

Role of social welfare personnel for assisting children in law conflict at Ogan Ilir Regency

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Abstract

Purpose: This study aims to examine the regulatory framework and concrete role of *Tenaga Kesejahteraan Sosial* (TKS) in assisting the social rehabilitation process of *Anak Berhadapan dengan Hukum* (ABH) within the Indonesian juvenile justice system, specifically evaluating their effectiveness in a local context.

Research Methodology: This study employs a socio-legal research method, integrating a statutory analysis of Law No. 11/2012 with a conceptual exploration of restorative justice. Empirical data were gathered at the Ogan Ilir Regency Juvenile Social Rehabilitation Center through literature reviews, direct observations, and in-depth interviews with key informants, including three TKS representatives and one juvenile client.

Results: The findings reveal that although the Indonesian legal system prioritizes restorative justice and diversion, field implementation faces significant challenges due to the diverse characteristics and emotional instability of foster children. Success is achieved when TKS prioritize trust-building, holistic needs identification, and the delivery of integrated vocational and spiritual guidance to restore their confidence.

Conclusions: Macro-level regulations effectively position children as national assets through restorative paradigms. On a practical level, the role of TKS remains vital as facilitators and advocates who successfully restore dignity and future hope through adaptive, flexible, and individualized assistance strategies.

Limitations: The study's scope is limited to the Ogan Ilir Regency Juvenile Social Rehabilitation Center, focusing solely on the specific roles of TKS within this local institutional environment.

Contributions: This research contributes to the social welfare and juvenile justice disciplines by addressing data gaps regarding professional TKS effectiveness in social recovery and the protection of children's fundamental rights.

Keywords: *Children in Conflict with the Law, Juvenile Social Rehabilitation, Ogan Ilir Regency, Social Welfare Personnel*

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1. Introduction

Indonesia embraces the social welfare state paradigm (*welfare state*), as enshrined in the Preamble of the 1945 Constitution of the Republic of Indonesia, which mandates that the state's primary objective is "to protect the whole of the Indonesian people and the entire homeland of Indonesia, and to advance the general welfare" (Susanto, 2021). As the world's fourth most populous nation, Indonesia faces formidable challenges in realizing equitable welfare for its citizens. Official data from the Directorate General of Population and Civil Registration (*Ditjen Dukcapil*) of the Ministry of Home Affairs indicates that, as of the first half of 2024, Indonesia's population stood at approximately 282.5 million.

Furthermore, projections from the *Badan Pusat Statistik* (BPS) and the United Nations Population Division estimate that by 2025, the population will reach between 284.4 million and 285.7 million ([Rachmawati & Faedlulloh, 2021](#)). This demographic surge necessitates heightened governmental attention, particularly in providing inclusive basic services and social welfare guarantees across all societal strata of the population. This condition presents a distinct challenge for the government to ensure the fulfillment of welfare for all people, especially vulnerable groups, such as children.

Children are an integral part of the continuity of nations and states. Based on 2018 data, the number of children in Indonesia reached 79.55 million, which is approximately one-third of the total population. The state bears a constitutional obligation to guarantee the fulfillment of children's rights, including the right to life, survival, development, and protection from violence and discrimination. Law Number 23 of 2002 concerning Child Protection ([Rasiwan & SH, 2025](#)), Article 1 Clause 1, stipulates that "A child is anyone under the age of 18, including those still in the womb." One form of child protection is the management of Children in Conflict with the Law (henceforth referred to as *CCL*). Under Law Number 11 of 2012 concerning the Juvenile Justice System, *ABH* encompasses three categories: children who are offenders, children who are victims, and children who are witnesses. The management of *ABH* prioritizes restorative and rehabilitative approaches rather than punitive or repressive measures, given that children are still in the process of physical, psychological and social development ([Switri & Gofur, 2023](#)). A key mechanism employed is diversion, which involves redirecting juvenile case resolutions from formal criminal justice proceedings to non-judicial processes.

The protection of *Anak Berhadapan dengan Hukum* (*ABH*) in Indonesia is rooted in a robust national legal framework. This international commitment began with Presidential Decree No. 36 of 1990, which ratified the Convention on the Rights of the Child. At the domestic level, this protection is reinforced through Law No. 23 of 2002 concerning Child Protection (as most recently amended by Law No. 17 of 2016) and is specifically regulated in Law No. 11 of 2012 concerning the *Sistem Peradilan Pidana Anak* (*SPPA*). These regulations serve as the primary mandate for the state to guarantee children's rights through a restorative justice approach, which positions *Tenaga Kesejahteraan Sosial* (*TKS*) as crucial actors in the social rehabilitation process ([Fitriana, Safrina, Nurbuana, & Nurhasan, 2023](#)). Protection for *ABH* encompasses all activities that safeguard children's survival, development, and optimal participation in social life while ensuring protection from violence and discrimination.

The rehabilitation process for *ABH* should prioritize the fulfillment of fundamental rights, such as the right to education, recreation, talent development, religious freedom, and protection from all forms of violence. In the implementation of social rehabilitation for *ABH*, programs include psychosocial counseling to improve mental and emotional health, physical and spiritual guidance, and vocational training designed to equip children with practical skills for the future ([Rizki & Suma, 2025](#)). Furthermore, [Ferdiawan, Santoso, and Darwis \(2020\)](#) argue that children must retain access to proper education without discrimination, even when placed in correctional institutions, as education is a vital investment for their future. Fulfilling these rights is an integral part of a holistic, rehabilitative approach oriented toward the best interests of children. However, the field implementation of protection and rehabilitation for *ABH* continues to face various obstacles. Primary challenges include a shortage of human resources with specific competencies in social welfare, inadequate rehabilitation facilities, and low public awareness of the importance of restorative approaches ([Ferdiawan et al., 2020](#)). Consequently, rehabilitation efforts often fall short of the ideals envisioned in child protection, legal, and policy frameworks.

Consequently, the role of Social Welfare Personnel (*Tenaga Kesejahteraan Sosial* / *TKS*) is paramount in assisting the rehabilitation of *ABH*. Social welfare is an institution or field involving organized activities administered by public and private agencies to prevent, address, or contribute to the resolution of social problems and improve the quality of life for individuals, groups, and communities. Professional social workers are tasked with guiding, protecting, and assisting *ABH* through social consultation, advocacy, and restoring the child's self-confidence ([Sukmana, 2016](#)). However, in practice, the *TKS* role is not always performed by individuals with a formal background in social welfare education. This raises questions regarding the effectiveness of *TKS* in assisting *ABH* in the

field. For instance, at the Ogan Ilir Regency Juvenile Social Rehabilitation Center, two TKS members assist ABH without a social welfare educational background. This situation prompts an inquiry into whether the TKS role can be optimally executed despite a lack of specialized academic credentials.

A preliminary study in the Ogan Komering Ilir (OKI) Regency revealed the urgency of addressing Children in Conflict with the Law in sexual violence cases. The case, involving a 14-year-old child perpetrator, demonstrated that the offense resulted from the transmission of deviant values within a peer group and exposure to digital pornography. The joint-enterprise pattern, or multi-stakeholder involvement, in this case confirms that the child's delinquent behavior does not occur in isolation but rather results from fragile social ecological interactions. This phenomenon demonstrates that purely legal intervention is no longer adequate; a comprehensive psychosocial assessment by Social Welfare Workers is needed to map environmental risk factors before formulating appropriate social rehabilitation measures for the child ([Sartika & Supraja, 2021](#)).

Such cases emphasize that assistance by TKS is vital not only for legal proceedings but also for rehabilitation, psychological strengthening and social reintegration. The role of TKS as assistants includes providing education in the form of knowledge and skills to empower children to face and resolve their problems. Moreover, according to [Syaifulloh \(2019\)](#) TKS also provides assistance to restore the child's psychological and physical condition, rebuild self-confidence, and help them return to society optimally. This education also includes the supervision and formulation of educational activities that support a child's development during rehabilitation. Therefore, understanding regulations, communication skills, and expertise in social intervention are key to performing the social worker's role effectively.

Reflecting on the background above, the researcher is interested in examining the role of Social Welfare Personnel in assisting the social rehabilitation process of Children in Conflict with the Law at the Ogan Ilir Regency Juvenile Social Rehabilitation Centre. This study is expected to provide an overview of the role of TKS in practice and the challenges faced in assisting *ABH*. The research questions are as follows:

RQ₁: How are the regulation and implementation of social welfare personnel in assisting children in conflict with the law within the Indonesian legal system?

RQ₂: What is the concrete role of Social Welfare Personnel in assisting children in conflict with the law at the Ogan Ilir Regency Juvenile Social Rehabilitation Center?

2. Literature Review

Although a previous study by [Fitriana et al. \(2023\)](#) demonstrated the effectiveness of religion-based character development within the Indralaya LPKS (Religious Welfare Institution for Children), the study was limited to clinical interventions within the institution through a community service scheme. The novelty of this study lies in the locus and focus of the analysis. This study focuses on the effectiveness of the structural role of TKS outside formal institutions specifically in handling cases of child sexual violence in Kayu Agung, OKI by examining the implementation of ABH rights from a juridical-empirical perspective, from the initial assessment stage, through the legal process, to comprehensive social reintegration within the ecological environment.

The second reference, by [Switri and Gofur \(2023\)](#), titled "*Pembinaan Karakter Anak Berhadapan Dengan Hukum (ABH) melalui Peran serta Orang Tua di Lembaga Penyelenggaraan Kesejahteraan Sosial (LPKS) Dharmapala Sumatera Selatan*". employed training methods and a participatory approach involving various stakeholders. Character building was conducted intensively through spiritual guidance, interactive discussions, motivation and Islamic values. The findings revealed that the *ABH* showed high enthusiasm and a deep understanding of the material. Field evidence has proven that clients feel intrinsically motivated to change for the better. The conclusion emphasized that active parental involvement significantly impacts the success of the character-building process ([Switri & Gofur, 2023](#)).

The third study, by [Rudyanto, Nugroho, and Tamim \(2025\)](#), titled "*Perspektif Tindakan Sosial Tenaga Kesejahteraan Sosial Kecamatan (TKSK) Dinas Sosial Kota Denpasar*" analyzed social facilitation roles. Using a qualitative method with data collected through observation, in-depth interviews, and document reviews, this study analyzed the forms of facilitation provided to social welfare service recipients. The results indicate that social workers in Denpasar have been highly effective as facilitators, as reflected in the tangible impact on the quality of social life for the community. This included significantly easier access to various social welfare services, proving the success of the facilitation program ([Rudyanto et al., 2025](#)).

Based on the aforementioned review, there is a research gap that distinguishes this study from previous studies. While this research focuses on social welfare personnel under social offices, previous studies centered more on religious-based character building or parental roles. Furthermore, prior research has been limited in its comprehensive evaluation of long-term impacts and institutional aspects. This study, by Nurul Hodida, offers novelty by focusing on the specific role of Social Welfare Personnel in assisting ABH holistically. The research location at the Ogan Ilir Regency *Pusat Sosial Rehabilitasi Anak Berhadapan dengan Hukum* (PSRABH) provides a local context distinct from that of studies conducted in areas such as Denpasar. Thus, this study aims to address the data limitations regarding the effectiveness of professional TKS assistance in social recovery and the protection of children's fundamental rights.

3. Methodology

This study employs a socio-legal research method that systematically integrates the analysis of legal norms with empirical reality [Fatima \(2023\)](#) to obtain a comprehensive and holistic understanding of the protection of Children in Conflict with the Law ([Nugroho, 2021](#)). A statutory approach was used to examine primary legal foundations, such as Law No. 11 of 2012 concerning the Juvenile Justice System and Article 1 Clause (3) of the 1945 Constitution ([Mulcahy & Cahill-O'Callaghan, 2021](#)). Simultaneously, a conceptual approach was used to dissect the ideas of restorative justice and the state's role in social intervention for child welfare. Data were collected through literature reviews of various regulations and legal documents, direct observation of daily dynamics within the rehabilitation environment, and in-depth interviews with key informants including Mr. Dian Arif Kurniadi, Mrs. Zelin Heris Dwi Safitri, and Mrs. Desti Lusiani as representatives of the Social Welfare Personnel, and ARSM as a primary source from the beneficiary or juvenile client perspective. The field findings were subsequently analyzed using a qualitative descriptive technique to provide a clear depiction of how legal policies are implemented through the tangible role of Social Welfare Personnel in restoring the dignity and future of children, particularly within the context of Ogan Ilir Regency.

4. Results and Discussions

4.1 Regulation and Implementation of Social Welfare Personnel in Assisting Children in Conflict with Law within Indonesian Legal System

The Indonesian legal system prioritizes child protection through a restorative and humanist regulatory framework. The primary foundation of this regulation is enshrined in Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System ([Riza & Sibarani, 2021](#)). Juvenile justice is not merely a mechanism for punishment but rather a comprehensive system that begins with the investigation stage and continues to post-sentence guidance. This is in line with the constitutional mandate that affirms the nation's identity as a welfare-oriented *negara hukum* (rule of law) state. Article 1, paragraph (3) of the 1945 Constitution of the Republic of Indonesia explicitly states that "Indonesia is a state based on the rule of law" ([Suryawati & Widiastuti, 2021](#)). The logical consequence of this welfare state concept is that the state is obligated to protect the human rights of every citizen, including children facing legal problems ([Butarbutar, 2024](#)). Consequently, the implementation of this legal system must prioritize justice and holistic protection. The state possesses the full authority to perform social interventions to ensure that every legal process does not violate the basic rights of the child.

The status of children in the Indonesian legal system is viewed as the nation's most valuable asset for the continuity of the country's future ([Wicaksana, 2024](#)). Therefore, the legal construction in Law No.

11/2012 is designed in such a way as to provide sentence leniency to mitigate the negative impacts of the judicial process. One concrete form of such protection is the limitation on the imposition of imprisonment, which is regulated systematically and measurably. Referring to Article 79 paragraph (2) of Law No. 11/2012, the punishment of restriction of freedom imposed on a child is a maximum of only ½ (one-half) of the maximum prison sentence threatened against an adult ([Marizal, 2024](#)). Furthermore, Article 81, paragraph (6) of Law No. 11/2012 affirms that if the criminal act committed by the child is threatened with the death penalty or life imprisonment, the maximum sentence imposed is 10 years of imprisonment. This policy aims to ensure that children still have the opportunity to improve themselves and return to society in a healthy mental state ([Syahriar & Manasika, 2018](#)). This approach demonstrates that the justice system prioritizes nurturing over repressive retribution. The state guarantees that sentencing is an effort of last resort (*ultimum remedium*) performed only under forced circumstances.

The implementation of restorative justice is a major pillar in handling Children in Conflict with the Law (ABH) to avoid negative stigmatization. Law No. 11/2012 emphasizes the obligation to pursue diversion at every level of examination, from investigation to trial ([de Zeta Sinaga & Wahyudi, 2025](#)). Diversion aims to achieve peace between the victim and the child while simultaneously protecting the child from the formal judicial process and the traumatic deprivation of liberty. This is crucial because children have psychological sensitivities that are more vulnerable to legal pressure than adults. Systemically, this process involves multiple parties, from the family, the Community Guidance Officer (PK) of the Bapas (Civil Servant), to the Social Welfare Worker (TKS), to formulate the best solution in the best interests of the child. Diversion is an instrument for restoring social relationships fractured by such criminal acts. In the context of Indonesian law, this mechanism must be pursued at the investigation, prosecution, and court hearing levels, specifically for crimes with a prison sentence of less than 7 (seven) years and not a repeat offense ([Purwati, 2020](#)). Avoiding this formal judicial procedure is a sustainable step toward maintaining the moral integrity of the nation's children. Thus, the law functions as a rehabilitative instrument that maintains the growth and development of children so that they remain optimal for their age.

The state views child protection as a joint responsibility that requires cross-sectoral policy synchronization. Law No. 11/2012 formed a supporting ecosystem involving special institutions such as the *Lembaga Pembinaan Khusus Anak* (LPKA) and the *Lembaga Penyelenggaraan Kesejahteraan Sosial* (LPKS) ([Prawati, Khudzaifah Dimiyati, & Natangsa Surbakti, 2015](#)). The existence of these institutions ensures that children still obtain their rights to education, health, and spiritual services while undergoing the legal process. The principle of the best interest of the child becomes the main compass in every decision-making process, both inside and outside the courtroom. Coordination between law enforcement and professional experts is required to provide special protection, even in emergency situations ([Marizal, 2024](#)). The construction of this strong system is a manifestation of the state's obligation to protect human rights. Children must not be positioned merely as legal objects but as subjects who must be embraced and guided. This sustainable effort is expected to produce a generation that is law-abiding yet still has the space to grow.

The role of Social Welfare Personnel is vital in accompanying ABH to ensure that the rehabilitation process runs according to humanitarian norms ([Manullang, 2020](#)). Based on Article 63 of Law No. 11/2012, TKS was recognized as a community official with a legal mandate within the juvenile justice system. The concrete existence of TKS is further regulated in the Regulation of the Minister of Social Affairs Number 28 of 2018 concerning Social Welfare Personnel, which establishes competency standards and their scope of duties. TKS have the responsibility to guide, assist, protect, and provide social advocacy so that the child can restore their self-confidence ([Thamariska, Suzanalisa, & Sarbaini, 2023](#)). The requirements to become a TKS include a relevant educational background, training in the field of social work, and adequate practical experience. They act as friends to the child, listening to their aspirations and creating a conducive atmosphere during the rehabilitation period. Routine coordination is carried out with Community Counselors to monitor the behavior development and mental recovery of the ABH. Without TKS, the process of internalizing new values within the child will be difficult to achieve to the maximum.

In the facilitator dimension, the handling of ABH in Ogan Ilir Regency faces real challenges related to the diversity of individual characters in the rehabilitation center environment. Based on the interview results, Mr. Dian Arif Kurniadi stated that: "*Understanding the unique character of each individual is the biggest challenge in handling children in the center.*" This statement shows that a generalist approach is no longer effective because every child has a different cultural background and experience. This is reinforced by Mrs. Zelin Heris Dwi Safitri who added that: "*Understanding behavior must be done one by one because the arrival time of clients is not uniform.*" Dormitory dynamics become more complex when older clients are influenced by the negative behavior of newcomers who have not yet internalized the center's rules. Mrs. Desti Lusiani emphasized the importance of: "Understanding the emotional level of each child, which varies through direct interaction as a dormitory officer". On the other hand, the client with the initials ARSM admitted that: "*The heaviest difficulty is adjusting to the rules of the center, especially the ban on carrying cell phones.*" From the perspective of ABH, children of ARSM perpetrators identified the biggest obstacle to adaptation as cyberspace restrictions, particularly the ban on mobile phone use. For children in the digital age, the sudden severance of their connection to the virtual world creates cultural shock. If not balanced with a patient personal approach and the provision of recreational-educational substitution programs, this disciplinary policy has the potential to trigger psychological resistance, which could ultimately thwart the overall goals of restorative justice and the child's social reintegration.

The approach strategy implemented in Ogan Ilir focuses on trust building through sustainable empathetic communication between the companion and the child. Mr. Dian Arif Kurniadi explained the importance of: "*Listening to the client's story without judging and showing interest in their hobbies*". This technique is very effective for breaking down the child's psychological defense walls, as they usually feel threatened in a new environment. Mrs. Zelin Heris Dwi Safitri explained the technique of: "*Positioning oneself dynamically as a mentor, parent, or friend for the ABH.*" This multidimensional approach aims to make the child feel comfortable and realize that rehabilitation is not a form of repressive, exiled punishment. Mrs. Desti Lusiani added that warm relationships greatly help officers recognize individual needs more deeply. testimony from ARSM proves the success of this method by stating: "*Even though I initially felt shunned, small attentions from the officers made me feel very cared for.*" Children tend to be more open to talking about personal problems after they feel the sincerity of their dormitory companions. The quality of a positive initial relationship is the key to the success of all social rehabilitation interventions at the center.

The dimensions of providing education at the rehabilitation center include systematic mental, physical, and vocational skill guidance services. Mr. Dian Arif Kurniadi mentioned the provision of facilities: "*Welding workshops and motorcycle workshops to equip the child's independence*". These technical skills are designed to give ABH a competitive edge and adequate economic provisions when they return to society. In addition to the cognitive aspect, physical health is also supported through sports facilities such as badminton, volleyball, and soccer to channel the child's positive energy. Mrs. Zelin Heris Dwi Safitri underlined the strengthening of the spiritual aspect by: "*Emphasizing religious therapy, including the obligation of the five daily prayers and reciting the Quran.*" Spiritual guidance, moral ethics (*akidah akhlak*), and social personality are routinely provided to improve the morality and social character of children. Mrs. Desti Lusiani ensures physical comfort by providing clean dormitory rooms as a proper growth environment. ARSM expressed satisfaction with basic services such as: "Three meals a day and the opportunity to learn in various skill classes". The integration of physical and spiritual needs creates a balanced recovery ecosystem for clients.

An in-depth analysis of the educational dimension shows that the service is a structured effort to transform the child's deviant behavior holistically. TKS play an active role as educators who change negative mindsets through periodic motivational guidance and psychosocial counseling ([Susilowati, Dewi, & Kartika, 2019](#)). Skills training in workshops has proven capable of increasing a child's self-confidence in their future potential that had once dimmed ([Setiawan, 2023](#)). Daily supervision by dormitory officers ensures that every rehabilitation activity schedule is followed with high discipline by all the foster children. The synergy between spiritual guidance and technical training creates the necessary balance for the recovery of a child's mental condition. Involvement in Community Therapy

(TC) every Saturday strengthens social bonds and a sense of collective responsibility in the center environment. Education is not just a transfer of knowledge but a process of internalizing new, more positive, and sustainable life values ([Syaifulloh, 2019](#)). Research findings in Ogan Ilir confirm that services provided sincerely can provide a glimmer of hope for a brighter future for the child. This process ensures that when they leave, they are no longer a burden but rather contributors to society.

The dimension of the link between the child and the legal system ensures that the basic rights of ABH remain fully protected during the rehabilitation period. Mr. Dian Arif Kurniadi stated the institution's commitment to: "*Ensure the protection of children from violence and the fulfillment of health rights.*" The role of the liaison begins with the initial assessment by Mrs. Zelin Heris Dwi Safitri to understand the child's life history and past traumatic experiences. Through a comprehensive assessment, the TKS can identify educational or health rights that may have been taken away before the child entered the center. Mrs. Desti Lusiani emphasized the importance of routine monitoring to prevent all forms of discrimination or mistreatment in the dormitory. TKS act as advocates who ensure that the child's voice and opinions are heard at every stage of development related to the justice system. The child client, ARSM, feels valued because the center provides a sense of security and helps him develop talents that were previously hidden. The commitment of these professionals upholds the principle of protecting human dignity, as mandated by the Constitution and the law. In conclusion, the synergy between state policy and the dedication of TKS in the field is the primary foundation for saving the future of the nation's young generation.

4.2 Concrete Role of Social Welfare Personnel in Assisting Children in Conflict with Law at the Ogan Ilir Regency Juvenile Social Rehabilitation Center

The context of this discussion addresses the concrete role of interviews that have been conducted. In the facilitator dimension, it is emphasized that the most significant challenge in assistance lies in the diversity of the children's characters and backgrounds ([Yunus, 2021](#)). Every child undergoing rehabilitation at the center possesses their own unique behavior, emotional stability, and methods of social interaction. Due to this high level of diversity, it is not possible for Social Welfare Personnel (TKS) to utilize a single approach that is rigid or uniform ([Escobar, 2022](#)). Personal and flexible assistance strategies are an absolute requirement for creating interventions that are truly in accordance with the needs of the child. This finding is in line with the theory that the main challenge for dormitory facilitators is managing the highly diverse dynamics of the children's characters. TKS are required to be adaptive individuals capable of quickly adjusting to the specific characteristics of each foster child. Effective assistance must be rooted in the ability to build empathetic relationships to break down children's self-defenses, which tend to be defensive. Flexible communication is an important instrument for facilitators in bridging a child's inner psychological condition with social intervention strategies.

The flexibility of TKS in facing the dynamics of children's characters reflects a principle of high professionalism in the practice of social services in the field. The application of the "*continuous self-improvement*" principle is the foundation for TKS to continue learning and developing relevant assistance strategies. Research informants acknowledged that the learning process of a dormitory companion never stops at formal training or theory alone. Direct practical experience and the increasing complexity of the cases handled are the best means of enriching the technical competence of TKS. The role of the facilitator at this center is not only limited to providing directions or information but also to act as a key actor bridging the world of the child. Reflective ability is highly needed so that companions can periodically evaluate the effectiveness of interventions that have been carried out for each individual. Responding to the individual needs of children will greatly assist in accelerating the process of transforming negative behavior into more positive behavior ([Rudyanto et al., 2025](#)). This reflective foundation is crucial for creating a rehabilitation environment that supports healthy and sustainable child personality growth.

The role of TKS in building effective initial relationships is the main entry point for the success of the entire subsequent rehabilitation process sequence. This interpersonal relationship is built systematically through three main steps: building trust, identifying needs, and establishing positive relations. These three aspects form the initial foundation that significantly determines the extent to which long-term

intervention goals can be successfully achieved. Building trust is the most crucial stage because most foster children carry the burden of psychological trauma or severe emotional instability. Such traumatic situations often make children closed off, highly defensive, and even skeptical of the assistance offered by officers. In this context, TKS are required to prioritize a warm, empathetic approach without judging the child's past mistakes ([Syaifulloh, 2019](#)). Children need to feel emotional safety before they are willing to fully open up to their dormitory companions. Success at this early stage will facilitate problem identification and the planning of deeper rehabilitation intervention steps.

The next step after building a child's trust is to identify their needs holistically from various aspects of their lives. This identification includes an examination of psychological, social, and emotional aspects to understand the root of the problems faced by the child. This process cannot be separated from strong interpersonal communication skills and the sharpness of daily observations by the assistance personnel. A deep understanding of the unique needs of each individual will determine the direction of social intervention policies implemented by the institution. Effective identification approaches can clearly increase the active involvement of children in the entire process of recovery and development of their potential. The quality of the working relationship between the client and the social welfare personnel is known as the "client-worker alliance" concept in social practice ([Sobari, Pasaribu, & Ladetra, 2025](#)). A strong alliance is the main indicator of the success of long-term rehabilitation interventions for children in conflict with the law. When children feel truly understood and supported, they tend to become more cooperative in following the entire sequence of programs at the center.

The main focus of TKS in the dimension of providing education is to provide comprehensive services to re-develop positive potential within every child in conflict with the law. These guidance services include individual counseling, mental development, life skills training, and social support tailored to the individual's capacity. The main goal of this education dimension is to equip children with practical abilities so that they do not fall back into deviant behavior ([Nasir, Khoiriyah, Pamungkas, Hardianti, & Zildjianda, 2023](#)). Through measurable educational services, children are directed to realize their past mistakes while simultaneously being prepared to contribute to society. Many foster children who enter the center previously did not have an adequate support environment or access to proper education. Vocational training such as motorcycle and welding workshops becomes a very valuable asset for children to live independently economically. Spiritual guidance approaches, such as the obligation of prayer and reciting the Quran, have also become an integral part of reforming a child's moral character ([Linda & Syarifuddin, 2024](#)). The effectiveness of these educational services ultimately determines the level of success of a child's social reintegration when their sentence has ended.

Educational services tailored to the specific needs of each individual make children feel more noticed and valued in their surrounding environment. This feeling of being valued becomes a driver for the emergence of internal motivation within the child to commit to becoming a better person ([Susilowati et al., 2019](#)). Educational services at this center are not only formal-administrative in nature but also touch upon the human side that has a deep impact on the personality. Furthermore, these skill programs help rebuild a child's hope for a future that may have previously been perceived as bleak. Children who previously felt isolated began to see new opportunities to live a healthier, more productive, and beneficial life for others. Rehabilitation is viewed not merely as a fulfillment of the state's institutional obligations but as an important investment in saving the future of the nation's young generation ([Findi, Marzidah, & Probokawuryan, 2023](#)). The success of vocational and character services plays a major role in strengthening a child's self-resilience against negative influences from the environment outside the center. Thus, the quality of educational guidance is the key to ensuring that children can adapt to societal norms and rules.

The role of the TKS as a liaison between the child and the legal system ensures that all the human rights of the child remain fully protected. This protection of rights includes access to education, proper health services, and guarantees of security from all forms of physical or verbal violence ([Maghfirah, Jufri, & Ramdani, 2024](#)). The process of fulfilling child rights begins with the implementation of a comprehensive assessment when the child first arrives to formulate an individual rehabilitation plan for the child. TKS actively create a safe and supportive dormitory environment by closely monitoring the

daily interactions of foster children. Routine monitoring is conducted to prevent discrimination, bullying, or other arbitrary actions within the social rehabilitation center environment. Education regarding child rights is also provided periodically so that they realize their dignity and position as citizens ([Rizki & Suma, 2025](#)). TKS act as advocates who voice the child's aspirations to ensure that the child's best interests are always the main policy priority. The synergy between legal protection and social guidance ensures that the rehabilitation process runs in harmony with the mandate of the juvenile criminal justice system law.

This discussion concludes that the role of TKS is vital and comprehensive in handling cases of children in conflict with the law. Integrated efforts through the humanistic approach are proven capable of re-growing a sense of self-esteem and optimism in every foster child ([Rachmawati & Faedlulloh, 2021](#)). Foster children honestly acknowledge that the services at the center greatly help them find hidden talents and provide a sense of security for them. The commitment of TKS in providing appreciation makes children feel worthy and highly convinced that they still have the right to a bright future ([Maghfirah et al., 2024](#)). Child rights during the rehabilitation period at this center are truly protected through real action by the companions, not just formal promises. Professional efforts from the TKS prepare children in conflict with the law to return to their families with a new sense of awareness and personal responsibility to avoid reoffending. PSRABH Ogan Ilir has effectively provided preventive, curative, and rehabilitative services for teenagers with behavioral problems. The success of this program is real evidence of the importance of integrating mental, social, and practical skills guidance in the process of restoring social functioning.

5. Conclusions

5.1 Conclusion

At the macro level, the Indonesian juvenile criminal justice system, through Law No. 11 of 2012, constructs the protection of children with disabilities within a restorative justice paradigm, positioning children as national assets who must be protected from the stigmatization of formal justice through the principle of *ultimum remedium*. This ecosystem is mandated to Social Workers and Social Welfare Personnel, now accelerated through Law No. 14 of 2019 concerning Social Workers and its derivative regulations, to provide advocacy and guarantee children's basic rights.

In practice, at the Ogan Ilir Regency Social Welfare Institution, this concrete role is realized through a strategy of individual mentoring (client-worker alliance) to reduce children's psychological defenses. TKS integrates spiritual guidance with vocational training (such as workshops) to foster internal motivation and economic independence. However, the effectiveness of this ideal mentoring model in practice is confronted with structural contradictions. Rehabilitation patterns are often hampered by the uneven fluctuation of client arrivals and the threat of recidivism due to peer contamination. Therefore, the success of social reintegration depends not only on the empathetic approach of TKS but also on the strictness of the child risk classification system within the boarding institution.

5.2 Research Limitations

This research is subject to a scope limitation that focuses exclusively on the locus of the Juvenile Social Rehabilitation Center in Ogan Ilir Regency, ensuring that the resulting findings offer a specific "local context" which may vary when compared to other regions. Thematically, the boundaries of this study are profoundly concentrated on the "specific role" of Social Welfare Personnel in holistically assisting Children in Conflict with the Law within that environment. Informant limitations are also centered on parties within the PSRABH Ogan Ilir. While this research offers novelty in evaluating the effectiveness of professional TKS assistance, the results of its descriptive qualitative analysis are closely tied to daily dynamics, challenges of child character diversity, and intervention strategies specifically implemented in Ogan Ilir Regency.

5.3 Suggestions and Directions for Future Research

Future research should aim to expand the geographical scope beyond the specific locus of Ogan Ilir Regency by conducting comparative studies across diverse regions to enhance the generalizability of the findings regarding the effectiveness of Social Welfare Personnel assistance. To address current

research gaps, longitudinal studies are highly recommended to evaluate the "long-term impacts" of rehabilitation programs on the social reintegration success of children after they return to their families and communities. Furthermore, subsequent investigations should focus on a more "comprehensive analysis of institutional aspects" and the specific influence of the "non-social welfare educational background" of TKS on the quality of psychosocial interventions for Children in Conflict with the Law. Research could also delve deeper into refining the synergy between vocational skills and such as welding and motorcycle workshops—and spiritual-moral guidance to create a more standardized yet flexible holistic rehabilitative model. Finally, exploring the broader influence of peer environments and digital content exposure on juvenile delinquency could provide a more robust preventive framework to complement existing curative and rehabilitative services.

Author Contributions

DM contributed to editing and formatting, idea development, funding acquisition, research methodology, and the publishing process. NH contributed to the formulation of research problems, identification of legal issues, data searching, and critical analysis.

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