of continuity of psychological support in reported cases. |
| Police and related agencies | Strengthening coordination with schools and social services; monitoring the implementation of guidance.             | Weak formal relationships and cross-agency follow-up.          |
| Social environment          | Support for child readmission and child-friendly environments.                                                      | Stigma that hinders the reintegration process.                 |

*Source: summarized from Fajar (2024, pp. 83-88). All lines are recommendations, not program success reports.*

The recommendations in Table 3 illustrate the relationship between prevention, treatment, and ongoing development. Prevention involves counseling and positive activities before problems develop. Treatment involves responding when a child encounters a problem. Continued development involves providing support after the initial process is complete. All three stem from the same concern: ensuring that the response to a violation does not neglect the child's developmental and educational needs.

It's also important to maintain a distinction between policy proposals and empirical conclusions. The thesis provides a basis for arguing that coaching needs to be more structured, but it doesn't provide test results to prove that a particular program design is most effective. Therefore, the article doesn't promise that implementing all recommendations will eliminate student involvement in motorcycle gangs. Recommendations are understood as relevant responses to identified weaknesses and require evaluation upon implementation.

#### **4.8. Analytical Implications and Limitations of the Findings**

Conceptually, this case demonstrates the benefits of understanding child protection through the relationship between legal norms and social circumstances. The reported handling involved diversion and counseling, but the problem remained unresolved at the psychological and social levels. This supports the use of a sociological legal perspective in this thesis, as the implementation of protection depends on the relationship between the school, family, related institutions, and the community. The discussion of justice also gains concrete context through the distinction between the opportunity to return to school and the experience of being accepted into a learning environment.

Practically, the findings draw attention to follow-up after the initial decision. The research not only suggests changes in attitudes toward children but also the need for school procedures, mentoring, and coordination. These implications remain limited to the actual issues reported: coaching is not yet systematic, psychological support is not sustainable, and stigma persists. The article does not extend this to an assessment that all schools or all regional authorities apply the same pattern.

There are several important limitations to the use of the findings. Only one case is discussed, so the variety of experiences of other students is not represented. Details of informants, interview instruments, and transcripts are not included in the source files. Complete case documents and diversion results are also not available. Therefore, while the discussion can shed light on the reported treatment patterns, it cannot independently re-examine all factual and legal claims. Information regarding the victim or injured party is also not detailed, so the implementation of redress from that party's perspective cannot be assessed.

Another limitation is the lack of information on long-term outcomes of the rehabilitation program. Data on reoffending, changes in attendance, learning outcomes, or psychological well-being are not available after a specific period. Therefore, the success of rehabilitation is not equated with the implementation of rehabilitation activities. Further research, suggested in the thesis, including comparisons with other schools and studies of the long-term impact of diversion, is needed to broaden our understanding of the sustainability of treatment outcomes (Fajar, 2024, p. 88).

## CONCLUSION

The implementation of child protection for students at the Mustafa Perbaungan Private Vocational School discussed in the study has been demonstrated through reported diversion, school and family involvement, and opportunities to continue their education. However, implementation has not been comprehensive. Discontinuous psychological support, unstructured coordination, and stigma after students return to school indicate a gap between case resolution and children's recovery. This assessment maintains the main conclusions of the thesis, while limiting certainty regarding the legal suitability of diversion due to incomplete supporting documentation.

The treatment process takes place through legal and non-judicial channels. The legal channel is linked to police processes and a mechanism known as diversion, while the non-judicial channel includes school guidance, counseling, spiritual guidance, and behavioral monitoring. The school's decision not to dismiss the student is a crucial step for educational sustainability. However, this action has not been accompanied by a systematic guidance program and evidence of long-term results. Therefore, the existence of guidance activities cannot be considered proof that rehabilitation has been fully successful.

The proposed solution is to strengthen integrated guidance based on identified weaknesses. Schools need to establish procedures that prioritize child protection and strengthen the role of guidance and counseling teachers and homeroom teachers. Families need to be involved through consistent communication, supervision, attention, and role modeling. Police, schools, social services, and child protection agencies need to clarify follow-up relationships so that support doesn't stop at the initial resolution. Environmental support for student readmission is a crucial part of this guidance direction.

The article's conclusions apply to the single case reported in the thesis, not to all students or child-care practices in Perbaungan. Further research is recommended to document the counseling process and outcomes in more detail, review the completeness of diversion documentation, and compare experiences in other schools. Long-term observation is needed to determine whether the support provided is related to educational continuation, social acceptance, and behavioral change. Within these limitations, the article emphasizes the importance of linking legal treatment with ongoing protection in children's daily lives.

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