

FROM PUNITIVE RESPONSE TO CIVIC SAFEGUARDING: OPTIMIZING A PENTAHHELIX POLICY COMMUNITY MODEL FOR PREVENTING PEDOPHILIA-RELATED VIOLENCE AGAINST CHILDREN IN INDONESIA

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ABSTRACT

Pedophilia-related violence against children in Indonesia is still addressed predominantly through punitive law-enforcement responses, while participatory prevention, civic reporting capacity, and cross-sector coordination remain fragmented. This article aims to formulate a policy community model that connects pentahelix collaboration with citizenship education in order to strengthen child safeguarding. The study uses an integrative literature review and policy document analysis, guided by Whittemore and Knafl's review stages, and reports the results using an adapted PRISMA logic. The synthesis shows that effective prevention requires six interrelated praxis syntaxes: evidence building, pentahelix role allocation, sustainable routines, innovation, evaluation, and citizenship campaigns. The article argues that citizenship education should be repositioned from a classroom-centered subject into a civic-learning infrastructure that develops legal awareness, digital literacy, ethical bystander behaviour, and collective responsibility. The study concludes that civic-oriented policy communities can reduce governance fragmentation and should be empirically tested in local child-protection settings.

ABSTRAK

Penanganan kekerasan seksual terhadap anak yang berkaitan dengan pedofilia di Indonesia masih didominasi pendekatan represif berbasis penegakan hukum, sedangkan pencegahan partisipatif, kapasitas pelaporan warga, dan koordinasi lintas sektor belum terintegrasi secara memadai. Artikel ini bertujuan merumuskan model komunitas kebijakan yang menghubungkan kolaborasi pentahelix dengan pendidikan kewarganegaraan untuk memperkuat perlindungan anak. Penelitian menggunakan tinjauan literatur integratif dan analisis dokumen kebijakan yang dipandu tahapan Whittemore dan Knafl serta dilaporkan dengan logika PRISMA yang diadaptasi. Hasil sintesis menunjukkan enam sintaks praksis yang saling terkait, yaitu pembentukan basis bukti, alokasi peran pentahelix, praktik berkelanjutan, inovasi, evaluasi, dan kampanye kewarganegaraan. Artikel ini menegaskan bahwa pendidikan kewarganegaraan perlu diposisikan ulang dari mata pelajaran yang berpusat di kelas menjadi infrastruktur pembelajaran sipil yang menumbuhkan kesadaran hukum, literasi digital, perilaku bystander yang etis, dan tanggung jawab kolektif. Simpulannya, komunitas kebijakan yang berorientasi kewarganegaraan dapat mengurangi fragmentasi tata kelola dan perlu diuji secara empiris dalam konteks perlindungan anak di tingkat lokal.

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INTRODUCTION

Child sexual violence against children is not only a criminal justice issue but also a governance problem that cuts across education, social welfare, public communication, family support, and digital regulation (Prasetyo et al., 2022). In Indonesia, public responses to pedophilia-related offences have tended to emphasize investigation, prosecution, and punishment, whereas the preventive side of governance remains less structured (McVeigh & Heward-Belle, 2024). Official SIMFONI PPA (Sistem Informasi Online Perlindungan Perempuan dan Anak, or Online Information System for the Protection of Women and Children) data and repeated public concern over sexual violence cases indicate that child protection institutions still face recurring fragmentation in reporting pathways, service coordination, public communication, and community vigilance (McVeigh & Heward-Belle, 2024). This condition suggests that punitive action, although necessary, is not sufficient to build a durable safeguarding system.

In this article, the term pedophilia-related violence is used cautiously as a practical category for acts, grooming patterns, and exploitative behaviours directed at children, rather than as a clinical label alone. This distinction is important because an offender-centred explanation can obscure the structural and civic conditions that allow abuse to persist, such as weak social supervision, inconsistent digital literacy, stigma toward reporting, and the absence of coordinated local routines. When these enabling conditions are ignored, policy responses become episodic, reactive, and overly dependent on formal law enforcement.

A stronger analytical lens is therefore needed. At the macro level, this study is informed by rights-based and citizenship-oriented perspectives that regard child protection as part of democratic public responsibility rather than merely a private family matter. From this perspective, citizenship education is relevant because it equips citizens with civic knowledge, ethical judgment, and a sense of responsibility toward the dignity and rights of others, including children (Howe & Covell, 2009). In the digital era, this orientation must also be connected to digital citizenship, as online grooming, privacy violations, misinformation, and the circulation of harmful content increasingly shape the ecology of risk around children (Choi, 2016).

At the meso level, policy community and policy network theory help explain why child protection depends on relatively stable interaction among interdependent actors who exchange resources, define problems, and negotiate routines (Atkinson & Coleman, 1992). In practice, safeguarding is rarely accomplished by a single institution. Police, schools, social services, health services, civil society organizations, families, digital platforms, and media each carry partial authority and partial information. Without a policy-community arrangement, these actors often work in parallel rather than in concert.

At the operational level, collaborative governance provides a more explicit explanation of how cross-sector coordination can be institutionalized. Collaborative governance requires shared problem definition, rules of participation, joint capacity, and accountability mechanisms so that coordination is not reduced to symbolic meetings (Ansell & Gash, 2008; Emerson et al., 2012). Recent scholarship also shows that citizen participation is not only an output of good governance but may also serve as a mechanism that strengthens policy influence, trust, and institutional legitimacy when organized through sustained collective action (Han et al., 2023). This insight is particularly relevant for child protection, where communities need safe reporting norms, ethical bystander behaviour, and confidence in referral systems.

The Indonesian policy setting already contains an operational foundation for such an approach. Regulation of the Republic of Indonesia National Police Number 1 of 2021 on Community Policing (Peraturan Kepolisian Negara Republik Indonesia Nomor 1 Tahun 2021 tentang Pemolisian Masyarakat, hereafter Polmas) defines community policing as a partnership-oriented strategy. It institutionalizes the Police and Community Partnership Forum (Forum Kemitraan Polisi dan Masyarakat, hereafter FKPM) as a joint platform for problem-solving. Read through a citizenship education lens, Polmas and FKPM can be interpreted not only as security instruments but also as civic-learning infrastructures through which citizens learn reporting ethics, public deliberation, and collective responsibility for child protection.

Even so, the existing literature remains incomplete in at least three ways. First, many Indonesian publications on child sexual violence still privilege legal-normative discussion and punitive control, while participatory prevention is presented only as a broad recommendation. Second, publications that mention pentahelix collaboration often describe actor categories but do not offer a cyclical operational sequence for how evidence is built, roles are allocated, routines are sustained, and evaluation is conducted. Third, studies in citizenship education frequently discuss civic engagement, digital citizenship, and community participation, yet the linkage between these concepts and concrete child-protection governance remains under-theorized. Recent studies in citizenship education have indeed expanded to include global citizenship, complex problem-solving, existential reflection, and civic campaigns, but these advances have not been systematically translated into a safeguarding framework for child protection.

Accordingly, this article positions citizenship education as more than a normative school subject. It is conceptualized here as a public-learning infrastructure that can cultivate legal awareness, digital literacy, participatory responsibility, and civic virtue across schools, families, communities, and local institutions. This move enables the policy community model to be read not only as a governance arrangement but also as a pedagogical and civic project. Such a position directly responds to the reviewer's concern that the relationship between the policy community and citizenship education must be made explicit, theoretical, and actionable.

Based on that background, this article asks: How can a policy community model, interpreted through a citizenship education perspective, be optimized to strengthen participatory governance for preventing and responding to pedophilia-related violence against children in Indonesia? The study aims to formulate a transferable praxis model that links pentahelix collaboration, Polmas and FKPM arrangements, and citizenship education outcomes. Its novelty lies in proposing six integrated syntaxes that convert collaboration from a general aspiration into a cyclical governance-and-learning design.

METHOD

This study used a qualitative integrative literature review combined with policy document analysis. An integrative review was selected because the problem under study spans diverse forms of evidence: criminology and safeguarding literature, public policy and collaborative governance studies, citizenship and digital citizenship education scholarship, and Indonesian regulatory documents. Compared with a narrow systematic review, the integrative design allows theoretical, empirical, and policy texts to be synthesized into a conceptual model (Lubbe et al., 2020; Torraco, 2005; Whitemore & Knafl, 2005).

The review procedure followed five broad stages: problem identification, literature search, screening and eligibility assessment, analytic coding, and synthesis/presentation. To improve transparency, the reporting logic was adapted from PRISMA 2020 for the identification and screening narrative, while remaining consistent with the broader flexibility of integrative reviews (Kabatiah et al., 2024; Page et al., 2021; Rachman et al., 2024). Figure 1 summarises the procedure used in this study.

Literature searching focused on publications from 2020 to 2025 to ensure recency, while retaining a limited number of seminal theoretical works published before 2020, which were indispensable for conceptual grounding. Searches were conducted in Scopus, Web of Science, Google Scholar, and nationally indexed Indonesian sources, such as Garuda/SINTA. Policy documents and administrative sources were traced through official repositories and institutional websites, especially JDIHN/BPK, the KemenPPPA portal, and SIMFONI PPA. Search combinations included terms such as "pedophilia", "child sexual exploitation", "child sexual violence", "policy community", "policy network", "collaborative governance", "pentahelix", "community policing", "FKPM", "civic engagement", "digital citizenship", and "citizenship education".

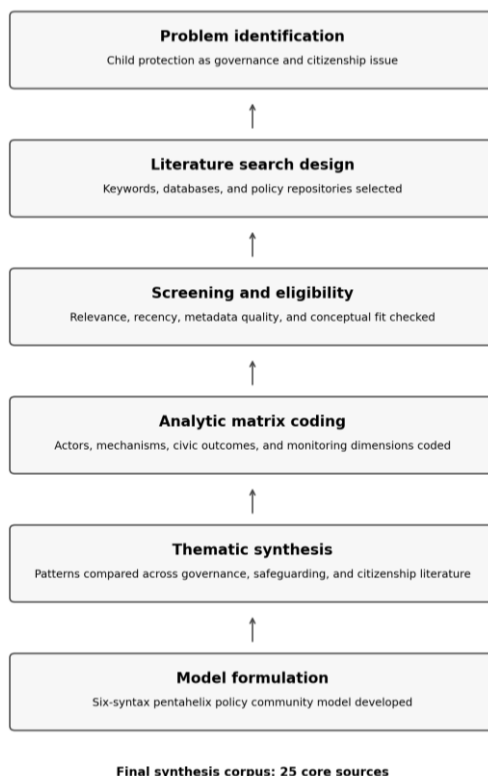
Inclusion criteria were as follows: (1) the source discussed child sexual violence or pedophilia-related governance, multi-actor safeguarding, citizenship education, digital citizenship, or community participation relevant to child protection; (2) the source was a peer-reviewed journal article, authoritative methodological reference, or official policy document; and (3) the source contributed conceptual, empirical, or regulatory insight to actor roles, coordination mechanisms, civic outcomes, or implementation ethics. Sources were excluded when they were purely opinion-based, lacked clear publication metadata, duplicated stronger sources, or did not connect meaningfully to the study's conceptual focus.

The final synthesis cited 25 core sources. Of these, 16 references (64.0%) were published in 2021-2025, thereby exceeding the journal's request that at least half of the references should be recent. The reviewed corpus comprised methodological references, governance and safeguarding studies, citizenship education studies, and official Indonesian policy documents. Data from the selected sources were entered into an analytic matrix containing six coding categories: actor constellation, coordination mechanism, preventive intervention, response pathway, civic learning component, and monitoring-evaluation dimension.

Data analysis followed the interactive logic of data reduction, data display, and conclusion drawing proposed by Miles, Huberman, and Saldaña (2013). In the first step, relevant findings from each source were coded and condensed into recurring categories. In the second step, the coded material was displayed by comparing actor roles, governance mechanisms, and civic outcomes. In the third step, the recurring patterns were abstracted into a six-syntax praxis model and then checked against the normative requirements of child protection, collaborative governance, and citizenship education.

Trustworthiness was strengthened through source triangulation across journal articles, methodological literature, and official state documents. Conceptual coherence was tested by ensuring that each proposed syntax was supported by more than one body of literature rather than by a single source type alone. Because the study did not involve human participants, no human-subject ethical approval was required. Nevertheless, ethical caution remained central in how the analysis represented victim-centred safeguarding principles, confidentiality, and the distinction between evidence-based claims and forward-looking propositions.

Figure 1. Integrative Review Procedure Used in the Study



Source: adapted from Whitemore and Knafl (2005), Torraco (2005), and PRISMA 2020 (Page et al., 2021).

RESULTS AND DISCUSSION

To strengthen review transparency at the outset of this section, Table 1 presents the characteristics of the 25 included literature sources that formed the final synthesis corpus, covering author and year, title, context or object, method, and main focus.

Table 1. Characteristics of Included Literature/Studies in the Final Synthesis Corpus (n = 25)

No.	Author(s) and year	Article Title	Context/ Object	Method	Main Focus
1	Álamo-Bolaños et al. (2024)	Childhood, Education, and Citizen Participation: A Systematic Review	Childhood, education, and participation	Systematic review	Children's participation and citizenship education
2	Ansell & Gash (2008)	Collaborative Governance in Theory and Practice	Public administration and governance	Theoretical review	Collaborative governance theory and practice
3	Atkinson & Coleman (1992)	Policy Networks, Policy Communities and the Problems of Governance	Public policy and governance	Theoretical analysis	Policy networks, communities, and governance
4	Ball et al. (2024)	Multi-agency Safeguarding: From Everyone's	Community safety and safeguarding	Conceptual/ practice review	Multi-agency safeguarding

		Responsibility to a Collective Responsibility			and collective responsibility
5	Choi (2016)	A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age	Digital citizenship education	Concept analysis	Digital citizenship for democratic education
6	Dinasty et al. (2025)	Perlindungan Perempuan Bawah Umur Dari Perilaku Pedofilia: Suatu Penerapan Model Kolaborasi Pentahelix	Child protection in Indonesia	Qualitative/legal-policy analysis	Pentahelix collaboration for protection from pedophilia
7	Emerson et al. (2012)	An Integrative Framework for Collaborative Governance	Public administration and cross-sector coordination	Conceptual framework	Integrative framework for collaborative governance
8	Han et al. (2023)	Civic Feedbacks: Linking Collective Action, Organizational Strategy, and Influence over Public Policy	Collective action and public policy	Theoretical-empirical analysis	Civic feedbacks and policy influence
9	Hidayah et al. (2025)	Penguatan Kompetensi Complex Problem Solving Melalui Pembelajaran Keterlibatan di Era Masyarakat Digital	Civic learning in the digital era	Literature-based educational analysis	Complex problem solving through engaged learning
10	Howe & Covell (2009)	Engaging Children in Citizenship Education: A Children's Rights Perspective	Citizenship education and children's rights	Conceptual analysis	Rights-based citizenship education
11	Kabatiah (2021)	Efektivitas Pengintegrasian Pendidikan Karakter di Perguruan Tinggi Melalui Teknik Klarifikasi Nilai Pada Mata Kuliah Pendidikan Kewarganegaraan	Higher education civic education	Quantitative evaluation	Character education integration in civic education
12	Kabatiah et al. (2024)	Pedagogical Competence of Civic Education Teacher in 21st Century: A Systematic Literature Review	Teacher competence in civic education	Systematic literature review	21st-century pedagogical competence

13	Lubbe et al. (2020)	The Integrative Literature Review as a Research Method: A Demonstration Review of Research on Neurodevelopmental Supportive Care in Preterm Infants	Research methodology	Demonstration integrative review	Integrative literature review as a method
14	McVeigh & Heward-Belle (2024)	Analysing the Scientific Literature on Policing Approaches to Disrupt Child Sexual Exploitation	Policing and child sexual exploitation	Literature analysis	Policing approaches to disruption and prevention
15	Mulyani et al. (2024)	Transformasi Pendidikan Kewarganegaraan Global di Era Abad 21: Analisis Implementasi dan Tantangan	Global civic education	Qualitative/literature analysis	Transformation of global citizenship education
16	Nababan et al. (2025)	Transforming Civic Education Through Nationalism Projects to Strengthen Global Diversity Character in Higher Education	Higher education civic projects	Educational implementati on study	Nationalism projects and global diversity character
17	Page et al. (2021)	The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews	Research reporting methodology	Guideline/statement	Transparent reporting for systematic reviews
18	Pitsou et al. (2025)	Empowering and Promoting Children's Rights by Implementing Skills Labs Using Engaging Learning Activities	Children's rights education	Educational intervention study	Skills labs to promote children's rights
19	Pradana et al. (2025)	Citizenship Campaigns as Community Civics to Strengthen Civic Engagement	Community civics and campaigns	Qualitative study	Citizenship campaigns and civic engagement
20	Prasetyo et al. (2022)	"It Really Needs to be Given to Students" Digital Citizenship Understanding Amongst Student Teachers Qualitative NVivo Analysis	Student teachers and digital citizenship	Qualitative NVivo analysis	Digital citizenship understanding among student teachers
21	Rachman et al. (2024)	Citizens Motivation to Participate in the Citizenship	Citizenship movement participation	Systematic literature review	Motivation for civic participation

		Movement: A Systematic Literature Review			
22	Septiawan (2024)	Perlindungan HAM Korban Pelecehan Seksual Pada Wilayah Hukum Kepolisian Resor Kendal	Human rights protection in policing context	Normative legal study	Victim rights protection in sexual violence cases
23	Shair-Rosenfield (2025)	Decentralisation, Intergovernmental Coordination, and Response to Extreme Events in Southeast Asia	Decentralized governance in Southeast Asia	Comparative policy analysis	Intergovernmental coordination in decentralized settings
24	Torraco (2005)	Writing Integrative Literature Reviews: Guidelines and Examples	Research methodology	Methodological guideline	Guidelines for writing integrative reviews
25	Whittemore & Knafl (2005)	The Integrative Review: Updated Methodology	Research methodology	Methodological article	Updated integrative review methodology

Source: Compiled by the authors from the final synthesis corpus (Research Results, 2025).

1. Review Corpus and Thematic Pattern

Table 2. Dominant Source Clusters in the Final Synthesis Corpus

Source Cluster	Approx. Number of Sources	Main Contribution to Synthesis
Governance and policy-network literature	5	Explained actor interdependence, coordination logic, and legitimacy.
Safeguarding and policing literature	4	Clarified multi-agency risks, response pathways, and collective responsibility.
Citizenship and digital citizenship education literature	9	Specified civic capacities such as legal awareness, digital ethics, campaigns, and engagement.
Methodological literature	5	Grounded review design, coding process, and transparent reporting.
Official policy and administrative documents	2	Anchored the model in Indonesian regulations and child-protection data infrastructure.

Source: Reconstructed by the Author from the Final Synthesis Corpus (Research Results, 2025)

The reviewed corpus clustered into four major thematic streams. The first stream comprised safeguarding and policing studies, which emphasized the limits of punitive-only responses and the need for multi-agency arrangements in preventing child sexual exploitation (Ball et al., 2024). The second stream centred on policy community, policy network, and collaborative governance theory, which clarified how interdependent actors can be organized around shared problems, negotiated roles, and accountability. The third stream came from citizenship education and digital citizenship scholarship, which highlighted civic knowledge, participatory learning, digital ethics, and civic campaigns as

capacities that can be taught and institutionalized. The fourth stream consisted of Indonesian policy and practice sources that anchored the discussion in Polmas, FKPM, SIMFONI PPA, and the pentahelix context.

This thematic composition is important because it shows how the proposed model was obtained. The six syntaxes did not emerge solely from abstract speculation. They were derived by linking recurring governance requirements from the safeguarding literature with the civic-capacity variables from the citizenship education literature, and then translating both into the Indonesian institutional context. Table 1 summarises the dominant source clusters and their contribution to the synthesis.

2. Pentahelix Policy Community Governance for Child Protection

A policy community may be defined as a relatively stable configuration of actors who share concern over a public problem, exchange information and resources, and shape responses through negotiated norms and routines. In the context of child protection, such a policy community is indispensable because no single institution possesses the authority, reach, legitimacy, and social proximity needed to detect, prevent, report, investigate, and follow up abuse. The literature consistently indicates that fragmented responses weaken victim protection and inhibit early intervention.

The Indonesian context provides an operational entry point for this concept through Polmas and FKPM. These forums are especially valuable because they enable problem-solving at the community level without abandoning formal legal processes. Their relevance becomes greater when read through a citizenship education perspective. Citizens who participate in FKPM-style forums do not merely attend meetings; they learn how to identify risk, communicate ethically, report responsibly, and support due process (Álamo-Bolaños et al., 2024). In this sense, policy community is not external to citizenship education; it is one of its lived arenas.

The pentahelix lens sharpens this arrangement by clarifying the strategic contributions of five actor groups: government, law enforcement, academia and education, civil society/community, and business-media. Table 2 presents the role mapping used in this article. The value of this mapping lies not only in assigning institutional functions but also in identifying the civic outcomes produced by each cluster, such as legal awareness, digital citizenship, reporting confidence, solidarity, and trust in institutions.

Table 3. Pentahelix Role Mapping for a Child-Protection Policy Community

Actor Group	Strategic Role	Illustrative Actions	Expected Civic Outcome
Government and service agencies	Policy integration and service coordination	Issue local protocols, align UPTD PPA, schools, health services, and reporting channels.	Institutional trust and service accessibility
Police/Polmas/ FKPM	Community-based problem solving and lawful referral	Early detection, safe reporting, mediation of non-judicial issues, referral support, case coordination	Legal awareness and responsible reporting
Academia and educational institutions	Evidence building and civic learning design	Risk mapping, teacher training, curriculum modules, evaluation instruments	Critical civic literacy and safeguarding competence

Civil society, families, and community groups	Social vigilance and victim support	Peer monitoring, anti-stigma support, local campaigns, bystander training	Solidarity and participatory responsibility
Media and business/digital platforms	Amplification and digital safety	Ethical communication, moderation, reporting tools, campaign dissemination	Digital citizenship and safe information circulation

Source: Synthesized from the Reviewed Literature and Indonesian Policy Context (Research Results, 2025)

Compared with previous Indonesian publications, the present article makes a more operational contribution. Prior studies typically argue that collaboration is necessary, but they often stop at listing who should collaborate. This article goes further by specifying how collaboration can be sequenced, monitored, and connected to citizenship outcomes. Thus, the novelty does not lie in inventing collaboration itself, but in transforming collaboration into a civic safeguarding design.

3. Implementation Pathway and Safeguarding Ethics

A workable policy community should be built on existing institutional nodes rather than on new ad hoc bodies. A practical pathway is to connect FKPM and community policing units with school safeguarding teams, child protection service units, health and psychosocial support providers, and village or neighbourhood leadership structures. This alignment reduces duplication and makes referral routines more predictable (Emerson et al., 2012).

However, participatory protection also carries risks. If not properly governed, community involvement can slide into vigilantism, moral panic, victim blaming, or the circulation of unverified allegations on social media (Ball et al., 2024; McVeigh & Heward-Belle, 2024). For that reason, the model proposed here places safeguarding ethics at the centre of implementation. Confidentiality, data minimization, trauma-informed communication, and the prohibition of public shaming are not additional values; they are constitutive rules of an ethical policy community (Septiawan, 2024).

From a citizenship education standpoint, these ethical constraints are expressions of civic virtue. Self-restraint prevents digital mob behaviour; solidarity encourages support for victims and families; and public reason helps communities distinguish between concern, evidence, and due process (Prasetyo et al., 2022). This ethical reading strengthens the argument that citizenship education can support governance not only cognitively but also normatively (Kabatiah, 2021).

4. Six integrated syntaxes of policy community praxis

The core contribution of this article is a six-syntax praxis model. The model is cyclical, not linear. Each syntax informs the next, and evaluation returns the process to renewed evidence building and campaign design. Table 3 summarises the syntaxes, lead actors, outputs, and monitoring focus.

Table 4. Six Integrated Syntaxes of Policy Community Praxis

Syntax	Main function	Lead actors	Illustrative Monitoring Indicator
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Evidence Building	Develop shared understanding of risk, institutions, and civic-learning needs	Academia, government, police	Risk map, baseline data, policy gap identification
Pentahelix Role Allocation	Define mandates, referral routes, and collaboration rules	Government, police, civil society	Formal SOP, MoU, actor matrix
Sustainable Practices	Embed repeated prevention and support routines	Schools, FKPM, community groups	Routine forums, school protocols, referral continuity
Innovation	Adapt to emerging digital and social risks	Academia, media, business, government	Digital reporting tools, literacy modules, platform safeguards
Evaluation	Review effectiveness, accountability, and civic outcomes	All actors	Case follow-up quality, response time, participation rate, trust indicators
Citizenship Campaigns	Translate policy commitments into public norms and civic participation	Schools, media, civil society, youth groups	Campaign reach, anti-stigma messaging, civic engagement uptake

Source: Model Constructed from the Present Synthesis (Research Results, 2025)

First, completing academic studies provides a shared evidence base through risk mapping, legal and institutional review, and the identification of civic-learning needs. Second, the pentahelix role allocation establishes explicit mandates, referral pathways, and decision routines, making coordination actionable. Third, sustainable practices institutionalize repeated prevention and support activities in schools, community forums, and service networks. Fourth, innovation responds to evolving digital risk through child-friendly reporting tools, digital literacy modules, and adaptive communication strategies (Prasetyo et al., 2022). Fifth, evaluation ensures that collaboration is assessed through governance and civic indicators rather than symbolic claims. Sixth, citizenship campaigns convert technical policy commitments into public norms, collective vigilance, and anti-stigma messages (Pitsou et al., 2025; Pradana et al., 2025).

These six syntaxes answer the research question by showing how a policy community model can be optimized through a citizenship education lens. The model does so by coupling actor coordination with civic capacity formation. Put differently, collaboration becomes sustainable when it is learned, practised, and socially normalized, not when it is announced once in a coordination meeting.

5. Theoretical Propositions and Novelty

The synthesis permits three propositions. Proposition 1: Citizenship education functions as a governance infrastructure when it equips citizens and institutions with actionable capacities for child safeguarding, including legal awareness, digital literacy, ethical reporting, and participatory problem solving. Proposition 2: Polmas and FKPM can be reconceptualized as civic-learning nodes, not merely community policing instruments, when their routines are linked to rights protection and public deliberation. Proposition 3: Pentahelix collaboration becomes operationally meaningful only when organized as a cyclical praxis syntax with clear outputs, monitoring indicators, and ethical safeguards.

These propositions modify the usual relationship between civics and public policy. Rather than treating citizenship education as a downstream moral supplement to policy, the article places it inside the architecture of implementation. This shift is the article's primary theoretical contribution.

6. Implications for Citizenship Education and Public Policy

For citizenship education, the model implies a move from declarative learning about rights and duties toward situated civic learning around concrete policy issues. Child protection can be used as a capstone issue through which learners practise institutional navigation, risk recognition, rights reasoning, community mapping, and digital responsibility. This approach is consistent with recent scholarship that emphasizes civic engagement, community involvement, complex problem-solving, and citizenship campaigns (Hidayah et al., 2025; Mulyani et al., 2024; Nababan et al., 2025).

For public policy, the model recommends formal alignment between Polmas/FKPM, UPTD PPA, schools, health services, and community organizations. Local governments should not rely solely on informal personal networks; they need written referral procedures, shared indicators, routine review meetings, and public communication norms. In decentralized contexts, this formalization matters because coordination can easily weaken when leadership changes (Shair-Rosenfield, 2025).

For schools and teacher education, the findings support professional development focused on recognizing grooming indicators, implementing safe reporting procedures, facilitating non-stigmatizing discussions, and integrating digital citizenship into real-life safeguarding tasks. For media and business actors, the implication is to strengthen platform safety, moderation, campaign amplification, and responsible risk communication (Dinasty et al., 2025).

7. Limitations and Future Research

This article remains conceptual and synthesis-based. It does not report new field data from specific districts, nor does it test causal effectiveness. The proposed syntaxes should therefore be read as an operational framework that organizes action and invites empirical evaluation, rather than as a completed intervention model.

Future studies should validate the model through comparative case studies, interviews, observations, and mixed-method evaluations in districts with different levels of institutional capacity. Empirical research is especially needed to measure whether the proposed civic outcomes - legal awareness, digital literacy, reporting readiness, and public trust-actually improve when the six syntaxes are implemented.

CONCLUSION

The research results are concluded briefly, concisely, and in sync with the research. This article has reformulated the policy community approach to pedophilia-related violence against children by placing citizenship education at the centre of collaborative governance. Through an integrative literature review and policy document analysis, the study developed a pentahelix-based praxis model consisting of six integrated syntaxes: completion of academic studies, pentahelix role allocation, sustainable practices, innovation, evaluation, and citizenship campaigns. The argument advanced here is that child protection is strengthened when governance coordination and civic capacity formation are treated as a single design rather than as separate agendas.

Practically, the model offers local governments, police, schools, civil society organizations, and media actors a more manageable set of routines and monitoring points. Theoretically, it extends citizenship education beyond classroom discourse into a civic-learning infrastructure embedded in public problem-solving. The most immediate recommendation is that districts align Polmas/FKPM arrangements with child-protection service pathways and school-based safeguarding structures, while future research should test the model empirically and develop validated instruments to measure both governance performance and civic outcomes.

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Disclosure of Interests

The authors declare that there are no conflicts of interest regarding the publication of this article. The authors also affirm that this research was conducted independently, without any commercial or financial relationships that could be construed as a potential conflict of interest.

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