

IMPLEMENTATION OF THE CORRECTIONAL LAW ON JUVENILE REHABILITATION FROM A FIQH SIYASAH PERSPECTIVE

Salman Alfarsi¹

Universitas Islam Negeri Fatmawati Sukarno Bengkulu

sipirman877@gmail.com

Abstract

This study examines the implementation of Law Number 22 of 2022 on Corrections in the rehabilitation of juvenile offenders from the perspective of *Fiqh Siyasah*. The study was motivated by the transformation of the Indonesian correctional system from a punishment-oriented approach to a rehabilitation-oriented approach that emphasizes the protection of children's rights and social reintegration. A qualitative empirical legal approach was employed using interviews, observations, and documentation at the Class II Bengkulu Juvenile Correctional Institution (LPKA). Primary data were obtained from institutional leaders and correctional officers, while secondary data consisted of statutory regulations, institutional documents, and relevant scientific literature. The findings indicate that the implementation of the Correctional Law has been realized through personality development, formal and non-formal education, religious guidance, healthcare services, psychosocial assistance, vocational training, cultural activities, and social reintegration programs. These rehabilitation programs have reflected the principles of child protection and restorative justice as mandated by national legislation. Several challenges remain, including the limited availability of psychologists, inadequate vocational and information technology facilities, and persistent social stigma experienced by juveniles after their release. From the perspective of *Fiqh Siyasah*, the implementation of rehabilitation embodies the principles of amanah, al-'adalah, al-musawah, and al-maslahah, demonstrating the government's responsibility to safeguard children's dignity, welfare, and future. The study concludes that the effectiveness of juvenile rehabilitation depends not only on legal compliance but also on institutional capacity, inter-agency collaboration, and community participation in supporting successful social reintegration.

Keywords: *Juvenile corrections, juvenile rehabilitation, child protection, Fiqh Siyasah, public policy.*

INTRODUCTION

Children constitute a constitutional, social, and religious trust whose rights to life, development, protection, and human dignity must be safeguarded. Children who come into conflict with the law should not be regarded solely as offenders who deserve punishment but also as individuals whose rights require protection and restoration. This perspective has shifted the orientation of the juvenile correctional system from a punitive approach toward rehabilitation, recovery, and social reintegration. Law Number 22 of 2022 concerning Corrections strengthens this transformation by establishing correctional services as an integral component of the criminal justice system based on respect for human rights, restorative justice, and social reintegration (Leone et al., 2002).

Law Number 22 of 2022 provides a stronger legal foundation for the treatment of juvenile offenders by placing the best interests of the child as the primary consideration in correctional services. Children undergoing rehabilitation remain entitled to humane treatment, formal and non-formal education, religious guidance, healthcare services, vocational training, and social assistance to support their successful reintegration into society.

The enactment of this legislation replaces the previous correctional paradigm that primarily emphasized imprisonment as a punitive measure. The effectiveness of juvenile correctional institutions should therefore be assessed not only through institutional security but also through their capacity to foster behavioral change, strengthen legal awareness, and prepare children for independent social life after release (Bayer et al., 2009).

Juvenile delinquency is influenced by multiple interconnected factors, including family dysfunction, poverty, negative peer influence, inadequate social supervision, and uncontrolled access to digital technology. These circumstances require comprehensive institutional responses that balance legal accountability with child development and protection. The Class II Special Development Institution for Children (LPKA) Bengkulu carries out this responsibility through educational, religious, psychological, and vocational rehabilitation programs designed to facilitate children's personal development. Limitations in human resources, institutional facilities, and post-release social support continue to affect the effectiveness of policy implementation. Empirical evaluation is therefore necessary to determine whether the objectives of Law Number 22 of 2022 have been effectively implemented in correctional practice. (Matz et al., 2013)

The novelty of this study lies in integrating the implementation of positive law with the analytical perspective of Fiqh Siyasah. Previous studies have generally examined juvenile rehabilitation from the perspectives of criminal law, child protection, restorative justice, and correctional administration. Limited scholarly attention has been directed toward evaluating rehabilitation policies through Islamic political jurisprudence, particularly the concept of governmental responsibility in implementing public policies. Fiqh Siyasah recognizes that every governmental policy should pursue public welfare (*maslahah*) while protecting fundamental human rights. The legal maxim *tasarruf al-imam 'ala al-ra'iyyah man'utun bi al-maslahah* emphasizes that governmental authority must always be exercised for the benefit of society. Rehabilitation programs implemented in juvenile correctional institutions may therefore be understood as manifestations of governmental responsibility in protecting children's religion, life, intellect, dignity, and future (Lab & Whitehead, 1988).

Previous research has reported that rehabilitation programs in juvenile correctional institutions continue to encounter recurring challenges, including inadequate facilities, limited professional personnel, insufficient institutional support, and persistent social stigma experienced by children after their release. These findings indicate that the success of rehabilitation depends not only on legal regulations but also on institutional capacity, inter-agency collaboration, and community participation. Studies on Fiqh Siyasah consistently emphasize that governments are responsible for developing equitable and welfare-oriented public policies for vulnerable groups, including children in conflict with the law. This research addresses these issues by examining the implementation of Law Number 22 of 2022 concerning Corrections at the Class II Special Development Institution for Children (LPKA) Bengkulu and evaluating its implementation from the perspective of Fiqh Siyasah (Hidayat, 2013).

This study aims to analyze the implementation of juvenile rehabilitation at the Class II Special Development Institution for Children (LPKA) Bengkulu based on Law Number 22 of 2022 concerning Corrections and to evaluate its conformity with the principles of Fiqh Siyasah. The findings are expected to contribute to the development of correctional policies, provide practical recommendations for correctional institutions and policymakers, and strengthen the implementation of child-centered rehabilitation programs that promote meaningful and sustainable social reintegration (Setiawan, 2023).

RESEARCH METHOD

This study employed a qualitative research design with a descriptive-analytical approach. A qualitative approach was selected because it enables an in-depth understanding of policy implementation through direct interaction with institutional practices, rehabilitation programs, and the perspectives of policy implementers. The descriptive-analytical design was applied to describe empirical findings, classify research data, and interpret the relationship between the legal provisions governing the correctional system and the implementation of rehabilitation programs for juvenile offenders at the Class II Special Development Institution for Children (LPKA) Bengkulu.

The research was conducted at the Class II Special Development Institution for Children (LPKA) Bengkulu, located on Semarak Street, Tanjung Gemilang, Bentiring Village, Bengkulu City. The institution was selected because it serves as a specialized correctional facility responsible for implementing rehabilitation programs for children in conflict with the law. Primary data were collected through field observations, in-depth interviews, and documentation. The key informant was the Head of the Class II LPKA Bengkulu, while supporting informants consisted of correctional officers, technical staff, rehabilitation personnel, and administrative officers directly involved in the management and implementation of juvenile rehabilitation programs.

Data were collected using three complementary techniques. Observation was conducted to examine the institutional environment, daily rehabilitation activities, available facilities, and the implementation of correctional programs. In-depth interviews were carried out purposively with institutional leaders and correctional personnel to obtain information regarding policy implementation, institutional challenges, and their perspectives on the implementation of Law Number 22 of 2022 concerning Corrections. Documentation was undertaken by reviewing institutional profiles, rehabilitation program reports, records of juvenile offenders, statutory regulations, and other official documents relevant to the study. Data were analyzed using the interactive model consisting of data collection, data reduction, data display, and conclusion drawing. The trustworthiness of the findings was ensured through source triangulation, methodological triangulation, and time triangulation, supported by prolonged engagement, persistent observation, member checking, and the use of relevant documentary evidence. Transferability, dependability, and confirmability were also applied to ensure the scientific rigor and credibility of the research findings.

RESULTS AND DISCUSSION

Implementation of Law Number 22 of 2022 in the Rehabilitation of Juvenile Offenders at the Class II Special Development Institution for Children (LPKA) Bengkulu

The implementation of Law Number 22 of 2022 concerning Corrections at the Class II Special Development Institution for Children (LPKA) Bengkulu demonstrates a substantial transformation in the orientation of juvenile correctional services. The institution no longer focuses exclusively on custodial supervision but prioritizes rehabilitation, character development, and social reintegration as the primary objectives of juvenile corrections. This institutional transformation reflects the legislative intention to recognize children in conflict with the law as individuals who require guidance and protection rather than punishment alone. Rehabilitation has consequently become the central framework guiding institutional policies, daily activities, and correctional services (Arake, 2018).

The institutional profile of LPKA Bengkulu illustrates its strategic role within the juvenile justice system of Bengkulu Province. The institution is supported by administrative personnel, correctional officers, educators, healthcare staff, and rehabilitation officers who

collaborate in implementing correctional programs. Its location near courts, prosecutor offices, police institutions, and healthcare facilities facilitates inter-agency coordination, enabling the institution to provide legal, medical, educational, and psychosocial services more effectively. Such institutional collaboration contributes to the continuity of rehabilitation programs and strengthens integrated correctional management (Leone & Cutting, 2004).

Research findings indicate that, as of 9 March 2026, the institution accommodated 104 juvenile offenders with diverse criminal backgrounds. Theft represented the largest category, followed by child protection cases, general criminal offenses, narcotics-related crimes, and homicide. This composition demonstrates that juvenile delinquency within the institution is largely associated with social vulnerability rather than organized or violent criminal behavior. Family instability, economic hardship, inadequate supervision, and negative environmental influences constitute important contextual factors underlying these offenses. Rehabilitation programs therefore require multidisciplinary interventions capable of addressing both legal accountability and personal development (Kartika et al., 2021).

The implementation of rehabilitation programs has shifted from a punishment-oriented model toward a treatment-oriented approach emphasizing behavioral transformation. Juvenile offenders are regarded as active participants in their rehabilitation rather than passive recipients of institutional discipline. Individual development plans are designed to improve legal awareness, personal responsibility, emotional maturity, and social competence while preparing children to return successfully to their communities. This approach reflects the practical implementation of correctional principles introduced under Law Number 22 of 2022.

Personality development constitutes one of the principal components of rehabilitation at LPKA Bengkulu. Religious education, character formation, civic awareness, and self-discipline are systematically integrated into daily institutional activities. Religious guidance is delivered through congregational prayers, Qur'anic learning, and collaboration with the Ministry of Religious Affairs under the Independent Qur'an School program. Character-building activities are complemented by scouting programs, physical exercise, and institutional discipline designed to cultivate responsibility, leadership, cooperation, and respect for social values. These activities support the internalization of moral principles while strengthening children's psychological resilience throughout the rehabilitation process.

Educational rehabilitation represents another significant aspect of policy implementation. LPKA Bengkulu facilitates access to formal education through cooperation with partner schools at the elementary, junior secondary, and senior secondary levels while simultaneously providing non-formal education through Community Learning Activity Centers. Educational continuity ensures that juvenile offenders are not deprived of their right to education despite their correctional status. One notable institutional policy involves the issuance of educational certificates without identifying students as correctional inmates, thereby protecting them from administrative discrimination and reducing barriers to further education and future employment (Penn et al., 2003).

Psychosocial rehabilitation has also become an essential element of institutional practice. Correctional officers perform not only supervisory responsibilities but also mentoring functions that resemble parental guidance. Counseling services, family gathering activities, and collaboration with external organizations provide emotional support for children experiencing trauma, anxiety, identity conflicts, and family-related problems. Humanistic mentoring encourages emotional recovery, strengthens self-confidence, and assists juvenile offenders in developing positive aspirations for their future lives. Such

psychosocial interventions significantly enhance the effectiveness of behavioral rehabilitation by addressing emotional and psychological needs alongside legal correction.

Healthcare services constitute another important component of rehabilitation. The institution provides primary healthcare through an internal clinic supported by sanitation monitoring, nutritional supervision, routine medical examinations, and referrals to external healthcare facilities whenever specialized treatment is required. Adequate healthcare services ensure that children maintain physical well-being throughout their rehabilitation period, enabling them to participate actively in educational, vocational, and psychosocial programs. Protection of health therefore functions as an essential prerequisite for achieving broader correctional objectives.

Vocational rehabilitation further strengthens children's readiness for independent living after release. Training programs include barbering, furniture production, welding, computer skills, and hydroponic farming, supported through collaboration with provincial vocational training institutions. Artistic and cultural activities, including traditional Dol music, martial arts, recreational games, and educational film screenings, complement vocational training by promoting creativity, emotional expression, and cultural identity. Practical skills combined with positive recreational experiences improve children's employability while simultaneously reducing institutional stress and encouraging constructive social interaction (Bayer & Pozen, 2005).

Evaluation of the implementation of Law Number 22 of 2022 demonstrates that rehabilitation at LPKA Bengkulu has progressed toward a child-centered correctional model emphasizing education, rehabilitation, protection, and social reintegration. Institutional programs have successfully expanded beyond conventional custodial functions by incorporating educational, psychological, religious, healthcare, vocational, and cultural dimensions into correctional practice. Several institutional challenges remain evident, particularly regarding human resources, infrastructure, and post-release social support. The overall findings nevertheless indicate that the implementation of Law Number 22 of 2022 has established a stronger foundation for achieving sustainable rehabilitation while promoting the best interests of children in conflict with the law.

Factors Influencing the Implementation of Juvenile Rehabilitation at the Class II Special Development Institution for Children (LPKA) Bengkulu

The implementation of juvenile rehabilitation under Law Number 22 of 2022 is influenced by various internal and external factors that determine the effectiveness of correctional programs. Successful rehabilitation depends not only on statutory provisions but also on institutional readiness, human resources, inter-agency cooperation, infrastructure, and community participation. Research findings indicate that the implementation of rehabilitation programs at LPKA Bengkulu has been supported by several institutional strengths while simultaneously facing significant operational challenges that affect program sustainability.

Institutional commitment represents one of the primary supporting factors in implementing rehabilitation programs. Correctional officers, administrators, educators, and rehabilitation personnel work collaboratively to ensure that correctional activities extend beyond custodial supervision toward educational and developmental objectives. The institutional commitment to treating juvenile offenders as individuals capable of positive change has encouraged the development of rehabilitation programs that emphasize character formation, education, vocational training, healthcare, and psychosocial assistance.

Inter-institutional collaboration has also contributed significantly to policy implementation. Partnerships established with schools, the Ministry of Religious Affairs, healthcare institutions, vocational training centers, and community organizations have expanded rehabilitation opportunities for juvenile offenders. Such collaboration enables the institution to provide educational continuity, religious guidance, healthcare services, and vocational training that would be difficult to implement independently. Institutional networking therefore strengthens service quality while improving the effectiveness of rehabilitation outcomes (Whitehead & Lab, 1989).

Family participation constitutes another important factor supporting juvenile rehabilitation. Regular communication between children and their families, family visitation programs, and counseling activities help maintain emotional relationships throughout the rehabilitation process. Positive family involvement strengthens children's motivation to participate in institutional programs and facilitates emotional recovery. Family support also becomes an essential element in preparing children for successful reintegration after completing their correctional period.

Community participation indirectly influences the success of rehabilitation programs. Public acceptance of former juvenile offenders creates opportunities for educational continuation, employment, and social participation following release from correctional institutions. Communities that demonstrate inclusive attitudes contribute to reducing discrimination and preventing social exclusion. Social acceptance therefore plays a substantial role in maintaining rehabilitation outcomes beyond institutional boundaries.

Human resource limitations remain one of the principal obstacles identified during this study. The availability of correctional officers has generally supported daily institutional operations; however, specialized professionals, particularly clinical psychologists and mental health practitioners, remain insufficient to meet the increasing psychological needs of juvenile offenders. Many children experience trauma, anxiety, behavioral disorders, and family-related difficulties requiring professional therapeutic intervention. Limited access to specialized mental health services consequently reduces the effectiveness of comprehensive rehabilitation.

Infrastructure and technological facilities also present significant implementation challenges. Educational resources, vocational laboratories, and information technology facilities have not yet fully accommodated contemporary learning methods or labor market demands. Modern vocational education increasingly requires digital competencies that cannot be optimally developed without adequate technological infrastructure. Expanding institutional facilities therefore remains necessary to improve the quality of educational and vocational rehabilitation.

Social stigma continues to present a major external challenge affecting long-term rehabilitation success. Former juvenile offenders frequently encounter discrimination, negative public perceptions, and limited educational or employment opportunities after release. Such conditions may undermine children's self-confidence and reduce the effectiveness of rehabilitation achieved during institutional guidance. Sustainable rehabilitation therefore requires broader public awareness aimed at promoting social acceptance and eliminating discriminatory attitudes toward children who have completed correctional programs.

Program sustainability also depends upon effective coordination among correctional institutions, local governments, educational institutions, healthcare providers, and community organizations. Rehabilitation cannot be regarded as complete when children

leave correctional institutions because successful reintegration requires continuous support within their social environment. Strong institutional coordination enables follow-up assistance, educational continuity, employment opportunities, and family empowerment that collectively reduce the likelihood of recidivism.

Evaluation of these findings demonstrates that the implementation of Law Number 22 of 2022 at LPKA Bengkulu has benefited from strong institutional commitment, collaborative partnerships, and active family participation. Human resource shortages, infrastructure limitations, technological constraints, social stigma, and insufficient post-release support continue to reduce the overall effectiveness of rehabilitation programs. Strengthening institutional capacity, expanding multidisciplinary collaboration, and promoting community acceptance remain essential strategies for improving juvenile rehabilitation and ensuring the successful implementation of Indonesia's child-centered correctional policy.

Analysis of the Implementation of Law Number 22 of 2022 from the Perspective of Fiqh Siyash

The implementation of Law Number 22 of 2022 concerning Corrections may be understood through the perspective of Fiqh Siyash as a manifestation of governmental responsibility in administering public affairs for the benefit of society. Within Islamic political jurisprudence, governmental authority is not merely associated with exercising power but with ensuring justice, protecting fundamental rights, and promoting public welfare. Juvenile rehabilitation therefore represents a governmental obligation to restore the dignity of children in conflict with the law while preparing them to become responsible members of society. Correctional institutions function as executive agencies entrusted with implementing public policies that reflect both constitutional principles and Islamic values (Caeti et al., 2003).

The principle of amanah provides an important foundation for evaluating juvenile rehabilitation policies. Public authority is regarded as a trust that must be exercised responsibly, transparently, and in accordance with the interests of society. Research findings demonstrate that LPKA Bengkulu has attempted to fulfill this responsibility by providing educational services, religious guidance, healthcare, vocational training, and psychosocial assistance for juvenile offenders. These rehabilitation programs indicate that institutional responsibility extends beyond custodial supervision toward comprehensive human development designed to improve children's future opportunities (Sankofa et al., 2018).

The principle of justice (al-'adalah) is reflected in the differentiated treatment provided for juvenile offenders within the correctional system. Justice does not require identical treatment for every individual but demands proportional services that correspond to each person's condition and developmental needs. Children possess different psychological, emotional, and social characteristics from adults, requiring rehabilitation programs specifically designed to support their growth and reintegration. Educational continuity, character development, and psychosocial support implemented at LPKA Bengkulu demonstrate efforts to achieve substantive justice by prioritizing children's best interests throughout the rehabilitation process (Gagnon et al., 2022).

Equality (al-musawah) also constitutes a fundamental principle in evaluating correctional policies. Every individual possesses equal dignity before the law regardless of social background or legal status. Juvenile offenders therefore remain entitled to education, healthcare, religious guidance, and vocational development throughout their rehabilitation period. Institutional practices that ensure equal access to these services demonstrate the

commitment to protecting children's rights without discrimination. Equal treatment within correctional institutions also contributes to strengthening children's confidence and reducing feelings of exclusion that frequently accompany imprisonment.

Public welfare (*maslahah*) occupies a central position within *Fiqh Siyasah* because every governmental policy should ultimately generate benefits while preventing social harm. Rehabilitation programs implemented at LPKA Bengkulu contribute to public welfare by reducing the likelihood of recidivism, improving children's educational attainment, strengthening vocational competence, and encouraging positive behavioral transformation. These outcomes benefit not only juvenile offenders but also families, communities, and society as a whole by promoting safer social environments and reducing future criminal behavior (Harris et al., 2011).

The objectives of rehabilitation implemented at LPKA Bengkulu are closely aligned with the objectives of Islamic law (*Maqasid al-Shariah*). Religious education contributes to the protection of faith (*hifz al-din*), educational programs support the protection of intellect (*hifz al-'aql*), healthcare services preserve life (*hifz al-nafs*), vocational training strengthens economic independence associated with the protection of property (*hifz al-mal*), and psychosocial rehabilitation safeguards dignity and future family life. This comprehensive approach demonstrates that juvenile rehabilitation extends beyond legal compliance toward the realization of broader humanitarian and ethical objectives (Leone et al., 2002).

Empirical findings also reveal several implementation challenges that deserve critical evaluation from the perspective of *Fiqh Siyasah*. Limited numbers of psychologists, inadequate technological facilities, insufficient vocational infrastructure, and persistent social stigma reduce the effectiveness of rehabilitation programs. These limitations indicate that governmental responsibility has not yet been fully realized despite the existence of a comprehensive legal framework. Public policies cannot be considered fully successful when institutional capacity remains insufficient to meet the diverse needs of juvenile offenders (Sankofa et al., 2018).

Institutional collaboration represents another essential aspect of governmental responsibility within Islamic political thought. Rehabilitation cannot be accomplished exclusively by correctional institutions because successful social reintegration requires cooperation among government agencies, educational institutions, healthcare providers, families, religious organizations, and local communities. Research findings demonstrate that collaborative partnerships have supported several rehabilitation activities at LPKA Bengkulu. Greater institutional integration remains necessary to ensure continuity of rehabilitation after children return to society.

Social reintegration represents one of the most significant indicators of successful rehabilitation from the perspective of *Fiqh Siyasah*. Governmental responsibility does not conclude upon a child's release from correctional institutions but continues through efforts to eliminate discrimination, expand educational opportunities, facilitate employment, and encourage community acceptance. Sustainable reintegration reflects the realization of justice and public welfare because children are provided with meaningful opportunities to rebuild their lives without being permanently marginalized due to previous criminal behavior (Harris et al., 2011).

The overall findings demonstrate that the implementation of Law Number 22 of 2022 at the Class II Special Development Institution for Children (LPKA) Bengkulu has generally reflected the fundamental principles of *Fiqh Siyasah*, particularly *amanah*, justice, equality, and public welfare. Several institutional limitations continue to affect the effectiveness of

rehabilitation, indicating that policy implementation remains a dynamic process requiring continuous evaluation and improvement. Strengthening institutional capacity, expanding interdisciplinary collaboration, and enhancing community participation are essential to ensuring that juvenile rehabilitation fulfills both the objectives of national correctional law and the broader humanitarian values embodied in Islamic political jurisprudence.

CONCLUSION

The implementation of Law Number 22 of 2022 concerning Corrections at the Class II Special Development Institution for Children (LPKA) Bengkulu has generally reflected a rehabilitation-oriented correctional system through integrated educational, religious, psychosocial, healthcare, vocational, and social reintegration programs that support the protection of children's rights. From the perspective of Fiqh Siyasah, these rehabilitation efforts are consistent with the principles of amanah, al-'adalah, al-musawah, and al-maslahah by promoting justice, human dignity, and public welfare. Institutional challenges, including limited professional personnel, inadequate facilities, and persistent social stigma, continue to affect the effectiveness of policy implementation. Strengthening institutional capacity, multidisciplinary collaboration, and community support is therefore essential to ensure sustainable rehabilitation and the successful reintegration of juvenile offenders into society.

REFERENCES

- Arake, L. (2018). Agama Dan Negara Perspektif Fiqh Siyasah. *Al-Adalah: Jurnal Hukum Dan Politik Islam*, 3(2), 79–116.
- Bayer, P., Hjalmarsson, R., & Pozen, D. (2009). Building criminal capital behind bars: Peer effects in juvenile corrections. *The Quarterly Journal of Economics*, 124(1), 105–147.
- Bayer, P., & Pozen, D. E. (2005). The effectiveness of juvenile correctional facilities: public versus private management. *The Journal of Law and Economics*, 48(2), 549–589.
- Caeti, T. J., Hemmens, C., Cullen, F. T., & Burton Jr, V. S. (2003). Management of juvenile correctional facilities. *The Prison Journal*, 83(4), 383–405.
- Gagnon, J. C., Mason-Williams, L., Griller Clark, H., LaBelle, B., Mathur, S. R., & Leone, P. E. (2022). Providing high-quality education in juvenile corrections: Next steps. *American Journal of Orthopsychiatry*, 92(4), 429.
- Harris, P. W., Lockwood, B., Mengers, L., & Stoodley, B. (2011). Measuring recidivism in juvenile corrections. *Journal of Juvenile Justice*, 1(1).
- Hidayat, S. (2013). Tata negara dalam perspektif fiqh siyasah. *Tafâqqub: Jurnal Penelitian Dan Kajian Keislaman*, 1(2), 1–21.
- Kartika, S., Yolanda, D., & Maraliza, H. (2021). Perspektif Fiqh Siyasah Terhadap Peran Dinas Sosial Dalam Menangani Anak Jalanan Di Kota Bandar Lampung. *As-Siyasi: Journal of Constitutional Law*, 1(2), 60–73.
- Lab, S. P., & Whitehead, J. T. (1988). An analysis of juvenile correctional treatment. *Crime & Delinquency*, 34(1), 60–83.
- Leone, P. E., & Cutting, C. A. (2004). Appropriate education, juvenile corrections, and no child left behind. *Behavioral Disorders*, 29(3), 260–265.
- Leone, P. E., Meisel, S. M., & Drakeford, W. (2002). Special education programs for youth with disabilities in juvenile corrections. *Journal of Correctional Education*, 46–50.
- Matz, A. K., Wells, J. B., Minor, K. I., & Angel, E. (2013). Predictors of turnover intention among staff in juvenile correctional facilities: The relevance of job satisfaction and organizational commitment. *Youth Violence and Juvenile Justice*, 11(2), 115–131.

- Penn, J. V, Esposito, C. L., Schaeffer, L. E., Fritz, G. K., & Spirito, A. (2003). Suicide attempts and self-mutilative behavior in a juvenile correctional facility. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(7), 762–769.
- Sankofa, J., Cox, A., Fader, J. J., Inderbitzin, M., Abrams, L. S., & Nurse, A. M. (2018). Juvenile corrections in the era of reform: A meta-synthesis of qualitative studies. *International Journal of Offender Therapy and Comparative Criminology*, 62(7), 1763–1786.
- Setiawan, Z. S. Z. (2023). Prinsip-Prinsip Fiqh Siyasah. *Jurnal Cerdas Hukum*, 2(1), 68–75.
- Whitehead, J. T., & Lab, S. P. (1989). A meta-analysis of juvenile correctional treatment. *Journal of Research in Crime and Delinquency*, 26(3), 276–295.