

The Role of Police in Preventing the Regeneration of Armed Criminal Groups: A Study in Ilaga District

Original Article

Oktovian Prawira Hidayat Siagian^{1*}, Surya Nita², Zora Arfina Sukabdi³

¹⁻³Universitas Indonesia

Email: ¹⁾ oktoviansiagian92@gmail.com, ²⁾ suryanita.sksgui@gmail.com, ³⁾ zora.arfina@ui.ac.id

Received : 10 March - 2025

Accepted : 13 April - 2025

Published online : 17 April - 2025

Abstract

This study aims to analyze the extent of the role of education in deciding the regeneration of KKB criminal groups. The collaboration between the Puncak Regency Police and the Ilaga Regency Government in the implementation of education programs as an effort to prevent the regeneration of Armed Criminal Groups (KKB) shows positive potential in shaping the character and social awareness of the younger generation. This program that integrates the values of nationalism and ethics indirectly reduces the interest in recruitment by the KKB. This study uses a qualitative method with interview data collection techniques, observation and documentation. The results show that cross-sector synergy increases the effectiveness of planning, coordination, and implementation of educational programs, although it still faces challenges such as limited resources, infrastructure, and organizational cultural differences. Therefore, increasing human resource capacity, improving infrastructure, and making more adaptive policy adjustments are needed to optimize community support and program effectiveness. The findings of this study make an important contribution to the development of strategies to prevent KKB regeneration through continuous education.

Keywords: Police Role, Armed Criminal Groups, Prevention Strategies, Education-Based Intervention, Youth Radicalization.

1. Introduction

The rapid development of the times has brought significant changes in various aspects of human life, which demands the improvement of the quality of human resources through good education. Education not only functions as a tool for the development of individual potential, but also as a strategic instrument in improving the quality of life and overcoming various social problems. In the midst of global dynamics and technological advancements, humans are required to be able to adapt quickly, so that education is the main key in creating a productive and competitive society (Fahrezi, 2024)

In Papua, challenges in the education sector are increasingly complex. According to the Head of the Papua Education Office, Christian Sohilit, in 2024 there will be a number of crucial problems such as the low Human Development Index (HDI) which is still below 70 percent, the illiteracy rate reaching 19 percent, much higher than the national figure, as well as the number of schools that have not been accredited and minimal educational facilities. Data from the Papua Provincial Statistics Agency shows that school participation rates and literacy rates in several districts in Papua are still far from the target, indicating the need for strategic interventions to improve the quality of education in the region.



The problem of education in Papua cannot be separated from social and security factors. A case study reported by Usai Alom in 2017 revealed that the conflict between tribes in Ilaga District, Puncak Regency, caused fear among students and teachers, so that the teaching and learning process was significantly disrupted. The social conflict that occurred was further exacerbated by security disturbances carried out by the Armed Criminal Group (KKB) in the area. This condition has a negative impact on educational stability and reduces community participation in the learning process Pratama & Hafiz (2021). The Armed Criminal Group, hereinafter referred to as the KKB, is a group of people who openly commit criminal acts against others, especially TNI and Polri officers who carry out their duties in the Papua area. This group has firearms that can be said to be quite complete and in large quantities (Hermawan et al., 2024).

Cases of atrocities committed by the KKB have occurred in various cities including the murder of two elementary and junior high school teachers in the city of Juguloma, Omukia region, eating a helicopter, injuring a woman with a sharp weapon, and then, a shootout between Paskhas and the KBB at Amingganu Airport. Moreover, over the past 10 years, the perpetrators of barbarism in Papua have been most committed by family relations with 118 cases, in contrast to the TNI with 15 cases, and the National Police with 13 cases. The victims who died due to the atrocities that occurred with a total of 356 people were ordinary people as well as the TNI and Polri as many as 93% and 7 percent of people from KBB (Septiadi et al., 2022).

Security is one of the vital factors in creating a conducive learning environment, especially in conflict areas such as Ilaga District. The long history of conflict in Papua, including the impact of the New York Agreement and the dynamics of the separatist movement led by the OPM, has made the region vulnerable to security disturbances. The regeneration of the separatist group now known as the KKB poses a growing threat, especially as they continue to struggle with high morale and a significant level of militancy. This condition requires the presence of security forces such as the Puncak Regency Police and local government officials to maintain order and create a safe environment for the community and the educational process (Armandany et al., 2023).

The many actions that have been taken by this group have caused President Joko Widodo to mobilize Marshal Hadi Tjahjanto and National Police Chief General Listyo Sigit, the commander of the Indonesian Armed Forces, to take action against this group by arresting all those involved in Armed Criminal Groups in Papua. The KKB's atrocities have caused casualties, damaged public facilities and caused anxiety and fear for the safety of the people in Papua. By continuing to increase development in Papua, President Joko Widodo seeks to minimize conflicts that occur because there is dissatisfaction by groups in certain areas (Rizal et al., 2024)

Research from Pasaribu et al. (2023) presents a comparative analysis of the government's efforts to resolve conflicts with Armed Criminal Groups (KKB) in Papua, by comparing it with the conflict resolution approach by the Free Aceh Movement (GAM) in Aceh. The study highlights that although both conflicts have a significant negative impact on the economic, political, and social conditions of the community, the strategies used by governments are different. In Papua, the approach to conflict resolution tends to use a combination of law enforcement and persuasive approaches, but has not found a definitive common ground, while conflict resolution in Aceh through dialogue and the granting of autonomy has succeeded in reducing the intensity of the conflict (Pasaribu et al., 2023)

Meanwhile, Putri et al. (2022) examined the relationship between the KKB in Papua and human rights violations. The study shows that KKB violence often violates humanitarian

principles, causing casualties among civil society and damage to vital infrastructure. These findings emphasize the need for an approach that integrates human rights protection efforts with conflict resolution strategies, so that governments must take more persuasive steps and dialogue to reduce the impact of violence caused by the KKB (Vian & Saleh, 2024)

In the context of enhancing the capacity of security forces, this study evaluates the effectiveness of the cooperation program between the National Police and JICA in the field of community policing (Polmas). Using the CIPP evaluation model, this study found that intensive training and door-to-door approaches have increased the public's positive perception of the performance of the apparatus, as well as reduced crime rates through increased preparedness and coordination in the field. These findings provide an empirical basis that inter-agency cooperation, if properly implemented, can increase the operational effectiveness of the apparatus in dealing with security threats, including from armed groups (Wahyurudhanto, 2018).

Isnawan (2024) discusses the synergy between the community and the police in preventing the phenomenon of sarong war, which is a form of juvenile delinquency. Although the context of the problem is different, this study shows that close collaboration between police officers and the community can produce an effective preventive approach. The normative juridical approach with the case studies carried out underscores the importance of community participation in detecting and preventing criminal acts, which can be indirectly applied in the context of preventing KKB recruitment through education.

Based on previous research, it can be seen that the approach to conflict resolution with armed criminal groups (KKB) in Papua has been widely studied through law enforcement strategies, persuasive approaches, and dialogue efforts. Studies on the effectiveness of cooperation programs between the National Police and international institutions, such as the Wahyurudhanto (2018) study, emphasize the importance of increasing the capacity of the apparatus and operational coordination in dealing with security threats. On the other hand, research on the role of education, such as those conducted by Pradana & Setiyono (2021) has underlined that character education is a strategic tool to prevent radicalization and the spread of extreme ideologies among youth. However, there has been no research that specifically integrates education as a preventive effort against KKB regeneration through cross-sectoral collaboration between security forces and local governments, especially in Ilaga District, Puncak Regency.

The research that will be carried out seeks to fill this gap by examining the effectiveness of the role of the Puncak Regency Police together with the Ilaga District Government in implementing educational programs aimed at preventing KKB regeneration. In contrast to previous studies that emphasized more on the aspects of enforcement and capacity building of the apparatus, this study highlights the role of education as a preventive strategy that focuses on character building, increasing social awareness, and empowering the younger generation (Fadillah et al., 2022). Thus, this research integrates security and education approaches, so that it is expected to provide a more comprehensive theoretical and practical contribution in dealing with conflicts and preventing KKB recruitment.

Furthermore, this study also emphasizes the importance of close collaboration between the Police and the Ilaga District Government as a foundation in the preparation and implementation of educational programs. The active involvement of local communities, religious leaders, and indigenous leaders in the process is expected to increase the effectiveness of the program and create security conditions that are conducive to education. With this synergy, the research is expected to bridge the gap between traditional law

enforcement efforts and innovative education-based approaches that have not been discussed comprehensively in the literature, as indicated by previous studies.

The research gap that this study wants to fill is the lack of an in-depth study on the integration of education as a strategy to prevent KKB regeneration through collaboration between the Puncak Regency Police and the Ilaga District Government. This study aims to empirically evaluate the effectiveness of the educational programs implemented, identify the supporting factors and obstacles faced, and provide strategic recommendations to increase the role of education in reducing the recruitment rate by armed groups. Thus, this research not only enriches the scientific treasures in the field of security and education, but also provides practical guidance for policymakers to create more effective and sustainable strategies in dealing with conflicts in conflict areas such as Papua.

In this context, education is seen as one of the potential preventive efforts to break the chain of KKB regeneration. Through integrated education programs and the instillation of the values of peace, economic empowerment, and character building, it is hoped that the younger generation will no longer be interested in joining armed groups. Therefore, this study aims to assess the effectiveness of collaboration between the Puncak Regency Police and the Ilaga District Government in the implementation of educational programs as an effort to prevent KKB regeneration. This research will examine the supporting factors and obstacles faced, as well as provide strategic recommendations to increase the effectiveness of the program, so that it is expected to realize better conditions of educational security and stability in Ilaga District.

In Mahmudi's (2005) opinion, effectiveness is determined by the degree to which outputs support the attainment of goals; the stronger this contribution, the higher the level of effectiveness of an organization, program, or activity. Effectiveness focuses on outcomes, programs, or activities that are considered effective if the output produced can meet the expected goals or is said to be spent wisely. Effectiveness refers not only to the attainment of predefined objectives (Ade, 2003) but also to the relevance and benefits of outcomes, the functional performance of involved components, and the level of satisfaction among users or clients (Muhidin & Winata, 2018).

Implementation can be broadly understood as the process of putting ideas, concepts, policies, or innovations into practical action. It involves translating theoretical frameworks into real-world practices that generate tangible impacts, such as changes in knowledge, skills, values, and attitudes. Implementation is a process of applying ideas, concepts, policies or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills, values and attitudes (Mulyasa, 2010). It also involves executing planned activities with the aim of achieving goals in an effective and efficient manner.

According to Rivai (2004), a role is defined as behavior that is regulated and expected by a person in a certain position. A role is something that is part that holds the main leadership in the occurrence of something or event. With a certain position, a person who has more interests in social life will have a greater role or responsibility in solving the problems faced by the community he leads.

According to Narwoko & Suyanto (2010) the role can guide a person in behavior, because the function of the role itself is as follows:

1. Providing direction to the socialization process;
2. Inheritance of traditions, beliefs, values, norms and knowledge;
3. Can unite groups or communities;
4. Revive the control and control system, so that it can preserve people's lives.

From some of the above understandings, the author concludes that a role is an attitude or behavior that is expected by many people or a group of people towards someone who has a certain status and position.

2. Methods

This study uses a qualitative descriptive approach to describe the effectiveness of the role of the Puncak Regency Police and the Ilaga District Government in implementing education as an effort to prevent the regeneration of Armed Criminal Groups (KKB). The qualitative descriptive approach was chosen because it is able to reveal the reality of the problem through data in the form of words, images, and behaviors (Sugiyono, 2013). The focus of the research is determined through research questions that investigate the roles, challenges, and impacts of educational programs on efforts to prevent KKB recruitment (Lexy, 2005)

Primary data was collected through in-depth interviews with key informants, direct observations, and documentation studies that included official documents, archives, photographs, and statistics (Sugiyono, 2017). The informants in this study were selected using the snowball sampling technique to obtain in-depth information from parties who really control the problem, such as the Puncak Police Chief, government officials, teaching staff, and community leaders in Ilaga District.

Data analysis is carried out by following the steps of data reduction, data presentation, and conclusion drawn, in accordance with the method described by and simplified by (Sugiyono, 2012). This process involves the preparation of data into categories, information synthesis, and systematic grouping of findings to formulate accurate and comprehensive conclusions regarding the effectiveness of educational programs in preventing KKB regeneration.

3. Results and Discussion

3.1. The Effectiveness of Cross-Sector Collaboration in Education Implementation

The collaboration between the Puncak Regency Police and the Ilaga District Government has shown a significant improvement in strategic coordination to implement educational programs as an effort to prevent KKB regeneration. This cooperation is reflected through regular meetings and intensive discussions between the two institutions in formulating policies and programs. This collaborative approach is based on the theory of implementation effectiveness which emphasizes the importance of synergy between institutions (Sugiyono, 2012). Interview data reveals that both parties have a common vision in encouraging education as a preventive tool. The results of field observations support the finding that this collaboration has facilitated the optimal use of resources. The Police stated that administrative support from the local government was very helpful in the implementation of the program. The direct involvement of leaders from both institutions increases accountability and transparency of activities (Tana & Nita, 2024). Overall, this cross-sector collaboration is the foundation in creating an educational environment that supports regional security and stability.

In the context of implementation effectiveness, the collaboration that has been established has resulted in more systematic planning and responsiveness to security dynamics in Ilaga District. The Puncak Regency Police has provided strategic directions based on data and information collected regularly. The Ilaga District Government, on the other hand, has

supported the implementation of the program through the provision of funds and supporting resources. This collaboration improves the accuracy of identifying educational needs in conflict-prone areas. The results of the study show that the synergy between the two institutions has a positive impact on the reduction of incidents related to KKB. Intensive communication and operational coordination allow for quick adaptation to changes in the field situation. This finding is in line with the study of Wahyurudhanto (2018) which emphasizes the importance of continuous evaluation in improving program effectiveness. Overall, this cross-sector collaboration is an effective implementation model in integrating education as a preventive strategy.

This collaboration also encourages the transfer of knowledge and experience between police officers and local government officials. The joint training and workshop process has increased the capacity of both parties in managing educational programs. The technical and strategic knowledge gained from this training strengthens implementation efforts in the field. According to Moleong (2010), knowledge transfer is one of the important aspects of program effectiveness. The results of the study show that officials and officials who have participated in the training have a more positive perception of the program. Involvement in joint training increases synergy and commitment between institutions. This indicates that collaboration is not only limited to communication, but also sharing knowledge that supports successful implementation. Overall, this knowledge transfer is an important element that supports the effectiveness of cross-sector collaboration.

The implementation of educational programs is also influenced by the availability of adequate resources. Collaboration between the Police and the local government has made it possible to optimize the use of existing funds and facilities. However, there are obstacles in terms of limited resources in some areas, which affect the effectiveness of the program (Ihsan et al., 2024). The data shows that resource support is the main supporting factor that must continue to be improved so that the program can run optimally. Efficient allocation of resources supports the simultaneous implementation of education and security activities. The results of the interview revealed that both institutions realized the importance of increasing resources to support collaboration. A good resource management approach is proven to increase the effectiveness of the program. Overall, optimal resource availability and management is a crucial aspect in the effectiveness of cross-sector collaboration.

The active role of local communities in supporting educational programs is also an indicator of the effectiveness of collaboration. Community involvement helps identify local needs and strengthen the safety net in the neighborhood. Community participation in education programs shows that the synergy between the apparatus and the government has succeeded in building public trust (Chandrakirana et al., 2021). The results of the study revealed that the community gave positive feedback on the programs carried out. A study by Pradana & Setiyono (2021) supports the importance of the role of society in preventing radicalization through education. Community involvement creates a space for constructive dialogue between the government and citizens. This participation increases a sense of belonging and strengthens preventive efforts. Overall, the active role of the community is a key element that supports the success of education programs in preventing the regeneration of KKB.

The results of the evaluation of the education program showed that there was a decrease in the indication of recruitment by the KKB among the youth in Ilaga District. The evaluation was carried out through the collection of qualitative data from in-depth interviews and field observations. Preliminary findings indicate that education programs have had a positive impact on changing attitudes and behaviors of youth. The data support that increased

understanding of national values and ethics has reduced interest in joining armed groups. The results of this evaluation are in line with the theory of implementation effectiveness which emphasizes the importance of measurable success indicators. The findings also reveal an increase in participation in educational activities that target character and morals. A thorough evaluation confirmed that the education program is an effective strategy in reducing the potential for KKB recruitment. Overall, the decline in recruitment indicators is empirical evidence of the effectiveness of cross-sector collaboration.

The overall results of the study show that the collaboration between the Puncak Regency Police and the Ilaga District Government has made a positive contribution to the implementation of education as an effort to prevent KKB regeneration. The synergy between the two institutions, supported by adaptive policies and improved operational coordination, is able to create an educational environment that supports security. The findings of the study confirm that educational programs integrated with character values are effective in suppressing recruitment by armed groups. Although there are still some obstacles, such as limited resources and infrastructure, the results of the evaluation show great potential for further improvement. This cross-sector collaboration is a model that can be replicated in other regions facing similar challenges. This research provides strategic recommendations to strengthen programs through increased training, resource optimization, and more intensive community participation. The final results show that strong synergy between the security forces and local governments is key in creating security stability through education. Overall, this collaboration is expected to be used as a reference for efforts to prevent KKB regeneration in the future.

3.2. The Impact of Integrated Education Programs on KKB Recruitment Prevention

The integrated education program carried out in Ilaga District has a significant impact on the decline in interest in recruiting KKB members among youth. This education emphasizes the formation of character, nationalist values, and ethics as a moral foundation. Through a collaboratively developed curriculum, the younger generation gains a deep understanding of the dangers of being involved in armed groups. The results of the study showed that there was an increase in critical awareness among students about the risks and negative impacts of involvement in KKB activities. A holistic approach to education also integrates economic and social aspects to provide positive alternatives for youth. Qualitative data reveal a significant change in attitudes, where youth prefer to focus on education and self-empowerment. The results of the evaluation showed a decrease in interest in joining armed groups, which is an indicator of the program's success. Overall, this integrated education has a strong preventive impact in preventing KKB recruitment.

The integration of character values through education resulted in significant changes in the social behavior of youth in Ilaga District. The educational materials are arranged contextually combining Pancasila values and local traditions. This approach emphasizes the importance of national identity and cultural pride that rejects radicalism (Roziq, 2016). The results of interviews with students indicate that they increasingly understand the importance of contributing positively to society. An investigation by Pradana & Setiyono (2021) supports that character education is effective in shaping anti-radicals attitudes. The program also teaches life skills that provide a positive alternative to joining an armed group. The evaluation showed an increase in motivation and a sense of social responsibility among youth. Overall, the integration of character values through education has been proven to reduce the tendency of youth to be involved in KKB activities.

Integrated educational programs are designed to provide positive alternatives for youth so that they do not fall into the actions of armed groups. Learning materials include skills training, entrepreneurship education, and soft skills development. This approach not only improves academic knowledge but also prepares youth to participate in regional development (Maya & Yohanna, 2018). The results of interviews with educators show that this program improves students' ability to face life challenges. A study by Pradana & Setiyono (2021) revealed that entrepreneurship education is effective in diverting the interest of youth from criminal activities. The evaluation of the program indicates an increase in the readiness of youth to enter the productive world of work. Capacity building through alternative education is an effective preventive strategy. Overall, integrated education provides constructive economic opportunities and reduces the attractiveness of KKB recruitment.

The results of the study show that the impact of integrated education programs on the prevention of KKB recruitment can be measured through changes in youth attitudes and behaviors. Qualitative evaluations revealed that most youth showed rejection of violent ideologies after participating in the program. These findings are in line with the implementation effectiveness theory which emphasizes the importance of behavior change as an indicator of success. The measurement was carried out through in-depth interviews and participatory surveys that assessed youth perceptions and aspirations. The results of the analysis confirmed that the education program succeeded in reducing the tendency of youth to be involved in KKB activities. The data supports that the change in attitude is significant and has an impact on the decrease in recruitment rates. A thorough evaluation showed a positive correlation between increased education and decreased interest in joining armed groups. Overall, the positive impact of educational programs is empirical evidence of the effectiveness of prevention strategies.

Comparative analysis with previous research shows that the education approach as a preventive tool has advantages in reducing KKB recruitment compared to the pure law enforcement approach. Studies by Fahmi et al. (2021) and Pradana & Setiyono (2021) emphasize that character education can fundamentally change the mindset and behavior of youth. The findings of this study confirm that cross-sector collaboration that integrates education has a more holistic preventive impact. Comparative data shows that regions that implement integrated education programs have lower KKB recruitment indicators. This approach also increases public trust and participation in maintaining security. These results reinforce the argument that education is a strategic investment in conflict and violence prevention. The findings of this study make a significant contribution to the literature on the role of education in the prevention of armed groups. Overall, comparative analysis supports the effectiveness of integrated education as a preventive solution.

The impact of integrated education programs in Ilaga District shows that this strategy is able to positively change social and security dynamics. The synergy between education, technology, and community participation results in a more conducive environment for the development of youth character. The results of the evaluation revealed that educational efforts had suppressed the interest of young people to join the KKB. Data supports that the program is an effective preventive strategy when integrated with other security efforts. These findings are in line with previous research recommendations that emphasized the importance of cross-sector integration. A thorough evaluation shows that improving the quality of education contributes to social stability and a decrease in the recruitment rate of armed groups. Sustainable synergy is expected to have a long-term impact on creating a resilient young generation. Overall, this positive impact is the basis for recommendations to improve education programs as a strategy to prevent KKB regeneration.

3.3. Implementation Challenges and Strategic Recommendations

The study identified a number of challenges that hindered its effectiveness. Limited resources and educational infrastructure are the main obstacles in the implementation of programs in conflict areas. Interview data showed that the lack of adequate facilities reduced the scope and quality of the educational programs delivered. The observation results support that administrative and technical constraints often hinder cross-sector coordination (Wahyurudhanto, 2018). In addition, the difference in perception between officials and government officials regarding the priority of educational activities adds to the complexity of the problem. Resistance from some elements of society who are still skeptical of the educational approach is also recorded in the study. These challenges are exacerbated by hard-to-reach geographical conditions and lack of access to information technology. Overall, these obstacles require serious attention to improve the effectiveness of program implementation.

The challenge of providing financial resources is one of the significant obstacles in the implementation of educational programs. The data collected shows that the limited allocation of funds hinders the procurement of adequate educational facilities in Ilaga District. Limited funds also have an impact on the training of officials and educators needed to run the program optimally. Researchers found that budget constraints cause delays in the procurement of equipment and other supporting resources. This reduces the effectiveness of educational activities designed to prevent KKB recruitment. The evaluation of the program shows that the unequal allocation of resources reduces the quality of implementation. Difficulties in obtaining funds also have an impact on the institution's ability to conduct periodic evaluations and monitoring. Overall, these financial challenges are crucial obstacles that must be overcome through more supportive policies.

The limited educational infrastructure is also a major challenge in the implementation of the program in Ilaga District. The geographical conditions of remote areas and the lack of access to transportation hinder the distribution of proper educational facilities. Field observations reveal that many schools in the region still lack basic equipment and adequate learning spaces (Salsabila et al., 2025). This reduces the effectiveness of education programs in achieving the target of reducing KKB recruitment. Poor infrastructure conditions also have an impact on the motivation of students and educators. Data from previous studies support that adequate infrastructure is an important prerequisite for the success of educational programs. The researcher noted that infrastructure improvement must be a priority for local governments. Overall, improving educational infrastructure is an important recommendation to optimize program implementation.

Resistance from certain groups in society is also a challenge in the implementation of educational programs. Some people, especially those who have affiliations with separatist groups, show skepticism towards the educational approach applied (Hasani & Naipospos, 2012). Interviews with community leaders revealed concerns that education programs could be used as political tools by the government. This causes obstacles in the acceptance and active participation of the community. This resistance reduces the effectiveness of the program due to minimal community support. Qualitative data suggest that a more inclusive persuasive approach is needed to address this mistrust. Strategies involving religious and traditional leaders have proven to be able to reduce resistance. Overall, increasing engagement and communication with the community is key to overcoming resistance.

Strengthening the capacity of human resources among officials and educators is an aspect that needs special attention. Intensive training and workshops in the field of education and security can improve the operational capabilities of implementers (Amiruddin, 2016). Data from the research of Wahyurudhanto (2018) supports that increasing human resource

capacity directly affects program effectiveness. Improving technical skills and knowledge is the foundation for more efficient program implementation. The findings also show that officials and educators who receive training are more responsive to field dynamics. Strategic recommendations include the provision of ongoing training programs tailored to local needs. As a result, it is hoped that the capacity of human resources will increase significantly. Overall, strengthening human capacity is the key to optimizing the effectiveness of educational programs.

Challenges faced in the implementation of education programs to prevent KKB regeneration in Ilaga District include limited resources, infrastructure, operational coordination, community resistance, technical constraints, periodic evaluations, and the need to strengthen human resource capacity. The analysis shows that these barriers can be overcome through an integrated approach involving policy improvement, increased training, resource optimization, and the use of more sophisticated information technologies. Continuous synergy between the Puncak Regency Police and the Ilaga District Government is very important to create a conducive and safe educational environment. The proposed strategic recommendations include improved coordination, policy revision, and intensive training for officials and educators. The results of this study provide a comprehensive overview of the obstacles and potential improvements that must be made. The findings are expected to be used as a basis for policymakers in formulating more effective strategies. Thus, the implementation of educational programs as a preventive effort against the regeneration of KKB can run optimally and sustainably. Overall, the study emphasizes that cross-sector collaboration must be enhanced to address existing challenges and create security stability in conflict areas.

This study has several limitations that should be acknowledged. First, the research was limited to a single region Ilaga District so the findings may not be fully generalizable to other areas with different socio-political dynamics. Second, the data relied heavily on interviews and observations, which may be influenced by respondent bias or limited access to sensitive information. Third, the scope was primarily focused on the collaboration between two institutions, without deeper exploration of the roles of other relevant stakeholders. To address these limitations, future research should consider expanding the study area to include other districts for broader comparison. Involving additional actors such as community leaders, teachers, NGOs, or religious figures would also provide a more comprehensive understanding of collaborative efforts and their community impact.

The findings of this study carry several important implications, both practically and theoretically, regarding inter-institutional collaboration in conflict-prone regions. Practically, the collaboration between the Puncak Regency Police and the Ilaga District Government in implementing education programs demonstrates that integrated approaches between security forces and civil government institutions can be a strategic instrument to reduce the social influence of armed criminal groups (KKB). By instilling character education and social awareness in the younger generation, this collaboration serves as a preventive measure against future recruitment by KKB groups. This suggests that education-based intervention programs should be prioritized in regions vulnerable to conflict, and security actors should play a proactive role in community empowerment efforts.

Theoretically, this study reinforces the concept that cross-sector collaboration enhances program effectiveness, particularly when dealing with multidimensional issues such as radicalism, security threats, and youth vulnerability. It supports the notion that effective policy implementation in complex environments requires synergy between institutions with

different functions and organizational cultures. These findings contribute to the growing body of literature on inter-agency cooperation in fragile or conflict-prone settings.

Policy-wise, the study suggests that governments at both local and national levels need to institutionalize collaborative models like the one observed in Ilaga District. This includes ensuring sustainable funding, strengthening infrastructure, and providing adequate training for human resources involved in education and security sectors. Furthermore, the findings highlight the need for policies that are flexible and adaptive to local sociocultural dynamics. In conclusion, the success of this collaborative initiative implies that similar models can be replicated in other regions experiencing security challenges, with the goal of empowering communities through education and minimizing the influence of armed groups over time.

4. Conclusion

The collaboration between the Puncak Regency Police and the Ilaga District Government in the implementation of the education program as an effort to prevent the regeneration of the Armed Criminal Group (KKB) has shown significant positive potential in shaping the character and social awareness of the younger generation, which indirectly reduces the interest in recruitment by the KKB. This cross-sector synergy has been proven to increase the effectiveness of planning, coordination, and implementation of educational programs, although it is still faced with various challenges such as limited resources, infrastructure, and organizational cultural differences. These obstacles need to be overcome through increasing human resource capacity, improving infrastructure, and adjusting more adaptive policies, so that community support and program effectiveness can continue to be improved. Future research is encouraged to examine the long-term impact of collaborative education programs on youth behavior in conflict-prone areas. Comparative studies between regions with similar challenges may help identify effective strategies and policy improvements. Involving perspectives from local communities, NGOs, and traditional leaders can also enrich understanding of multi-stakeholder collaboration. Lastly, using mixed-method approaches is recommended to strengthen data validity and provide a more comprehensive analysis.

5. References

- Ade, G. (2003). Analisis Consumer Decision Model Untuk Pengukuran Efektivitas Periklanan. *Jurnal Ilmiah Manajemen & Bisnis*, 3(1).
- Amiruddin. (2016). Pengembangan Sumber Daya Manusia Dalam Meningkatkan Kinerja Pegawai Pada Dinas Perhubungan Kabupaten Biak Numfor. *Gema Kampus IISIP YAPIS Biak*, 11(1), 1–10. <https://doi.org/10.52049/gemakampus.v11i1.9>
- Armandany, A. B. J., Sarhe, K. A. W., & Pandor, P. (2023). Pemberontakan OPM-KKB dalam Perspektif Etika Keutamaan Alasdair Calmers MacIntyre. *Jurnal Filsafat Indonesia*, 6(3), 435–444. <https://doi.org/10.23887/jfi.v6i3.46930>
- Asrori, M. A. R. (2016). Integrasi Nilai-nilai Pancasila dalam Pendidikan Karakter dan Budaya Bangsa yang Berbasis pada Lingkungan Sekolah. *Jurnal Rontal Keilmuan*, 2(1), 1–23. <https://doi.org/10.29100/ppkn.v2i1.334>
- Chandrakirana, A., Almawardy, & Sari, W. (2021). Partisipasi Masyarakat dalam Meningkatkan Kualitas Pendidikan di MI Pesantren Modern Bone Macope. *Jurnal Mappesona*, 4(3), 107–114. <https://doi.org/10.30863/mappesona.v4i3.2489>
- Fadillah, A. A., Putri, K. J., Nurafifah, V. D., Safitri, S., Aisyah, N., Aulia, R., Salimah, S. M., Febriyani, N., Oktapiani, R., & Marctines, G. S. (2022). Implementasi Manajemen Pendidikan Karakter Dalam Pembinaan Peserta Didik. *Jurnal Riset Pendidikan Dan*

- Pengajaran*, 1(2), 70–79. <https://doi.org/10.55047/jrpp.v1i2.212>
- Fahmi, M., Prasetya, S. A., & Syaifuddin, Z. N. (2021). Quo Vadis Pendidikan Karakter di Indonesia. *Tabyin: Jurnal Pendidikan Islam*, 3(01), 23–45.
- Fahrezi, R. M. (2024). Peran Guru dalam Meningkatkan Kualitas Pendidikan Inklusi. *OSF Preprints*, 1(1), 1–7. <https://doi.org/10.31234/osf.io/fybx8>
- Hasani, I., & Naipospos, B. T. (2012). *Dari radikalisme menuju terorisme studi relasi dan tranformasi organisasi Islam radikal di Jawa Tengah & di Yogyakarta*. Pustaka Masyarakat Setara.
- Hermawan, D. P., Suhartini, E., & Nuwarti. (2024). Perubahan Status Kelompok Kriminal Bersenjata (KKB) Papua Menjadi Terorisme Dipandang Dalam Sudut Kepentingan Nasional. *Karimah Tauhid*, 3(12). <https://doi.org/10.30997/karimahtauhid.v3i12.16191>
- Ihsan, H. Al, Nurdin, N., & Rivai, F. H. (2024). Implementasi Kerjasama Bidang Pendidikan di Satuan Kerja Staf Sumber Daya Manusia Kepolisian Negara Republik Indonesia. *Journal of Public Policy and Applied Administration*, 6(2), 85–100.
- Isnawan, F. (2024). Sinergitas Masyarakat dan Kepolisian Dalam Pencegahan Perang Sarung Di Bulan Suci. *Fundamental: Jurnal Ilmiah Hukum*, 13(1), 83–110. <https://doi.org/10.34304/jf.v13i1.239>
- Lexy, J. M. (2005). Metode penelitian kualitatif. *Bandung: Rosda Karya*.
- Mahmudi. (2005). *Manajemen Kinerja sektor publik*. UPP AMP YKPN.
- Maya, S., & Yohanna, L. (2018). Urgensitas Pendidikan Kewirausahaan Pada Pendidikan Sekolah Dasar Dalam Meningkatkan Daya Saing. *Jurnal Koulutus*, 1(2), 36–49.
- Muhidin, S. A., & Winata, H. (2018). *Manajemen Kearsipan Untuk Organisasi Publik, Bisnis, Sosial, Politik dan Kemasyarakatan*. Pustaka Setia.
- Mulyasa, E. (2010). *Kurikulum Tingkat Satuan Pendidikan*. Bumi Aksara.
- Narwoko, J. D., & Suyanto, B. (2010). *Sosiologi Teks Pengantar dan Terapan*. Prenada Media Group.
- Pasaribu, J. P., Ismail, D. E., & Towadi, M. (2023). Upaya Pemerintah dalam Penyelesaian Konflik dengan Kelompok Kriminal Bersenjata (KKB) di Papua (Studi Komparasi dengan Kelompok Gerakan Aceh Merdeka (GAM) di Aceh). *Jaksa : Jurnal Kajian Ilmu Hukum Dan Politik*, 1(4), 219–225. <https://doi.org/10.51903/jaksa.v1i4.1419>
- Pradana, R., & Setiyono, J. (2021). Peran pendidikan pancasila terhadap pencegahan penyebaran terorisme di kalangan pelajar. *Jurnal Pembangunan Hukum Indonesia*, 3(2), 136–154.
- Pratama, S. M., & Hafiz, M. (2021). Tinjauan Hukum Terhadap Penetapan Kelompok Kriminal Bersenjata (Kkb) Papua Sebagai Kelompok Teroris Dalam Perspektif Hukum Pidana Nasional. *Jurnal Hukum Mimbar Justitia*, 7(1). <https://doi.org/10.35194/jhnmj.v7i1.1454>
- Putri, S. N., Utomo, M. F. N., Erlangga, R. W., & Hikmah, N. (2022). Analisis Hubungan Antara Kelompok Kriminal Bersenjata (KKB) Di Papua Dengan Pelanggaran Hak Asasi Manusia. *Al-Hakam Islamic Law & Contemporary Issues*, 3(2), 42–53.
- Rivai, V. (2004). *Manajemen Sumber Daya Manusia Untuk Perusahaan*. Raja Grafindo Persada.
- Rizal, B., Ramadhan, T., Siburian, J. B., Wulandari, D., Ardila, D. M., Sinaga, L. D., Sitompul, K. W., & Barus, F. B. (2024). Tanggung Jawab Pemerintah Dalam Perlindungan HAM Warganegara Indonesia Dari Aksi Radikalisme Kelompok Kriminal Bersenjata (KKB) Papua. *Jurnal Review Pendidikan Dan Pengajaran*, 7(4), 15284–15290. <https://doi.org/10.31004/jrpp.v7i4.36454>
- Salsabila, F., Lailufar, H. F., Amanatin, I., Salsyabella, R. C., & Sundari, S. A. (2025). Tantangan dan Solusi dalam Penyediaan Infrastruktur Pendidikan di Daerah Terpencil. *Indo-MathEdu Intellectuals Journal*, 6(1), 715–722.
- Septiadi, M. A., Sofa, N. G., Syarah, S., & Shakira, W. (2022). Kekejaman Kkb Papua Yang

- Melanggar Ham. *Jurnal Ilmu Sosial Dan Ilmu Politik Malikussaleh (JSPM)*, 3(2). <https://doi.org/10.29103/jspm.v3i2.7453>
- Sugiyono. (2012). *Metode Penelitian Kombinasi (Mix Method)*. Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Tana, J., & Nita, S. (2024). The Law Enforcement by the Indonesian National Police (Polri) to Address the Triggers of Social Conflict During the 2019 Elections in Bandar Lampung. *POLICY, LAW, NOTARY AND REGULATORY ISSUES*, 3(1), 96–105.
- Vian, P. L., & Saleh, M. (2024). Upaya Penindakan Terhadap Kelompok Kriminal Bersenjata oleh Korps Brigade Mobile untuk Menciptakan Keamanan dan Ketertiban di Papua. *Unes Law Review*, 6(4), 11907–11917.
- Wahyurudhanto, A. (2018). Efektivitas Pelaksanaan Program Kerjasama Polri dengan JICA di Bidang Polmas. *Jurnal Ilmu Kepolisian*, 12(1), 16. <https://doi.org/10.35879/jik.v12i1.16>