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Multi-Stakeholder Partnership Model for Preventing Juvenile Delinquency through State Defence Training

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Abstract: This study aims to analyse the characteristics of juvenile delinquency among junior high school students in Bandung City and develop a multi-stakeholder partnership model by implementing state defence training (bela negara) as a preventive instrument. A qualitative approach using Design-Based Research (DBR) was employed, comprising needs analysis, model design, implementation and pilot testing, and evaluation and refinement, involving eight public junior secondary schools, with eight teachers and school counsellors (one per school) as key informants alongside students and cross-sector partners. Data were collected through in-depth interviews, observations, and focus group discussions, and analysed using thematic analysis. The findings identified five key themes underlying juvenile delinquency. The study produced a multi-stakeholder partnership model that integrates collaborative governance, character education, and state defence training within an experiential learning framework. Observation checklists and teachers' field notes during the pilot indicated positive changes in students' discipline, responsibility, and national awareness, suggesting that the model is a promising preventive strategy that warrants further testing with comparative designs before wider adoption in regional education policy.
Keywords: multi-stakeholder partnership, state defence training, character education, juvenile delinquency, secondary school students

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INTRODUCTION

Juvenile delinquency among junior high school (SMP) students should ideally be minimised through integrated, systematic character education that shapes students' personality and social responsibility (Chairunnisa & Istaryatiningtias, 2022; Kistoro & Febriana, 2025). However, empirical evidence indicates that juvenile delinquency in urban areas, particularly in Bandung City, remains at an alarming level, as reflected in the rise of bullying, low levels of discipline, and the shift of deviant behaviour into the digital sphere (Drianda et al., 2015; Widianingsih et al., 2024). This condition can lead to a declining learning climate, increased social conflict among students, and the potential formation of negative character traits that persist into adulthood (Lukitasari et al., 2024; Sarbini et al., 2023). Moreover, weak integration among schools, families, and the broader social environment results in partial, less effective interventions (Arar & Karadas, 2026; Lohmann et al., 2018; D. Wilson et al., 2019). Therefore, an innovative approach is required through a multi-stakeholder partnership model that integrates various actors within a collaborative framework. This study aims to formulate such a model as an effective preventive instrument, while also reinforcing the urgency of developing cross-

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sectoral collaborative governance in character education. This sense of immediacy is evident in statistics indicating that the number of reports of acts of violence in learning institutions almost doubled, from 285 in 2023 to 573 cases in 2024 (Pusiknas Bareskrim Polri, 2025a), with hundreds of minors being identified as perpetrators in assaults, bullying, and other forms of delinquent activities in the first months of 2025 (Pusiknas Bareskrim Polri, 2025b). This indicates that juvenile delinquency is an urgent issue that has not been solved by current limited attempts at intervention, thus necessitating a framework that can deal with the problem through prevention.

Previous studies have consistently shown that preventing juvenile delinquency requires a comprehensive, collaborative approach (Jenson & Potter, 2003). School-based preventive interventions have been shown to reduce the potential for deviant behaviour at an early stage (Shure, 2001). After-school programs, as Njapa-Minyard (2010) notes, reduce juvenile delinquency during high-risk after-school hours. Furthermore, the G.R.E.A.T. Program, as examined by Esbensen et al., (2013) , demonstrates that violence-prevention-based education can decrease adolescents' involvement in delinquent behaviour. Subsequently, Lee & Sneed, (2026) found that integrating physical activity and emotional learning helps reduce student aggression. Other studies emphasise that family factors, school attachment, and community-based interventions function as key protective factors in preventing juvenile delinquency (Aazami et al., 2023; Mann & Reynolds, 2006). In addition, Chang et al. (2016) and Song et al. (2024) highlight that these findings collectively indicate that integrated, experience-based preventive approaches are essential for fostering positive adolescent behaviour.

In contrast, this research focuses on developing a multi-stakeholder partnership model to implement state defence education and training as a structured, collaborative, experience-based preventive instrument against juvenile delinquency among junior high school students. Most prior studies remain sectoral in nature and have not systematically integrated multiple actors within a unified collaborative governance framework. Furthermore, previous studies have not examined state defence education as a preventive measure within the formal education framework, especially in urban junior high schools. This study develops an integrated approach that combines character education, state defence values, and experiential learning by involving schools, local governments, the Indonesian National Armed Forces, the Indonesian National Police, and educational communities within a single operational model. Thus, this research seeks to bridge the gap between partial preventive approaches and the need for a sustainable collaborative model. The novelty of this study therefore lies in its integration of state defence education, an approach not previously examined as a systematic delinquency-prevention strategy within formal junior high school settings, into a single, cross-sectoral, experience-based collaborative governance model, rather than treating school, family, and community actors as separate and loosely coordinated interventions. Accordingly, the central question of this study is: how can a multi-stakeholder partnership model for implementing state defence training be effectively formulated as a preventive instrument against juvenile delinquency among junior high school students?

The choice of state defence training (*bela negara*) as the core intervention, rather than other established approaches such as social-emotional learning, after-school programs, or violence-prevention curricula, rests on three considerations. First, state defence awareness development is legally mandated to be delivered through the national education system at every pathway, level, and type of education Law of the Republic of Indonesia Number 23 of 2019 on the Management of National Resources for National Defense, which gives it an institutional basis for involving the Education Office, the Indonesian National Armed Forces, and the Indonesian National Police that stand-alone programs lack. Second, its fundamental values, such as love for

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the country, national consciousness, fidelity to Pancasila, and readiness to die for the country, directly relate to the discipline issues, sense of responsibility, and social ethics issues that often form the foundation of delinquencies, so it can become an instrument of character education instead of supplementing existing programs. Third, in the process of implementation through experiential learning, in which the learners progress through concrete experience, reflection, conceptualisation, and active experimentation (Kolb, 2015), state defence education can lead to the transformation of values into practical actions, thereby addressing the problem of disconnection between the normative content of character education and its practical results. In addition, this study explicitly differs from the military-style, punishment-oriented boot camp approach, which the systematic literature review shows is ineffective at reducing offending behaviour (D. B. Wilson et al., 2005).

Apart from its theoretical significance for collaborative governance in character education, it is expected that this study will contribute significantly to practical education in Indonesia in terms of providing both the local government and the Ministry of Education in Indonesia with a practical guide on how to develop regional policies regarding character and national defence education, especially in the context of the Pancasila Student Profile and regional character education programs like Bandung's Masagi Curriculum. Moreover, this study will also guide schools, the Indonesian National Armed Forces, the Indonesian National Police, and local education departments in forming sustainable cross-sectoral partnership initiatives to prevent juvenile delinquency outside Bandung.

METHOD

This study used a qualitative approach with a Design-Based Research (DBR) design focused on developing and testing a model in real educational contexts. This approach was selected because it integrated design, implementation, evaluation, and iterative refinement to produce contextual, applicable solutions for addressing juvenile delinquency(Anderson & Shattuck, 2012; McKenney & Reeves, 2019). The research was conducted through four main stages: (1) needs analysis to identify issues of juvenile delinquency and existing conditions within schools; (2) the design of a multi-stakeholder partnership model based on the integration of collaborative governance, character education, and state defence training; (3) implementation and pilot testing of the model within school settings; and (4) evaluation and refinement of the model based on implementation outcomes and participant feedback (Crooks et al., 2018).

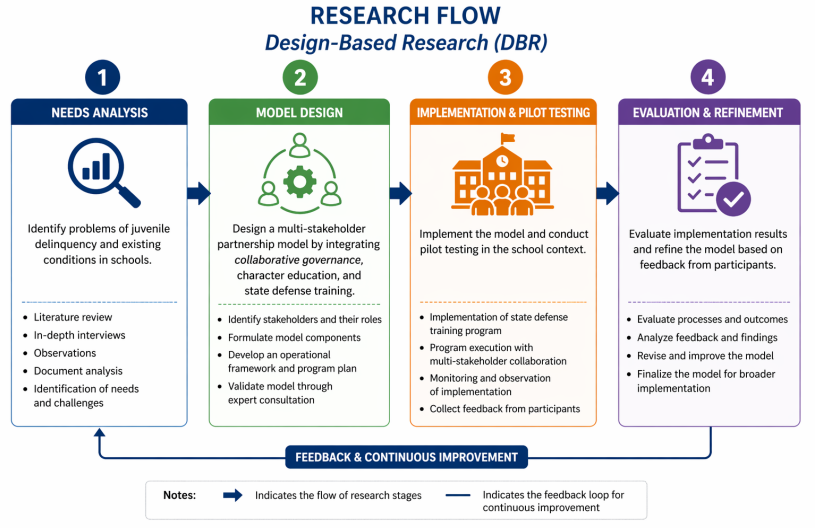


Figure 1. The Four Stages of the Design-Based Research (DBR) Process

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The four stages were implemented iteratively rather than linearly. In the first cycle, the needs-analysis findings were translated into a draft partnership model and training curriculum, which cross-sector stakeholders discussed and revised with the team before implementation. In the second cycle, the draft model was piloted in the eight schools, and observation checklists, teachers' field notes, and participant feedback were used to identify implementation problems as they arose. In the third cycle, these findings were reviewed with stakeholders in an evaluation FGD, and the model was revised in four areas: stakeholder roles and coordination mechanisms, the balance of cognitive, affective, and psychomotor activities, alignment with the Bandung Masagi Curriculum, and the monitoring and evaluation system. The resulting refinements are reported in the Evaluation and Refinement Phase section.

The research participants included eight junior high public schools in Bandung City, purposively selected based on three criteria: diversity in the level of delinquent cases, geographic representation in the city, and the schools' willingness to participate in the pilot state defence training project. The key informants for the needs-analysis interviews (coded Informant 1 to 8) were eight teachers and counsellors from those schools (one per school), as well as other students, class teachers, and school personnel who participated in designing, piloting, and evaluating the model. Data were collected using semi-structured in-depth interviews with a special interview protocol concerning forms, trends, reasons, and handling of delinquency; non-participant observation of daily activities and training of students using the observation checklist; and focus group discussions (FGD) with cross-sectoral partners (schools, Education Office, Indonesian National Armed Forces, and Indonesian National Police) for development of the partnership model.

Data analysis was done by applying thematic analysis methods, which included coding, categorising, and theme generation related to the research aims (Galanis, 2018; Mason & Francis, 2023; Peterson, 2017). Operationally, the coding process was carried out manually in five steps: (1) familiarisation with the interview and FGD transcripts; (2) open coding of each statement; (3) grouping codes with similar meanings into categories; (4) identifying and naming themes based on the patterns of categories; and (5) reviewing and validating themes against the original data set, as illustrated in Figure 2. To ensure data validity, the study used source triangulation (comparing accounts from teachers, students, and external partners) and method triangulation (comparing interview, observation, and FGD results), along with member-checking through participant validation of the identified themes. The results of the analysis were then used as the basis for refining a multi-stakeholder partnership model that was adaptive and sustainable.

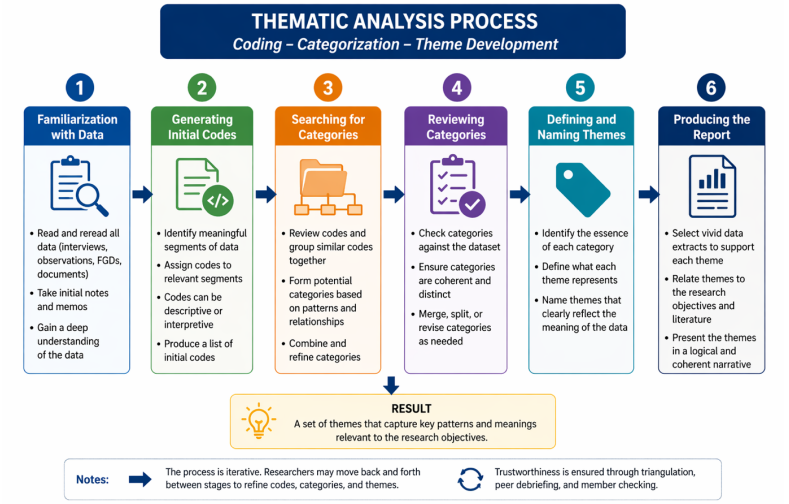


Figure 2. Stages of the Thematic Analysis Process

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Behavioural change during the pilot was assessed descriptively rather than statistically. The observation checklist covered three indicator domains derived from the model's target values: (1) discipline, including punctuality, compliance with uniform and school rules, and orderly participation in drills and routines; (2) responsibility, including completion of assigned group tasks, willingness to take on roles, and care for shared facilities; and (3) national and social awareness, including respectful communication with peers and teachers, participation in community service, and engagement in civic discussions. Observations made during training and everyday school activities were correlated with observations by classroom teachers and comments from participants. Thus, the changes reported under Results reflect what was observed across these sources, not effect sizes.

RESULT AND DISCUSSION

RESULT

1. Needs Analysis of Juvenile Delinquency Issues

The needs analysis process for juvenile delinquency issues used qualitative methods to provide an in-depth understanding of the experiences, perceptions, and needs associated with different forms of juvenile delinquency problems in Bandung city. In-depth interviews were carried out involving a total of eight teachers and school counsellors (one from each school), which generated 100 statements. The collected data underwent thematic analysis as described in this study's methodology section. This included familiarisation with the data, open coding, code grouping, theme identification, and review/validation. We analysed statements line by line through open coding and grouped them by similar content and substance. This reduction and synthesis process helped identify consistent conceptual patterns, which in turn provided the basis for developing the five key themes that emerged from the analysis of juvenile delinquency problems in Bandung City. The key codes, categories, and findings for these five themes are shown in Table 2 below. Extracts of verbatim statements for each theme are provided with informant codes.

Table 2. Data Processing Summary of the Thematic Analysis

No	Theme	Key Categories / Codes	Synthesized Finding
1	The Dominance of Minor Delinquency Related to Discipline and Social Interaction	Bullying (direct and cyber); tardiness and uniform violations; non-compliance with school rules; impolite communication	Delinquency was largely repetitive, minor misconduct rather than serious deviance, rooted in weak internalisation of discipline and social ethics.
2	The Shift of Delinquency Patterns into the Digital Sphere	Cyberbullying; inappropriate language online; social-media-driven conflict; reduced social control post-pandemic	Delinquency has shifted from physical to digital spaces, expanding beyond schools' direct supervision and becoming more complex.
3	The Complexity of Causal Factors: Individual, Family, and Environment	Weak self-control; limited family supervision and communication; peer influence; digitalisation	Delinquency emerges from the interaction of individual, family, and environmental factors rather than a single dominant cause.
4	Limitations in the Implementation of Character Education as Predominantly Theoretical	Programs remain general/normative; limited structured, experience-based interventions.	Character education has not been systematically integrated into structured, experience-based interventions, limiting its behavioural impact.
5	The Need for an Experience-Based Multi-Stakeholder Partnership Model	Incidental TNI/Polri collaboration; unsystematic cross-sector cooperation	Existing cross-sector collaboration is incidental and unstructured, underscoring the need for an integrated, experience-based partnership model.

The following table provides a summary of the codes, categories, and synthesised results that have been obtained from the 100 coded sentences. According to Table 2, the data suggest

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that the delinquency among junior high school students is minor and repetitive, in addition to being digital, as a result of the interplay between poor self-control skills, minimal parental supervision, and lack of structure in character education programs.

Theme 1: The Dominance of Minor Delinquency Related to Discipline and Social Interaction

From the results obtained, it can be stated that juvenile delinquency among the junior high school students is mainly associated with minor acts of delinquency in terms of discipline and social interactions. These acts include rule breaking, poor adherence to rules, and unhealthy social interactions, which can occur both in real life and on digital platforms. The problem showed that juvenile delinquency consisted of ordinary delinquent acts that were done regularly, not highly deviant acts. Therefore, the major problem was students' failure to internalise values such as discipline and social ethics in the school setting. As pointed out by the informants:

"The most common forms of delinquency we encountered were bullying, both directly and through social media, as well as violations of school rules such as tardiness, failure to wear proper uniforms, and lack of compliance with school regulations." (Informant 1)

"We observed that delinquency was mostly related to discipline and communication ethics, such as speaking impolitely and showing little respect for rules." (Informant 2)

"The delinquency that emerged tended to be minor but repetitive, such as violations of school rules and conflicts among students." (Informant 3)

"Most cases involved rule violations and unhealthy social interactions." (Informant 4)

"In addition to rule violations, we also observed behavioural deviations in digital spaces, such as the use of inappropriate language." (Informant 5)

From the above extracts, it can be noted that juvenile delinquency among students in junior high schools was primarily related to poor self-discipline and self-control, and the nature of the interactions in the social setting, even those in the online space. Essentially, the findings showed that the required intervention was not stricter rules but prevention through character development and behavioural change.

Theme 2: The Shift of Delinquency Patterns into the Digital Sphere

Results revealed changes in the pattern of juvenile delinquency from conventional behaviours towards the virtual world due to the increased use of technology and social media among the students in the junior high school. Behaviours that were conventionally exhibited directly have now been changed to digital behaviours of deviant acts such as the use of inappropriate language, conflicts being transmitted via social media, and cyberbullying. These changes show that students' social spaces are no longer limited to the physical school but have extended into virtual spaces that are harder to control. These circumstances also suggest that juvenile delinquency has grown more complex and must adapt to technological change. As the informants stated:

"The trend tends to increase, especially in digital aspects such as cyberbullying, along with the growing use of social media among students." (Informant 1)

"After the pandemic, delinquency increased due to reduced social control and greater exposure of students to digital environments." (Informant 2)

"The trend is not very drastic, but the form has shifted from physical to digital." (Informant 3)

"There is an increase, particularly in violations of discipline and communication ethics." (Informant 4)

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"The trend has increased in quality, not just quantity, especially in the complexity of digital behaviour." (Informant 5)

These findings were further reinforced by informants' views on the influence of social media on student behaviour:

"Social media greatly influences communication patterns and often triggers conflict." (Informant 1)
"It accelerates the spread of social conflicts among students." (Informant 3)
"It has become a major factor in shaping unethical digital behaviour." (Informant 5)

In effect, this transition shifted not only what juvenile delinquency looks like but also where it takes place and how it happens. In this regard, efforts to prevent this undesirable phenomenon must go beyond school supervision and include digital literacy, ethics education, and experiential learning.

Theme 3: The Complexity of Causal Factors: Individual, Family, and Environment

It can be seen that juvenile delinquency in junior high schools depends on various factors that are linked to one another. The three main factors are individual, familial, and the social and technological environment. It turned out that there is no dominating factor in the development of juvenile delinquency because it develops due to the interconnection between poor self-control of juveniles, low control of the family, and great influence of peers and environment. In other words, juvenile delinquency is a multidimensional process developing in the social environment. As noted by informants:

"Peer influence and weak self-control are the main factors we observe in student behaviour." (Informant 1)
"The lack of family supervision greatly contributes to the emergence of juvenile delinquency." (Informant 2)
"The social environment and adolescents' psychological development are important factors in shaping student behaviour." (Informant 3)
"Family factors and digitalisation strongly influence students' behaviour today." (Informant 4)
"Juvenile delinquency is the result of a combination of family, school, and technological factors." (Informant 5)

These findings were further reinforced by informants' perspectives on the role of the family:

"The family plays a crucial role in shaping students' initial character." (Informant 1)
"Lack of communication within the family is a major issue." (Informant 2)
"Parental involvement in monitoring children's development remains limited." (Informant 4)

Moreover, all informants concurred that peer influence is particularly powerful during junior high school, an important stage in the formation of social identity. The environment and the use of digital technology increase the likelihood of deviance if they are not balanced with proper supervision and literacy. Overall, the results suggest that the issue of juvenile delinquency cannot be handled through one approach only, but rather a holistic intervention plan is required to counteract this problem. It involves addressing the individuals involved, families, and the environment in which they live. Thus, an integrated approach is needed to help develop positive youth character.

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Theme 4: Limitations in the Implementation of Character Education as Predominantly Theoretical

The results suggested that many challenges remain in implementing character education in junior high schools, especially given its theoretical nature and the lack of experiential learning. Several implementations have been done, for example through guidance, incorporation into classroom learning, and extracurricular programs, but they remain disorganised and unsystematic. Therefore, these programs are ineffective in changing students' behaviour because the internalisation of character values has not been fully achieved. In the words of the informants:

> *"Existing programs are still general in nature and have not been specifically designed as structured preventive interventions, thus failing to address students' direct experiences." (Informant 1)*
>
> *"The implementation of character education has not been fully integrated across activities, resulting in suboptimal impact in reducing deviant behaviour." (Informant 2)*
>
> *"Character development programs still tend to be normative and are not yet based on practical experience." (Informant 3)*

In summary, these findings suggest that character education that relies only on developing cognitive knowledge about values is not enough to affect students' behaviour. The prevalence of the theoretical approach does not provide students with experience applying their values. Thus, character education efforts need to be reinforced through experience.

Theme 5: The Need for an Experience-Based Multi-Stakeholder Partnership Model

The results showed a strong need to implement an experience-based multi-stakeholder partnership model to prevent juvenile delinquency among junior high school students. Although schools collaborated with external stakeholders, such as the Indonesian National Armed Forces, the Indonesian National Police, and communities, these collaborations were incidental and not structured into a sustainable program system. This suggests that multi-stakeholder partnerships in character building have not been used optimally as a systematic prevention method. As pointed out by the informants:

> *"We have collaborated with the TNI in discipline training activities, which showed positive results in students' attitudes." (Informant 2)*
>
> *"There is cooperation with external parties, but it has not been carried out systematically and sustainably." (Informant 4)*
>
> *"Collaboration already exists, but it has not yet been integrated into a clear model." (Informant 5)*

Furthermore, the requirement for applicability was shown in expectations that the program should be "experience-based", "collaborative and cross-sectoral", and "integrated and sustainable." This indicated that purely theoretical models no longer had a place, and that students needed to engage in practical activities to inculcate values such as discipline, responsibility, and social awareness. Therefore, developing a structured, collaborative multi-stakeholder partnership model was necessary to implement collaborative governance in character education. The model of state defence training can be particularly useful in this regard since it combines collaboration of multiple stakeholders with experiential learning of the students.

2. Model Design Phase of the Multi-Stakeholder Partnership

The results found during the design phase have shown that the development of a multi-stakeholder partnership model for the implementation of state defence training was carried out

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systematically by basing it on empirical needs and the conceptual framework of state defence character education that had been formulated in the academic manuscript. State defence character education that has been developed in this multi-stakeholder partnership model was characterised by an emphasis on integrating the values of character education, principles of state defence, and experiential learning that was adapted to the developmental characteristics of junior high school students. As stated in the academic manuscript, state defence character education involves internalising discipline, responsibility, legal knowledge, and nationalism through cognitive, affective, and psychomotor processes. Thus, the multi-stakeholder partnership model that had been developed in this research was not only a conceptual framework but also a tool that links the cross-sector actors to an applicable instructional design.

Operationally, the multi-stakeholder partnership model consists of five main stages. The first stage is the needs assessment phase, in which the problem of juvenile delinquency, students' character conditions, and shortcomings in implementing character education in schools were identified. The second stage is the collaborative planning stage, at which the goals, roles, and commitments were aligned in an integrated program framework among the schools, the Education Office, the Indonesian National Armed Forces, the Indonesian National Police, and other stakeholders. The third stage is the program design stage that includes the development of a state defence training curriculum, including cognitive, affective, and psychomotor aspects, through activities such as civic discussion, social simulation, and experiential physical and social activities. The fourth stage is implementation, which includes conducting participatory and contextual training activities in the school environment through the involvement of cross-sector actors.

Thus, the designed model was not only conceptual but also operational, adaptive, and grounded in the real needs of junior high school students in Bandung City.

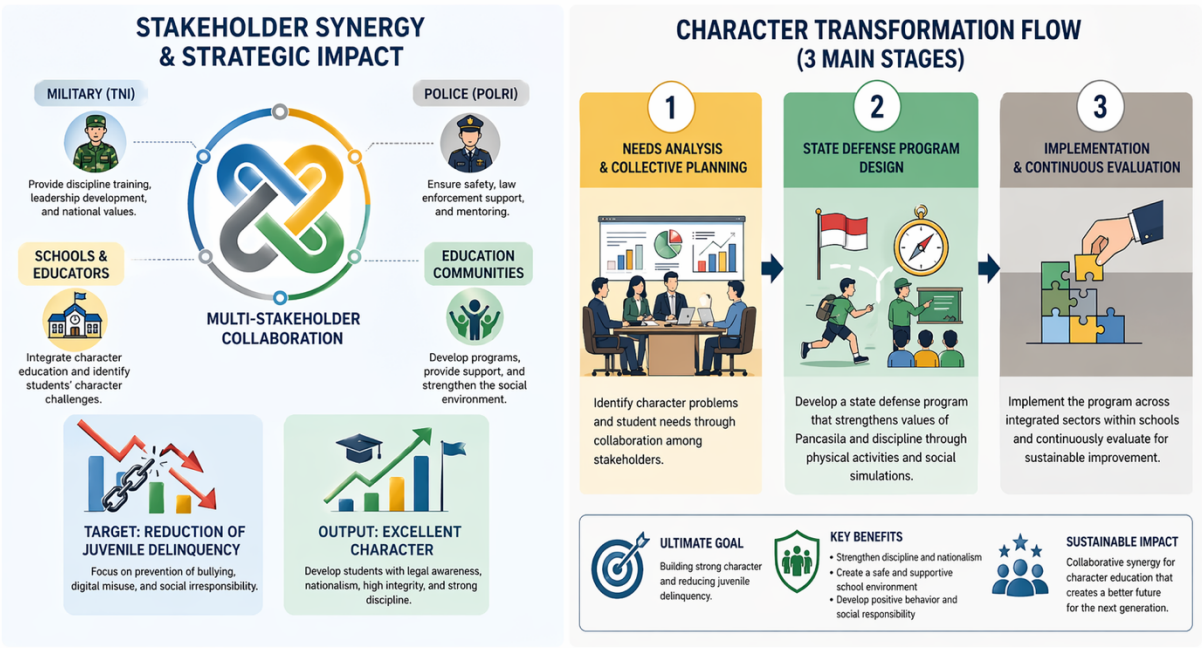


Figure 3. Multi-Stakeholder Partnership Model for State Defence Training

3. Pilot Implementation Phase

In this research, the pilot implementation phase was carried out by applying the multi-stakeholder partnership model in eight junior public high schools in Bandung City as the first laboratory to test the model's feasibility in practice. As a result, it has been shown that the

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integration of character education and state defence was feasible through cross-sectoral cooperation among schools, the Education Office, the Indonesian National Armed Forces and the Indonesian National Police, teachers of civic education and physical education, and academia. The training program was conducted in full through various experiential learning activities, such as marching drills, morning jogging, community service, discussion groups, and state defence simulations, emphasising discipline, responsibility, and students' social awareness.

Moreover, the civic insight program, through internalising the values of Pancasila and the 1945 Constitution, served as the basis for connecting the cognitive, affective, and behavioural aspects of students' lives. State defence simulation and leadership training were additional activities to enhance communication skills, collaboration, and problem-solving as components of students' social competence. It was also stated that integrating materials on preventing juvenile delinquency, including bullying and the use of social networks, shows that the program is contextual to adolescents' needs. Based on the pilot results, it can be concluded that the multi-stakeholder partnership model based on state defence training is a feasible and promising preventive tool, with implementation depending on consistent execution, cross-actor coordination, and integration with the Bandung Masagi Curriculum as a contextual value framework.

As to the results of observation, it was found that positive changes were seen in the domains of indicators mentioned above. In the discipline domain, students were more disciplined and obedient; in the responsibility domain, they were more active in group work and showed greater self-control; and in the national and social awareness domain, they showed greater respect in social interaction and greater consideration for national values and civic consciousness. These changes were found to be true as per the observation checklist, field notes of teachers, and participant feedback. However, because the analysis was descriptive and did not include a comparison group, these results show only the direction of change. They cannot prove causality between the model and the change.

Participant feedback aligned with the observations above. Most students said the training became more appealing because hands-on activities, such as simulations and physical exercises, helped them better understand the meaning of state defence values in everyday life. Teachers saw the program as developing the school's character through cooperation with external actors, including the Indonesian National Armed Forces and the Indonesian National Police. Meanwhile, policymakers saw the program's potential and believed it could be implemented on a larger scale; however, it should be sustainable, standardised, and more integrated into the school curriculum. Hence, the pilot phase not only showed the program's feasibility and acceptance, but also provided valuable feedback to improve the model.

4. Evaluation and Refinement Phase of the Multi-Stakeholder Partnership Model

The reflection stage in the multi-stakeholder partnership model showed that reflecting on the results of its initial application is essential to increase the model's sustainability and the quality of its implementation. The evaluation was carried out comprehensively with the participation of different stakeholders, including teachers, students, and external stakeholders such as the Indonesian National Armed Forces, the Indonesian National Police, and local government officials. Stakeholders' evaluations aligned with the positive changes in students' discipline, responsibility, and social awareness during the pilot project. However, certain areas need improvement, including better implementation, program integration, and cross-sector collaboration. This means the model's success depended not only on program design but also on implementation and the synergy of actions among all actors.

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Taking these reflections into consideration, the process of refinement was carried out with respect to several aspects. First of all, strengthening the partnership structure, in other words, determining the role and coordination mechanism of each stakeholder for better systematic and sustainable implementation; and second, refining the program design by considering the balance between cognitive, affective, and psychomotor dimensions of the program and increasing the number of learning activities that correspond to students' real-life experiences. Third, implement the program in school policy and curriculum by integrating it into the Bandung Masagi Curriculum as a contextual values framework, and finally develop a monitoring and evaluation process to assess students' behaviour regularly. Thus, the evaluation and refinement stage provided a more adaptive, operational, and contextualised model ready to be implemented and tested as a preventive strategy against juvenile delinquency based on the multi-stakeholder partnership approach.

DISCUSSION

First, the results obtained during the needs analysis of juvenile delinquency revealed that juvenile delinquency at the junior high school level in Bandung City was mainly manifested in minor forms of misconduct associated with discipline and communication, with a clear shift to the digital domain. In other words, the results showed not only the characteristics of juvenile delinquency as everyday misconduct but also how behaviours transform with technological development. In theory, this means juvenile delinquency is a dynamic process that evolves with changing conditions (Du et al., 2026; Fahimah et al., 2023; Junus et al., 2025). In particular, the shift toward digital spaces means that the environments in which adolescents communicate now extend beyond school, complicating surveillance and intervention (Charmaraman et al., 2023; Dongre et al., 2024). This implies that preventive measures must be adjusted to combine traditional control over young people's behaviour with digital literacy education.

Secondly, the findings about the complexity of the causes of juvenile delinquency prove that deviant behaviour does not appear out of nowhere but is formed as a result of the complex interaction of individual, family, and social environmental factors. The theoretical basis for such a conclusion was provided by the developmental and psychosocial perspectives, highlighting the role of self-control, emotional regulation, and favourable environmental conditions in the formation of adaptive behaviour (Beaver et al., 2009; Cameron et al., 2020; Diamond & Aspinwall, 2003; Frías-Armenta et al., 2012; Logan-Greene et al., 2020). At the same time, these results also confirm the idea put forward by the social disorganisation theory, according to which weak social cohesion and insufficient family supervision make a person more vulnerable to committing delinquent behaviour (Hoffmann et al., 2020; Kubrin & Weitzer, 2003; Steenbeek & Hipp, 2011; Valdimarsdóttir & Bernburg, 2015).

In addition, the outcomes of designing and implementing the multi-stakeholder partnership model show that cross-actor integration facilitated program implementation and supported the development of students' character. This model, on the one hand, integrated different actors and, on the other hand, generated synergy between different policy dimensions, educational approaches, and students' learning processes. Conceptually, the results of this study confirmed the principles of collaborative governance, according to which cross-sectoral collaboration plays a pivotal role in solving complex problems (Ansell & Gash, 2008; Gaol et al., 2026). In addition, positive changes observed in the state defence training process, based on experience, showed that integrating cognitive, affective, and psychomotor dimensions can contribute to the deep internalisation of values (Shemchuk et al., 2025). The main novelty of this research is the creation of a collaborative model that is both conceptual and operational.

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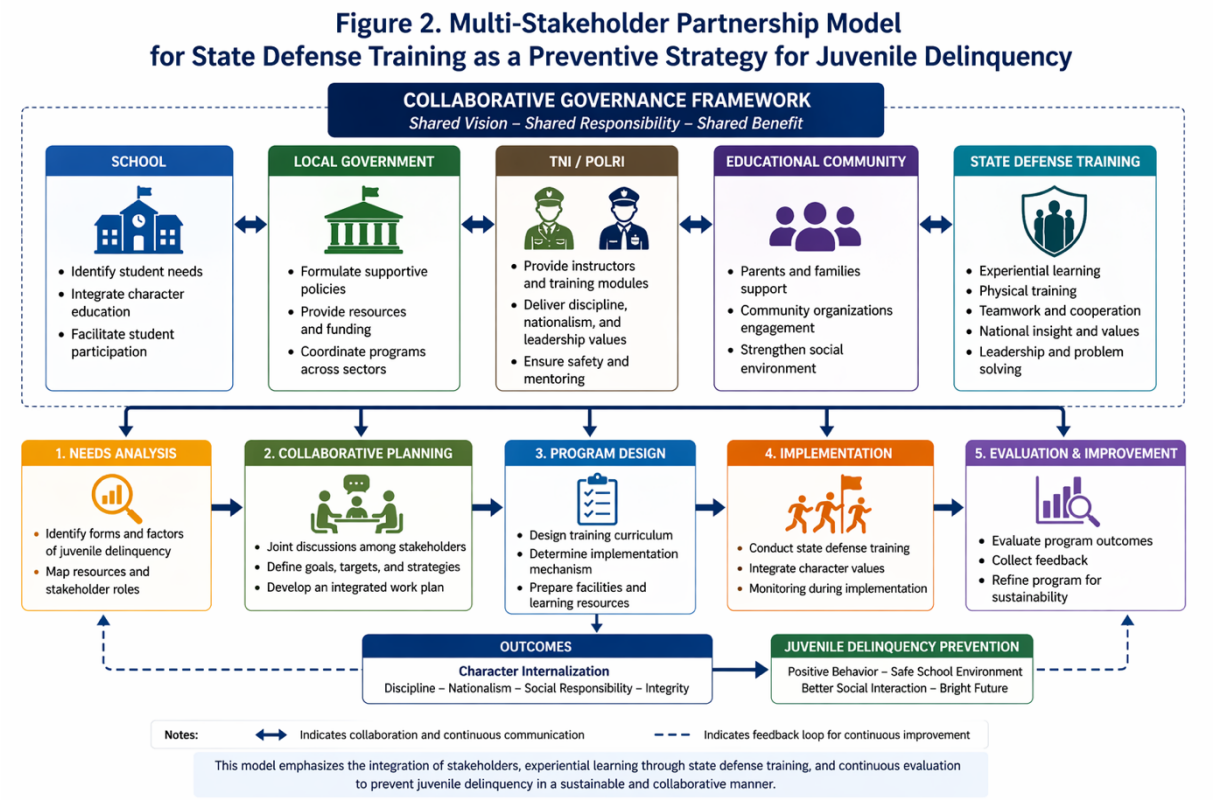


Figure 4. Multi-Stakeholder Partnership Model for Juvenile Delinquency Prevention

As revealed in the evaluation and refinement stage, the program's implementation proved successful not only because of its design but also because of the quality of coordination, the consistency of the implementation process, and the sustainability of partnerships among stakeholders. Hence, this phase showed that creating an efficient model requires mechanisms for adaptive management and evaluation. From a theoretical standpoint, these findings align with the view that collaborative governance is successful when stakeholders have well-defined roles, communicate effectively, and share commitments (Masetlwa et al., 2019; Ng et al., 2023). Additionally, the need for evidence-based evaluation supports using evidence-based policy as an approach to developing educational policies (Kuromiya et al., 2020; Slavin, 2020). In this way, the research not only confirmed previous theoretical assumptions but also provided a more adaptive, sustainable, and contextually valid model as a preventive strategy for juvenile delinquency.

This study has several limitations. Firstly, the assessment of the changes in the pilot group was descriptive and included observation checklists, teachers' field notes, and participants' feedback. The study had no control group or standardised measures, so these changes cannot be considered causally related to implementing the model. Second, the needs analysis was based on eight informants, including teachers and counsellors. The study analysed students' views only in the pilot and evaluation phases, while parents were not used as informants despite being identified as the main stakeholders. Finally, the pilot itself took place in eight public junior high schools in one city. Thus, the study's results have low generalizability. Future research is needed to test this refined model using quasi-experimental or mixed-methods designs with validated measures of discipline, responsibility, and national awareness. Also, parents should be included as participants, and students should be followed up over time.

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CONCLUSION

From this study, it has been observed that juvenile delinquency cases among junior high schools in Bandung City were mainly attributed to minor behavioural acts associated with discipline and social relations, and a clear shift towards the digital environment has occurred. These cases stem from multidimensional influences, including individual characteristics, family background, and the social environment; thus, no single measure can solve these problems. Also, character education remains largely theoretical, which is another barrier to effectively shaping students' behaviour. To address these challenges, the current study designed a multi-stakeholder partnership model of State Defence Training that incorporated collaborative governance, character education, and an experiential learning approach into one operational framework. Such a model not only served a conceptual purpose but also represented an applicable and contextual approach where different stakeholders, including schools, local governments, the Indonesian National Armed Forces, the Indonesian National Police, and educational communities, participate in the development of character. As observed during the study's pilot phase, implementing the model showed changes in students' discipline, responsibility, social awareness, and nationalism. Teachers also reported a better learning atmosphere and more positive social interactions. Although these findings are descriptive and need to be verified using comparative approaches, this study shows the approach's potential to address juvenile delinquency as a preventive measure. From a theoretical perspective, this study strengthens the concept of collaborative governance in cross-sectoral character education. From a practical perspective, the model design may guide the implementation of preventive education policies in the region.

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