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**Criminal Law Education as a Preventive Strategy Against Juvenile  
Delinquency in Schools**

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Article	Abstract
<p><i>Received: Des 02, 2023; Reviewed: Jan 07, 2024; Accepted: Feb 09, 2024; Published: Mar 31, 2024</i></p>	<p>This activity was carried out as an effort to provide students with an understanding of criminal law as a preventive measure to reduce deviant behavior in the school environment. The community service program was conducted at SMK Triguna Syarif Hidayatullah from October 1 to 3, 2025, through a series of counseling sessions, group discussions, and simple case simulations. The activities focused on increasing students' knowledge of behavioral boundaries that may potentially violate the law, as well as the possible consequences for themselves and their surroundings. Throughout the implementation, students actively participated in each session and showed strong interest in topics related to juvenile offenses, such as bullying, minor theft, and misuse of digital media. The two-way interaction enabled facilitators to identify students' initial level of understanding and adjust the delivery methods to make the material more accessible. Evaluation results indicated an improvement in students' understanding of legal risks and the importance of self-control in situations that may trigger negative actions. This activity demonstrates that an educational approach connected to students' real-life experiences can open space for dialogue and foster early legal awareness. Providing legal education in schools has the potential to serve as a sustainable effort to build a culture of discipline and responsibility among students.</p> <p><b>Keywords:</b> Legal education; Juvenile delinquency; Preventive strategy.</p>

## A. INTRODUCTION

Deviant behavior among school-aged adolescents has become a serious concern due to the increasing tendency toward actions that lead to legal violations, such as bullying, group brawls, and the irresponsible use of digital media (Ali M: 1997). Within the school environment, such behavior often stems from a lack of understanding of legal boundaries and the consequences attached to every action. This lack of awareness causes some students to view rule-breaking

behavior as something ordinary or merely a form of self-expression, without realizing its potential long-term impact (Erlia, S., & Ratnasari, Y: 2020)

At SMK Triguna Syarif Hidayatullah, a similar situation was observed through preliminary observations and school reports indicating several behaviors categorized as severe disciplinary violations. Most students do not yet possess adequate understanding of criminal law aspects relevant to their daily lives, particularly those related to minor offenses that commonly occur in educational settings. This condition is further exacerbated by peer-group influences and the unsupervised use of the internet.

This limited understanding indicates the need for an educational intervention capable of bridging legal knowledge with the everyday context of adolescents' lives. The delivery of legal material in schools has so far remained general in nature and has not yet addressed practical aspects that students can directly comprehend. Without a more applicative approach, students may struggle to recognize the legal risks associated with actions that appear trivial but have the potential to lead to criminal proceedings.

Given this situation, a preventive strategy is required—one that is not only informative but also capable of fostering awareness and shaping students' mindsets through interactive learning methods that are relevant to their experiences. Such an approach allows legal education activities to serve as an effective medium for introducing fundamental concepts of criminal law in a clear and accessible way. Criminal law essentially consists of a set of rules that define which acts are prohibited by the state and impose sanctions on anyone who violates them. These rules are established to maintain public order, protect society, and ensure that every individual understands the behavioral boundaries that could cause harm to others.

In the educational context, understanding criminal law becomes crucial so that students recognize that certain actions—although often considered normal among peers—still carry real legal consequences.

Adolescents, as an age group in a transitional phase toward adulthood, possess distinctive characteristics that influence the way they make decisions. During this stage, they tend to exhibit high curiosity, a strong need for peer recognition, and emotional impulses that are not yet fully stable (Mozin, N., Yunus, R., & Ngiu, Z: 2021). These conditions make them more vulnerable to making impulsive decisions without considering long-term risks. In addition, peer influence and the social environment play a significant role in shaping adolescents' mindset and behavior.

The vulnerability of adolescents to engaging in actions that may constitute criminal offenses is not only caused by internal factors such as fluctuating emotions, but also by their limited understanding of the applicable legal rules. Several behaviors often perceived as trivial—such as bullying, defamation on social media, vandalism of school facilities, or carrying dangerous items—are in fact categorized as criminal acts if they meet certain legal elements (Fadilah, U. N., et al. :2023) This lack of awareness causes some adolescents to fail to recognize that their actions may lead to legal consequences and potentially harm their future.

This situation indicates that improving legal literacy through structured education closely connected to adolescents' real-life experiences has become an urgent need to minimize their risk of involvement in criminal acts, while also encouraging them to develop habits of acting more responsibly in daily life (Nawir, M., Juleha, J., & Suddin, W. :2024) Delivering legal material by linking it to real situations commonly encountered by adolescents can help them identify potential violations early and understand their consequences. Learning methods that incorporate case studies, open discussions, and role-play simulations enable students to process information more deeply and relate it to their personal experiences and surroundings (Mulyasa, E. : 2018)

Such an educational approach provides space for students to ask questions, engage in dialogue, and clarify matters they previously considered normal but that, in fact, carry legal risks. This type of interaction creates opportunities to correct misconceptions and foster awareness of the importance of responsible behavior. By integrating legal values into the learning process, students not only understand the rules but are also able to evaluate the social impact of their actions.

Preventive efforts through legal education are expected to strengthen students' capacity for self-control when facing peer pressure or situations that may trigger violations (Idzni, F. : 2019). Better understanding of legal boundaries serves as an initial foundation for developing a critical mindset and more cautious behavior. In addition, consistent education can build students' confidence to reject negative influences and to take a stand when witnessing actions that harm others.

Based on the explanation above, the authors formulated the following research problems: how well students at SMK Triguna Syarif Hidayatullah understand aspects of criminal law related to adolescent behavior prior to receiving legal education, and how effective criminal law education is as a preventive strategy in reducing the potential for deviant behavior and law-violating actions among students.

## **B. MATERIALS AND METHODS**

This study employed a descriptive qualitative approach aimed at examining students' level of understanding of criminal law concepts and assessing the effectiveness of legal education as a preventive strategy against deviant behavior in the school environment. The research was carried out at SMK Triguna Syarif Hidayatullah from October 1 to 3, 2025. The participants consisted of students from grades X and XI, selected through purposive sampling based on recommendations from the school, particularly those identified as having the potential to engage in or having previously been involved in serious disciplinary violations. Research activities were conducted in classrooms and the school hall, adjusted to the schedule of the legal education program.

The study utilized several types of instructional materials, including introductory explanations on criminal law and minor offenses relevant to adolescents, real-case examples involving bullying, online defamation, vandalism of school facilities, and possession of dangerous items, as well as a legal education module prepared by the research team. All instructional materials and observation instruments were developed specifically for this study and are available upon request.

Data were collected through direct observation during the educational sessions to capture student engagement and responses, as well as through semi-structured interviews with guidance counselors and homeroom teachers to gather supporting information regarding students' behavior prior to the program. Pre-test and post-test questionnaires were administered to measure changes in students' understanding of criminal law and their awareness of the risks associated with unlawful behavior. Group discussions were also conducted to explore students' perceptions after receiving the material and to assess how they related the information to their daily experiences.

The research procedure began with the administration of the pre-test, followed by a structured series of activities consisting of legal counseling, interactive discussions, case simulations, and reflective sessions. At the end of the program, students completed the post-test to evaluate the improvement in their legal awareness and comprehension. All activities were facilitated by the research team in collaboration with relevant teachers.

Ethical considerations were fulfilled through the acquisition of official permission from the school prior to data collection. Student participation was conducted with the school's approval, and all personal identities were kept confidential. Since the activities were educational in nature and implemented in a controlled school setting, the study posed no physical or psychological risks to students.

## **C. RESULT AND DISCUSSION**

### **1. Basic Understanding of Criminal Law for Adolescents**

A basic understanding of criminal law for adolescents should begin with the simplest and most accessible explanation. Criminal law is a set of rules that defines which actions are considered violations by the state and what consequences may be imposed on those who commit them (Hiariej, E. O. S. :2015). For adolescents, this knowledge is not merely about avoiding punishment, but about understanding behavioral boundaries, personal responsibility, and the ability to assess the consequences of everyday choices. In a school environment such as SMK Triguna Utama Syarif Hidayatullah, such understanding helps students develop discipline, empathy, and the capacity to make well-considered decisions.

Any discussion concerning adolescents cannot be separated from the legal framework governing the treatment of minors. Law Number 11 of 2012 on the Juvenile Criminal Justice System stipulates that children in conflict with the law are individuals aged 12 up to, but not yet, 18 years old. This age limit determines whether a person is processed as a child or as an adult. The law also emphasizes the need for a protective—rather than punitive—approach when a minor becomes involved in criminal proceedings. The principles upheld include the best interests of the child, the right to legal assistance, the prohibition of detention as a first resort, and the prioritization of restorative measures.

One of the key concepts introduced in the law is restorative justice. Scholars such as Howard Zehr view restorative justice as an effort to restore relationships, repair the harm experienced by victims, and reshape the offender's behavior through educational forms of responsibility (Zehr, H., & Mika, H. :2017). In Indonesian law, this concept is implemented through diversion, which is the redirection of a juvenile criminal case from formal judicial proceedings to a consensus-based mechanism involving the victim, the offender, their families, and the authorities who facilitate the process. The ultimate goal is not to punish, but to restore balance and provide moral learning opportunities for the child.

Understanding the elements of a criminal act is an essential foundation for adolescents. Under the new Criminal Code (Law Number 1 of 2023), an action can only be categorized as a criminal offense if it meets several elements: a prohibited act, fault or culpability (whether intentional or negligent), a statutory prohibition, and an attached sanction. This knowledge helps students distinguish between inappropriate behavior and acts that genuinely carry criminal liability. Many behaviors that seem trivial in a school environment—such as fighting, uploading a friend's content without permission, or carrying prohibited items—actually have legal consequences and may be classified as criminal offenses if the elements are fulfilled.

In addition to understanding legal rules, adolescents also need to be aware of their rights should they ever come into contact with the legal process. The Juvenile Criminal Justice System Law (UU SPPA) stipulates that children have the right to be accompanied by legal counsel, parents, or other appropriate companions. Any examination involving a minor must be conducted in a child-friendly manner, without intimidation, and with full consideration of their age and psychological condition. Detention may only be used as a last resort and for a strictly limited period. If an offense carries the possibility of a fine, alternative measures such as vocational training or guidance programs may be applied to minors. These provisions demonstrate the state's recognition of children as individuals who are still developing and therefore require protection.

Within community outreach activities, legal education for adolescents should emphasize the understanding of values rather than mere memorization of legal articles. Effective methods typically combine case studies, discussions about the real impacts on victims, role-playing exercises to foster empathy, and the strengthening of social skills such as self-control and resistance to peer pressure. Criminologists also emphasize that juvenile delinquency often arises not only from a lack of legal knowledge but from weak environmental support, insufficient positive role models, and limited access to healthy avenues of expression. For this reason, legal education in schools must be supported by families, teachers, and supervisory units such as community counselors who understand child development.

The relevant legal foundations for this understanding include Law Number 11 of 2012 on the Juvenile Criminal Justice System, Law Number 1 of 2023 on the Indonesian Criminal Code (KUHP) as the material reference for criminal offenses, Law Number 23 of 2002 on Child Protection along with its amendment under Law Number 35 of 2014, as well as international instruments such as the Convention on the Rights of the Child, which was ratified through Presidential Decree Number 36 of 1990. These legal frameworks serve as

essential references in designing criminal law education materials for adolescents to ensure that the learning provided is not merely theoretical but aligned with applicable regulations and the developmental needs of students.

The urgency of understanding criminal law among adolescents arises from the reality that adolescence is a phase of identity formation marked by exploratory behavior, high curiosity, sensitivity to peer influence, and underdeveloped self-control. At this stage, the line between the courage to try new things and actions that fall into the category of legal violations is often very thin. Many cases involving adolescents—such as fighting, minor theft, misuse of digital devices to distribute harmful content, or actions leading to violence—occur not out of malicious intent, but rather due to a lack of awareness of the legal consequences associated with those behaviors.

Legal knowledge becomes essential so that adolescents possess a clear moral map and set of rules before engaging in any action. Several criminology experts note that adolescents are the most vulnerable group because their psychological development is not yet fully stable. Jean Piaget, for example, explains that the ability to think abstractly and consider long-term consequences only begins to mature as individuals approach adulthood. This means that the capacity to evaluate the long-term impact of risky behavior is not yet fully developed in most adolescents. Without an understanding of criminal law, adolescents are easily trapped in situations that appear trivial but carry serious consequences, such as following peers in engaging in actions that fulfill the elements of a criminal offense. This is where legal education plays a crucial role in shaping cautious and responsible patterns of thinking.

External factors further reinforce this urgency. The rapid development of digital technology has created new spaces filled with potential risks. Adolescents actively use social media, yet they often do not realize that actions such as uploading someone's photo without permission, spreading messages containing insults, or sharing private recordings can be classified as criminal acts under existing laws. This lack of awareness creates gaps that make adolescents vulnerable to encounters with law enforcement authorities. With adequate legal understanding, they are better able to recognize the safe boundaries of technology use and choose behaviors that do not lead them into harmful situations.

On the other hand, the juvenile criminal justice system is fundamentally designed to prioritize rehabilitation and education rather than retribution. However, these principles cannot function effectively if adolescents themselves do not understand the rules that govern and protect them. Knowledge of criminal law enables young people to recognize that the law does not exist solely to punish, but also to safeguard them as individuals who are still developing. Provisions such as the right to legal assistance, the prohibition of detention as an initial measure, and the obligation for law enforcement officers to adopt child-friendly

procedures become more meaningful when students are aware that these rights belong to them.

The school environment—such as that of SMK Triguna Utama Syarif Hidayatullah—serves as a strategic setting for instilling this understanding, as schools are spaces where social interaction is intense, where minor conflicts frequently occur, and where character formation takes place. When adolescents recognize that certain behaviors may carry criminal consequences, they are more capable of weighing risks rather than acting solely based on emotion or peer influence. This knowledge does not instill fear; instead, it strengthens self-control and fosters sensitivity to the social impact of their actions.

Legal education scholars assert that introducing legal understanding during secondary school has a significant preventive effect. Early cultivation of legal awareness helps shape positive habits and enhances the capacity for mature decision-making. Adolescents equipped with knowledge of criminal law tend to be more cautious, more respectful of the rights of others, and more appreciative of the value of responsibility. This demonstrates that legal education does not merely protect them from potential criminal liability but also contributes to the development of more mature character traits that prepare them to navigate social challenges effectively.

## **2. Preventive Strategies Through Criminal Law Education to Reduce Juvenile Delinquency**

Preventive strategies in criminal law education must be understood from the fundamental meaning of prevention itself. Preventive efforts refer to measures taken before a violation occurs. Within criminology, prevention is viewed as an attempt to eliminate opportunities for deviant behavior through character development, value formation, the strengthening of legal awareness, the limitation of risk factors, and the provision of accurate information regarding the consequences of one's actions. Cesare Beccaria, one of the key figures of the classical school of criminal law, emphasized that prevention is far more effective than punishment because individuals tend to weigh risks when they understand the rules and the consequences of violating them. This perspective is particularly relevant for adolescents, who are at a developmental stage where their understanding of behavioral boundaries is often still unclear in the absence of adequate guidance.

The Importance of prevention in school-based education lies in the understanding that criminal law does not merely regulate sanctions, but also carries a pedagogical function: guiding societal behavior so that it remains orderly, safe, and respectful of the rights of others. In the Indonesian legal system, the principle of prevention can be traced through various regulations, including the aims of punishment outlined in Law No. 1 of 2023 on the Criminal Code, which incorporates moral development and social reintegration as core elements of its penal philosophy. Likewise, the Juvenile Criminal Justice System Law emphasizes rehabilitation and the protection of a child's development rather than relying solely on deterrence. Together, these legal frameworks send a strong message that the state views prevention as a primary path to safeguarding the future of young generations.

Adolescents are a group that particularly requires preventive approaches for several fundamental reasons. The first is related to developmental psychology. According to Jean Piaget and other developmental theorists, the ability to anticipate long-term consequences

only reaches maturity as individuals approach adulthood. Adolescents often make decisions based on spontaneous impulses, peer pressure, and the desire to be socially accepted. Such impulsive decision-making can easily lead them to commit acts that satisfy the elements of a criminal offense without realizing it, such as engaging in sudden fights, following peers in taking someone's belongings, sharing photos or videos without consent, or using language that harms another person's dignity on social media.

Second, adolescents possess a strong sense of curiosity and a tendency to explore new experiences. While this exploratory nature can be positive, it may turn into deviant conduct if not accompanied by proper information about legal boundaries. Contemporary criminological studies indicate that most offenses committed by adolescents do not stem from malicious intent, but from unawareness that their actions carry legal consequences. In Travis Hirschi's social control theory, weak self-control and weak attachment to social norms are among the main factors leading to deviant behavior. Criminal law education strengthens these controls by providing normative knowledge and cultivating the habit of thinking critically before acting.

Third, technological developments introduce additional risks. Adolescents navigate a rapidly moving digital world where opportunities to commit violations arise in mere seconds. The dissemination of personal data, posting content that damages someone's reputation, or engaging in unsafe online transactions are often perceived as ordinary actions, even though they may trigger criminal liability. Limited understanding of regulations such as the Electronic Information and Transactions Law leaves adolescents even more vulnerable to digital misconduct and its legal implications.

Criminal law education plays a crucial role in reducing these various vulnerabilities. Preventive strategies in education do not merely provide knowledge of legal provisions, but also cultivate value-based understanding, develop emotional regulation skills, strengthen a sense of responsibility, and foster sensitivity to the impact of one's actions on others. Howard Zehr's perspective on restorative approaches emphasizes that the most effective form of prevention emerges from moral awareness rather than fear of punishment. When adolescents understand why certain behaviors are prohibited and how those actions may harm others, they are more capable of exercising self-control and choosing safer alternatives.

Within the framework of community service initiatives, preventive-oriented legal education creates space for adolescents to engage in dialogue, ask questions, and analyze situations they commonly encounter at school or within digital environments. Legal awareness built through discussions, case simulations, and self-reflection helps them identify risks before acting. This approach aligns with national legal principles that prioritize prevention and the protection of a child's development, while also supporting broader goals of crime prevention within the educational sphere.

Preventive strategies in criminal law education for adolescents should be understood as a series of efforts designed to instill awareness, strengthen self-control, and reduce the likelihood of deviant behavior. These strategies operate not merely through the delivery of material, but through the creation of a learning environment that enables adolescents to comprehend the reasons certain actions are prohibited, the consequences those actions may create, and the moral values they are expected to uphold as members of society.

The first strategy emerges from presenting legal knowledge in a simple, relevant manner that is closely connected to students' everyday experiences. Criminal law material is not delivered merely as a list of statutory provisions, but is explained through examples familiar to adolescents, such as fights between students, theft of belongings at school, harmful social media posts, or the dissemination of personal information without consent. This approach allows students not only to understand the rules but also to relate them to situations they commonly encounter. A participatory learning model becomes essential so that students feel comfortable asking questions and sharing experiences without the fear of being judged.

The next strategy is implemented through discussions and case simulations. Adolescents are encouraged to imagine situations that may constitute criminal acts and are then asked to assess whether the elements of a crime are fulfilled, who might be harmed, and what safer alternative actions could be taken. This method trains reflective thinking skills—the ability to consider consequences before acting. Such an approach aligns with educational theories that emphasize prevention as most effective when learners are actively engaged in analytical processes rather than simply listening to lectures. When adolescents are able to place themselves in the position of both victim and offender, empathy develops and impulsive behavior tends to decrease.

Beyond strengthening legal knowledge, preventive strategies also require character development. Adolescents need guidance in emotional regulation, resisting negative peer influence, and managing group pressure. Training programs focused on emotional management and assertive communication have been shown to help young people make more mature decisions. In situations involving conflict, provocation, or disagreement, they learn to respond in ways that do not escalate tension. Here, criminal law education intersects with character education, as values such as honesty, responsibility, and respect for the rights of others form the foundation of both criminal law and social life.

Another strategy involves building a supportive school environment. Ideally, schools should serve as safe spaces where students can learn, engage in dialogue, and correct themselves when they make minor mistakes. Teachers, counseling staff, and school administrators can collaborate to create transparent internal regulations, non-repressive problem-solving mechanisms, and a communication culture that values every student. Within such a structure, the school becomes a partner in prevention rather than merely an institution that imposes punishment. This approach aligns with restorative justice principles—described by Howard Zehr—which emphasize healing, dialogue, and personal responsibility as the core of meaningful development.

Preventive efforts also require strong family involvement. Research shows that adolescents tend to exhibit more stable behavior when there is value alignment between home and school. For this reason, parents need to be informed about the risks associated with

adolescent behavior, the basic legal rules that apply, and the appropriate ways to support their children when dealing with social challenges at school or in the digital sphere. Cooperation between parents and schools reduces opportunities for misconduct because adolescents feel supported and supervised in a constructive, rather than repressive, way.

Preventive strategies are further strengthened through awareness of safe digital practices. Adolescents must understand the legal boundaries governing online interactions, including the potential criminal implications of sharing personal content, engaging in online insults, or committing other acts often perceived as harmless. Digital literacy programs linked to criminal law provisions help them recognize that the virtual world is not exempt from legal responsibility.

#### D. CONCLUSION

A fundamental understanding of criminal law among adolescents, along with preventive strategies delivered through legal education, demonstrates that young people need knowledge that enables them to read situations, recognize behavioral boundaries, and assess the risks of their actions. At this developmental stage, emotional impulses, peer pressure, and a lack of awareness of legal rules often lead them into behaviors that may in fact constitute criminal acts. When adolescents understand the elements of a criminal offense, comprehend why certain actions are prohibited, and know their rights and responsibilities, their ability to exercise self-control becomes stronger and the likelihood of engaging in unlawful behavior can be significantly reduced.

The preventive approach implemented through criminal law education functions not merely to increase knowledge, but to reinforce character development. Interactive learning methods, case discussions, empathy-building exercises, the enhancement of social skills, collaboration between schools and families, and the promotion of safe digital practices all help adolescents become more aware of the consequences of the choices they make. A supportive environment and guidance aligned with the principles of restorative justice provide adolescents with opportunities to grow into individuals who are legally aware, responsible, and capable of avoiding deviant behavior.

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