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The Implementation of Child Protection Education in the Handling and Rehabilitation of Crime Victims by the Bengkulu Regional Police: A Fiqh Siyasah Perspective

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Abstract:
Child protection requires an integrated approach that combines education, law enforcement, and rehabilitation to ensure the safety and well-being of child victims of crime. This study aims to examine the implementation of child protection education in the handling and rehabilitation of child victims by the Bengkulu Regional Police (Polda Bengkulu) from the perspective of *fiqh siyasah*. Employing a qualitative descriptive approach, the study is designed to explore child protection initiatives, victim-handling procedures, rehabilitation services, and coordination among relevant institutions. Data are intended to be collected through interviews, observations, and documentary analysis, with thematic analysis used to identify patterns in institutional practices and implementation challenges. The findings are then examined through the principles of justice (*'adl*), public benefit (*maslahah*), and the prevention of harm (*mafsadah*). The study highlights the importance of connecting public education with child-sensitive law enforcement, accessible rehabilitation services, and sustained interinstitutional cooperation. From the perspective of *fiqh siyasah*, these efforts reflect the ethical responsibility of public authorities to protect vulnerable members of society while complementing Indonesia's national child protection framework. This study is expected to contribute to the development of a more integrated, responsive, and child-centered approach to child protection.

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Introduction (مقدمة)

Child protection is a fundamental responsibility of the state in ensuring that every child can grow and develop in a safe, healthy, and dignified environment. Children are particularly vulnerable to various forms of violence, exploitation, neglect, and other criminal acts because of their physical, psychological, and social conditions. The consequences of such crimes may extend beyond physical injuries to include psychological trauma, social stigma, and disruptions to children's educational and social development. Therefore, child protection should not be limited to law enforcement but should also encompass prevention, education, victim assistance, and rehabilitation. This comprehensive approach reflects the principle that children are rights holders who require special protection from the state, families, communities, and relevant institutions.

Child protection education is an important component of efforts to prevent violence and strengthen public awareness of children's rights. Such education aims to help children recognize potentially harmful situations, understand their rights, identify safe sources of assistance, and report incidents of violence without fear. Parents, teachers, community members, and law enforcement officers also need adequate knowledge to identify signs of abuse and respond appropriately to reports of victimization. Mansir (2022) emphasizes the importance of educational institutions in promoting child protection and preventing violence through appropriate educational and institutional measures. Consequently, child protection education should be understood as a collaborative process that involves formal education, family-based learning, community awareness, and institutional outreach.

The handling of child victims of crime requires a victim-centered and child-sensitive approach. Children who experience violence may face secondary victimization when the procedures used by authorities expose them to repeated questioning, intimidation, blame, or unnecessary disclosure of their personal experiences. Such treatment may intensify trauma and discourage victims from seeking assistance or participating in legal proceedings. Research on child-friendly justice highlights the importance of protecting children's dignity, privacy, psychological well-being, and procedural rights throughout the justice process. Accordingly, law enforcement agencies need to ensure that investigative procedures are adapted to children's developmental needs and that interactions with victims do not create further harm.

Rehabilitation is another essential dimension of child protection because the effects of crime may continue even after the immediate incident has been addressed. Children who become victims may require psychological counseling, medical assistance, social support, educational continuity, and protection from further threats. The type and intensity of rehabilitation should be determined by the child's circumstances, the nature of the crime, and the consequences experienced by the victim. Coordination among law enforcement agencies, social workers, health professionals, educational institutions, and child protection services is therefore necessary to provide appropriate and sustained assistance. Rehabilitation should not merely be viewed as a supplementary service but as part of a comprehensive response intended to restore children's well-being, dignity, and capacity to participate in social life.

In Indonesia, the legal framework for child protection is primarily established through Law No. 35 of 2014 concerning Amendments to Law No. 23 of 2002 on Child Protection. This framework affirms the state's obligation to protect children from violence, discrimination, exploitation, and other forms of abuse. Child protection also requires the involvement of institutions responsible for prevention, law enforcement, victim assistance, and recovery. Madnur and Irfan (2023) discuss child protection in Indonesia from the perspectives of national and Islamic law, illustrating the relevance of examining legal protection through complementary normative frameworks. Nevertheless, the effectiveness of legal provisions depends on their implementation, the availability of institutional resources, the competence of personnel, and the coordination of services for child victims.

The Bengkulu Regional Police (*Kepolisian Daerah Bengkulu* or Polda Bengkulu) has an important role in addressing criminal cases involving children, particularly in receiving reports, conducting investigations, protecting victims during legal procedures, and coordinating with relevant institutions. Police officers may also contribute to public education by disseminating information about children's rights, reporting mechanisms, and the prevention of violence. The implementation of these responsibilities requires sensitivity to children's psychological conditions, confidentiality, and the risk of further victimization. Effective handling should therefore connect law enforcement procedures with appropriate referral systems and rehabilitation services. Examining the role of Polda Bengkulu provides an opportunity to understand how child protection principles are translated into institutional practices within a specific regional context.

The relationship between child protection education and law enforcement is important because public awareness alone cannot guarantee effective protection when institutional responses are inadequate. Conversely, professional law enforcement may encounter difficulties when victims and their families do not understand reporting procedures, available assistance, or their legal rights. Child protection education can help bridge this gap by strengthening awareness, encouraging early reporting, and improving cooperation between communities and relevant institutions. Research on legal protection for children, including the work of Djanggih (2018), demonstrates the importance of combining legal approaches with preventive and non-penal measures in responding to crimes against children. Integrating educational initiatives with victim handling and rehabilitation may therefore support a more comprehensive child protection system.

From the perspective of *fiqh siyasah*, child protection can be examined as part of the responsibility of public authorities to govern in the interests of justice, welfare, and the protection of vulnerable members of society. The concept emphasizes that the exercise of public authority should be directed toward the realization of public benefit (*maslahah*) and the prevention of harm (*mafsadah*). The protection of children is also closely related to the objectives of Islamic law (*maqāṣid al-sharīʿah*), particularly the preservation of life (*ḥifẓ al-nafs*), intellect (*ḥifẓ al-ʿaql*), and lineage or family continuity (*ḥifẓ al-nasl*). Research examining child protection through Islamic legal perspectives indicates that the principles of justice, responsibility, and welfare are relevant to evaluating state policies and institutional practices. Within this framework, police action should not be assessed solely in terms of procedural compliance but also in terms of its contribution to children's safety, dignity, and recovery.

Previous studies have addressed child protection from various perspectives, including national law, Islamic law, educational prevention, and restorative justice. Kayowuan Lewoleba and Fahrozi (2020), for example, examined factors associated with sexual violence against children, while Yusefri et al. (2024) analyzed the protection of child labor rights through a *maqāṣid al-sharīʿah* framework. Other studies have explored the philosophical and sociological foundations of child protection and the application of Islamic legal principles to children's rights. Although these studies provide important conceptual and empirical foundations, further investigation is needed into how child protection education is connected to the practical handling and rehabilitation of crime victims within a regional police institution. The present study addresses this issue by examining Polda Bengkulu through the combined perspectives of child protection education, institutional responsibility, and *fiqh siyasah*.

This study aims to analyze the implementation of child protection education in the handling and rehabilitation of crime victims by Polda Bengkulu from the perspective of *fiqh siyasah*. Specifically, it examines the forms of educational and preventive efforts related to child protection, the procedures and institutional coordination involved in handling child victims, and the support provided for rehabilitation and recovery. It also considers how these practices

correspond to the principles of justice, public responsibility, and *maslahah* within Islamic political jurisprudence. By bringing educational, institutional, and Islamic legal perspectives into a single analytical framework, the study is expected to contribute to a more integrated understanding of child protection practices. Its findings may also provide recommendations for strengthening child protection education, improving coordination among relevant institutions, and ensuring that the handling and rehabilitation of child victims are conducted in a humane, responsive, and rights-based manner.

Method (منهج)

This study employed a qualitative descriptive approach to examine the implementation of child protection education in the handling and rehabilitation of child victims of crime by the Bengkulu Regional Police (Polda Bengkulu) from the perspective of *fiqh siyasah*. This approach was selected to obtain an in-depth understanding of institutional practices, the experiences of relevant stakeholders, and the challenges encountered in implementing child protection measures. The research focused on child protection education, procedures for handling child victims, coordination between law enforcement agencies and related institutions, and rehabilitation efforts. Data were collected through semi-structured interviews with relevant police officers and representatives of child protection institutions, observations of relevant activities where access was permitted, and documentation of applicable regulations, institutional records, and child protection policies. Research participants were selected purposively based on their roles, knowledge, and involvement in child protection and victim assistance. Ethical considerations, including informed consent, confidentiality, and the protection of children's identities, were maintained throughout the research process.

The data were analyzed using a thematic analysis process involving data familiarization, coding, theme development, interpretation, and the formulation of conclusions. The analysis focused on identifying patterns related to educational initiatives, victim-handling procedures, rehabilitation support, institutional coordination, and implementation challenges. Data credibility was strengthened through triangulation of interview findings, observations, and documentary evidence, as well as cross-checking information from different sources where appropriate. The findings were subsequently examined through the framework of *fiqh siyasah*, particularly the principles of justice (*'adl*), public responsibility, public benefit (*maslahah*), and the prevention of harm (*mafsadah*). These principles were used as an analytical framework to assess the extent to which child protection practices support the safety, dignity, rights, and recovery of child victims. The interpretation also considered the relationship between Islamic political jurisprudence and Indonesia's applicable child protection laws, recognizing that Islamic ethical principles complement rather than replace the national legal framework.

Result (نتائج)

Implementation of Child Protection Education and Handling of Child Victims

Child protection education is an important component of efforts to prevent violence against children and strengthen public understanding of children's rights. In the context of Polda Bengkulu, this research focuses on how child protection education is implemented through preventive activities, public awareness initiatives, and the dissemination of information concerning reporting mechanisms and victim protection. Such activities can help children, parents, teachers, and community members recognize forms of violence and understand the procedures for seeking assistance. The implementation of these initiatives needs to be examined through institutional documents, interviews with relevant personnel, and evidence of

educational activities. This examination provides a basis for identifying the forms, target groups, implementation mechanisms, and institutional support associated with child protection education.

The handling of child victims constitutes another important dimension of institutional child protection. The procedures examined in this study include the receipt of reports, initial communication with victims and their families, the collection of information, and coordination with relevant professionals when specialized assistance is required. A child-sensitive approach should prioritize the victim's safety, privacy, dignity, and psychological condition throughout the legal process. The handling process also needs to minimize repeated questioning and other practices that may cause further psychological distress. Evidence from interviews and institutional records is necessary to establish how these principles are applied in cases handled by Polda Bengkulu and to identify areas in which procedures may require improvement.

The relationship between child protection education and victim handling is also relevant to understanding the overall institutional response. Educational initiatives can improve public awareness of reporting procedures, while effective handling mechanisms can strengthen public confidence in child protection institutions. This relationship can be assessed by examining how information provided to communities is connected to reporting channels, victim assistance, and referrals to specialized services. Particular attention should be given to the accessibility of information for children and families, the responsiveness of officers, and the availability of appropriate support during the reporting process. The findings should distinguish between formal policies, activities documented by the institution, and practices confirmed through interviews or observations.

Rehabilitation and Coordination among Child Protection Institutions

Rehabilitation is a central element of a comprehensive response to children who experience criminal victimization. Depending on the nature of the crime and the individual needs of the victim, recovery may involve psychological counseling, medical assistance, social support, family intervention, and educational continuity. In examining rehabilitation practices associated with Polda Bengkulu, the research considers the mechanisms through which child victims are referred to relevant service providers and the forms of assistance available after the initial handling of a case. The analysis also considers whether the assistance provided corresponds to the needs of individual victims and whether follow-up support is available. Information from police personnel, child protection professionals, and relevant institutional documents is needed to establish the actual scope and continuity of rehabilitation services.

Institutional coordination is important because the needs of child victims often extend beyond the responsibilities of law enforcement agencies. Police institutions, child protection agencies, social workers, health professionals, and educational institutions may have complementary roles in providing protection and recovery services. Effective coordination requires clear referral procedures, communication between institutions, the protection of confidential information, and clarity regarding the responsibilities of each service provider. This study therefore examines the coordination mechanisms relevant to cases involving child victims, including the process of connecting victims with specialized assistance and maintaining communication between institutions. The empirical findings should identify the institutions involved, the forms of cooperation documented, and any obstacles reported by participants rather than assuming that coordination operates uniformly in every case.

The continuity of rehabilitation also deserves attention because the completion of an investigation does not necessarily indicate that a child has fully recovered from the consequences of victimization. Children may continue to require psychological support, a safe family environment, social reintegration, and assistance in maintaining their education. The research

therefore considers whether follow-up arrangements exist and how the responsibilities of relevant institutions are maintained after the initial response. Potential issues for investigation include limited service availability, resource constraints, difficulties in coordinating referrals, and barriers faced by families seeking assistance. The actual findings should clarify which challenges were identified in the field, how they affected services, and what measures were taken by the institutions involved.

3. Child Protection Practices within the Framework of Fiqh Siyasah

The findings concerning child protection education, victim handling, and rehabilitation can be examined through the normative principles of *fiqh siyasah*. This perspective emphasizes that public authority carries a responsibility to promote justice, protect vulnerable groups, and ensure that institutional decisions serve the public interest. In this study, the principle of *'adl* (justice) provides a basis for assessing whether child victims receive fair treatment and protection without discrimination. The principle of *maslahah* (public benefit) is relevant to evaluating whether institutional measures prioritize children's safety, welfare, and recovery. Meanwhile, the prevention of *mafsadah* (harm) provides a framework for examining efforts to prevent further violence, intimidation, and secondary victimization. These principles can be applied to the empirical findings to assess the relationship between institutional practices and the ethical responsibilities of public authorities.

The application of *fiqh siyasah* also requires consideration of the relationship between Islamic ethical principles and Indonesia's national child protection framework. National legislation establishes the legal obligations and institutional responsibilities associated with child protection, while *fiqh siyasah* offers a normative perspective for evaluating justice, public accountability, and the welfare of children. The analysis therefore considers whether the practices documented in the research reflect these complementary dimensions, particularly in the provision of educational information, the treatment of victims, and access to rehabilitation. The assessment should be based on evidence obtained from interviews, observations, and relevant documents, with distinctions made between established practices, implementation gaps, and recommendations for improvement. This approach provides a foundation for the subsequent discussion of how child protection education and victim rehabilitation can be strengthened through a rights-based institutional response informed by the principles of *fiqh siyasah*.

Discussion (مناقشة)

Child Protection Education and Child-Sensitive Law Enforcement

The implementation of child protection education needs to be understood as a continuous process that connects prevention, public awareness, reporting mechanisms, and institutional responses. Educational initiatives are most effective when children and their families understand not only the forms of violence but also how to seek assistance and access protection services. The World Health Organization (WHO et al., 2016), through the INSPIRE framework, identifies education and life skills, the implementation of laws, safe environments, and response services as interconnected strategies for preventing violence against children. This framework suggests that child protection education should not operate independently of law enforcement and victim assistance. In the context of Polda Bengkulu, the relevance of this approach lies in examining whether educational initiatives are connected to accessible reporting procedures and appropriate responses to cases involving child victims.

Child protection education also needs to accommodate children's developmental stages, communication abilities, and different levels of understanding. Information intended for children should use clear language and practical examples, while information for parents and teachers

should emphasize early recognition, appropriate responses, and referral procedures. Educational activities that merely communicate legal provisions may have limited practical value if participants do not understand how to apply the information in real situations. Therefore, evaluation should consider not only the number of educational activities conducted but also their accessibility, relevance, and contribution to public understanding. Such an approach allows the implementation of child protection education to be assessed in terms of its practical value rather than its administrative completion alone.

The handling of child victims requires law enforcement officers to recognize that children may experience fear, confusion, shame, or difficulty describing traumatic experiences. Lamb et al. (2008) explain the importance of structured investigative interviews that take account of children's memory, communication skills, and developmental characteristics. Their work supports the use of appropriate questioning techniques and interview procedures that minimize unnecessary pressure on children. In practice, child-sensitive handling should involve clear explanations, non-intimidating communication, appropriate confidentiality safeguards, and the avoidance of leading questions. For Polda Bengkulu, these principles provide an analytical basis for assessing whether investigative practices protect children's dignity while enabling the collection of relevant information.

A further consideration is the relationship between legal accountability and the prevention of secondary victimization. Children may experience additional distress when they are repeatedly asked to recount traumatic events, exposed to unnecessary disclosure, or treated without sufficient sensitivity. The United Nations Economic and Social Council (2005), in its Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime, emphasizes the need to protect the dignity, privacy, safety, and well-being of child victims and witnesses throughout the justice process. These principles indicate that procedural effectiveness should not be measured solely by the progress of an investigation. The quality of the process also depends on how effectively children are protected from further harm while their rights and needs are respected.

Rehabilitation, Psychological Recovery, and Institutional Coordination

The rehabilitation of child victims should be approached as a process of recovery rather than merely a follow-up activity after the reporting or investigation stage. Children who experience violence may require different forms of support depending on the nature of the incident, their personal circumstances, and the availability of family or community support. Herman (1992), in *Trauma and Recovery*, emphasizes the importance of safety, healing relationships, and reconnection in understanding recovery from traumatic experiences. Although this work is not limited to child victims in police investigations, its conceptual framework highlights why protection and psychological support should accompany legal processes. Accordingly, rehabilitation associated with cases handled by Polda Bengkulu should be examined in terms of whether assistance responds to victims' individual needs and supports their longer-term well-being.

Psychological recovery also requires sensitivity to the possibility that children respond differently to traumatic experiences. Some children may express distress directly, whereas others may demonstrate withdrawal, changes in behavior, difficulties in learning, or reluctance to discuss the incident. A standardized response that ignores these differences may fail to address the actual needs of individual victims. Rehabilitation therefore requires appropriate assessment and, where necessary, referral to qualified mental health professionals. The involvement of families should also be considered carefully, particularly when family members are able to provide support and when their involvement does not create additional risks for the child.

Institutional coordination is essential because police officers cannot independently provide every form of assistance required by child victims. Law enforcement agencies, social services, health professionals, psychologists, educational institutions, and child protection organizations may contribute different forms of support. The WHO et al. (2016) INSPIRE framework similarly recognizes response and support services as an important component of a broader strategy to address violence against children. Effective coordination should therefore include clear referral pathways, defined institutional responsibilities, appropriate information-sharing arrangements, and follow-up mechanisms. In examining Polda Bengkulu, the central issue is not simply whether cooperation agreements or institutional partnerships exist, but whether coordination results in accessible and continuous assistance for child victims.

The continuity of rehabilitation raises an important question concerning institutional responsibility after the immediate legal process has progressed. A completed investigation does not necessarily mean that the psychological, social, and educational consequences of victimization have been resolved. Follow-up support may be needed to help children return to school, rebuild relationships, access counseling, and regain a sense of safety. Institutional arrangements should therefore clarify which agencies are responsible for follow-up, how referrals are documented, and how confidentiality is maintained across services. These considerations provide a basis for developing recommendations to strengthen rehabilitation systems, while the actual barriers and achievements of Polda Bengkulu must be established through the study's empirical evidence.

Child Protection from the Perspective of Fiqh Siyasah

The perspective of *fiqh siyasah* offers a normative framework for evaluating the responsibilities of public authorities in protecting children from violence and supporting their recovery. Its relevance lies in connecting the exercise of governmental authority with justice, public welfare, accountability, and the prevention of harm. Auda (2008), through his systems approach to *maqāṣid al-sharīʿah*, emphasizes the importance of examining Islamic legal objectives in a holistic and purpose-oriented manner. This perspective encourages an assessment that goes beyond formal compliance with individual rules and considers the broader objectives of institutional action. Applied to child protection, it provides a basis for examining whether educational initiatives, investigative procedures, and rehabilitation arrangements contribute to children's safety, dignity, and well-being.

The principle of *'adl* (justice) is relevant to the treatment of child victims throughout the protection process. Justice requires that children receive appropriate protection without discrimination and that their developmental needs are taken seriously in institutional decision-making. This principle also supports procedures that allow children to communicate their experiences without intimidation or inappropriate pressure. In this sense, justice cannot be reduced to the punishment of perpetrators; it also involves the protection of victims' rights during investigation and their access to appropriate assistance. The application of *'adl* to Polda Bengkulu should therefore be assessed through evidence concerning the treatment of victims, the accessibility of protection mechanisms, and the consistency of procedures with applicable legal safeguards.

The principle of *maslahah* (public benefit) provides a complementary perspective by emphasizing the importance of policies and practices that protect children's welfare and support their development. From this standpoint, child protection education is valuable when it strengthens awareness and helps communities recognize and respond to violence. Rehabilitation is similarly important because it addresses the consequences of victimization and supports children's ability to participate in family, educational, and social life. Auda's (2008) approach is relevant here because it encourages a holistic assessment of legal and institutional systems in light

of their intended purposes. Nevertheless, claims that particular practices realize *maslahah* should be grounded in evidence of their implementation and contribution to child welfare, rather than inferred solely from their stated objectives.

The prevention of *mafsadah* (harm) further emphasizes the obligation to avoid practices that expose children to additional risks during the protection process. Unnecessary disclosure of identities, insensitive questioning, inadequate referral arrangements, and interruptions in rehabilitation may undermine the objectives of child protection. A harm-prevention perspective therefore requires institutions to consider not only the immediate legal response but also the possible consequences of their procedures for victims' psychological and social well-being. This principle complements child-sensitive justice standards by encouraging preventive safeguards throughout reporting, investigation, and recovery. In the context of Polda Bengkulu, its practical application should be examined by identifying the safeguards used, the risks encountered, and the measures taken to address them.

The integration of *fiqh siyasah* with Indonesia's national child protection framework should ultimately be understood as a complementary analytical approach. National law establishes binding legal obligations and institutional procedures, while *fiqh siyasah* provides an ethical and normative perspective for evaluating justice, public responsibility, and public welfare. The two should not be presented as competing systems or as substitutes for one another. Instead, the principles of *'adl*, *maslahah*, and harm prevention can enrich the interpretation of institutional responsibilities while maintaining compliance with applicable legislation. This integrated perspective provides a foundation for evaluating child protection education, victim handling, and rehabilitation at Polda Bengkulu and for formulating recommendations that prioritize children's rights, dignity, safety, and recovery.

Conclusion (خاتمة)

This study highlights the importance of integrating child protection education, child-sensitive law enforcement, and rehabilitation into a comprehensive approach to protecting child victims of crime. Child protection education can strengthen public awareness of children's rights, encourage appropriate reporting, and improve understanding of available protection mechanisms, while sensitive handling procedures and coordinated rehabilitation services are essential to safeguarding victims' dignity, psychological well-being, and recovery. From the perspective of *fiqh siyasah*, these efforts are consistent with the principles of *'adl* (justice), *maslahah* (public benefit), and the prevention of *mafsadah* (harm), which emphasize the responsibility of public authorities to protect vulnerable members of society. These principles complement Indonesia's national child protection framework and provide a normative basis for evaluating institutional practices. Accordingly, strengthening cooperation between Polda Bengkulu and relevant child protection institutions, improving access to specialized assistance, and ensuring continuity of rehabilitation are important priorities for a more responsive and child-centered protection system. Further empirical research is necessary to establish how these principles are implemented in practice and to identify specific institutional achievements and challenges in Bengkulu.

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