

THE ROLE OF THE VILLAGE GOVERNMENT AND LAW ENFORCEMENT OFFICIALS IN PREVENTING CONFLICTS BETWEEN YOUTH GROUPS IN CAMPUREJO VILLAGE

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Abstract

This study aims to analyze the role of the village government and law enforcement officials in educating youth groups about conflict prevention in Campurejo Village, as well as to identify the factors that support and hinder its implementation. The study employs a qualitative approach with a descriptive design using the case study method. Informants were selected through purposive sampling and included the village head and village officials, Bhabinkamtibmas (community police officers), Babinsa (military officers), youth organization leaders, community leaders, and young people with experience or knowledge regarding potential conflicts. Data were collected through in-depth interviews, participant observation, and document analysis, then analyzed using the Miles and Huberman interactive model through data reduction, data presentation, and drawing conclusions. Data validity was strengthened through triangulation of sources and techniques. The results of the study indicate that the village government plays a role through legal awareness campaigns, strengthening the youth organization, educating youth and families, and facilitating village deliberations. Law enforcement officials play a role through preemptive outreach, preventive patrols, direct communication, and restorative justice-based mediation following incidents. Village deliberations and restorative mediation are perceived as the most effective because they promote participatory conflict resolution. However, budget constraints, suboptimal youth participation, and social media provocation are the main obstacles. The study recommends a conflict prevention model based on cross-actor collaboration that is preventive, participatory, and sustainable.

Keywords: village government, law enforcement officials, youth conflict, preventive education, restorative justice, community collaboration, Campurejo Village

Abstrak

Penelitian ini bertujuan menganalisis peran pemerintah desa dan aparat penegak hukum dalam edukasi pencegahan konflik antarkelompok pemuda di Desa Campurejo serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif melalui metode studi kasus. Informan dipilih secara purposive dan terdiri atas kepala serta perangkat desa, Bhabinkamtibmas, Babinsa, pengurus karang taruna, tokoh masyarakat, dan pemuda yang memiliki pengalaman atau pengetahuan mengenai potensi konflik. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman

melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperkuat melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa pemerintah desa berperan melalui sosialisasi kesadaran hukum, penguatan karang taruna, edukasi pemuda dan keluarga, serta fasilitasi musyawarah desa. Aparat penegak hukum berperan melalui penyuluhan preemtif, patroli preventif, komunikasi langsung, serta mediasi berbasis restorative justice setelah insiden. Musyawarah dan mediasi restoratif dipersepsikan paling efektif karena mendorong penyelesaian partisipatif. Namun, keterbatasan anggaran, partisipasi pemuda yang belum optimal, dan provokasi media sosial menjadi hambatan utama. Penelitian merekomendasikan model pencegahan konflik berbasis kolaborasi lintas aktor yang preventif, partisipatif, dan berkelanjutan.

Kata kunci: pemerintah desa, aparat penegak hukum, konflik pemuda, edukasi preventif, restorative justice, kolaborasi masyarakat, Desa Campurejo

INTRODUCTION

Social conflict involving youth groups is a multidimensional issue that cannot be understood solely as the result of individual aggressive behavior; rather, it must be viewed within the context of peer relationships, family, educational institutions, the community environment, and institutional capacity for prevention. Youth violence encompasses various forms of behavior, ranging from physical fights, group aggression, intimidation, gang-related violence, to technology-facilitated forms of violence. Recent literature frames youth violence as both a public health issue and a social issue because its consequences can affect psychological development, education, social relationships, and community safety. David-Ferdon et al. (2021), for example, demonstrate that experiences of violence during adolescence are associated with various negative consequences, including mental health issues, behavioral risks, academic problems, and school absenteeism. These findings indicate that youth violence has consequences that extend beyond the perpetrators and victims, as it can disrupt the broader social functioning of the community.

The issue becomes even more complex when conflicts escalate from individual acts to intergroup conflicts. In such situations, group identity, internal solidarity, perceptions of threat, and group norms can reinforce individuals' tendencies to defend their group or retaliate against another group. Research on the daily lives of youth shows that violence can become part of normalized social practices when certain social environments view aggression as an acceptable means of maintaining group status, solidarity, or honor (Skott, 2023). Similarly, research on friendship networks indicates that peer relationships are a crucial context in the development of adolescents' social behavior, as individual behavior can evolve in tandem with the structure and dynamics of friendship networks (Lambe et al., 2022). Therefore, the prevention of youth conflict must not only focus on individual change but also address the social relationship structures that enable aggressive behavior to be maintained and reproduced.

An ecological perspective is increasingly important because risk factors for violence operate simultaneously at various levels. Kingston et al. (2021) highlight the importance of a "nurturing environments" framework that integrates individual, family, school, peer, and community factors in understanding youth violence. The study specifically emphasizes that prevention efforts require cross-sectoral coordination because risk and

protective factors for violence are not confined to a single institution. These findings align with the research by Ross et al. (2023), which identified protective factors at the individual, peer, family, school, and community levels that reduce the likelihood of youth engaging in risky behavior. Thus, conflicts among youth groups should be understood as a phenomenon shaped by the interaction between individual characteristics and the surrounding social structures.

The community environment plays a strategic role in this process. The concept of *collective efficacy* describes residents' capacity to build trust, shared norms, and informal social control to achieve collective goals, including maintaining neighborhood safety. Lanfear (2022) demonstrates that *collective efficacy* is a key mechanism in explaining variations in crime rates across neighborhoods, while Yesberg and Bradford (2021) highlight that the relationship between policing and *collective efficacy* is critically important for crime prevention. Thus, community safety depends not only on the presence of law enforcement but also on the community's ability to establish social norms, communication, and collective action in the face of potential security threats.

In a rural context, these dynamics possess unique characteristics. A village is not merely an administrative unit but also a social space where kinship ties, friendships, youth groups, community organizations, and economic activities unfold intensively. These conditions can serve as social capital to prevent conflict, but they can also exacerbate polarization if territorial or group identities are used as the basis for forming *in-groups* and *out-groups*. Therefore, village governments hold a strategic position as the institutions closest to the community. Village governments not only perform administrative functions but also have the capacity to mobilize community leaders, youth organizations, educational institutions, families, and security personnel to build a community-based conflict prevention system.

The importance of a community-based approach is reinforced by Cheung's (2022) research, which shows that youth participation in community development activities can contribute to the prevention of violent behavior. The study demonstrates that empowerment and social participation can serve as mechanisms to reduce the propensity for violence, particularly among youth groups in relatively vulnerable circumstances. Thus, youth should not be viewed merely as objects of social control but also as active agents capable of contributing to the creation of security and social cohesion. This perspective is crucial for villages because conflict prevention strategies that rely solely on restrictions, surveillance, and punishment risk overlooking young people's need for opportunities to participate, gain social recognition, and engage in productive activities.

Empirical evidence on community-based interventions also indicates that violence prevention requires an integrated approach. Pan et al. (2024), through an evaluation of *Healthy Communities for Youth*, highlighted the importance of combining community interventions, interagency coordination, strengthening opportunities for positive youth development, family engagement, and communication with the community. The program integrates coordination among youth and family service organizations, community activities, intergenerational gatherings, and community engagement models. These

findings provide a basis for the conclusion that violence prevention is ineffective when implemented through a single program or institution in isolation.

Similar findings are evident in a systematic review of youth violence prevention programs. Kovalenko et al. (2022) found that various violence prevention programs can bring about changes in knowledge, attitudes, and behaviors, but the effects on violent behavior tend to be small and, in some cases, diminish during follow-up periods. These findings indicate that the success of prevention is determined not only by program content but also by the quality of implementation, sustainability, characteristics of the target group, and the social context in which the program is implemented. Rizzo et al. (2023) also emphasize the importance of understanding intervention components and target group characteristics when designing school-based violence prevention programs.

In the context of youth conflict prevention, preventive education and communication are crucial tools. Preventive education aims not only to provide information about the legal consequences of violence but also to build skills in conflict resolution, emotional regulation, interpersonal communication, decision-making, empathy, and social skills. Systematic reviews indicate that violence prevention programs that combine skill development, changes in social norms, and the creation of a protective environment have greater potential to influence behavior compared to approaches that merely provide information (Finnie et al., 2022). Therefore, conflict prevention education at the village level needs to be designed as a continuous process grounded in young people's social experiences, rather than merely a one-time awareness campaign following a conflict.

Another issue that requires attention is the interconnection between social conflicts in physical spaces and the evolution of digital interactions. Social media can expand the scope of youth interactions while simultaneously accelerating the spread of provocation, insults, threats, and group mobilization. Research by Jeong and Park (2024) indicates that adolescent violent behavior in contemporary contexts must be understood through the interplay between *offline* and *online* violence. This situation is relevant to the dynamics of youth groups at the village level because conflicts that begin with direct interaction can develop through digital communication, while conflicts that start on social media can escalate into physical confrontations. Therefore, conflict prevention education must incorporate digital literacy, communication ethics, the ability to manage online provocations, and conflict reporting mechanisms as part of preventive strategies.

In addition to village governments and the community, law enforcement officials play a crucial role in the prevention system. However, the role of law enforcement should not be understood solely through a repressive approach after a conflict has already occurred. Research on the relationship between policing and *collective efficacy* indicates that policing practices can contribute to strengthening community-based social control when built through constructive relationships with the public (Yesberg & Bradford, 2021). Thus, the presence of Bhabinkamtibmas and other security personnel can be directed toward *pre-emptive* and preventive functions through communication with youth, families, community leaders, youth organizations, and village governments.

This approach can also be strengthened through early detection mechanisms. A secure and easily accessible reporting system allows community members to convey information about potential violence before it escalates into open conflict. Messman et al. (2024), for example, through a systematic review of *anonymous reporting systems*, demonstrate that anonymous reporting mechanisms can serve as a violence prevention strategy by providing a relatively safe avenue for community members to report threats or safety concerns. In a village context, similar mechanisms can be developed simply through community communication channels, youth leaders, community figures, or networks of village officials and security personnel.

However, prevention does not always mean avoiding all forms of law enforcement. Once a conflict has occurred, the response to the perpetrator must strike a balance between accountability, victim protection, the restoration of social relationships, and the prevention of recurrence. In this context, *restorative justice* offers an approach distinct from the retributive model by incorporating harm, social relationships, the perpetrator's responsibility, and restoration as integral parts of the resolution process. Hobson et al. (2022) note that *restorative justice* is gaining increasing attention in addressing youth violence and policing practices because it enables the involvement of the perpetrator, the victim, and the community in the resolution process.

However, the use of *restorative justice* must be selective, structured, and supported by the capacity of facilitators. Gaffney et al. (2024) identify the effectiveness of *restorative justice* interventions for children and youth as an issue that requires systematic examination, particularly in relation to offenses and recidivism. Thus, the restorative approach should not be understood as an automatic substitute for law enforcement, but rather as one tool within a system of proportionate responses, particularly for conflicts that allow for the restoration of relationships among perpetrators, victims, families, and the community.

Psychosocial dimensions are also a critical consideration, as exposure to violence can lead to long-term consequences. Darawshy et al. (2020), through a systematic review, demonstrated that psychological and preventive interventions are necessary for children and adolescents exposed to community violence. Miliauskas et al. (2022) also highlighted the link between exposure to community violence and internalizing symptoms in adolescents. Therefore, village conflict prevention systems need to incorporate psychosocial support for youth who are victims, witnesses, or parties involved in conflicts. This approach broadens the meaning of prevention from merely "stopping fights" to efforts to rebuild the community's psychological safety and social cohesion.

Youth conflict also cannot be separated from the social and economic conditions of the community. Violence tends to flourish in environments characterized by limited opportunities, weak social support, low community connectedness, and limited spaces for positive youth participation. Research by Ross et al. (2023) indicates that protective factors against violent behavior operate at various ecological levels, while Pan et al. (2024) demonstrate that community interventions combining the empowerment of youth resources, family involvement, and interagency coordination hold strategic value in

violence prevention. Therefore, village policies that provide opportunities for sports, youth programs, entrepreneurship, character education, community service, and spaces for dialogue can be viewed as part of a prevention strategy, not merely as supplementary activities.

Although the international literature on youth violence prevention has expanded, significant gaps remain in the context of rural Indonesian communities. Most research on violence prevention has been conducted in school settings, urban areas, or within the criminal justice systems of developed countries. Kovalenko et al. (2022) note that evidence on violence prevention interventions remains dominated by studies from North America, Europe, and Australia, while evidence from the Asian region is relatively limited. Similarly, research on *collective efficacy*, policing, and community interventions has developed primarily within Western contexts. This situation raises important questions about how these principles can be adapted to the social structures of Indonesian villages, which are characterized by distinct social relationships, local institutions, a culture of deliberation, and governance structures.

This gap becomes even more significant when research focuses on the relationships between village governments, law enforcement agencies, youth organizations, families, and the community in the conflict prevention education process. The existing literature more often examines the effectiveness of specific programs rather than exploring how local actors work together to detect, prevent, and manage conflict escalation. In fact, community-based prevention requires cross-institutional coordination and the ability to link formal resources with informal social control mechanisms. Kingston et al. (2021) explicitly demonstrate that cross-sectoral mobilization is a key challenge in translating scientific evidence on violence prevention into community practice.

In this context, Campurejo Village serves as a crucial research context to examine. The dynamics of youth groups at the village level can involve territorial identities, friendship groups, motor vehicle communities, sports activities, and interactions via social media. Contacts or disputes that are initially individual in nature can escalate into group conflicts when they gain legitimacy through solidarity and group identity. In the absence of adequate mechanisms for early detection, dialogue, mediation, and education, conflicts have the potential to escalate and produce broader impacts on community safety and social cohesion.

The primary issue of concern in this study is that conflict prevention education between the village government and law enforcement officials has not yet been optimally integrated as a sustainable preventive system. Responses to conflict tend to be reactive when interventions are only carried out after fights or disturbances have occurred. Such conditions create a “prevention gap”—a discrepancy between the need for early prevention and response-oriented practices that are still focused on addressing incidents after they occur. In fact, empirical evidence shows that effective prevention requires a combination of skills development, youth empowerment, community engagement, family support, strengthening of protective environments, and interagency coordination (Cheung, 2022; Kingston et al., 2021; Kovalenko et al., 2022; Pan et al., 2024).

Therefore, this study aims to conduct an in-depth analysis of the roles of the village government and law enforcement officials in educating the community—particularly youth groups—to prevent the escalation of intergroup conflict in Campurejo Village. This study also identifies the forms of education that have been implemented, patterns of coordination among stakeholders, early detection mechanisms, preventive communication strategies, forms of engagement by youth organizations and the community, as well as factors supporting and hindering the implementation of conflict prevention. This focus enables the study not only to describe the existence of programs but also to analyze how and why prevention strategies work or fail to work within specific social contexts.

Theoretically, this study is expected to expand the application of ecological and *collective efficacy* perspectives in the study of youth conflict by integrating the dimensions of village governance, law enforcement, community education, and youth participation. Practically, this study is expected to provide an empirical basis for the development of a conflict prevention education model based on collaboration among the village, police, youth, and community. This model can be structured around four main components: (1) early detection, (2) youth education and capacity building, (3) cross-group dialogue and mediation, and (4) restorative responses and follow-up. Such an approach aligns with evidence that sustainable violence prevention requires interventions at the individual, community, and institutional levels.

Thus, the research on education for preventing intergroup conflicts among youth in Campurejo Village offers novelty in integrating village government actors and law enforcement officials into a single community-based prevention framework, with youth serving as both subjects and partners in prevention. This study does not view conflict merely as a matter of public order and security, but as a social issue requiring an educational, participatory, preventive, and restorative approach. This perspective is crucial for developing prevention strategies that go beyond merely stopping conflicts to building the community's capacity to recognize signs of escalation, manage differences, strengthen social cohesion, and prevent the ongoing reproduction of intergroup youth conflicts.

METHOD

Research Design

This study employs a qualitative descriptive research design with a case study approach to gain an in-depth understanding of the roles of the village government and law enforcement agencies in educating youth groups to prevent intergroup conflict in Campurejo Village. A qualitative case study is considered appropriate because the phenomenon under investigation is context-dependent and involves complex interactions among government agencies, law enforcement personnel, youth organizations, community leaders, and young people. Rather than measuring the frequency or scale of conflict prevention activities, this study seeks to explore how these actors understand, implement, and experience conflict prevention education within the specific sociocultural context of the village. This case study is geographically and institutionally limited to

Campurejo Village, with the unit of analysis focusing on the educational and prevention practices carried out by village authorities and law enforcement to mitigate potential conflicts among youth groups. This design allows researchers to examine the phenomenon in its natural setting and to identify patterns of collaboration, prevention mechanisms, challenges, and enabling conditions that might not be adequately captured through a quantitative approach.

Research Background

This study was conducted in Campurejo Village, which was purposively selected due to its active youth social dynamics and the potential for interaction and friction among different youth groups. Therefore, this village provides a relevant empirical setting for examining community-based conflict prevention education. Particular attention is given to the interactions between village government officials, Bhabinkamtibmas, Babinsa, youth organizations, community leaders, and youth groups. The research setting is conceptualized not merely as a geographic location, but as a social and institutional environment in which conflict prevention practices are negotiated and implemented. This perspective enables this study to examine how formal government authorities, community-based mechanisms, and law enforcement strategies interact in addressing potential youth conflicts.

Participants and Sampling Strategy

Participants were selected using purposive sampling, based on their direct involvement in, knowledge of, or experience with youth-related conflict prevention in Campurejo Village. Participant categories included: (1) the village head and village officials; (2) Bhabinkamtibmas and Babinsa personnel assigned to the village; (3) the chairperson and members of the village youth organization (*Karang Taruna*); (4) community leaders; and (5) young people who had experienced, witnessed, or been exposed to situations with the potential to trigger intergroup conflict. Participant selection followed the principle of information-rich sampling. An individual was considered eligible if they had firsthand knowledge of conflict prevention activities, had participated in relevant educational or community programs, or could provide substantive information regarding the dynamics of youth groups. The inclusion of participants from various institutional and social positions was intended to facilitate triangulation of perspectives, thereby allowing researchers to compare how conflict prevention is understood and implemented by authorities, community actors, and young people themselves. The number of participants was not predetermined solely on the basis of quantitative considerations. Recruitment continued until data saturation was reached, defined as the point at which additional interviews no longer yielded substantial new information, categories, or explanations relevant to the research questions. This approach was adopted to prioritize the depth and richness of qualitative information over sample size.

Data Collection

Data were collected through semi-structured in-depth interviews, participatory observation, and document analysis. The use of various data sources was intended to

produce a comprehensive picture of conflict prevention practices and to strengthen the credibility of the findings.

First, semi-structured in-depth interviews were conducted with selected participants. The interview guide was developed based on several core domains: (1) perceptions of intergroup conflict among youth; (2) forms and causes of potential conflict; (3) the role of the village government in conflict prevention; (4) the roles of Bhabinkamtibmas and Babinsa; (5) the contributions of *Karang Taruna* and community leaders; (6) forms of educational and preventive interventions; (7) inter-institutional collaboration; and (8) barriers and enabling factors influencing conflict prevention efforts. The semi-structured format allowed researchers to maintain consistency throughout the interviews while providing sufficient flexibility to explore emerging issues and obtain detailed explanations from participants.

Second, participatory observation was conducted to examine social interactions and prevention activities in their natural context. The observations focused specifically on community outreach activities, security and prevention patrols, youth activities, and interactions among youth groups and community actors. Field observations were systematically documented through field notes, focusing on observable behaviors, communication patterns, institutional interactions, and contextual factors related to conflict prevention.

Third, document analysis was conducted to supplement the interview and observation data. Relevant documents included village administrative records, records of community activities, reports related to Bhabinkamtibmas activities, documentation of youth programs, and relevant regulations regarding village governance, youth organizations, and community security. Documentary evidence was used to contextualize participants' statements and to assess the consistency between reported practices and officially documented activities.

Data Analysis

Data were analyzed using an iterative qualitative analysis process based on the framework by Miles, Huberman, and Saldaña, which consists of data condensation, data presentation, and drawing conclusions/verification. Analysis was conducted concurrently with data collection so that emerging findings could inform subsequent interviews and observations. During the data condensation phase, interview transcripts, observation notes, and documentary materials were systematically reviewed. Relevant sections were identified, coded, compared, and grouped according to their substantive meaning. The initial codes were then organized into broader categories representing recurring patterns in the data, such as prevention education, early detection, interpersonal communication, community mediation, institutional collaboration, youth participation, law enforcement interventions, and barriers to prevention.

During the data presentation stage, the coded information was organized into thematic matrices and narrative displays to facilitate comparisons across participant groups and data sources. Particular attention was given to the similarities and differences between

the perspectives of village authorities, law enforcement officers, community leaders, youth organizations, and young people. The final stage involved drawing conclusions and verification. Recurring interpretations were compared with the original interview transcripts, observation notes, and documentary evidence. Conclusions were considered sufficiently supported when specific patterns were consistently identified across various participants and data sources. Conflicting or divergent accounts are retained and analyzed, rather than excluded, as these differences can provide important insights into variations in institutional perspectives and experiences.

Data Reliability and Validation

The reliability of the findings was established through source triangulation and methodological triangulation. Source triangulation involves comparing information obtained from various categories of participants, including village officials, law enforcement personnel, representatives of youth organizations, community leaders, and young people. This procedure allows researchers to determine whether specific statements reflect broader patterns or merely represent individual perspectives. Methodological triangulation is achieved by comparing evidence obtained through interviews, observations, and document analysis. For example, claims regarding conflict prevention activities reported during interviews are compared with observed activities and available documentary evidence. The consistency of evidence from these various sources enhances the credibility of the resulting interpretations. In addition, the researchers conducted repeated verification during the analysis process by returning to the raw data whenever an interpretation or thematic category was developed. This procedure was intended to minimize hasty conclusions and ensure that the themes remained grounded in participants' accounts and the empirical context of Campurejo Village.

Research Ethics

This study adheres to the fundamental principles of qualitative research ethics. Participation was voluntary, and participants were informed of the study's objectives and general procedures prior to data collection. Participants were also informed that their responses would be used for academic research and that their identities would be protected in the reporting of findings. Special care was taken when discussing potentially sensitive experiences related to adolescent conflicts, interpersonal disputes, and community safety. Therefore, information that could identify participants was excluded or anonymized when necessary to minimize potential social or institutional risks to the participants.

Focus of the Analysis

The analysis ultimately focused on identifying the roles, mechanisms, patterns of collaboration, and constraints associated with village-based youth conflict prevention education. The findings are organized according to four dimensions of analysis: (1) the preventive and educational roles of the village government; (2) the preemptive and preventive roles of law enforcement; (3) community and youth participation in conflict

prevention; and (4) institutional and contextual factors that support or hinder collaborative prevention.

This analytical framework enables this study to move beyond a descriptive account of individual institutional activities toward an integrated explanation of how village governments, law enforcement, youth organizations, community leaders, and young people collectively contribute to preventing the escalation of intergroup conflicts.

RESULT AND DISCUSSION

The Role of Village Government in Youth Conflict-Prevention Education

The findings indicate that the Campurejo Village Government plays an active role in preventing intergroup youth conflict through educational, participatory, and early-response mechanisms. Three principal forms of intervention were identified: (1) periodic dissemination of legal awareness and community-order information, (2) strengthening *Karang Taruna* as a youth development institution, and (3) facilitating village deliberations when indications of potential conflict emerge. These interventions demonstrate that the village government's role extends beyond administrative responsibilities to include preventive social intervention and community-based conflict management. The dissemination of legal awareness and public-order information represents one of the most visible preventive strategies. The village government conducts socialization activities involving village officials, Bhabinkamtibmas, and, where appropriate, Babinsa. The purpose is not merely to communicate legal provisions but also to encourage young people to understand the social and legal consequences of violent behavior. The findings further indicate that the village head is directly involved in communicating preventive messages to young people. Rather than delegating all conflict-prevention responsibilities to subordinate officials, the village head maintains direct contact with youth groups and the wider community.

The second role concerns the strengthening of *Karang Taruna* as an institutional platform for youth development. The organization provides a channel through which young people can participate in constructive social activities and develop collective responsibility. Informants generally perceived *Karang Taruna* as an effective mechanism for youth development; however, participation was not yet evenly distributed across youth groups. This finding suggests that the existence of a formal youth institution does not automatically guarantee broad youth engagement. Its preventive effectiveness depends substantially on the organization's ability to attract and retain participation from groups that may otherwise remain outside formal community activities. The third role involves village-level deliberation as an early intervention mechanism. When indications of intergroup tension emerge, the village government facilitates meetings involving relevant parties, community leaders, and law-enforcement representatives. These deliberations provide an opportunity to identify the source of disagreement before it escalates into physical confrontation. Informants perceived this mechanism as highly effective because it enables the parties involved to participate directly in finding mutually acceptable solutions.

Overall, the findings suggest that the village government's preventive role operates through a combination of education, youth empowerment, direct leadership, and community mediation. This multidimensional role is important because youth conflict cannot be addressed solely through law enforcement after an incident has occurred. Preventive governance requires sustained engagement with young people and the community before conflict reaches the stage of open violence.

Pre-Emptive and Preventive Roles of Law Enforcement

The findings further demonstrate that law-enforcement actors, particularly Bhabinkamtibmas, perform both pre-emptive and preventive functions in addressing potential youth conflict in Campurejo Village. These functions are implemented primarily through direct communication, educational outreach, and routine patrols in locations considered vulnerable to youth-group confrontation. The pre-emptive dimension is reflected in educational activities conducted among youth groups and in schools. Bhabinkamtibmas communicates messages concerning legal awareness, the consequences of juvenile violence, social responsibility, and the importance of maintaining community security. These activities are often conducted in collaboration with village officials and community leaders, thereby creating a three-pillar approach involving the village government, law enforcement, and community representatives.

The preventive dimension is particularly visible through routine evening patrols. Patrols are directed toward locations where young people commonly gather, including the village field and other informal gathering places. According to informants, these patrols were perceived as effective in reducing potentially problematic gatherings and creating a visible preventive presence. Importantly, the patrol mechanism was not described merely as a security measure; it also functioned as a form of direct social contact between law-enforcement personnel and young people. The findings therefore indicate that Bhabinkamtibmas performs a dual function. On the one hand, the officer acts as a representative of law enforcement who communicates legal norms and monitors potential security threats. On the other hand, Bhabinkamtibmas functions as a community-based actor who maintains interpersonal communication with residents and youth groups. This combination of authority and social proximity appears to be important for implementing preventive rather than exclusively repressive conflict management.

Restorative Mediation Following Youth Conflict

Another significant finding concerns the response adopted when conflict has already occurred. Rather than relying exclusively on formal legal procedures, particularly in cases involving minors, the actors in Campurejo Village tend to prioritize mediation, deliberation, and restorative approaches. The restorative mechanism involves Bhabinkamtibmas, community leaders, village representatives, and the parties involved in the dispute. The objective is to identify the underlying problem, facilitate communication between the conflicting parties, and restore social relationships. Informants perceived this approach as highly effective, particularly when the parties were willing to acknowledge the consequences of their actions and participate in reaching a mutually acceptable agreement.

The findings suggest that restorative mediation has an important advantage in village settings because youth conflict frequently affects not only the individuals directly involved but also their families, friendship networks, and the broader community. A purely punitive response may address the legal dimension of an incident without necessarily repairing the social relationships damaged by the conflict. Mediation, by contrast, creates an opportunity for the parties to resolve grievances while maintaining community cohesion. For conflicts involving minors, this approach was considered particularly appropriate by informants. The emphasis was placed on accountability, behavioral correction, reconciliation, and prevention of recurrence rather than punishment alone. Thus, restorative practice in Campurejo can be understood as a post-conflict mechanism that complements pre-conflict education and prevention.

Patterns of Preventive Intervention and Perceived Effectiveness

To synthesize the empirical findings, the following table presents the major forms of intervention identified through interviews and summarizes the actors involved and the perceived effectiveness reported by informants.

Table 1. Roles of Village Government and Law Enforcement in Youth Conflict Prevention

PREVENTIVE INTERVENTION	PRIMARY ACTORS	MAIN FUNCTION	PERCEIVED EFFECTIVENESS
LEGAL-AWARENESS AND PUBLIC-ORDER SOCIALIZATION	Village head, village officials, Bhabinkamtibmas	Increasing legal awareness and preventing violent behavior	Relatively effective, but requires greater frequency
STRENGTHENING KARANG TARUNA	Village government, youth leaders	Providing a structured platform for youth development and participation	Effective as a youth-development platform, although participation remains limited
ROUTINE EVENING PREVENTIVE PATROLS	Bhabinkamtibmas, Babinsa	Monitoring potentially vulnerable gathering points and deterring conflict	Effective in reducing potentially conflict-prone gatherings
VILLAGE DELIBERATION WHEN CONFLICT INDICATORS EMERGE	Village head, community leaders, police	Identifying problems and developing	Highly effective; solutions were perceived as

		mutually acceptable solutions	acceptable to both parties
MEDIATION/RESTORATIVE JUSTICE AFTER INCIDENTS	Bhabinkamtibmas, community leaders	Restoring relationships and preventing recurrence	Highly effective, particularly for cases involving minors
EDUCATION FOR PARENTS/FAMILIES	Bhabinkamtibmas, village officials	Increasing family awareness and strengthening supervision of youth	Relatively effective, although its reach remains limited

Source: Interview data and field findings from the present study.

The table demonstrates a consistent pattern: interventions involving multiple actors were perceived as more effective than interventions implemented independently by a single institution. In particular, village deliberation and restorative mediation received the strongest assessments from informants. These mechanisms directly involve the parties concerned and create opportunities for negotiated solutions. By contrast, legal-awareness socialization and family education were considered useful but required greater frequency and broader coverage. This pattern indicates that the effectiveness of conflict prevention is closely associated with the degree of institutional integration and community participation. Educational activities become more meaningful when accompanied by direct engagement, monitoring, and opportunities for dialogue. Similarly, preventive patrols become more sustainable when they are connected to broader community-based education rather than functioning solely as security operations.

Interinstitutional Collaboration as a Central Mechanism

A prominent cross-cutting finding is the importance of collaboration among village government, law enforcement, youth organizations, and community leaders. The data indicate that conflict prevention was not perceived as the responsibility of a single institutional actor. Instead, effective prevention emerged when different actors contributed complementary forms of authority, knowledge, and social access. The village government contributed institutional authority and access to community decision-making mechanisms. Bhabinkamtibmas and Babinsa contributed security expertise, early detection, and preventive monitoring. *Karang Taruna* provided an institutional channel for youth participation, while community leaders contributed social legitimacy and informal influence. Parents and families represented another important layer of social control and supervision.

This collaborative structure appears particularly important because youth conflict may develop through multiple pathways. A dispute may initially emerge from interpersonal disagreement, become intensified through peer-group solidarity, and subsequently spread

through wider community networks. Consequently, interventions restricted to formal law enforcement may occur too late. Conversely, community-based initiatives without institutional support may lack sufficient authority to respond to escalating tensions. The findings therefore point to a multi-actor prevention model, in which conflict prevention is implemented through complementary educational, social, institutional, and security mechanisms.

Barriers to Conflict-Prevention Education

Despite the existence of multiple preventive mechanisms, the findings also reveal several constraints that limit their implementation. Three major barriers emerged from the interview data: limited funding for youth-development activities, uneven youth participation in *Karang Taruna*, and the influence of provocation through social media. Limited funding affects the continuity and scope of youth-development activities. Although *Karang Taruna* provides an institutional structure for positive youth engagement, insufficient resources may restrict the frequency and diversity of activities available to young people. Consequently, the preventive potential of youth organizations cannot be fully realized without adequate institutional and financial support.

A second challenge concerns uneven youth participation. Some young people remain less involved in formal village activities, creating a gap between institutional prevention programs and particular youth groups. This is significant because the groups least engaged in formal activities may also be more difficult to reach through conventional socialization programs. Preventive strategies therefore need to be designed in ways that are attractive, participatory, and relevant to diverse youth interests. The third and increasingly complex challenge is social-media-based provocation. Informants identified social media as a channel through which misunderstandings, insults, group identities, or provocative information can spread rapidly. Unlike face-to-face conflict, digital provocation may occur outside the immediate observation of village authorities and law-enforcement personnel. This creates a limitation for conventional early-warning mechanisms that depend primarily on physical observation and direct community interaction. These findings indicate that contemporary youth conflict prevention requires an expanded understanding of the conflict environment. Preventive education must address not only physical spaces where youth gather but also the digital social environment in which interpersonal and intergroup relations increasingly develop.

Integrated Pattern of Youth Conflict Prevention in Campurejo

Taken together, the findings reveal an integrated sequence of conflict prevention consisting of education, early detection, preventive intervention, mediation, and social reintegration. The first stage involves legal and social education designed to increase awareness among young people. The second involves monitoring and early detection through community communication and preventive patrols. When indicators of conflict emerge, village deliberation provides a mechanism for dialogue and negotiated resolution. If an incident has already occurred, restorative mediation is used to repair relationships and prevent recurrence.

This pattern can be conceptualized as a community-based multi-actor conflict-prevention cycle:

Legal and social education → youth engagement → early detection → preventive intervention → village deliberation → restorative mediation → social reintegration and recurrence prevention.

The empirical findings indicate that the strength of this cycle depends on sustained collaboration among village government, law enforcement, youth organizations, community leaders, and families. The preventive system becomes weaker when one component operates independently or when youth participation is limited. Accordingly, the central finding of this study is that youth intergroup conflict prevention in Campurejo is most effective when treated as a shared community responsibility rather than as an exclusively governmental or law-enforcement function. The combination of preventive education, institutional youth participation, direct community engagement, security monitoring, and restorative mechanisms provides a more comprehensive response to potential conflict than a predominantly punitive approach.

Summary of Key Findings

The qualitative analysis generated four principal findings. First, the village government functions as an educator, facilitator, and early-response actor through legal-awareness programs, youth development, and village deliberation. Second, Bhabinkamtibmas and Babinsa perform complementary pre-emptive and preventive functions through community education, direct communication, and patrols. Third, restorative mediation provides an important post-conflict mechanism, particularly for cases involving minors, by prioritizing reconciliation and restoration of social relationships. Fourth, the effectiveness of prevention is strongly associated with interinstitutional collaboration, although limited funding, uneven youth participation, and social-media provocation remain significant challenges. These findings establish the empirical basis for the subsequent discussion concerning how village governance, law enforcement, youth participation, and community-based restorative mechanisms can be integrated into a sustainable model of youth conflict prevention.

DISCUSSION

The research findings indicate that the prevention of intergroup conflicts among youth in Campurejo Village is achieved through a combination of education, youth institutional strengthening, early detection, preventive patrols, deliberation, and restorative mediation. The main findings of this study show that the effectiveness of prevention is not primarily determined by the actions of a single actor, but by the ability of the village government, law enforcement officials, youth organizations, community leaders, and families to build complementary prevention mechanisms. These findings align with the ecological perspective on youth violence, which views violent behavior as the result of interactions among individual, relational, institutional, community, and social environmental factors. Research on adolescents' experiences of community violence in Indonesia also indicates

that exposure to violence within the social environment is a multidimensional issue that can influence adolescents' social development and behavior (Yudha & Chuemchit, 2024).

The Village Government as a Primary Prevention Actor

The finding that the Campurejo Village government actively conducts legal awareness campaigns, issues direct appeals to youth, strengthens *Karang Taruna*, and facilitates deliberative meetings indicates a shift from a reactive to a preventive paradigm in conflict management. The village government functions not only as an administrative body but also as an *community prevention* actor with close social ties to the community. This role is crucial because youth conflicts often escalate from seemingly minor interpersonal issues into group conflicts driven by solidarity, group identity, and social escalation processes. This finding is supported by research by Perkins et al. (2023), which indicates that organizational strategies and community coalitions are key components in preventing youth violence. Community-based interventions become more effective when local organizations are able to establish shared goals, coordination, and a division of roles among institutions. Thus, the findings of this study indicate that village governments need to be positioned as orchestrators of prevention—that is, actors who connect the various social resources available at the local level—rather than as the sole implementers of prevention efforts.

Strengthening *Karang Taruna* also holds strategic significance. The research results show that this organization is viewed as effective as a platform for youth development, but youth participation remains uneven. This situation indicates that the mere structural existence of a youth organization does not automatically lead to substantive engagement. The literature on youth participation emphasizes the importance of involving young people in the design and implementation of activities, rather than merely treating them as recipients of programs. Lohmeyer et al. (2024) underscore the importance of *youth participation* and *co-design* in creating more relevant and sustainable youth programs. Thus, *Karang Taruna* in Campurejo needs to evolve from merely a venue for social activities into a youth-based conflict prevention infrastructure. Activities such as sports, the arts, entrepreneurship, digital literacy, social work, and intergroup dialogue forums can be used to channel young people's collective energy toward prosocial activities. Bone et al. (2022), for example, found that adolescents' involvement in arts and cultural activities is associated with lower levels of antisocial and criminal behavior and can work through increased self-control and changes in attitudes toward problematic behavior.

The Roles of Bhabinkamtibmas and Babinsa in Early Detection

Further findings indicate that Bhabinkamtibmas carry out preemptive functions through outreach and preventive functions through night patrols. This pattern suggests that the presence of law enforcement is not solely directed at responding to legal violations but also at establishing deterrence and social communication before conflicts arise. This approach is crucial in rural contexts because law enforcement officers who maintain direct ties with the community are better positioned to obtain information about intergroup tensions before conflicts escalate. These findings are consistent with the research by Ross et al. (2023), which shows that protective factors at the individual,

family, peer, school, and community levels can reduce the tendency toward risky behavior among young people living in environments with high levels of violence. This means that effective prevention cannot rely solely on security surveillance but must build a social ecosystem that provides positive alternatives for youth.

The night patrols identified in this study should also be understood as a form of situational prevention. The presence of law enforcement officers at locations frequently used for gatherings can reduce the likelihood of confrontations and signal that the area is under surveillance. However, patrols will have a more sustainable impact when combined with education, interpersonal communication, and youth empowerment. Evidence on community-based interventions suggests that approaches combining place-based strategies, community engagement, and the identification of local issues can serve as an alternative to prevention models that are entirely police-led (Gill et al., 2024).

Collaboration as a Key Mechanism for Conflict Prevention

The most significant finding of this study is that collaborative interventions are perceived as more effective than actions carried out separately. Village deliberations were rated as highly effective because they brought together village officials, security forces, community leaders, and parties with potential for conflict. This indicates that youth conflict is fundamentally not merely a security issue but also a matter of social relations requiring mechanisms for communication, negotiation, and reconciliation. These findings align with the research by Pan et al. (2024), which positions the prevention of youth violence as a community-level intervention requiring resources and cross-sectoral coordination. This research highlights the importance of viewing violence prevention as a community investment, not merely a response to criminal incidents. Furthermore, Mehari et al. (2024) demonstrate that community interventions aimed at addressing the root causes of violence face complex evaluation challenges due to the interplay of social and institutional factors. These findings are relevant to Campurejo because the effectiveness of prevention cannot be assessed solely by the number of conflicts that occur. Evaluations must consider changes in intergroup relations, levels of youth participation, the quality of communication, early detection capacity, and the ability of institutions to resolve disputes before they escalate into violence.

Restorative Mediation as a Post-Conflict Strategy

Another important finding is that Bhabinkamtibmas officers and community leaders prioritize mediation and a *restorative justice* approach, particularly for cases involving children or adolescents. The restorative approach shifts the focus of conflict resolution from mere punishment toward accountability, restoration, reconciliation, and prevention of recurrence. Kimbrell et al. (2023), through a systematic review and meta-analysis, demonstrated that *restorative justice* programs within the juvenile justice system have a strong empirical basis and should be considered as alternatives or complements to conventional approaches. These findings are reinforced by Beckman et al. (2024), who found that police-initiated, community-based restorative diversion is associated with a lower likelihood of re-arrest compared to traditional processing in certain cases. However, these results do not imply that restorative mediation should replace all legal

mechanisms. Restorative approaches are best understood as part of the continuum of justice, particularly when there are realistic opportunities for relationship restoration, offender accountability, victim protection, and voluntary acceptance by the parties involved. Gaffney et al. (2024) even emphasize the need for a stronger synthesis of evidence regarding the effectiveness of restorative interventions against *offending* and *reoffending* among children and youth.

The Challenges of Digitalizing Youth Conflict

One of the findings with the strongest relevance to the development of contemporary conflict is the influence of provocation via social media. Informants identified social media as a factor that is difficult to detect early on. This finding is important because conflicts that previously took place in physical spaces can now be triggered, intensified, or expanded through digital spaces. Research by Jeong and Park (2024) indicates that youth violence now encompasses both *offline* and *online* dimensions, with interrelated social and psychological factors. Research on social media and youth violence in Indonesia also indicates that the flow of information and the formation of public opinion on social media can play a role in the dynamics of youth violence. Therefore, the early-detection system in Campurejo needs to be expanded into a digital early-warning system grounded in digital literacy, family communication, the ethical monitoring of public issues, and young people's ability to recognize provocation. Lahti et al. (2024) demonstrate that adolescents face various problematic situations in their use of social media and require the competencies to respond to these risks. Dixon et al. (2023) also demonstrate a relationship between the dynamics of technology use within families and adolescents' mental health and violent behavior. Thus, conflict prevention education must incorporate digital citizenship, emotional regulation, critical media literacy, and online conflict management.

Youth Participation and Strengthening Protective Factors

Research findings also indicate that the low participation of some youth in *Karang Taruna* poses a barrier to the program's sustainability. This situation should not be viewed merely as a matter of low youth compliance but as an indication that the program design may not yet fully align with their needs and preferences. González Moreno and Molero Jurado (2023) highlight the importance of prosocial behavior in understanding and preventing violence during adolescence. Thus, prevention strategies need to create spaces that foster cooperation, empathy, communication, and social responsibility. This approach is also consistent with Azpiazu et al. (2025), who identify social support, self-concept, and resilience as protective factors against *school maladjustment*. Although the research contexts differ, the underlying principle is relevant: strengthening psychosocial resources can help adolescents cope with social pressures in a more adaptive manner. In the context of Campurejo, this means that conflict prevention should not only focus on reducing aggressive behavior but also on enhancing resilience, social competence, prosociality, and a sense of belonging.

Theoretical Implications: A Community-Ecological Model of Conflict Prevention

Theoretically, the findings of this study support the development of the Community-Ecological Youth Conflict Prevention Model. This model organizes conflict prevention into four layers. The first layer is the individual level, encompassing emotional regulation, self-control, and conflict resolution skills. The second layer is the relational level, encompassing family, peers, community leaders, and intergroup relationships. The third layer is the institutional level, encompassing the village government, *Karang Taruna*, Bhabinkamtibmas, and Babinsa. The fourth layer is the digital-community environment—specifically, social media as a new space for identity formation, communication, provocation, and mobilization. This framework is reinforced by Skott's (2023) finding that violence can become normalized in young people's daily lives, so prevention strategies must consider how young people themselves define and experience violence. Wu and Becker (2023) as well as Klik et al. (2023) also highlight the importance of the institutional context in shaping adolescents' experiences and behaviors. In the context of this study, the village can be understood as a *developmental context* that has the capacity to shape social norms, opportunities for participation, and responses to conflict. Thus, the study's findings do not support a prevention model that relies solely on law enforcement after a conflict has occurred. Instead, empirical evidence points toward a preventive-participatory-restorative model—that is, prevention that begins with education, is strengthened by youth participation and early detection, is followed by preventive interventions when risks increase, and employs restorative mechanisms once conflict has occurred. This approach is also consistent with current evidence regarding community-based interventions and the prevention of youth violence.

Discussion Synthesis

Overall, this study shows that the effectiveness of youth conflict prevention in Campurejo Village lies in the integration of the educational functions of the village government, the preemptive and preventive functions of law enforcement officials, the participatory functions of youth organizations, and the restorative functions of the community. The village government provides legitimacy and a space for deliberation; Bhabinkamtibmas and Babinsa provide detection and prevention capabilities; *Karang Taruna* provides a space for youth participation; while community leaders and families provide social support and informal control. The main contribution of this study is to demonstrate that youth conflict at the village level needs to be understood as a socio-ecological issue, not merely a matter of criminality. Therefore, sustainable village policies need to integrate legal education, digital literacy, strengthening of *Karang Taruna*, prosocial youth activities, risk-based patrols, intergroup dialogue forums, family involvement, and restorative mediation. These strategies are better suited to the dynamic nature of youth conflict, which can shift from the interpersonal sphere to the group sphere and then to the digital sphere.

CONCLUSION

This study concludes that preventing conflicts among youth groups in Campurejo Village requires a collaborative approach that integrates the roles of the village government, law

enforcement officials, youth organizations, community leaders, families, and young people. The village government plays a role by raising awareness of the law and public order, strengthening the youth organization, providing education to young people, and facilitating deliberations when signs of conflict emerge. Meanwhile, Bhabinkamtibmas and Babinsa carry out preemptive and preventive functions through outreach, direct communication, and patrols in locations that have the potential to become flashpoints for conflict. When incidents occur, mediation and *restorative justice* approaches serve as crucial mechanisms for restoring relationships between conflicting parties, particularly in cases involving minors. Research findings indicate that village deliberations and restorative mediation are perceived as the most effective strategies because they allow conflicting parties to participate directly in finding mutually acceptable solutions. However, the effectiveness of prevention efforts still faces challenges in the form of budget constraints, low participation among some youth, and provocation via social media. Therefore, a conflict prevention education model that is proactive, participatory, sustainable, and based on cross-actor collaboration is needed to sustainably strengthen the social resilience of youth and the security of the Campurejo Village community.

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