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# The Influence of Prosecutor Credibility and Counseling Media on Students' Legal Literacy at SMPN 3 Bandar Lampung

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**Abstract**

*Juvenile delinquency among junior high school students in Bandar Lampung has risen in recent years, driven partly by unfiltered digital media exposure and weak legal literacy among adolescents. In response, the Attorney General's Office introduced "Jaksa Masuk Sekolah" (JMS), a preventive legal-education program delivered directly to schools, whose success depends on the prosecutor's credibility as communicator and the quality of the counseling media used. This study examined the influence of Prosecutor Credibility (X1) and Counseling Media (X2) on Legal Literacy (Y) among JMS participants at SMPN 3 Bandar Lampung, using a quantitative associative-causal survey design. Through simple random sampling (Slovin formula, 10% margin of error), 55 respondents were drawn from 120 JMS participants. Data were collected via a Likert-scale questionnaire that passed validity (r-count > r-table = 0.224) and reliability testing (Cronbach's alpha > 0.90), then analyzed using simple and multiple linear regression after classical assumption tests were satisfied. Results show Prosecutor Credibility had a positive, significant partial effect on Legal Literacy (t = 2.154, Sig. = 0.036), while Counseling Media alone was non-significant (t = 1.918, Sig. = 0.060) but became significant when combined with Prosecutor Credibility (t = 3.015, Sig. = 0.003). Jointly, both variables significantly influenced Legal Literacy (F = 11.286, Sig. = 0.000), explaining 17.5% of its variance ($R^2$ = 0.175). These findings indicate that a credible communicator paired with engaging instructional media is central to effective legal education, though sustained reinforcement from family, school, and community remains necessary to fully internalize legal awareness among adolescents.*

**Keywords: Counseling Media, Juvenile Delinquency, Legal Literacy, Prosecutor Credibility, Prosecutor Goes to School Program.**



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## INTRODUCTION

Legal violations in Indonesia increasingly involve minors, including junior high school (SMP) students undergoing a developmental stage marked by impulsivity and a strong tendency to imitate their surroundings. Without solid legal literacy, this emotional immaturity readily channels adolescents toward deviant behavior, compounded by a modelling effect from social media platforms like TikTok, Instagram, and YouTube, where students imitate risky trends without realizing the legal consequences.

National data show child violence victims rising from 16,106 in 2022 to 19,628 in 2024, with 13,574 cases already recorded through August 2025 (KemenPPPA, 2025). Locally, Bandar Lampung recorded 62 child-related cases in 2025, dominated by bullying, human trafficking, and street crime (Pandawa News, 2026), while regional police data point to an emergency of street-based juvenile delinquency organized brawls, motorcycle gangs, illegal racing, and weapon use increasingly involving junior high rather than only senior high students.

This gap between legal understanding and actual conduct underscores the urgency of preventive legal education at the junior high level, where character is still forming. In response, the Attorney General's Office launched the Prosecutor Goes to School (Jaksa Masuk Sekolah, JMS) program (Decree No. KEP-184/A/JA/11/2015), operationalized locally in Bandar Lampung (Decree No. KEP-9/L.8.10/Kph.2/01/2025).

However, legal counseling often fails to leave a lasting impression when delivered rigidly and monotonously, given law's abstract nature for young students. This makes the communicator's credibility whether the prosecutor is perceived as communicative, authoritative, and trustworthy and the quality of counseling media decisive factors in transforming legal messages into genuine legal literacy. SMPN 3 Bandar Lampung, an urban school with high digital interaction, was designated as the JMS pilot site (Instruction Letter No. PRINT-3622/L.8.10/Kph.2/05/2025), making an empirical assessment of the program's effectiveness there essential as a benchmark for other schools.

Based on this background, the present study addresses three research problems:

(1) Whether Prosecutor Credibility influences students' Legal Literacy regarding juvenile delinquency.
(2) Whether Counseling Media influences students' Legal Literacy.
(3) Whether Prosecutor Credibility and Counseling Media jointly influence students' Legal Literacy at SMPN 3 Bandar Lampung.



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## THEORETICAL REVIEW

### Source Credibility Theory

Proposed by Hovland, Janis, and Kelley (1953), Source Credibility Theory holds that a message is more easily accepted when its communicator is perceived as credible, with highly credible sources more effective at changing audience opinion (Bobbitt & Sullivan, 2012). The theory identifies three dimensions: trustworthiness (perceived sincerity, wisdom, and integrity), expertise (perceived competence), and attractiveness (physical appearance and psychological identification). Similarly, Aristotle proposed credibility through ethos (character), pathos (emotional appeal), and logos (argument strength) (Syaiful, 2009). Applied here, the prosecutor's credibility as communicator in the JMS program is expected to shape how effectively legal messages are internalized by students still forming their moral and legal identity.

### Counseling Media

Media (from Latin *medius*, meaning intermediary) refers to any tool used to convey instructional material, engaging participants' feelings, reasoning, and attention for more effective learning (Jalinus & Ambiyar, 2016). Counseling media encompasses the methods and tools that facilitate communication between educator and learner, channeling ideas and engagement throughout the counseling process (Hasan et al., 2021). Well designed media such as interactive slides, educational videos on cyberbullying and street violence, and gamified quizzes are theorized to enhance clarity, attractiveness, and interactivity, helping students grasp otherwise abstract legal material (Purba et al., 2020).

### Legal Literacy

Legal literacy refers to students' capacity to identify, understand, internalize, and apply legal rules on juvenile delinquency in daily life after participating in JMS, encompassing legal knowledge, understanding, attitude, and behavior.

## RESEARCH METHOD

### Research Design

This study employed a quantitative associative-causal survey design (Sugiyono, 2017) to examine the influence of Prosecutor Credibility (X1) and Counseling Media (X2) on Legal Literacy (Y) among JMS program participants.



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**Setting and Study Population**
The study was conducted at SMP Negeri 3 Bandar Lampung from October 2025 to July 2026, with a population of 120 students who participated in the school's JMS legal-counseling program.

**Sampling Technique Procedure**
Simple random sampling was used (Sugiyono, 2017). Sample size was determined via the Slovin formula (N = 120, e = 10%), yielding n = 54.5, rounded up to 55 respondents.

**Instruments**
Data were collected using a 1–5 Likert-scale questionnaire with three sections: Prosecutor Credibility (6 items: expertise, trustworthiness, attractiveness), Counseling Media (6 items: information clarity, audio-visual appeal, interactivity), and Legal Literacy (8 items: legal knowledge, understanding, attitude, behavior). Validity testing (Pearson product-moment, r-table = 0.224) confirmed all items valid (r-count = 0.366–0.825, $p < 0.01$). Reliability testing (Cronbach's alpha) yielded 0.905, 0.921, and 0.957 for the three variables respectively, all well above the 0.60 threshold.

**Data Collection**
Primary data came from questionnaires distributed to the 55 sampled students, supplemented by brief key-informant interviews; secondary data were drawn from institutional documents and prior literature for triangulation.

**Data Analysis**
Data were analyzed using IBM SPSS, beginning with descriptive statistics and classical assumption tests (normality, multicollinearity, heteroscedasticity, linearity), all of which were satisfied. Hypotheses were tested via simple linear regression (X1 on Y; X2 on Y) and multiple linear regression (X1 and X2 on Y), with partial effects via t-test, simultaneous effects via F-test (ANOVA), and variance explained via $R^2$, all at the 5% significance level.

**RESULTS**
Descriptive analysis showed all three research variables fell into the "high" category. Prosecutor Credibility scored a mean of 3.84, with the highest item (3.96) reflecting prosecutors' casual, engaging speaking style, and the lowest (3.67) concerning perceived honesty and objectivity of the legal information delivered. Counseling Media scored a mean of 4.01, with the highest items (4.04) on slide clarity and video/illustration attractiveness,


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and no respondent disagreeing on the enjoyment of interactive quizzes (minimum score = 3.00). Legal Literacy scored a mean of 3.64, indicating a positive but comparatively more moderate outcome, summarized in Table 1.

**Table 1. Descriptive Statistics of Research Variables**

| Variable | N | Mean | Std. Deviation | Category |
|---|---|---|---|---|
| Prosecutor Credibility (X1) | 55 | 3.84 | 0.84 | High |
| Counseling Media (X2) | 55 | 4.01 | 0.83 | High |
| Legal Literacy (Y) | 55 | 3.64 | 0.83 | High |

*Source: SPSS Data Processing, 2026*

**Table 2. Validity and Reliability Test Results**

| Variable | Items | r-count range | Cronbach's Alpha | Result |
|---|---|---|---|---|
| Prosecutor Credibility (X1) | 6 | 0.411–0.463 | 0.905 | Valid / Reliable |
| Counseling Media (X2) | 6 | 0.366–0.439 | 0.921 | Valid / Reliable |
| Legal Literacy (Y) | 8 | 0.751–0.825 | 0.957 | Valid / Reliable |

*Source: SPSS Data Processing, 2026. r-table (n=55, α=10%) = 0.224; reliability threshold = 0.60.*

The hypothesis that Prosecutor Credibility significantly predicts Legal Literacy was tested using simple linear regression. As shown in Table 3, the analysis produced a t-count of 2.154, exceeding the t-table value of 1.980 (n = 55, α = 5%), with a significance value of 0.036 ($p < 0.05$). Prosecutor Credibility therefore significantly and positively predicted Legal Literacy, supporting H1.

**Table 3. Simple Linear Regression: Prosecutor Credibility (X1) on Legal Literacy (Y)**

| Model | Unstd. Coefficient (B) | Std. Error | t | Sig. | Remark |
|---|---|---|---|---|---|
| (Constant) | 18.038 | 5.188 | 3.477 | 0.001 | — |
| X1 | 0.477 | 0.222 | 2.154 | 0.036 | Significant |

*Source: SPSS Data Processing, 2026. t-table (n=55, α=5%) = 1.980.*



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The hypothesis that Counseling Media significantly predicts Legal Literacy was tested in the same manner. As shown in Table 4, the analysis produced a t-count of 1.918, which fell slightly below the t-table value of 1.980, with a significance value of 0.060 ($p > 0.05$). Counseling Media alone therefore did not reach statistical significance in predicting Legal Literacy, so H2 was not supported in the partial (simple regression) model.

**Table 4. Simple Linear Regression: Counseling Media (X2) on Legal Literacy (Y)**

| Model | Unstd. Coefficient (B) | Std. Error | t | Sig. | Remark |
|---|---|---|---|---|---|
| (Constant) | 19.244 | 5.187 | 3.710 | 0.000 | — |
| X2 | 0.409 | 0.213 | 1.918 | 0.060 | Not significant |

*Source: SPSS Data Processing, 2026. t-table (n=55, α=5%) = 1.980.*

The hypothesis that Prosecutor Credibility and Counseling Media jointly predict Legal Literacy was tested using multiple linear regression. As presented in Table 5, the resulting regression equation was $Y = 5.713 + 0.579X1 + 0.422X2 + e$. Notably, once combined in the multiple regression model, Counseling Media ($t = 3.015$, Sig. = 0.003) became statistically significant alongside Prosecutor Credibility ($t = 4.035$, Sig. = 0.000), both exceeding the t-table value of 1.980 at the 5% significance level.

**Table 5. Multiple Linear Regression Coefficients**

| Model | Unstd. Coefficient (B) | Std. Error | Std. Coefficient (Beta) | t | Sig. |
|---|---|---|---|---|---|
| (Constant) | 5.713 | 5.035 | — | 1.135 | 0.259 |
| X1 | 0.579 | 0.144 | 0.344 | 4.035 | 0.000 |
| X2 | 0.422 | 0.140 | 0.257 | 3.015 | 0.003 |

*Source: SPSS Data Processing, 2026.*

The simultaneous hypothesis was tested using the F-test (ANOVA). As shown in Table 6, the model produced an F-count of 11.286, well above the F-table value of 3.07 ($n = 55$, $\alpha = 5\%$), with a significance value of 0.000 ($p < 0.05$), leading to the rejection of H0 and acceptance of H3: Prosecutor Credibility and Counseling Media jointly and significantly influence students' Legal Literacy.


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**Table 6. ANOVA (F-test) for the Multiple Regression Model**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 943.53 | 2 | 471.76 | 11.286 | 0.000 |
| Residual | 2174.47 | 52 | 41.82 | | |

*Source: SPSS Data Processing, 2026. F-table (df1=2, df2=52, α=5%) = 3.07. Sum-of-squares figures were reconstructed from the reported model parameters ($R^2$, Std. Error of the Estimate) and are approximate.*

Finally, the coefficient of determination indicated that Prosecutor Credibility and Counseling Media jointly explained 17.5% of the variance in Legal Literacy ($R^2$ = 0.175), as shown in Table 7, leaving 82.5% of the variance attributable to factors outside the model, such as family upbringing, school discipline culture, community social control, and independent access to legal information through the internet.

**Table 7. Model Summary (Coefficient of Determination)**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.419 | 0.175 | 0.144 | 6.470 |

*Source: SPSS Data Processing, 2026.*

## DISCUSSION

Prosecutor Credibility significantly predicted Legal Literacy (t = 2.154, p = .036), supporting Source Credibility Theory (Hovland, Janis, & Kelley, 1953): students engaged more with legal messages when the prosecutor was seen as expert, trustworthy, and personable, consistent with Anwar and Rahayu (2021) and Wulandari and Hidayat (2020). Notably, students rated the prosecutors' casual, friendly delivery highest, but rated the honesty and objectivity of the information lower a pattern that may reflect adolescents' growing skepticism from continuous exposure to social media, consistent with Cognitive Dissonance Theory.

Counseling Media alone was not significant (t = 1.918, p = .060), suggesting that visual tools such as slides, videos, and quizzes function as passive aids: however well designed, they cannot independently answer students' critical questions or convey the emotional weight of legal norms without a credible communicator. This qualifies the more optimistic conclusions of Saputra et al. (2023) and Pratama (2021) on the standalone effectiveness of visual media.

This complementary role was confirmed when Counseling Media became significant in the multiple regression model (t = 3.015, p = .003), and when both variables jointly


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predicted Legal Literacy (F = 11.286, p = .000). Dual Coding Theory (Paivio, 1971) explains this synergy: Prosecutor Credibility engages the verbal channel while Counseling Media engages the visual channel, and their combination reduces cognitive load and strengthens retention echoing the integrated-strategy conclusions of Lestari (2022) and Gunawan et al. (2022).

Still, the two variables together explained only 17.5% of the variance in Legal Literacy ($R^2$ = .175), leaving 82.5% attributable to factors outside the model. Consistent with Sari and Setiawan (2024), this indicates that legal literacy is shaped by a wider ecosystem family, school culture, peers, and social media of which the JMS program is one meaningful, but partial, catalytic intervention

## CONCLUSION

This study concludes that Prosecutor Credibility has a positive and significant effect on students' Legal Literacy regarding juvenile delinquency at SMPN 3 Bandar Lampung, showing that adolescents' legal understanding depends not only on the material delivered but also on the communicator's authority, expertise, honesty, and warmth. Counseling Media shows a positive but non-significant effect when tested independently, indicating that visual and interactive tools alone are insufficient without a credible communicator; however, combined with Prosecutor Credibility, it becomes a significant complementary contributor. Together, both variables significantly influence Legal Literacy, accounting for 17.5% of its variance, confirming that effective school-based legal dissemination requires integrating the communicator and media as a unified package.

## RECOMMENDATIONS

The District Attorney's Office should consistently combine credible prosecutorial communicators with engaging counseling media in every JMS session, maintain the humanist and casual communication style most favored by students, expand the use of interactive quizzes, and strengthen transparency and objectivity in the legal information conveyed. Schools should sustain the JMS program regularly, translate its momentum into consistent daily disciplinary habits, and consider integrating the prosecutors' interactive methods into civics education. Since Prosecutor Credibility and Counseling Media jointly explain only 17.5% of the variance in Legal Literacy, broader tri-center collaboration among family, school, and community is needed for JMS to serve as a sustained catalyst for legal awareness rather than a one-off intervention.

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