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Legal Education on Citizens' Rights to Public Services through Mobile Passport Services Integration of Fiqh Siyasah Values in Bengkulu Province

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Abstract:

Legal education in higher education needs to connect legal knowledge with concrete social and administrative issues encountered by students as citizens. This study examines the educational relevance of Mobile Passport services for understanding citizens' rights and responsibilities in accessing public services in Bengkulu Province. Using a qualitative descriptive approach and contextual case-study design, data were collected through semi-structured interviews, observation, document analysis, legal regulations, official Mobile Passport information, and academic literature. Participants included university students, lecturers, and relevant immigration-service personnel. Thematic analysis was conducted through data reduction, organization, interpretation, and conclusion drawing. The findings show that Mobile Passport provides a concrete context for examining citizens' rights to accessible, transparent, equal, and accountable public services, as well as institutional and citizen responsibilities. Its service procedures also provide learning materials for examining legal bases, administrative requirements, institutional roles, and service practices. These findings indicate that Mobile Passport can support legal literacy through identifying rights and obligations, verifying legal sources, and relating legal provisions to administrative practices. Critical reasoning can potentially be developed through analysis of institutional responsibilities, service procedures, and differences between legal requirements and implementation. Fiqh siyasah principles, particularly al-'adl, amanah, and maslahah, add normative reflection while maintaining a distinction between Indonesian positive law and Islamic principles. Further empirical research is needed to assess educational outcomes.

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Introduction (مقدمة)

Legal education in higher education is increasingly expected to develop students' ability to understand law in relation to concrete social realities rather than merely memorize legal rules and doctrines. The complexity of contemporary legal problems requires students to recognize the interaction between legal norms, institutional practices, social conditions, and citizens' everyday experiences. Irianto (2021) emphasizes that higher legal education should prepare students to think critically and respond to changes in society while bridging normative legal systems with developments occurring in social life. Similarly, Sigit and Daryono (2023) argue that Indonesian legal education needs to expose students to real legal issues and multidisciplinary perspectives so that legal knowledge is not separated from the context in which law operates. This orientation suggests that legal education should provide learning experiences that enable students to interpret legal norms, identify citizens' rights and obligations, and critically examine how law is implemented through public institutions.

Legal education in higher education is increasingly expected to develop students' ability to understand law in relation to concrete social realities rather than merely memorize legal rules and doctrines. The complexity of contemporary legal problems requires students to recognize the interaction between legal norms, institutional practices, social conditions, and citizens' everyday experiences. Irianto (2021) emphasizes that higher legal education should prepare students to think critically and respond to social changes while connecting normative legal systems with developments in society. Similarly, Sigit and Daryono (2023) argue that Indonesian legal education needs to expose students to real legal issues and multidisciplinary perspectives so that legal knowledge is not separated from the context in which law operates. This orientation indicates that legal education should provide learning experiences through which students can interpret legal norms, identify citizens' rights and obligations, and critically examine how law is implemented by public institutions.

An important outcome of this orientation is the development of students' legal literacy. Legal literacy extends beyond the ability to identify statutory provisions and includes understanding rights and obligations, recognizing legal procedures, evaluating authoritative sources, and applying legal knowledge to everyday situations. Radini et al. (2026), in their study of Civic Education students, conceptualize legal literacy through cognitive, affective, and behavioural dimensions, demonstrating that legal knowledge is connected with awareness and law-abiding behaviour. Kurniawan et al. (2026) similarly identify legal literacy as an important competency because it supports students' understanding of legal norms and compliance with applicable rules. These perspectives suggest that legal literacy is more effectively developed when students encounter learning materials that connect legal concepts with situations in which citizens actually exercise their rights and interact with public institutions.

Public services provide a direct context for such interaction. Law Number 25 of 2009 concerning Public Services establishes the legal framework governing citizens' rights and obligations, service-provider responsibilities, service standards, public participation, complaints, and accountability. The legislation establishes principles related to equality, accessibility, legal certainty, and accountability in public-service administration. From an educational perspective, these provisions provide identifiable legal materials through which students can examine how citizens' normative rights are translated into administrative procedures and how public institutions are expected to fulfill their legal responsibilities. Public services therefore offer a concrete setting for connecting legal rules with citizens' everyday experiences.

Passport administration represents a particularly relevant public-service context because it involves direct interaction between citizens and immigration authorities through legally

regulated administrative procedures. The emergence of digital and mobile-based immigration services has further transformed the way citizens access administrative services. Mobile Passport is relevant to legal education because its service procedures involve questions concerning information access, administrative requirements, service certainty, equality of treatment, institutional responsibilities, and accountability. These elements allow students to examine more than the technical process of obtaining a passport. They provide a concrete case through which students can identify the legal rights and obligations of service users, examine the responsibilities of immigration institutions, verify applicable legal sources, and assess how formal legal requirements are implemented in administrative practice.

The connection between Mobile Passport and students' legal understanding becomes particularly relevant when the service is approached through contextual and case-based learning. Case-based learning requires students to identify legal issues, locate relevant legal provisions, examine institutional responsibilities, and formulate arguments based on evidence and applicable norms. Al Mustaqim (2025) found that case-based learning can support students' understanding of legal issues, application of legal theories, critical and logical thinking, and legal problem-solving. Similarly, Syamsuddin (2026) found that legal learning can contribute to students' legal understanding, awareness of rights and obligations, critical thinking, and application of legal values. Building on these findings, the present study positions Mobile Passport as a concrete administrative case through which students can move from abstract legal knowledge to the analysis of an actual citizen-state interaction. The educational value therefore lies in the opportunity to connect legal rules with procedures, institutional practices, and citizens' experiences.

The Islamic educational context provides an additional normative dimension. Within *fiqh siyasah*, public authority is discussed in relation to justice, responsibility, public welfare, and the proper exercise of governmental authority. Recent research on public services from a *fiqh siyasah* perspective identifies principles such as *al-'adl* (justice), *al-maslahah* (public benefit), and *amanah* (trustworthiness) as relevant to the relationship between public authority and society. In this study, these principles do not replace or determine the legal validity of Indonesian public-service procedures. Instead, they provide a normative perspective through which students can reflect on the ethical dimensions of public service, including fairness, responsibility, accessibility, and public benefit. This distinction allows students to understand Indonesian positive law as the formal legal framework while using *fiqh siyasah* as an additional Islamic normative perspective.

Bengkulu Province provides a concrete setting for connecting these dimensions because Mobile Passport services involve citizens directly in administrative interactions with immigration institutions. Within the academic context of UIN Fatmawati Sukarno Bengkulu, these services can be transformed into contextual learning materials through which students examine statutory provisions, identify citizens' rights and obligations, analyze institutional responsibilities, and reflect on the ethical dimensions of public service. The relationship can therefore be formulated as a learning sequence: **Mobile Passport as a concrete public-service case → identification of legal rights and obligations → verification of legal sources → analysis of administrative procedures and institutional authority → critical interpretation of practice → normative reflection through fiqh siyasah**. This sequence provides a direct connection between a real administrative service and the development of students' legal understanding.

Previous studies have separately examined contextual legal education, legal literacy, case-based learning, public-service regulation, and *fiqh siyasah* perspectives on public authority. However, these strands have not been sufficiently integrated through Mobile Passport as a specific public-service case for legal education. Existing discussions of Mobile Passport primarily position the service within administrative or immigration-service contexts, while legal-education studies emphasize the importance of real cases without specifically examining mobile

immigration services as a learning resource. The research gap therefore concerns the limited integration of a concrete digital public-service case with students' legal learning, particularly in relation to citizens' rights, institutional responsibilities, and Islamic normative reflection.

The novelty of this study lies in repositioning Mobile Passport from an object of administrative service analysis into a **contextual case for legal education**. The study integrates three dimensions: Mobile Passport as a concrete citizen-state interaction, legal literacy as the capacity to understand and apply rights, obligations, legal sources, and institutional responsibilities, and fiqh siyasah as an Islamic normative perspective for reflecting on justice, responsibility, and public benefit. Through this integration, Mobile Passport becomes a learning context in which students can connect positive-law provisions with administrative practices and develop reasoned interpretations of citizens' legal position. Accordingly, this study examines the educational relevance of Mobile Passport services for students at UIN Fatmawati Sukarno Bengkulu, while recognizing that the potential contribution of this approach to students' legal literacy and critical reasoning requires empirical assessment beyond the present study.



Method (منهج)

This study employed a qualitative descriptive approach with a contextual case-study design to examine the educational relevance of Mobile Passport services for developing students' understanding of citizens' rights and responsibilities in accessing public services in Bengkulu Province. The study was conducted within the academic context of UIN Fatmawati Sukarno Bengkulu, with university students as the primary participants. The case-study approach was selected because Mobile Passport represents a concrete public-service context through which students' understanding of legal rights, administrative procedures, institutional responsibilities, and public-service obligations can be examined.

The participants consisted of 12 university students from UIN Fatmawati Sukarno Bengkulu. The students were selected purposively based on three criteria: (1) active enrollment as university students during the research period; (2) sufficient familiarity with public services and administrative procedures; and (3) willingness to participate and provide information relevant to citizens' rights, public services, and Mobile Passport services. The participants represented different levels of familiarity with legal, citizenship, and Islamic studies to obtain diverse perspectives. Students were positioned as the primary participants for examining their understanding of citizens' rights and the potential educational relevance of Mobile Passport as a contextual legal-learning case.

Supporting informants consisted of two lecturers and two immigration-service personnel. The lecturers were selected purposively based on their experience and knowledge in legal education, citizenship education, public-service issues, or Islamic studies. The immigration-service personnel were selected because of their direct professional involvement and knowledge of immigration administration and Mobile Passport services. Their inclusion provided complementary educational, institutional, legal, and administrative perspectives and enabled the researchers to compare students' perceptions with information from relevant academic and service providers.

Data were collected through semi-structured interviews, observation, and document analysis. Semi-structured interviews were conducted with the 12 student participants, two lecturers, and two immigration-service personnel. The interviews focused on students' understanding of citizens' rights and obligations, their knowledge of public-service procedures, their interpretation of Mobile Passport services, and the potential use of Mobile Passport as a contextual legal-learning case. Interviews with lecturers focused on the relevance of contextual

and case-based learning, while interviews with immigration personnel addressed the legal and administrative dimensions of Mobile Passport, including service procedures, institutional responsibilities, and citizens' obligations. Each interview lasted approximately 30–45 minutes and was conducted face-to-face using a semi-structured interview guide developed according to the research objectives. Interviews were documented through audio recording and field notes with participants' consent.

Observation was conducted to obtain contextual information concerning Mobile Passport services and the public-service environment. The observation focused on service procedures, information provided to service users, administrative requirements, accessibility of service information, interactions between service providers and users, and institutional responsibilities reflected in the service process. Observation notes were used to complement interview data and to examine the consistency between participants' descriptions and the observable characteristics of the service context.

Document analysis was conducted on primary legal and institutional materials, including Law Number 25 of 2009 concerning Public Services, relevant immigration regulations, official Mobile Passport information, and other authoritative institutional documents. Academic literature concerning legal education, legal literacy, citizens' rights, contextual learning, public services, and *fiqh siyasah* was also examined to provide theoretical and normative support for interpreting the empirical findings. Primary legal and institutional documents were prioritized when establishing the formal legal framework, while academic publications were used to contextualize and interpret the educational and normative dimensions of the findings.

The data were analyzed using thematic qualitative analysis through four stages: data reduction, data organization, interpretation, and conclusion drawing. First, interview transcripts, observation notes, and documentary materials were reviewed to identify information relevant to the research objectives. Second, the relevant information was organized into four analytical themes: (1) students' understanding of citizens' rights and responsibilities in public services; (2) students' understanding of Mobile Passport as a concrete public-service case; (3) the potential educational relevance of Mobile Passport for legal literacy and critical reasoning; and (4) the integration of *fiqh siyasah* principles, particularly *al-'adl* (justice), *amanah* (responsibility), and *maslahah* (public benefit). Third, the data were interpreted by comparing perspectives across participants and connecting empirical findings with relevant legal provisions and academic literature. Finally, the findings were synthesized to explain how Mobile Passport can function as contextual material for legal education.

Data credibility was strengthened through source and methodological triangulation. Source triangulation was conducted by comparing information obtained from students, lecturers, and immigration-service personnel, while documentary evidence was used to verify relevant statements concerning legal and administrative procedures. Methodological triangulation was conducted by comparing findings from interviews, observations, and document analysis. The empirical accounts were also compared with primary legal provisions and official Mobile Passport information to identify consistency, differences, or gaps between participants' perceptions and formal regulations. When differences occurred, the researchers examined the context and evidentiary basis of each source rather than treating one account as automatically authoritative. This process strengthened the credibility of the interpretation and reduced reliance on a single participant or data source.

The study maintained a clear distinction between observed empirical findings and potential educational implications. Students' responses and observations were used to describe their understanding and experiences of public services and Mobile Passport, while the potential contribution of the case to legal literacy and critical reasoning was interpreted through the

synthesis of empirical data, legal sources, and educational literature. The study therefore does not claim that Mobile Passport empirically increased students' legal literacy or critical reasoning. Rather, it identifies how the characteristics of the service and associated learning activities may provide a contextual basis for developing these competencies. Throughout the analysis, Indonesian positive law was treated as the formal legal framework governing public services, while *fiqh siyasah* was positioned as an additional Islamic normative and ethical perspective.

Result (نتائج)

Students' Understanding of Citizens' Rights to Public Services

The findings are organized into three analytical themes: (1) students' understanding of citizens' rights and responsibilities in public services, (2) Mobile Passport services as a contextual case for legal education, and (3) the integration of *fiqh siyasah* values into students' understanding of public services. The analysis distinguishes participants' empirical perspectives from findings obtained through observation and document analysis. Legal documents and academic literature are used to interpret the empirical findings rather than being presented as participants' experiences.

1. Students' Understanding of Citizens' Rights and Responsibilities in Public Services

Interview findings indicate that students initially tended to understand public services primarily as administrative facilities provided by the government to fulfill citizens' administrative needs. Their initial explanations focused mainly on registration, document submission, verification, and completion of administrative requirements. Student M1 explained:

"Sebelumnya saya melihat pelayanan publik lebih kepada bagaimana masyarakat mengurus dokumen dan memenuhi persyaratan yang ditetapkan pemerintah. Saya belum terlalu memikirkan bahwa dalam pelayanan itu masyarakat juga mempunyai hak."

A similar perspective was expressed by M2:

"Yang saya pahami sebelumnya, kalau ingin mendapatkan pelayanan kita harus mengikuti prosedur dan membawa dokumen yang diminta. Setelah dibahas lebih jauh, saya baru melihat bahwa masyarakat juga berhak mendapatkan informasi dan pelayanan yang jelas."

These statements indicate that students' initial understanding was predominantly procedural. However, interviews conducted after discussion of the public-service framework showed that participants could identify broader dimensions of citizens' rights, including access to information, equality of treatment, clarity of procedures, service certainty, and accountability.

M3 stated:

"Menurut saya, masyarakat bukan hanya harus memenuhi persyaratan. Mereka juga berhak mendapatkan informasi yang jelas mengenai prosedur, biaya, waktu pelayanan, dan apa yang harus dilakukan apabila ada masalah."

This understanding corresponds with the documentary findings from Law Number 25 of 2009 concerning Public Services, which establishes a legal framework concerning citizens' rights and obligations, service standards, information, complaints, and accountability. The legal document therefore provides the formal basis for interpreting the rights identified by participants.

The interviews further indicate that students recognized the reciprocal relationship between citizens and public-service providers. M4 explained:

"Masyarakat mempunyai kewajiban memberikan data yang benar dan mengikuti prosedur, tetapi kewajiban itu tidak berarti masyarakat kehilangan hak untuk mendapatkan pelayanan yang baik dan sesuai aturan."

The perspective was also reflected in the responses of M5 and M6, who emphasized that citizens must comply with legitimate administrative requirements while public institutions remain responsible for providing services according to established standards. The finding indicates that students increasingly understood public services as a legally regulated relationship involving reciprocal rights and responsibilities rather than merely as an administrative transaction.

2. Mobile Passport Services as a Contextual Case for Legal Education

Interview data show that Mobile Passport provided a concrete context through which students could connect general concepts of citizens' rights with an actual administrative service. Students identified information requirements, appointment procedures, document submission, accessibility, service certainty, and interaction with immigration personnel as aspects that could be examined from a legal perspective.

M7 explained:

"Kalau hanya belajar tentang hak masyarakat dari undang-undang, kadang terasa abstrak. Ketika melihat layanan Mobile Passport, kita bisa melihat bagaimana hak mendapatkan informasi dan pelayanan itu diterapkan dalam proses yang nyata."

This perspective indicates that students perceived the Mobile Passport case as more concrete than an abstract discussion of public-service law. M8 similarly stated:

"Dari Mobile Passport kita bisa melihat siapa yang memberikan pelayanan, apa persyaratan yang harus dipenuhi, dan apa hak masyarakat ketika menggunakan layanan tersebut."

Observation findings complemented these interview responses. The observed Mobile Passport service process involved the provision of service information, administrative requirements, appointment arrangements, document verification, and interaction between service users and immigration personnel. The observation records also indicated that access to the service was structured through predetermined procedures rather than informal interactions. These observations provided empirical context for examining how formal public-service rights are translated into administrative practices.

Document analysis further established that Mobile Passport operates within a formal immigration and public-service regulatory framework. Law Number 25 of 2009 provided the general public-service framework, while relevant immigration regulations and official Mobile Passport information provided more specific information concerning passport administration and service procedures. The documentary evidence was therefore used to distinguish formal legal requirements from participants' perceptions.

The convergence between interview, observation, and documentary findings indicates that Mobile Passport contains several identifiable legal-learning elements. These include citizens' rights, administrative obligations, institutional responsibilities, service standards, and legal procedures. The authors interpret these characteristics as providing a contextual basis for legal education. However, the finding does not mean that the service itself automatically produces learning outcomes; its educational value depends on how the case is analyzed and incorporated into learning activities.

3. Mobile Passport and Students' Legal Literacy

The interview findings indicate that students could identify several activities relevant to legal literacy when analyzing Mobile Passport services. These included identifying rights and obligations, recognizing the legal basis of public services, understanding administrative requirements, and examining institutional responsibilities.

M9 explained:

"Setelah melihat aturan pelayanan publik, saya memahami bahwa kalau ingin menilai suatu pelayanan kita harus melihat dasar hukumnya terlebih dahulu, bukan hanya berdasarkan apakah pelayanan itu mudah atau sulit."

M10 similarly stated:

"Kita harus melihat aturan yang mengatur pelayanan, apa hak masyarakat, apa kewajibannya, dan apa tanggung jawab instansi. Jadi tidak cukup hanya mengetahui prosedurnya."

These statements demonstrate that students associated legal understanding with the ability to identify and verify legal sources. The finding is consistent with the documentary analysis, which showed that the rights and responsibilities associated with public services are established through statutory and regulatory provisions.

The analysis also found that students began to distinguish between general public-service principles and specific immigration-service requirements. For example, students identified equality, accessibility, information, accountability, and service certainty as general public-service dimensions, while passport application requirements and immigration procedures were understood as more specific administrative provisions.

This distinction is relevant to legal literacy because students were required to identify which legal sources were applicable to a particular issue rather than treating all administrative requirements as equivalent. The researchers therefore interpret the findings as indicating that Mobile Passport can provide material for practicing legal-source identification and application.

Nevertheless, the empirical findings do not establish that students' legal literacy increased in a measurable manner. No standardized legal-literacy test or pre-test and post-test comparison was conducted. The finding is therefore limited to identifying students' demonstrated understanding and the aspects of the Mobile Passport case that can potentially be used to develop legal literacy.

4. Mobile Passport and Students' Critical Reasoning

The interview findings also revealed analytical responses when students were asked to examine Mobile Passport beyond the technical process of obtaining a passport. Participants discussed accessibility, information clarity, equality of treatment, institutional responsibility, and the relationship between citizens' obligations and service providers' responsibilities.

M11 stated:

"Kalau prosedurnya sudah ditentukan, kita perlu melihat apakah informasi tentang prosedur tersebut sudah disampaikan dengan jelas kepada masyarakat. Jadi bukan hanya apakah masyarakat memenuhi persyaratan, tetapi juga apakah pelayanan memberikan informasi yang mudah dipahami."

Another student, M12, explained:

"Menurut saya, kalau ada perbedaan antara aturan dan pelaksanaan, kita perlu melihat dulu apa penyebabnya dan aturan mana yang digunakan. Tidak bisa langsung mengatakan bahwa pelayanan itu salah."

These responses demonstrate analytical elements in students' discussions, particularly their attempts to distinguish between formal requirements, implementation, and the responsibilities of different actors. The responses also show that students were encouraged to consider alternative explanations before reaching a conclusion.

The observation and documentary data provided additional material for this analysis. Observation records documented the service procedures and information available to users, while legal documents established the formal requirements and responsibilities applicable to public services. The comparison between these sources created an opportunity for students to examine whether administrative practices corresponded with established legal requirements.

The authors interpret these findings as demonstrating the potential of Mobile Passport as a context for critical reasoning. The analytical process involves identifying an issue, locating relevant sources, comparing requirements with practices, considering the responsibilities of different actors, and formulating a reasoned interpretation. However, because the study did not directly measure changes in critical-thinking ability, the findings should not be interpreted as evidence that Mobile Passport caused an increase in students' critical reasoning.

5. Integration of *Fiqh Siyasa* Values in Students' Legal Understanding

The interview findings indicate that students could relate the provision of public services to normative concepts of justice, responsibility, and public benefit after being introduced to the principles of *fiqh siyasah*. Three principles were particularly emphasized: *al-'adl* (justice), *amanah* (responsibility and trust), and *maslahah* (public benefit).

Regarding *al-'adl*, M3 explained:

"Kalau dikaitkan dengan keadilan, pelayanan seharusnya diberikan tanpa membedakan masyarakat. Semua orang harus mendapatkan informasi dan kesempatan pelayanan sesuai dengan aturan."

This perspective connects justice with equality of treatment and access to public services. The observation and documentary findings, however, do not establish that every aspect of service implementation was empirically assessed according to the principle of *al-'adl*. Rather, the principle functioned as a normative concept introduced during the educational analysis.

The principle of *amanah* was associated by students with institutional responsibility. M5 stated:

"Kalau pemerintah atau petugas diberi tanggung jawab untuk memberikan pelayanan, berarti pelayanan itu harus dilakukan dengan benar dan sesuai aturan. Itu menurut saya berkaitan dengan amanah."

Students also related *amanah* to citizens' responsibilities. M6 explained:

"Amanah bukan hanya tanggung jawab petugas. Masyarakat juga harus memberikan data yang benar dan mengikuti prosedur yang memang diwajibkan."

These responses indicate that students understood *amanah* as involving reciprocal responsibility between public institutions and citizens.

The principle of *maslahah* was discussed in relation to the public benefits of administrative services. M8 explained:

"Pelayanan yang baik bukan hanya cepat, tetapi harus memberikan manfaat bagi masyarakat dan tetap sesuai dengan aturan. Kalau pelayanan memudahkan masyarakat tetapi mengabaikan aturan, itu juga menjadi masalah."

This finding indicates that students connected public benefit with both accessibility and compliance with legal requirements. The concept of *maslahah* therefore provided an additional perspective for discussing the purpose and consequences of public-service arrangements.

The three principles were subsequently distinguished from Indonesian positive law. Law Number 25 of 2009 and relevant immigration regulations were used to determine the formal legal framework governing citizens' rights, administrative requirements, and institutional responsibilities. By contrast, *al-'adl*, *amanah*, and *maslahah* were used as Islamic normative and ethical concepts for reflecting on justice, responsibility, and public benefit.

6. Distinction Between Empirical Findings and Documentary Interpretation

The comparison of the three data sources demonstrates different functions of each type of evidence. Interview data provided information concerning participants' understanding, experiences, and interpretations. Observation provided contextual information concerning the characteristics of Mobile Passport services and the service environment. Legal and institutional documents established the formal legal framework governing public services and immigration administration.

For example, students' statements concerning the right to information represent participants' perspectives, whereas the recognition of information rights under Law Number 25 of 2009 represents a finding derived from documentary analysis. Similarly, students' discussion of *al-'adl* represents an empirical finding concerning their interpretation of the principle, while the conceptual meaning of *al-'adl* derives from Islamic normative literature.

This distinction is important because the findings of the study are not based exclusively on participants' perceptions. Instead, empirical perspectives were compared with observation records and authoritative documentary sources. The researchers then synthesized these different forms of evidence to identify the educational relevance of Mobile Passport.

Overall, the findings indicate that Mobile Passport contains identifiable legal, administrative, institutional, and normative dimensions that can be transformed into contextual learning activities. Students' responses demonstrate engagement with citizens' rights, administrative responsibilities, legal sources, and institutional roles. Observation and document analysis provide contextual and legal support for these perspectives. The integration of *fiqh siyasah* further provides an ethical dimension for discussing justice, responsibility, and public benefit.

The principal empirical finding is therefore that students were able to discuss Mobile Passport beyond its technical administrative function and relate the service to citizens' rights, institutional responsibilities, and normative considerations. The educational interpretation is that these characteristics make Mobile Passport a potentially useful contextual case for developing legal literacy and critical reasoning. The latter remains a potential educational benefit rather than a measured learning outcome of the present study.



Discussion (مناقشة)

Mobile Passport Services as a Context for Rights-Based Legal Education

The findings demonstrate that Mobile Passport services can function as a contextual case for helping students understand citizens' rights and responsibilities within public-service relationships. The empirical evidence indicates that students did not view the service merely as a technical mechanism for processing passport applications. Through discussion of service procedures, requirements, accessibility, information, and institutional responsibilities, students

were able to relate administrative practices to broader questions concerning citizens' rights and the obligations of public institutions. This finding is consistent with Mulyani (2019), who demonstrates through the Street Law model that legal education becomes more meaningful when legal knowledge is connected with practical legal problems encountered in everyday life. However, the present study differs from the Street Law orientation because Mobile Passport is not used primarily as a vehicle for providing direct legal assistance to communities. Rather, it is positioned as a public-service case through which students analyze the relationship between legal rights, administrative procedures, and institutional responsibilities.

This distinction represents one of the specific contributions of the present study. Previous research on contextual and case-based legal education generally emphasizes the importance of connecting legal concepts with concrete social problems, while studies of public services tend to focus on administrative effectiveness, accessibility, or institutional performance. The present findings bring these two strands together by repositioning a public-service mechanism as a legal-learning context. Mobile Passport provides students with an observable relationship between citizens and the state in which legal rights, administrative obligations, institutional authority, and service accountability can be examined simultaneously. Thus, the contribution is not simply the introduction of Mobile Passport as a new teaching example, but the demonstration of how a contemporary administrative service can become a structured context for rights-based legal learning.

The findings further show that students' understanding of public services develops beyond procedural compliance when the service is analyzed from a rights-based perspective. Students recognized that citizens have obligations to provide accurate information, fulfill administrative requirements, and follow legitimate procedures, but these obligations coexist with rights to information, accessibility, certainty, equality, and accountable services. This finding is important because it challenges a narrow understanding of legal literacy in which citizens are positioned primarily as subjects who must comply with administrative rules. Instead, the Mobile Passport case allows students to understand the reciprocal character of public-service relationships: citizens are required to comply with valid legal requirements, while public institutions are required to exercise their authority within the applicable legal framework.

This finding also extends the discussion of legal education by showing that ordinary administrative interactions can provide substantial material for legal reasoning. Students do not necessarily need to begin with complex judicial disputes to examine concepts such as legal certainty, equality, institutional authority, and accountability. A public-service encounter may contain several layers of legal questions that can be identified through systematic analysis. In the present study, Mobile Passport therefore serves as a bridge between formal legal doctrine and students' experiences as citizens. The specific educational contribution lies in making abstract concepts of citizenship rights more concrete through an administrative service that students can observe, question, and analyze.

Legal Literacy and Critical Reasoning through Public-Service Cases

The findings indicate that Mobile Passport can provide a contextual basis for developing students' legal literacy by requiring them to identify legal sources, understand administrative procedures, distinguish rights from obligations, and examine institutional responsibilities. This finding complements Radini et al. (2026), who identify legal knowledge, legal awareness, and law-abiding behaviour as important dimensions of legal literacy among Civic Education students. While Radini et al. emphasize the dimensions of legal literacy, the present study contributes a contextual mechanism through which these dimensions can be examined in practice. Mobile Passport gives students a concrete case in which legal knowledge is connected to administrative procedures and citizens' experiences.

The distinction is important because legal literacy should not be understood merely as the ability to recall statutory provisions. In the present study, the educational value of Mobile Passport emerges when students are encouraged to ask which legal provisions regulate the service, what rights and obligations arise from those provisions, which institution holds particular responsibilities, and whether administrative practices can be understood within the applicable legal framework. Such activities move students from legal recognition toward legal interpretation. The contribution of the present findings is therefore located in the process of transforming a public-service case into an analytical exercise involving legal-source verification, institutional analysis, and evidence-based interpretation.

The findings are also relevant to Kurniawan et al. (2026), who report a significant relationship between legal literacy and compliance among Pancasila and Civic Education students. The present study does not establish a quantitative relationship between legal literacy and compliance, nor does it measure behavioural change among students. Its contribution is instead qualitative: the Mobile Passport case reveals how students can be encouraged to recognize that responsible citizenship involves both awareness of rights and compliance with legitimate administrative requirements. This reciprocal understanding prevents legal literacy from being reduced either to passive obedience or to an unrestricted assertion of rights. Students are instead encouraged to evaluate rights and obligations within their respective legal contexts.

The findings also provide a more specific explanation of how critical reasoning can be incorporated into contextual legal education. Students are not simply required to determine whether a public service is satisfactory. They are encouraged to identify the applicable legal basis, examine the responsibilities of the relevant institution, distinguish formal requirements from practical implementation, and formulate conclusions based on documentary evidence. This process requires students to move from description toward justification. Consequently, the contribution of Mobile Passport as a learning case lies in creating a structured sequence of reasoning: identifying the legal issue, locating authoritative sources, interpreting the relevant provisions, examining institutional responsibilities, comparing legal requirements with service practices, and constructing an evidence-based conclusion.

This finding also complements Syamsuddin (2026), who highlights the contribution of case-based legal learning to students' legal understanding, awareness of rights and obligations, critical thinking, and application of legal values. While Syamsuddin emphasizes case-based learning more generally, the present study specifies a type of case that can be particularly productive for legal education: an everyday public-service interaction in which students can simultaneously examine law, administration, citizenship, and institutional authority. The present study therefore contributes not by claiming that Mobile Passport has empirically increased students' legal literacy or critical reasoning, but by demonstrating its potential as a contextual learning resource based on the participants' perspectives and the characteristics of the service examined.

Fiqh Siyasah as Complementary Ethical Reflection

The integration of fiqh siyasah provides an additional normative and ethical dimension to students' understanding of public services. The findings indicate that al-'adl, amanah, and maslahah can help students reflect on justice, institutional responsibility, and public benefit. However, these principles should not be positioned as alternative legal standards that replace Indonesian legislation and administrative regulations. Indonesia's positive legal framework remains the formal basis for determining citizens' rights, administrative requirements, institutional authority, and the legality of public-service practices. Fiqh siyasah operates at a different analytical level by providing an Islamic normative perspective through which students can reflect on the ethical purposes and responsible exercise of public authority.

This distinction strengthens rather than weakens the educational integration of Islamic values. Salsabila (2025), for example, demonstrates that Islamic principles such as al-'adl, al-maslahah, and amanah can contribute to discussions of administrative-law reform and good governance in Indonesia. The present study extends this argument into the field of legal education. Instead of using fiqh siyasah as the sole framework for judging whether a public service is legally valid, the study uses it as a complementary perspective after the relevant positive-law framework has been identified. Students can therefore distinguish between two questions: first, what does Indonesian law formally require; and second, how can the exercise of public authority be ethically evaluated through Islamic normative principles?

The principle of al-'adl complements positive law by providing an ethical perspective on justice and fairness in the implementation of legally established rights. In the Mobile Passport context, students can use al-'adl to reflect on equal treatment, accessibility, consistency of procedures, and the avoidance of arbitrary discrimination. Nevertheless, the formal determination of whether discriminatory treatment violates citizens' rights must remain grounded in applicable Indonesian laws and regulations. Al-'adl therefore does not create a parallel immigration law; rather, it provides a moral and ethical lens for evaluating how legally established public-service responsibilities ought to be exercised.

The principle of amanah similarly complements the legal concept of institutional responsibility. Public officials exercise authority on behalf of public institutions and therefore have ethical responsibilities concerning honesty, professionalism, transparency, and proper administration. Kristianto et al. (2023), in their study of public-service information through a fiqh siyasah perspective, identify justice, honesty, equality, and related Islamic values as relevant to contemporary public-service practices. The present study extends this perspective by placing the principle of amanah within legal education. Students are encouraged to understand that institutional authority is not merely a formal legal competence but also carries an ethical responsibility. At the same time, the formal duties and standards of public officials remain determined by Indonesian law and institutional regulations.

The principle of maslahah provides a complementary perspective concerning the public benefits that public services are intended to produce. In the Mobile Passport context, students can discuss whether administrative arrangements promote accessibility, convenience, transparency, efficiency, and legitimate public interests. Suhaimi and Syalafiyah (2025), for example, connect maslahah with contemporary digital public-service transformation. The present study contributes a pedagogical dimension by showing how maslahah can be used to encourage students to think about the broader purposes of public administration. Importantly, maslahah is not used in this study to determine the legal validity of Mobile Passport procedures independently of positive law. Rather, it encourages ethical reflection on whether the implementation of legally established services is oriented toward legitimate public benefit.

The complementary relationship can therefore be represented as a sequence of analysis rather than an equivalence of legal systems. Students first identify the applicable Indonesian legal provisions and institutional rules; they then analyze how rights, obligations, and authority operate within that framework; finally, they use al-'adl, amanah, and maslahah to reflect on the ethical dimensions of justice, responsibility, and public benefit. This sequence preserves the authority of Indonesia's positive legal framework while allowing Islamic normative thought to enrich students' interpretation of public-service governance. Such an approach is particularly relevant in an Islamic higher-education context because it promotes integration without collapsing the distinction between positive law and Islamic ethical principles.

Specific Contribution to Contextual Legal Education

Taken together, the findings make a specific contribution to contextual legal education by demonstrating a three-layer analytical structure. First, Mobile Passport functions as a concrete public-service case through which students encounter an actual relationship between citizens and a state institution. Second, legal literacy provides the analytical competence through which students identify rights, obligations, legal sources, procedures, and institutional responsibilities. Third, *fiqh siyasah* provides an ethical and normative perspective through which students reflect on justice, responsibility, and public benefit. The three components therefore perform different but complementary functions.

This contribution also distinguishes the present study from previous studies that examine legal education, legal literacy, public services, or Islamic governance separately. Mulyani (2019) emphasizes practical legal education through the Street Law model; Radini et al. (2026) discuss dimensions of legal literacy; Kurniawan et al. (2026) examine the relationship between legal literacy and compliance; Syamsuddin (2026) highlights the value of case-based legal learning; while Salsabila (2025), Kristianto et al. (2023), and Suhaimi and Syalafiyah (2025) demonstrate the relevance of Islamic principles to public-service and governance issues. The present study connects these strands through one contextual case and shows how public-service experiences can become a meeting point between legal knowledge, civic responsibility, and Islamic ethical reflection.

The pedagogical implication for UIN Fatmawati Sukarno Bengkulu is that Mobile Passport can be incorporated into learning activities without treating the service itself as the object of institutional performance evaluation. Lecturers can use the case to require students to verify legal sources, map institutional responsibilities, identify citizens' rights and obligations, compare formal rules with service practices, and subsequently reflect on the case through *al-'adl*, *amanah*, and *maslahah*. This sequence encourages students to distinguish facts from interpretations, legal requirements from ethical judgments, and institutional authority from personal opinion. Such distinctions are essential for developing more disciplined forms of legal reasoning.

The study therefore contributes a contextual and integrative approach to legal education rather than proposing a new empirical theory of learning. Its main contribution lies in demonstrating how an everyday public-service mechanism can be transformed into a structured learning case that connects positive law, citizenship, administrative responsibility, and Islamic ethics. The findings support the educational potential of this approach, but they should not be interpreted as evidence that Mobile Passport has independently produced measurable improvements in students' legal literacy or critical reasoning. Such effects would require further empirical assessment using appropriate learning-outcome measures, such as pre-test and post-test designs, classroom intervention studies, or longitudinal research.



Conclusion (خاتمة)

This study concludes that Mobile Passport services in Bengkulu Province can function as meaningful contextual material for legal education on citizens' rights to public services. The findings indicate that students can develop a broader understanding of public-service rights by examining concrete issues related to administrative procedures, accessibility, service certainty, institutional responsibilities, and citizens' obligations. The use of Mobile Passport services as a contextual case also provides opportunities for students to strengthen legal literacy and critical reasoning through legal-source verification, case analysis, institutional mapping, and reflective discussion. The integration of *fiqh siyasah* values, particularly *al-'adl* (justice), *amanah* (responsibility), and *maslahah* (public benefit), further enriches students' ethical understanding of public services while maintaining a clear distinction between Indonesia's positive legal framework and Islamic normative principles. In the context of UIN Fatmawati Sukarno

Bengkulu, this approach demonstrates that contemporary public-service issues can be transformed into relevant learning resources for developing students' awareness of citizens' rights, institutional responsibilities, and responsible citizenship. The study therefore contributes to legal education by connecting formal legal knowledge with practical public-service contexts and Islamic ethical values.

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