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Legal Comics: Catalycing Legal Awareness And The Resilience Of Juvenile Inmates Against Narcotics Exploitation And Recidivism

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ABSTRACT

Lembaga Pembinaan Khusus Anak (LPKA) face a high risk of exploitation and narcotics recidivism due to limited protective legal literacy, weak legal assertiveness skills, and low refusal skills against risky invitations. This community service program aimed to enhance the protective capacity of juvenile inmates through legal education based on Legal Comics combined with participatory methods such as comic reading circles, educational games, simulations, and role-playing. The intervention was conducted at LPKA Class II Palangka Raya with 15 juvenile inmates using a one-group pre-test–post-test design. The evaluation results showed an increase in the average protective legal literacy score from 77.3 to 93.3 (a 16-point increase), legal assertiveness from 71.92 to 81.64 (a 9.72-point increase), and self-reported refusal skills from 93.3 to 95.5 (a 2.2-point increase). A total of 80% of participants met the success criteria for protective legal literacy, 73.33% for legal assertiveness, and the majority of participants for refusal skills. Legal Comics proved to be an effective medium for legal education that is contextual, visual, and participatory for juvenile inmates with diverse educational backgrounds and literacy levels. This program recommends strengthening sustainable mentoring programs, developing visual modules for other legal topics, and reinforcing synergy between universities and LPKA to better support the social reintegration of juvenile inmates.

Keywords: *legal assertiveness, refusal skills,* residivisme.

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INTRODUCTION

The rehabilitation of children in conflict with the law is an integral part of the juvenile criminal justice system, which is oriented toward protection, recovery, and social reintegration. Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) places the best interests of the child and a restorative justice

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approach as important principles in handling children in conflict with the law. This law mandates a restorative justice approach that prioritizes recovery rather than retribution, and aims to protect children's rights and ensure sustainable social reintegration. In this context, rehabilitation at Lembaga Pembinaan Khusus Anak (LPKA) is not merely directed at the implementation of the rehabilitation period, but also at strengthening children's capacity so that they are able to return to society with adequate protective knowledge, attitudes, and skills. The UU SPPA provides a number of guarantees of rights for children in the criminal justice and rehabilitation processes, including those related to humane treatment, assistance, legal aid, education, identity protection, and protection from various actions that degrade the dignity of the child. However, implementation in the field still faces various challenges, including limited effective rehabilitation methods for children with backgrounds of trauma and low literacy.

One of the main challenges in the social reintegration process of juvenile inmates is their vulnerability to becoming involved again in criminal acts, especially when faced with social environments, peer pressure, and patterns of exploitation that have previously placed them in risky situations. Data on the distribution of recidivism at LPKA Class II Palangka Raya show that narcotics cases dominate the recidivism rate, with 52.97% of juvenile inmates in narcotics cases being recidivists, far higher than other types of criminal offenses such as theft, sexual violence, and maltreatment. This high proportion indicates the need to addrees factors that can increase children's vulnerability to becoming involved again in narcotics crimes. Based on the results of observations and initial discussions with partners, this vulnerability is related, among other things, to social environmental pressure, peer invitations, limited legal understanding, and the not yet optimal ability of children to recognize and refuse risky situations. Juvenile inmates who have completed their rehabilitation period face various challenges in the social reintegration process, and one of the greatest challenges is public stigma against former offenders, which can cause difficulties in obtaining education, employment, and social support, thereby increasing vulnerability to exploitation. Exploitation can occur in various forms, such as economic exploitation, sexual exploitation, human trafficking, and the use of children to commit criminal acts.

The results of observations and needs analysis with partners identified several main problems faced by juvenile inmates at LPKA Class II Palangka Raya. The first problem is the limited protective legal literacy of juvenile inmates regarding the rights guaranteed in the UU SPPA, including the right to protection, legal aid, and complaint mechanisms in the event of rights violations. Legal literacy is an individual's ability to obtain, understand, evaluate, and use legal information in everyday life, and for juvenile inmates, legal literacy has a strategic role because they are in a group that is vulnerable to repeating criminal acts or becoming victims of exploitation after returning to society. The second problem is the weak ability to be legally assertive (legal assertiveness) when facing pressure and invitations that potentially lead to legal violations. Legal assertiveness is an individual's ability to express opinions, defend rights, and refuse actions that contradict legal principles through firm but respectful means toward the rights of others. In the context of children in conflict with the law, legal assertiveness is not only related to the courage to express opinions, but also the ability to recognize unsafe situations, understand the rights they possess, and take

protective action when facing social pressure, threats, or exploitation. The third problem is that rehabilitation methods dominated by verbal delivery of information have not fully been able to accommodate the diversity of literacy levels, experiences, and learning needs of juvenile inmates. This condition indicates the need for educational media that is more visual, contextual, interactive, and provides space for participants to practice responses to situations that potentially place them again in risky behavior.

Comic media has characteristics that are potentially useful in legal education because it can integrate visual elements, text, characters, and storylines in the delivery of information. The advantage of comic media lies in its ability to present complex information in a simple and attractive visual form, as well as the combination of images and text that helps readers understand narratives more easily, especially for those who have reading difficulties or cognitive trauma. In the context of legal material that tends to be abstract and normative, presentation through visual scenarios can help participants connect norms with concrete situations they may face. In addition, comics can present real scenarios close to the reality of juvenile inmates, so that the material is easier to understand and remember. In the context of legal education for juvenile inmates at LPKA, comics can integrate the introduction of legal rights, patterns of manipulation by criminal networks, and applicable verbal self-defense techniques. Participatory methods such as comic reading circles, simulations, and role-playing can be combined with comic media to test children's understanding in navigating complex legal situations. Previous research at LPKA Class II Palangka Raya found that juvenile inmates had a positive response to interactive and visual learning methods, and the use of comic media in rehabilitation activities was considered capable of increasing children's interest and participation in the learning process.

Based on the priority problems agreed upon with partners, this program developed Legal Comics as a scenario-based protective legal education medium designed to translate normative legal concepts into visual narratives and situations close to the reality of juvenile inmates. The use of Legal Comics is combined with a participatory approach through comic reading circles, educational games, simulations, and role-playing designed so that participants not only know legal norms, but are also able to identify risky situations and practice protective responses in contexts resembling real situations. This approach is based on the experiential learning theory developed by David A. Kolb, which explains that learning takes place through the process of transforming direct experience into knowledge through four stages concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of legal education, learners do not merely receive explanations of legal rules, but are also invited to experience situations resembling real conditions through case studies, simulations, role-playing, and comic media, then reflect on the actions of characters, understand relevant legal concepts, and apply that learning in other situations. The experiential learning approach is considered suitable for juvenile inmates because it encourages active, participatory, and contextual learning, in which children do not merely memorize legal rules, but learn to understand the reasons behind a rule, consider the consequences of each action, and develop responsible decision-making skills. This community service program is expected to contribute to enhancing the protective capacity of juvenile inmates by

strengthening legal understanding, improving the ability to recognize risky situations, and developing protective response skills through scenario-based learning that not only directly addresses partner problems, but also contributes to the creation of a more effective and sustainable rehabilitation system, as well as equipping juvenile inmates with protective knowledge and skills before they return to society.

METHOD

This Community Service Program used an educational-participatory approach with Legal Comics as the main medium and experiential learning as a strategy for strengthening the protective capacity of juvenile inmates at Lembaga Pembinaan Khusus Anak (LPKA) Class II Palangka Raya. The program evaluation used a one-group pre-test–post-test design, namely the measurement of the same participants before and after being given the legal education intervention to determine changes in participants' learning outcomes after participating in a series of educational activities based on Legal Comics. The intervention was carried out through the stages of pre-test, Legal Comic-based education, comic reading circle, educational games, simulation, role playing, and post-test. The aspects evaluated included protective legal literacy as a knowledge aspect, legal assertiveness as the ability to determine and state attitudes toward risky situations, and self-reported refusal skills as perceived ability to refuse invitations that potentially lead to legal violations.

The target of the program was 15 juvenile inmates at Lembaga Pembinaan Khusus Anak (LPKA) Class II Palangka Raya, located on Jalan Tjilik Riwut KM 2.5, Palangka Raya City, Central Kalimantan Province. The participants were juvenile inmates participating in the rehabilitation program at LPKA based on coordination and official recommendations from the partner, with diverse characteristics in terms of case background, experience, and educational level. Participants were prioritized based on the results of coordination and needs assessment conducted by LPKA, especially participants who needed strengthening in legal literacy and skills for dealing with risky invitations. The selection of this target was based on the urgent need to improve protective legal literacy and strengthen the ability to refuse exploitation among juvenile inmates before they return to society.

This Community Service Program was implemented over a period of two months, from June 2026 to August 2026, with the details of the preparation stage from June 1 to July 24, 2026, which included coordination with partners, finalization and duplication of Legal Comics, preparation of evaluation instruments, and preparation of facilities and infrastructure. The core implementation stage was carried out on Saturday, July 25, 2026, for 90 minutes, which included the implementation of legal education based on Legal Comic media using the comic reading circle method, sentence relay games, simulation, and role playing. The evaluation and reporting stage was carried out from July 26 to August 31, 2026, which included analysis of pre-test and post-test results, evaluation of activities, and preparation of the final report. The selection of the activity location was adjusted to direct access to juvenile inmates and the partner's commitment to improving the quality of rehabilitation in accordance with the mandate of the UU SPPA.

The implementation of the program was carried out through several mutually sustainable stages. The preparation stage was the initial stage aimed at ensuring that all program needs were available so that the implementation of education could run well, including coordination with partners to align the implementation schedule, determine the number of participants, and prepare various technical aspects of the activity. The team finalized Legal Comics that integrated contextual narratives adapted and modified from various real cases of exploitation such as narcotics, theft, and child protection, containing simple visualizations of the 16 rights under the UU SPPA, introduction to various criminal modus operandi, refusal scenarios, and reporting mechanisms through the Child Protection Unit. The team also prepared a set of evaluation instruments consisting of three types of measurement in accordance with the constructs being measured a knowledge test to measure protective legal literacy, situational scenario-based questions to measure legal assertiveness, and a self-report questionnaire with a four-point Likert scale to measure self-reported refusal skills, all of which were administered before and after the implementation of the activity. The implementation stage was the core of the activity, consisting of a series of interactive sessions lasting 90 minutes with participatory methods, including an introduction to the activity, administration of the pre-test, an educational session with Legal Comics through a comic reading circle guided by the team, a sentence relay game to test participants' understanding, simulation and role playing based on scenarios in the Legal Comics, and administration of the post-test to measure improvement in understanding and skills after participating in the activity. The evaluation stage was carried out to determine the level of success of the activity and to measure the improvement in participants' knowledge and skills through analysis of pre-test and post-test results using descriptive analysis, evaluation of activity implementation through observation of participant participation, and preparation of the final report.

To achieve the program objectives, legal education for juvenile inmates was carried out using several learning methods that were participatory and applicative based on the characteristics of participants who had low literacy levels and required visual and interactive approaches. The comic reading circle method is a shared comic reading activity guided by the team in which participants take turns reading the Legal Comics and the team explains each section containing legal messages to improve participants' understanding of the legal material presented in visual form. The sentence relay game method is an interactive method designed to test and strengthen participants' understanding of the material that has been delivered, in which participants take turns conveying sentences related to legal rights and refusal techniques to improve participants' memory and participation. The simulation and role playing methods are used as learning strategies to provide contextual learning experiences to participants through opportunities to discuss and try various alternative responses to risky situations presented in the Legal Comics, which are intended to strengthen participants' understanding of the material they have learned. According to the experiential learning theory proposed by Kolb, a person will more easily understand a skill if they gain direct experience in the learning process; therefore, through this method participants not only understand theory but also gain practical experience that can serve as practice for facing risky situations resembling real conditions.

The program evaluation was conducted on three aspects of participants' protective capacity protective legal literacy, legal assertiveness, and refusal skills, with each aspect measured using an instrument adjusted to the characteristics of the construct being measured so that the evaluation results more objectively reflect participants' abilities. Protective legal literacy was measured using a knowledge test administered before and after the intervention, consisting of 10 question items regarding children's rights in the juvenile criminal justice system, legal protection, forms of exploitation, and mechanisms for obtaining legal aid, with each correct answer given a score of 1 and each incorrect answer given a score of 0, after which participants' total scores were converted into a 0–100 scale score. Legal assertiveness was measured using an instrument of situational scenario-based questions in which participants were given several situations depicting pressure, invitations to commit criminal acts, or conditions that potentially give rise to exploitation, and participants were asked to choose the most appropriate response in accordance with the principles of legal protection and personal safety, with scores given based on the degree of accuracy of the response to each scenario. Self-reported refusal skills were measured using a self-report questionnaire consisting of several statements regarding participants' confidence in facing invitations or pressure to engage in risky behavior, with participants responding using a four-point Likert scale, namely 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree, where a higher score indicates a higher level of confidence in the ability to refuse risky invitations or pressure, so that the measurement results represent participants' perceptions of their own abilities (perceived refusal capability), not observations of actual behavior.

The program evaluation referred to Level 1 (Reaction) and Level 2 (Learning) in the Kirkpatrick Evaluation Model, where Level 1 was used to identify participants' responses to the implementation of the activity, while Level 2 was used to evaluate changes in learning outcomes based on a comparison of pre-test and post-test scores. Because the evaluation was conducted immediately after the intervention, this program only measured the Reaction (Level 1) and Learning (Level 2) aspects, while changes in actual behavior (Behavior/Level 3) and the long-term impact of the program (Results/Level 4) could not yet be evaluated. Operationally, the team set a program success indicator that at least 75% of participants achieve the success criteria on each measured outcome, namely obtaining a score of at least 75% of the maximum score of each evaluation instrument. The evaluation result data were analyzed using SPSS software version 26.0, with the analysis beginning with descriptive statistics to describe participants' characteristics and the distribution of scores on each outcome, then continued with a normality test on the difference in scores between the pre-test and post-test. If the data met the normality assumption, the analysis of score differences was carried out using a paired sample t-test, and if the normality assumption was not met, an alternative non-parametric analysis in the form of the Wilcoxon Signed-Rank Test was used, with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

A. Participant Characteristics

The participants in this Community Service Program were juvenile inmates undergoing a rehabilitation period at Lembaga Pembinaan Khusus Anak (LPKA) Class II Palangka Raya, totaling 15 participants, all of whom were male, with an age range of 16 to 20 years. Participants were selected based on their involvement in the rehabilitation program at LPKA as well as their willingness to take part in the entire series of legal education activities based on Legal Comic media. Based on social and educational characteristics, the majority of participants had a limited formal education background, with participants' educational levels generally being at the junior high school (SMP) level or having experienced limited continuity of formal education before undergoing the rehabilitation period. This condition became one of the considerations in selecting the intervention method, namely using visual media and a participatory approach so that legal material could be more easily understood by participants. From a socio-economic aspect, the majority of participants came from families with lower-middle economic conditions, with several participants having life experiences related to family economic pressure, unsupportive social environments, and limited access to educational resources and assistance, which are factors that need to be considered in designing rehabilitation programs, particularly in improving participants' ability to understand legal rights and make more protective decisions. Based on an initial assessment using a Problem Checklist, some participants showed psychosocial problems related to experiences of violence, family pressure, social relationships, and difficulties in the process of adapting to their environment, which indicates that participants need a rehabilitation approach that not only focuses on the aspect of legal knowledge, but also pays attention to strengthening self-capacity, communication skills, and self-protection skills. These participant characteristics served as the basis for designing the legal education intervention based on Legal Comics, with media and methods arranged by taking into account participants' literacy levels, diverse social experiences, and the need to build legal understanding that is practical and applicative, so that participants are expected not only to understand their legal rights, but also to be able to apply the skills of being assertive and refusing situations that potentially lead them back to risky behavior.

B. Implementation of the Intervention

The legal education intervention based on Legal Comic media was carried out at Lembaga Pembinaan Khusus Anak (LPKA) Class II Palangka Raya on July 25, 2026, involving 15 juvenile inmates as program participants. The program was implemented in a single session with a duration of 90 minutes using a participatory approach that combined the comic reading circle method, legal discussion, simulation, role playing, and a sentence relay game. This approach was designed to suit the characteristics of participants with diverse educational backgrounds and literacy abilities, so that legal material could be delivered through methods that were more contextual, interactive, and easy to understand. The implementation of the intervention was carried out through several stages, namely the initial measurement stage (pre-test), which aimed to determine participants' initial level of understanding regarding legal rights, the

ability to be legally assertive (legal assertiveness), and the skills to refuse risky invitations (refusal skills). The second stage was the delivery of legal education material covering the introduction of children's rights in the Juvenile Criminal Justice System, patterns of manipulation by criminal networks, self-protection strategies, and reporting mechanisms in the event of exploitation or rights violations, which was delivered alternately by three student members of the implementing team. The third stage was carried out through a comic reading circle, namely an activity of reading and discussing the Legal Comics together with assistance from the community service team, in which participants were directed to understand the legal messages contained in the storyline, including forms of exploitation of children, ways to recognize risky situations, and self-protection measures that could be taken. The fourth stage was simulation and role playing, which provided participants with the opportunity to practice the ability to refuse risky invitations, express opinions assertively, and respond to various forms of social pressure through prepared scenarios. The final stage was the final evaluation (post-test) to measure changes in participants' understanding and skills after participating in the series of interventions, as well as evaluation through observation during the simulation process and the administration of a questionnaire on participants' responses to the implementation of the activity and the use of Legal Comic media. Prior to the implementation of the activity, the community service team coordinated with LPKA Class II Palangka Raya regarding the schedule, implementation technicalities, and participants' readiness, and prepared the Legal Comic media, evaluation instruments, and supporting facilities for the activity so that the entire series of interventions could run effectively and in accordance with the program objectives.

C. Changes in Protective Legal Literacy

Protective legal literacy is one of the main indicators in evaluating the success of legal education intervention based on legal comic media. Measurement was carried out through a pre test and post test administered before and after the activity using an instrument designed to determine participants' level of understanding regarding children's legal rights, legal protection mechanisms, and the ability to recognize situations that potentially lead to exploitation. Based on the results of the initial and final evaluations, there was an increase in participants' understanding after participating in the legal education activity, in which at the initial measurement some participants still showed limitations in understanding the concept of legal rights and the forms of protection they could access, but after being given the intervention through Legal Comic media, discussion, and scenario-based learning, there was an increase in participants' ability to recognize basic legal rights.

Based on Diagram 1, the average protective legal literacy score of participants increased from 77.3 in the pre test to 93.3 in the post-test, with an average increase of 16 points after being given the legal education intervention based on Legal Comics. The increase in scores occurred in the majority of participants, with 9 out of 15 participants showing an increase in scores after participating in the activity, while the other 6 participants had unchanged scores because they had already obtained high scores in the initial measurement. The largest increase occurred in a participant with a score increase of 70 points, namely from a score of 30 in the pre test to a score of 100 in

the post-test. These results indicate that the intervention through Legal Comic media was able to improve participants' understanding of the legal material provided, in which participants who initially had limited understanding of legal rights and child protection showed an increase in ability after participating in the series of educational activities, comic reading circles, legal discussions, and scenario-based learning. Based on the program success indicators, 12 out of 15 participants (80%) obtained a minimum score in accordance with the established success criteria, namely achieving a score of ≥75 in the post-test measurement, so that the indicator for improving protective legal literacy in this program has been achieved.

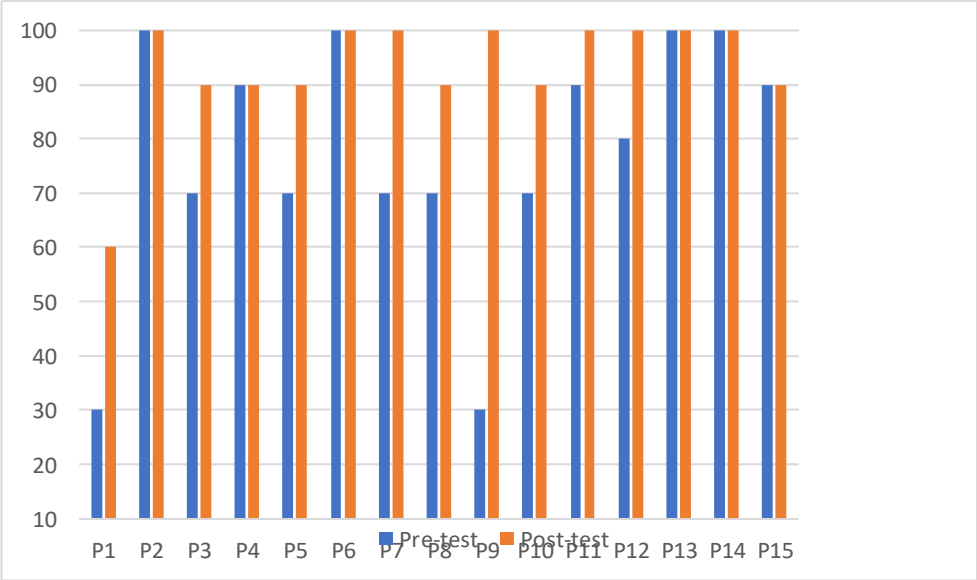


Diagram 1. Changes in Protective Legal Literacy Scores Before and After
Source: Data compiled from changes in protective legal literacy scores and after.

The increase in protective legal literacy scores from an average of 77.3 in the pre-test to 93.3 in the post-test indicates that the legal education intervention based on Legal Comics contributed to improving participants' understanding of legal rights and accessible protection mechanisms. The change in scores indicates that the majority of participants were able to absorb the material provided through a learning approach adapted to their characteristics. The increase in legal literacy among participants indicates that the delivery of legal material through visual media and contextual narratives can be an effective approach for target groups with diverse formal educational backgrounds, in which legal material that is generally abstract and normative is translated into stories, illustrations, and situations closer to participants' social experiences, so that participants not only receive information about legal rules, but also understand the application of rights and legal protection in situations relevant to their lives. The use of Legal Comics also supports the principle of visual learning, namely an approach that utilizes a combination of pictorial and textual elements to assist the process of understanding and remembering information, in which for juvenile inmates with varying literacy abilities, the presentation of material in visual form can reduce comprehension barriers compared to the delivery of legal material

using only lecture methods or long texts. In addition to the visual aspect, the increase in learning outcomes is also related to the application of the experiential learning approach through comic reading circle activities, case discussions, and scenario-based learning, in which through these stages participants not only acquire legal knowledge theoretically, but are also given the opportunity to connect the material with experience, reflect on a situation, and determine responses more in accordance with the principles of legal protection. However, the increase in legal literacy scores cannot be directly interpreted as a change in participants' legal behavior in everyday life, because the measurement in this program was carried out immediately after the intervention and focused on the knowledge aspect (learning outcome), so it has not yet described the application of behavior in the long term, and therefore the strengthening of legal literacy for juvenile inmates still requires a sustainable rehabilitation process through mentoring, repetition of material, and integration with other protective skill development programs. In the context of community legal education, the results of this program indicate that legal education for juvenile inmates needs to be designed adaptively by taking into account participants' characteristics, and Legal Comic media can be an alternative learning medium capable of bridging legal concepts with participants' concrete experiences, thereby supporting the improvement of legal understanding that is more applicative and easier to accept.

D. Changes in Legal Assertiveness

Legal assertiveness in this program is understood as participants' ability to understand their rights, express attitudes firmly, and make decisions in accordance with legal protection when facing social pressure or risky situations. Measurement was carried out through a pre-test and post-test, and was reinforced through observation during the role playing activity. Based on Table 2, there was an increase in the average legal assertiveness score of participants from 71.92 in the pre-test to 81.64 in the post-test, with an average increase of 9.72 points after participating in the legal education intervention based on Legal Comics. The majority of participants showed an increase in scores after participating in the activity, with 11 out of 15 participants experiencing an increase in scores, two participants showing relatively unchanged scores, while two participants experienced a decrease in scores in the final measurement. The decrease in scores among some participants indicates variation in participants' responses in understanding and choosing alternative actions in the given legal scenarios. The largest increase occurred in a participant with a score increase of 50 points, namely from 50 in the pre-test to 100 in the post-test, and another participant also showed a significant increase of 33.3 points, which indicates that some participants experienced development in their ability to determine more appropriate responses when facing situations requiring assertiveness and self-protection. Based on the program indicator achievement, 11 out of 15 participants (73.33%) obtained a post-test score of at least 75, which indicates that the achievement of participants' legal assertiveness has approached the established success indicator of 75%. In addition to measurement through questionnaires, legal assertiveness ability was also observed during the role playing activity, and the observation results showed that some participants were able to express opinions and choose refusal responses to risky situations, although some

participants still showed hesitation when they had to express their stance directly through verbal communication.

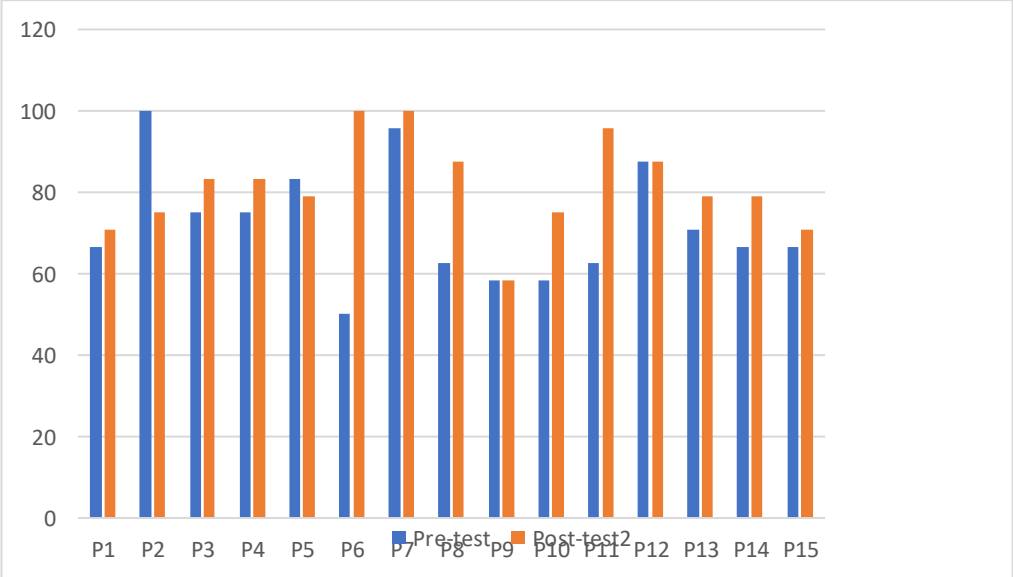


Diagram 2. Perubahan Legal Assertiveness Before and After Intervention
Source: Data compiled from changes in legal assertiveness before and after the intervention

The increase in legal assertiveness scores after the intervention indicates that legal education based on Legal Comics contributed to improving participants' ability to understand more appropriate response choices when facing risky situations. The increase in the average score from 71.92 to 81.64 indicates a development in participants' understanding of the importance of defending rights, expressing attitudes appropriately, and making more protective decisions in the context of legal problems. However, legal assertiveness is an ability that is not only influenced by the aspect of legal knowledge, but is also related to aspects of communication skills, self-confidence, and courage to express attitudes in certain social situations, so that the increase in scores on the scenario instrument does not fully describe changes in participants' actual behavior in everyday life, but rather indicates an increase in participants' ability to recognize and choose responses considered more appropriate based on the given legal situations. The observation results during the role playing activity reinforce these findings, in which some participants were able to identify appropriate actions when facing pressure or risky invitations, but some participants still experienced obstacles when they had to convey refusal directly, which indicates that the ability to understand appropriate legal responses needs to be supported by communication practice and more repeated practical experience so that participants become more confident in applying these skills. This finding is in line with the concept of experiential learning, in which skills are not only formed through the delivery of information, but also through the process of experiencing, reflecting, and trying out an

action in simulative situations, and the use of the role playing method in this program provides space for participants to practice facing scenarios resembling real conditions so that legal learning becomes more applicative and contextual. Thus, the results of the program indicate that legal education based on Legal Comics has the potential to strengthen the legal assertiveness aspect of juvenile inmates, and although the indicator achievement has not fully exceeded the 75% target, the increase in scores and participant involvement during the simulation indicate that the development of the ability to be legally assertive requires a sustainable rehabilitation process through a combination of legal education, communication practice, simulation, and psychosocial assistance.

E. Changes in Refusal Skills

Refusal skills refer to participants' ability to refuse invitations or pressure that potentially lead them back to risky behavior. The evaluation was carried out through a pre test, post test, and observation of participants' abilities in refusal simulations. Based on Table 3, the average refusal skills score of participants increased from 93.3 in the pre test to 95.5 in the post test, with an average increase of 2.2 points after participating in the legal education intervention based on Legal Comics. These results indicate that the majority of participants already had a relatively high level of refusal ability prior to the intervention, which can be seen from the participants' initial scores, most of which were in the high score range. Out of 15 participants, 3 experienced an increase in scores, 11 showed unchanged scores, and 1 experienced a decrease in score after the intervention. The largest increase occurred in a participant with a score increase of 33.3 points, namely from a score of 50 in the pre test to 83.3 in the post test, while another participant experienced a decrease in score of 33.3 points from 83.3 to 50. This variation in score changes indicates that although the majority of participants had a good perception of their refusal ability, there were individual differences in responses to the learning process and measurement after the intervention. Based on the program success indicators, the majority of participants obtained a post-test score above the established success threshold, which indicates that the educational activity based on Legal Comics was able to maintain and strengthen participants' perceptions regarding their ability to face risky invitations or pressure.

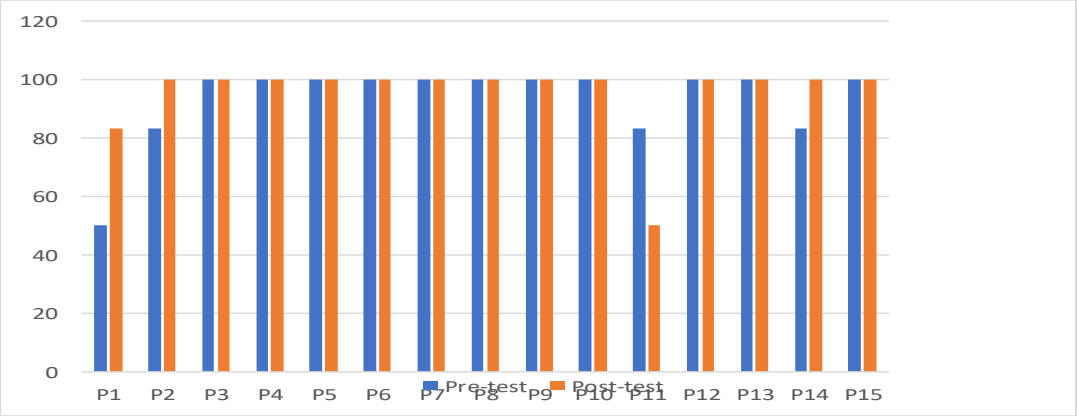


Diagram 3. Changes in Refusal Skills Before and After the Intervention
Source: Data compiled from changes in refusal skills before and after the intervention

The evaluation results indicate that participants already had a relatively good level of refusal skills prior to the implementation of the intervention, which can be seen from the average initial score (pre-test) that had already reached 93.3 and increased to 95.5 in the final measurement (post-test), so that the legal education intervention based on Legal Comics not only played a role in improving the refusal ability of some participants, but also maintained the level of protective ability that participants had possessed before the activity took place. Refusal ability is one of the protective skills related to an individual's ability to recognize risky situations, consider the consequences of actions, and convey refusal against social pressure, and in the context of juvenile inmates, this skill is important because the social reintegration process may expose them again to situations involving invitations, peer pressure, and environmental influences that potentially lead to risky behavior. The use of Legal Comics in this program provided space for participants to understand scenarios of risky situations through a visual and narrative approach, in which the presentation of cases regarding invitations to commit unlawful acts helped participants connect the learning material with possible situations they might face in everyday life. In addition, simulation and role playing activities provided participants with the opportunity to carry out response practice (behavioral rehearsal), so that participants not only understood the concept of refusal theoretically, but also tried to apply forms of refusal communication directly. The increase in self-reported refusal skills scores indicates that after participating in education based on Legal Comics, participants had higher confidence in their ability to refuse invitations or pressure to engage in risky behavior, which indicates an increase in psychological readiness (perceived behavioral capability), although it cannot yet be concluded as a change in actual behavior because the evaluation was carried out using a self-report instrument immediately after the intervention. Although the majority of participants showed high scores, the relatively small change in scores indicates that the development of refusal skills requires a sustainable learning process, because refusal ability is not only influenced by understanding of legal material, but is also related to factors of self-confidence, social experience, communication skills, and environmental support, so that follow-up programs need to consider repeated scenario-based practice and continuous assistance so that participants' protective skills become stronger. The results of this program indicate that Legal Comic media has the potential to become one of the educational approaches that supports the strengthening of protective factors of juvenile inmates, particularly in maintaining the ability to recognize risky situations and choose safer refusal responses, but these results cannot yet be interpreted as changes in actual behavior because the measurement in this program is still limited to participants' perceptions of their ability (self-reported refusal skills) after participating in the intervention.

F. Supporting Factors, Obstacles, and Program Implication

The implementation of the intervention was supported by several main factors. First, there was support from LPKA Class II Palangka Raya, which provided facilities, assisted with participant coordination, and supported the smooth implementation of the activity. Second, participants showed high enthusiasm during the activity, which was evident from their involvement in the comic reading circle, discussion, games,

and simulation sessions. Third, the use of contextual legal comic media was an important factor because the material was arranged based on situations close to participants' experiences. Fourth, the participatory methods used provided space for participants to interact and practice self-protection skills. Although the activity ran well, several obstacles were identified, including the duration of the intervention, which consisted of only one session, so that some material could not be explored in greater depth through repeated practice; there was variation in participants' ability to understand the material due to differences in educational backgrounds; some participants still showed shyness and lack of confidence when participating in role playing; and the psychosocial condition of participants was a factor that needed to be considered because past experiences could affect active involvement in the activity. The results of the program indicate that legal education for juvenile inmates requires an approach that is not only oriented toward knowledge transfer, but also the development of protective skills, so that follow-up programs need to consider the implementation of more sustainable mentoring sessions, the integration of psychosocial aspects, and the development of visual-based legal modules suited to participants' characteristics. Legal comic media has the potential to be developed as an alternative legal education method in the rehabilitation of children in conflict with the law, particularly in improving understanding of rights, the ability to be assertive, and skills for dealing with risky situations.

CONCLUSION

The Community Service Program entitled "Legal Comics: Catalyzing Legal Awareness and the Refusal Capacity of Juvenile Inmates against Narcotics Exploitation and Recidivism at LPKA Class II Palangka Raya" was implemented through an educational-participatory approach utilizing Legal Comic media as a means of legal learning combined with the comic reading circle method, educational games, simulation, and role playing. This approach was designed to suit the characteristics of juvenile inmates with diverse educational backgrounds and literacy abilities so that legal material could be understood more contextually, attractively, and easily applied. The evaluation results indicate that the intervention provided had a positive impact on improving participants' protective capacity. In the aspect of protective legal literacy, the average participant score increased from 77.3 in the pre-test to 93.3 in the post-test, with 80% of participants having met the program success indicators, which indicates that the use of visual media in the form of comics was able to help participants understand children's rights in the Juvenile Criminal Justice System, recognize forms of exploitation, and understand the available legal protection mechanisms. In the aspect of legal assertiveness, there was an increase in the average score from 71.92 to 81.64 after the intervention, with 73.33% of participants obtaining scores in accordance with the established criteria, although this achievement was still slightly below the program target, which indicates that the ability to be legally assertive has begun to develop but still requires communication practice, strengthening of self-confidence, and more sustainable assistance so that this skill can be applied consistently in real life. In the aspect of self-reported refusal skills, the

average score increased from 93.3 to 95.5, with the majority of participants having already possessed a relatively high perception of their ability to refuse risky invitations prior to the intervention, so that the increase that occurred was more limited, which indicates that education based on Legal Comics played a role in maintaining and strengthening participants' confidence in their ability to refuse pressure or invitations that potentially lead to legal violations. Overall, the implementation of the program succeeded in achieving most of the established success indicators, and Legal Comic media proved to be an effective alternative legal education medium in improving protective legal literacy and supporting the strengthening of the protective abilities of juvenile inmates through learning that is visual, contextual, and participatory. Nevertheless, the results of the program are still limited to changes in the aspects of participants' knowledge, understanding, and perception of ability measured immediately after the intervention, so that changes in actual behavior and long-term impacts could not yet be evaluated.

AI Usage Statement

In preparing this article, the authors used Grammarly for grammar checking and appropriate English language editing. All AI output has been reviewed, verified, and edited by the authors. The authors are fully responsible for the content, accuracy, interpretation, and conclusions of the article.

Author Contribution Statement

Conceptualization, methodology, validation, N and A: software, formal analysis, resources, data curation, T and S: writing – original draft, writing – review and editing, visualization, T, S and M: supervision, N and A: project administration: T, S and M. All authors have read and approved the published version of the manuscript.

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