

Ranger Himung: Mitigating Youth Delinquency Through Increasing Legal Resilience with Spoken Media (Madihin)

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Submitted: 2024-07-20; Accepted: 2024-11-29; Published: 2024-12-06

Abstract—Juvenile delinquency in the city of Banjarmasin is an increasingly worrying social phenomenon, especially with the emergence of trends such as the use of addictive substances and motorcycle gang violence. This trend illustrates the need for immediate intervention to prevent further escalation and maintain the safety of the school environment. Legal awareness education in schools is considered the right strategy to build positive character in adolescents, reduce deviant behavior, and strengthen their legal resilience. This community service study was carried out at SMPN 3 Banjarmasin by applying a socio-legal juridical approach in the form of a serial workshop. This program consists of four series that focus on the formation of harmonious, inclusive, independent, and superior characters through legal counselling delivered in the context of Madihin, a traditional art of South Kalimantan. Spoken Media is an interactive approach used to integrate local cultural values in learning, including the values of tolerance, non-violence, and gender equality. Program evaluation is carried out through pre-tests and post-tests using questionnaires to measure the improvement of student's legal knowledge, understanding, attitudes, and behavior

Keywords—Juvenile Delinquency; Legal Awareness; Legal Resilience

I. INTRODUCTION

The First Recess Agenda or absorption of aspirations by members of the Banjarmasin City DPRD which was simultaneously carried out by the people's representatives in Karang Mekar Village, East Banjarmasin, in October 2019, where the agenda was attended by elements of the village community and residents at the RT level, many complaints and aspirations were submitted, ranging from infrastructure problems, social education, to juvenile

delinquency. One of the issues of juvenile delinquency in the local environment is the complaint of the RW management about several points in the Karang Mekar sub-district found that teenagers and children are often caught by residents and village officials inhaling Fox glue, so this problem triggers anxiety among residents. The vulnerable children who 'squeeze' are in the densely populated Pekapuran area, behind the market, at least according to the report of the RW management, the children are everywhere. It was once directly raided by the authorities and has been resolved, but it still reappears (Rizki & Pahlevi, 2019). At the end of August 2023, the Banjarmasin City Satpol PP again secured two minors who were found 'strangled' in Siring Teluk Kelayan after securing several minors 'squeezing' and drunk in early August 2023 in an adjacent location (Qusairi, 2023).

Juvenile delinquency in Banjarmasin is one of the social pathologies whose development is in line with the trend of adolescent social associations (Daniswari, 2022). An example of the latest trend of juvenile delinquency is an anarchist motorcycle gang that has spread in Banjarmasin. One of these cases is a sharply armed motorcycle gang, with most gang members being minors starting from the age of 12, who not only fight between motorcycle gangs but also attack several residents at random until they are injured and hospitalized. Not only that, but the perpetrators also videotaped the anarchist actions they carried out, even challenging the community and law enforcement as they continued to commit other crimes (Arsuma, 2023; Brennan & Israel, 2008). Some of the gang members are teenagers or students who live in the Karang Mekar and Pekapuran Village areas (Satria, 2023).

Therefore, it is necessary to intervene through humanitarian projects to form positive behavior patterns for students so that they do not fall into juvenile delinquency, as well as equip schools to strengthen law

and order in schools in a sustainable manner. This community service program also supports the Sustainable Development Goals, namely Quality Education and Reducing Gaps, by participating in the implementation of the mission of South Kalimantan Province, "Building Quality and Virtuous Human Resources" so that the right program to overcome weak legal compliance by adolescents is through increasing legal resilience, one of which is through building legal awareness for students to build themselves. In addition, the participation of teachers and other school communities is also needed in an integrated preventive and curative system to facilitate the sustainability of the program so that it does not stop at one generation but is sustainable so that it can create a safer and more welcoming atmosphere. According to Soerjono Soekanto, there are four indicators of legal awareness, namely legal knowledge, legal understanding, legal attitudes, and legal behavior patterns (Soekanto, 1982; Bhuvaneswari et al, 2023; Sitompul, 2023).

For this reason, it is very important to carry out legal awareness education from an early age so that teenagers grow up to be part of the Himung Ranger. Ranger, in English, means a member of the security forces. At the same time, Himung is a Banjar vocabulary, which means happy/joyful, which makes Ranger Himung interpreted as a Fun Security Guard. Meanwhile, Ranger Himung is a pilot project of PKM-PM 2024, which stands for Harmonious, Inclusive, Independent, and Superior Youth Generation Real Action Squad. With the concept of legal awareness education for adolescents aged 12-15 years, Ranger Himung will use the local wisdom of the typical speech culture of the Banjar area, Madihin, so that this legal awareness education applies optimally. Madihin is a monologue by one or two traditional artists who string verses and rhymes accompanied by Banjar drumming (tarbang) music (Salam, 2018; Pigg & Bradshaw, 2003). Madihin is used as one of the approaches because it can have witty nuances, so it can be a positive inspiration for building a healthier and moral social culture in the school environment. This program also encourages the implementation of the education system by teachers and educational institutions of SMPN 3 Banjarmasin to run better along with the development of legal resilience of students and improve a safe, non-violent, inclusive, and effective learning environment for all.

II. METHODS

This community service was carried out in Banjarmasin, East Banjarmasin District, Banjarmasin City, South Kalimantan, precisely at SMPN 3 Banjarmasin. The method used in this community service is a socio-legal juridical approach method in the form of a Workshop Series consisting of 4 series which is related to building legal awareness, namely Harmonious (knowledge), Inclusive (understanding), Mandiri/Independent (demeanour), and Unggul/Excellent (behaviour). Each series is filled with legal counselling that is integrated through Madihin, which is typical of South Kalimantan and implemented through the Media

Tutor Carita (Madihin) (Data Pokok SMP Negeri, 2022). Each series focuses on character education delivered interactively so that program participants get a comprehensive understanding of character education based on tolerance, anti-violence, and gender equality to suppress cases of juvenile delinquency and mitigate the threat of sexual violence, which results in a school environment that should be a safe, comfortable, and inclusive place to be uncondusive. Second, the method of Tutor Carita with Madihin Arts directly introduces the culture or art of South Kalimantan to junior high school students, thereby preserving culture indirectly and expanding understanding related to Madihin materials that are not "ancient" or "outdated". To measure the effectiveness of the program, a pre-test and post-test are carried out in the form of a questionnaire with students to find out how well students understand the material that has been conveyed during counseling. The questionnaire reflects four indicators of legal awareness, namely legal knowledge, legal understanding, legal attitudes, and legal behavior patterns (Soekanto, 1982; McKibbin, 2007)

III. RESULTS AND DISCUSSION

The center of education, namely schools, has an important role in shaping students' personalities. Therefore, it is very important to instill character values from an early age to form legal awareness that increases the resilience of teenage students to avoid forms of juvenile delinquency. The number of students who attended based on attendance amounted to 50 people who were representatives of each class with an age range of 12 – 15 years.

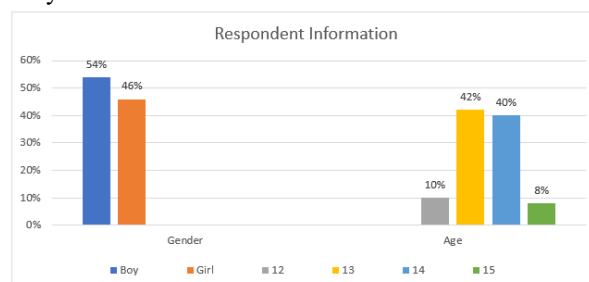


Figure. 1. Respondent Information

Each workshop series began with a brief introduction and the distribution of pre-test questionnaires. The students, referred to as Ranger Himung (Regu Aksi Nyata generasi Remaja Harmonis, Inklusif, Mandiri, Unggul/Real Action Squad of the Harmonious, Inclusive, Independent, and Excellent Youth Generation), listened to Madihin's performance by team members. Madihin's poem is a summary of the material, which is further explained through interactive socialization. After getting the material, students are asked to do a different interactive session every day. On the first day of the harmonic series, students were asked to map out their rights and obligations as students. On the second day of the inclusive series, students formed groups. They conducted Focus Group Discussions (FGD) to discuss the problems of discrimination that occur in their

surroundings, with teachers as facilitators. On the third day of the independent series, students are asked to determine a certain attitude when experiencing a certain situation (case study). On the last day, when the series is Excellent, they are asked to make a mind map that describes their vision or ideals for the future and how to achieve those goals.

After undergoing an interactive session, students are asked to do a post-test as a form of evaluation of their understanding of the material provided. Post-test questions are the same as pre-tests every day, with questions that reflect the level of knowledge, understanding, attitudes, and legal behavior of students when dealing with juvenile delinquency issues such as

bullying, discrimination, non-compliance with rules, and more.

The workshop series consists of 4 series with different themes, which are held for four consecutive days and related to legal awareness, namely:

1. Harmonizing Me with Self and the Environment

Increasing knowledge related to legal rights and obligations to oneself and the surrounding environment as adolescents, such as recognizing oneself, making peace with the surrounding environment, and regulating emotions related to the basics of emotional management.

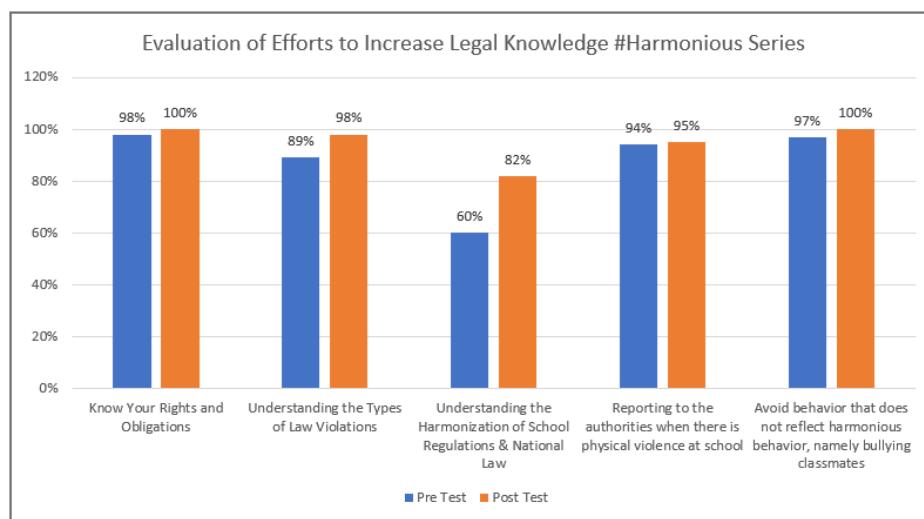


Figure. 2. Evaluation of Efforts to Increase Legal Knowledge #Harmonious Series

Increasing knowledge related to legal rights and obligations to oneself and the surrounding environment as adolescents such as recognizing oneself, making peace with the surrounding environment, and regulating emotions related to the basics of emotional management. This series begins with a pre-test that contains questions related to material measured from changes in knowledge, understanding, attitudes, and behaviors. Furthermore, the PKM team conveyed Madihin as the initial initiator of the activity with the theme of harmonization and comedy to convey the essence of Madihin which was presented and continued with questions and answers and games "getting to know rights and obligations" where participants were asked to paste sticky notes related to behaviors that reflect rights and obligations on cardboard. The speaker in this series is the Team Leader, Noor Hafizah. After that the material was closed with a post-test and as a result, the participants' knowledge, understanding,

attitudes, and behaviors had increased in terms of responsibility and increased concern and sensitivity to their peers and the surrounding environment in Ranger Himung. The results of the post-test showed a significant increase in knowledge in terms of the types of violations of the law that should be avoided and an understanding of the importance of complying with school regulations to create a harmonious environment.

2. Inclusivity in Togetherness

Deepening legal insights related to mitigating the Three Major Sins of Education through Education on Anti-Violence, Discrimination, and Intolerance. In this session, Ranger Himung is expected to understand the attitudes that need to be avoided to maintain inclusivity and togetherness and create a safe and comfortable school environment for teaching and learning activities.

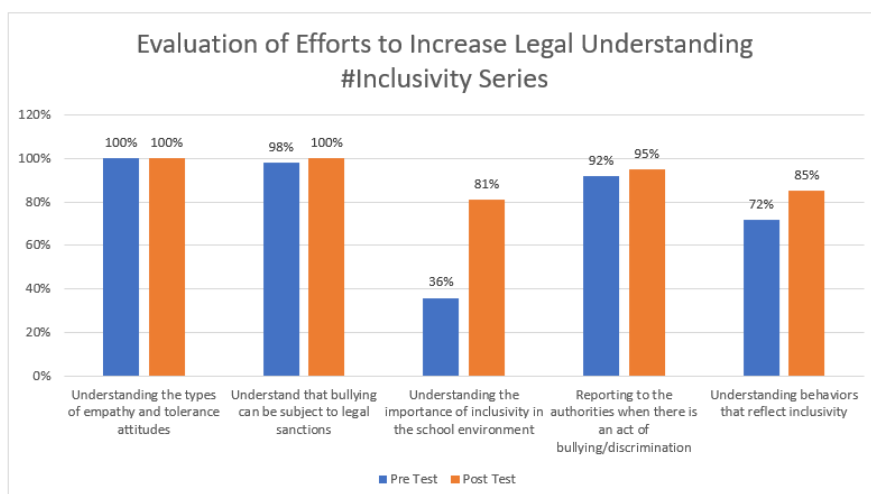


Figure. 3. Evaluation of Efforts to Increase Legal Understanding #Inclusivity Series

Deepening legal insights related to mitigating the Three Major Sins of Education through Education on Anti-Violence, Discrimination, and Intolerance. In this session, Ranger Himung is expected to understand the attitudes that need to be avoided to maintain inclusivity and togetherness to create a safe and comfortable school environment for teaching and learning activities. This series began with a pre-test containing questions related to the material measured from changes in knowledge, understanding, attitudes, and behaviors relevant to the material and continued with Madihin for 15 minutes as an opening according to the theme. After that, the team member, Tajmila delivered material related to inclusivity and continued with a Focus Group Discussion (FGD) in groups accompanied by teachers to create a "Discrimination Problem Tree" consisting of roots as causes, stems as a problem, and leaves as a solution to overcome the

problem of discrimination. Each team received different cases of discrimination ranging from gender, religion, ethnicity, and so on. At the end of the session, one of the groups presented the results of their discussion and the session was closed with a post-test that reflected the students' increased knowledge, understanding, behavior, and attitudes regarding inclusivity. The results of the post-test showed an increase in understanding of the importance of inclusivity and the importance of implementing behaviors that reflect inclusivity.

3. Compass Norm for Independent Adolescents
Students should build discipline and independence by firmly holding the right principles to bring their attitude according to the correct legal norms and not falling into associations that can damage their personalities.

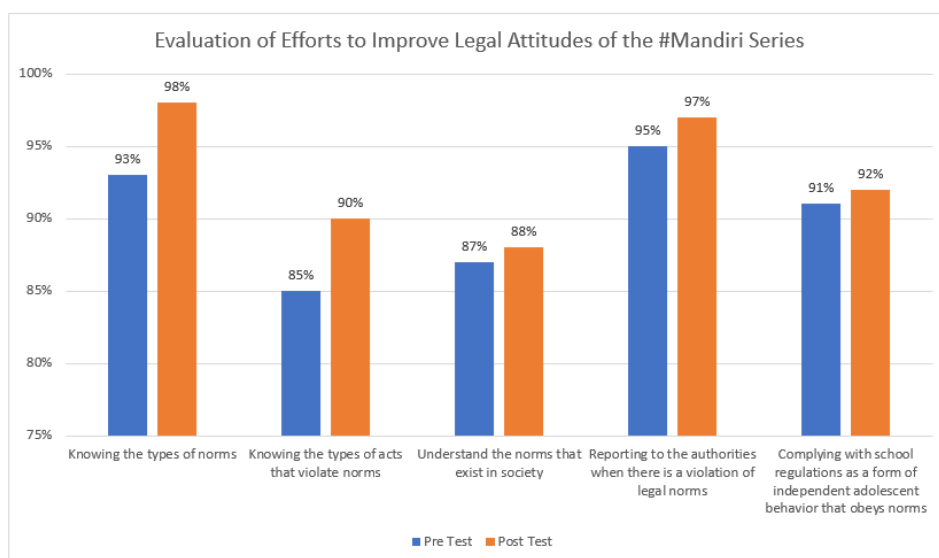


Figure. 4. Evaluation of Efforts to Increase Legal Attitudes #Mandiri Series

The class begins with a pre-test which contains questions related to the material measured from changes in knowledge, understanding, attitudes, and behaviors relevant to the material, namely the application of religious norms, morality, politeness, and law. After that, it was continued with Madihin's performance by team members. The strengthening of legal attitudes was carried out by the case study game method to describe the concrete attitude that must be taken when facing problems related to juvenile delinquency, such as what steps should be taken when seeing acts of bullying at school conveyed by a team member, Muhammad Abdi Rahman. The purpose of this session is to build discipline and independence of students in firmly holding the right principles to bring their attitude according to the correct legal norms, not

to fall into associations that can damage their personalities. The achievement of goals was measured from the results of the post-test which showed significant changes in knowledge, understanding, attitudes and behaviors related to adolescents' understanding of the norms that apply in society.

4. Excellent Action to State Defend

Habituation of legal behavior patterns with the implementation of State Defense values as a form of manifestation of legal awareness. Building the importance of nationalism, patriotism, and forms of national defense that Indonesian citizens can carry out.

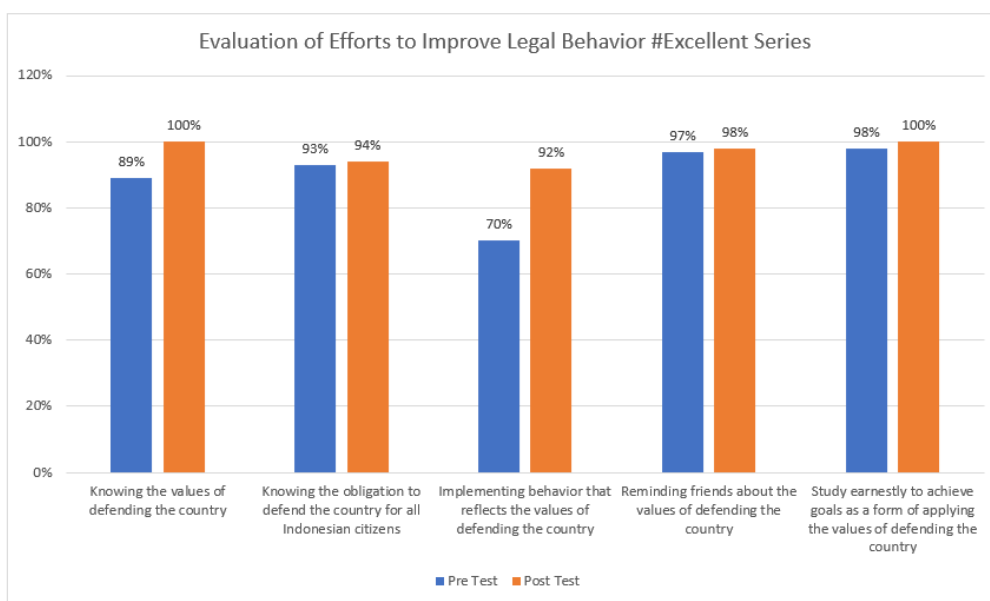


Figure. 5. Evaluation of Efforts to Improve Legal Behavior #Excellent Series

The session began with a pretest relevant to the topic discussed, followed by the delivery of material on the values of National Defense. The next material discussed the Habituation of Legal Behavior Patterns that integrate the values of National Defense as an effort to foster a sense of nationalism and patriotism. This material was delivered by Davin Alroy, one of the PKM team members. Participants then applied the action of Bela Negara by creating a "Map of Mind", which includes the ideals, strengths, shortcomings, and steps needed to achieve the goals of their contribution in Indonesia, which is reflected in this session as a visualization of their future. The session was closed with a post-test to evaluate changes in the participants' knowledge, understanding, attitudes, and behaviors. Based on the results of the post-test, the participants' knowledge and understanding related to the values of defending the country increased rapidly.

The sustainability potential of PKM-PM Ranger Himung is very significant through various integrated strategies. First, this program can continue to be

developed by adjusting content and materials according to the development of relevant juvenile delinquency problems in society. In addition, building strong partnerships with educational institutions, local governments, community organizations, and local media will allow the program to expand its reach and ensure continued support in organizing workshops and promotions through the media. A structured monitoring and evaluation system through the Integrated Complaints System will help in assessing the impact and effectiveness of the program on an ongoing basis, as well as identifying areas that need to be improved or strengthened in the future. The use of technology and digital media in information delivery and promotion will increase youth engagement and participation, as well as expand the reach of the program to a wider region. Through research related to the impact of workshops on reducing the rate of juvenile delinquency, this program can also receive further support from educational institutions and the government, as well as publications that can increase its visibility and influence in efforts to

prevent and control juvenile delinquency in the community.

IV. CONCLUSION

The legal awareness of SMPN 3 Banjarmasin students has increased after participating in the entire series of workshops. This legal awareness is capital to increase legal resilience as a provision to mitigate the risk of juvenile delinquency in their surrounding environment. In addition, the students are expected to be able to implement the values of HIMUNG in their daily lives, not only for themselves but also to become a Real Action Squad that is sensitive to their social conditions.

V. ACKNOWLEDGMENTS

The author would like to thank the Direktorat Pembelajaran dan Kemahasiswaan (Belmawa) for the opportunity given to the implementation team to obtain funding for the Student Creativity Program of the Community Service Scheme (PKM-PM) and Lambung Mangkurat University for providing financial support for this service. Thanks and appreciation to the principal, teachers, and students of SMPN 3 Banjarmasin as PKM-PM partners.

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