



Policy Implementation of Sending Problematic Students to Military Barracks: A Multi-Stakeholder Perspective Analysis in West Java

Aninda Nurfazriah

UIN Sunan Gunung Djati Bandung, Indonesia
anindanur119@gmail.com

Azam Jamiluddin

UIN Sunan Gunung Djati Bandung, Indonesia
azamJamiludin233@gmail.com

Moch Hanif Makarim

UIN Sunan Gunung Djati Bandung, Indonesia
Hanifmakarim95@gmail.com

Siti Nurul Khotimah

UIN Sunan Gunung Djati Bandung, Indonesia
sitiinurul6@gmail.com

Putri Bella Septiany

UIN Sunan Gunung Djati Bandung, Indonesia
putribellaseptiany@gmail.com

Received: 3 Juli 2025 | Accepted: 11 Agustus 2025 | Published: 31 Desember 2025

Abstract

The handling of problematic students in schools has become an important issue in the world of education, especially when the policies taken cause controversy. One policy that has attracted a lot of public attention is sending troubled students to military barracks as a form of character building and discipline. This policy has sparked debate in the community because it involves approaches, educational values, and long-term impacts on the psychological development of students. This research also aims to analyze the implementation of the policy from various perspectives, including local government, school, parents, students and psychology education experts. The method used is qualitative with a case study approach. Data were collected through documentation studies and secondary interview analysis. The results showed that the policy of sending troubled students to military barracks reaped pros and cons, although it received support from several parties because it was considered to form discipline and character, many parties considered the militaristic approach was not in accordance with the principles of humanistic education and had the potential to cause psychological impacts and violations of human rights. This research concludes that in an effort to foster troubled students, the approach should pay attention to the balance between discipline and empathy, and prioritize pedagogical principles and the protection of children's rights. Therefore, a more participatory, evidence-based policy formulation is needed and involves the active role of all parties to create a fair and effective education system in dealing with deviant behavior in the school environment.

Keywords: Education Policy, Problematic Students, Military Barracks, Multi-stakeholder Perspective, West Java.

1. INTRODUCTION

Juvenile delinquency is a phenomenon that has often occurred in society, juvenile delinquency is an action that is not good or not praiseworthy that is carried out in adolescence, juvenile delinquency is a collection of various socially unacceptable adolescent behaviors until criminal acts occur (John W. Santrock, 2003). Santrock, 2003) forms of juvenile delinquency in the form of delinquency committed individually and carried out in groups, in this case juvenile delinquency that often occurs among the community is a very serious problem, of course for the world of education. society and the government must participate in tackling juvenile delinquency which is a social problem in this case the government must take steps by making a decision or a policy to tackle juvenile delinquency.



Therefore, a policy was born by the governor of West Java, namely Dedy Mulyadi, the governor of Jabar Dedy Mulyadi implemented a policy to tackle juvenile delinquency, namely the Military Barracks policy, the implementation of this policy was carried out not only to reduce the level of juvenile delinquency but also to train, discipline, and also teach about moral values to the perpetrators of juvenile delinquency. A new policy to address the increasingly alarming problem of juvenile delinquency. Where children involved in delinquent behavior and even criminal acts will follow military barracks-based character education.

The incidence of delinquency and deviant behavior among students in West Java has attracted serious attention from the local government. In response to this condition, the Governor of West Java, Dedi Mulyadi, took a firm step by launching an innovative policy of sending troubled students to military barracks. The program, which began in May 2025, is the result of collaboration with the Indonesian National Army (TNI) and the Indonesian National Police (Polri), aiming to build character, instill discipline, and foster a spirit of state defense in students. This policy specifically targets students with specific behaviors such as involvement in brawls, smoking habits, or addiction to online games, in the hope of providing a more structured and principled alternative education. The main objective of the policy of sending troubled students to military barracks in West Java is to suppress and reduce the increasingly rampant cases of student delinquency, such as brawls, drunkenness, behavioral deviations, and addiction to online games. The program is designed as an effort to build character and discipline through structured and intensive training during a certain period in military barracks, with the hope that students can develop an attitude of responsibility, discipline, and strong positive character (Tempo, 2025). In addition, this policy also aims to provide alternative solutions for teachers and parents who find it difficult to deal with problem students through conventional approaches at school (Melintas.id, 2025).

The Governor of West Java, Dedi Mulyadi, stated that this program is a concrete action to save the younger generation from moral and behavioral decline, placing students who need serious intervention in an environment that supports discipline and optimal mental health (BBC Indonesia, 2025). During the program, students remain students and follow formal learning, but with additional physical training and military-style character building, which is expected to form mental toughness and respect for the rules (CNN Indonesia, 2025). Thus, this policy is expected to be the "ultimate weapon" to improve the quality of West Java's young generation through a more assertive and targeted approach (Tempo, 2025).

However, how this policy is implemented on the ground raises various questions. It is important to review the implementation mechanism, how different parties are involved, and what impact it has on students. Therefore, an in-depth study of the practice of this policy is urgently needed, including how the local government, schools, parents and military personnel coordinate in its implementation. In addition, responses and perspectives from various parties such as the local government and the military assess this policy as effective in improving discipline and shaping student character. Meanwhile, a number of organizations such as the Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) criticized the program for potentially violating children's rights and humanistic national education principles. Parents and students have also shown mixed reactions, ranging from support to concerns about the psychological impact and social stigma that may arise. Therefore, this research seeks to analyze in depth how the policy of sending troubled students to military barracks in West Java is implemented, how the multi-stakeholder perspective is related, and what the implications of the policy are.

For a more in-depth understanding of how the policy of sending troubled students to military barracks in West Java, it is necessary to develop a theoretical framework that serves as the basis for analysis in this study. This theoretical framework focuses on education policy theory that explains how policies are designed, socialized, and implemented in complex social and educational contexts (Rahmah, 2022). In addition, multi-stakeholder collaboration theory is also an important foundation for examining the roles and views of various parties such as schools, parents, government and education experts, in supporting or opposing policies (Heyward et al., 2023). Therefore, this



theoretical structure will help explain how the policy is implemented and its impact on problem students, especially in terms of character building and protection of children's rights.

2. METHOD

This research uses a qualitative approach with a case study method where to find out the implementation of the policy of sending problem students to military barracks in West Java. Case studies were chosen because they can intensively explore policy phenomena in real and complex social contexts (Yin, 2018; Abd.Madji, 2024). The research setting focuses on schools in West Java that have sent students to the military barracks program, as well as the local government agencies and military barracks that implement the policy. Research informants were purposively selected based on their involvement and relevance to the policy. They included students participating in the program, teachers, principals, parents, local government officials, as well as education and psychology experts. This selection aimed to obtain diverse and intense perspectives of the policy implementation.

Data was collected through two main techniques, namely:

1. Documentation study: Collection and analysis of statistical data on juvenile delinquency in West Java, as well as news articles and opinions in the mass media. Documentation study is a data collection technique by collecting and analyzing documents relevant to the research. These documents can be in the form of written records, pictures or others. Where this documentation study aims to obtain secondary data that can support, complement, or verify data obtained from other sources. In qualitative research, documentation studies are very important to strengthen the credibility and validation of research findings.
2. Secondary Interview Analysis: Secondary interview analysis is a data collection technique that utilizes interviews that have been conducted by other parties and documented. Interview data obtained from secondary sources are in the form of transcripts, recordings, or excerpts of interviews published on social media, news sites, digital archives related to their policies and other mass media. Secondary interview data sources were rigorously selected based on the credibility of the source, the relevance of the information, and the representation of various policy perspectives. The use of secondary interviews is very useful when researchers cannot conduct interviews directly, for example due to time constraints, access, or certain other situations. In addition, secondary interviews can enrich research data with broader and more diverse perspectives.

Qualitative research data analysis was carried out inductively, namely by organizing, grouping, and interpreting data obtained from documentation studies and secondary interviews to be concluded. This analysis process includes several specific stages:

1. Data Reduction: Sorting and selecting data that is relevant to the research focus.
2. Data Presentation: Organizing data in the form of narratives, tables or matrices to facilitate understanding and interpretation.
3. Inference: Analyzing patterns, themes, and relationships between data to generate research findings.
4. Triangulation: Comparing data from various sources (documents and secondary interviews) to increase the validity and credibility of research findings.

This study uses education policy theory as the main form of foundation to analyze the implementation of the policy of sending problem students to military barracks in West Java. According to Anisa Nuraida Rahmah (2022), education policy is a form of the final result of decisions in the field of education taken by considering the components of education and related social aspects. Education policy must be interdisciplinary and contextual and formulated through an appropriate analytical process in order to be able to solve educational problems that arise due to the gap between education providers and education goals (Setiawan et al., 2021; Suyahman, 2016).



3. RESULT AND DISCUSSION

Juvenile delinquency is one of the social problems that is often a concern in various regions, including in West Java Province. Adolescents as the next generation of the nation have various challenges and environmental influences that trigger deviant behavior. Social influences such as social pressure, and minimal family supervision are often the main triggers of juvenile delinquency. Thus, understanding the trends and types of juvenile delinquency is important to formulate effective policies and programs to overcome them. Adolescence is a transitional period full of dynamics, where individuals begin to discover the five pillars of personality and form patterns of behavior that will determine their future. But sometimes this process is confusing and individuals are mistaken with their environment, and this phenomenon is known as juvenile delinquency. This phenomenon includes various forms, ranging from brawls, drug abuse, promiscuity, to other criminal acts. Juvenile delinquency not only harms the individual concerned but also has a wide impact on the family, school and society.

Seeing this problem, the West Java Provincial Government took an innovative step with a character building program based on the military barracks which was initiated by the Governor of West Java, Dedi Mulyadi. The program is designed as a strategic solution to handle juvenile delinquency cases with a different approach from conventional methods. The program aims to shape discipline, social responsibility, and integrity through structured and intensive military-style education. The approach emphasizes national values, discipline, teamwork, as well as strong mental and physical development.

Based on data from the Central Bureau of Statistics or BPS West Java Province and Open Data or OD West Java, cases of juvenile delinquency in West Java Province have decreased over the past three years. In 2020, 12,345 cases were recorded and decreased in 2021 by 11,567 cases and 10,890 cases in 2022. The percentage decrease of 12.05% from 2020 to 2022 is considered low, but not yet significant because the absolute number remains high and this social problem remains complex and multidimensional. The most prominent types of juvenile delinquency include brawls between schools 35%, drug abuse 25%, promiscuity 20%, and other crimes 20%. At the district level, such as in Garut, incidents of juvenile delinquency also decreased from 875 in 2020 to 712 (2022), with crime being the dominant at 40%. However, the data for the year (2023) shows some striking incidents, such as inter-school brawls and injuries, violent theft, and an increase in the number of teenagers abusing drugs from 104 (2021) to 118 (2023).

Table 1. Statistics on Juvenile Delinquency in West Java 2020-2023

Year	Number of Cases	Brawl (%)	Drugs (%)	Promiscuity (%)	Crime (%)
2020	12.345	35	25	20	20
2021	11.567	35	25	20	20
2022	10.890	35	25	20	20
2023	10.500	34	27	19	20

Source: West Java Central Statistics Agency, 2023

Based on the table above, juvenile delinquency in West Java actually decreased every year from 2020 to 2023. Even so, more than 10 thousand cases per year is still a very high value, which means that juvenile delinquency is a serious and challenging problem that is still relevant for the province. Cases of brawls and drug abuse are strong indicators that systematic and innovative interventions for youth character development are needed. In response, the West Java Provincial government launched a program to send troubled students to military barracks, which will be implemented from 2 May 2025. The program focuses on character building, discipline, and strengthening adolescent identity through a structured educational approach, rather than militaristic training. In the barracks,



participants will be involved in various activities such as sports, arts, talent development, and healthy lifestyle. They remain registered as students in their respective schools and follow formal learning in the barracks location. Children's participation in the program is also subject to parental approval, as they are still under the legal guardianship of their families.

This program targets high school/vocational school students who are involved in serious violations such as brawls, game addiction, smoking, drunkenness, wild racing, drug use, and other deviant behaviors. A total of 272 students from 106 schools have participated in the program at two main locations, namely West Military Regiment 1 Shira Yudha Purwakarta and State Defense Education Depot Rindam III Siliwangi, Cikole, West Bandung. The program lasts for 30 days, consisting of an orientation period, basic education, and further education with the main material covering character building, discipline, and social responsibility.

However, this program has also drawn criticism and controversy. There are some who question the effectiveness of a militaristic approach in solving the root causes of juvenile delinquency, which is very complex and multidimensional. Other criticisms also come from those who highlight the potential for violations of children's rights, especially if children are given no other choice but to join the program. There are also concerns that the program's focus on physical discipline may neglect the academic and psychological aspects of education that are also very important in the development of adolescents. In response, the West Java Provincial Government, together with the TNI and Polri, continue to evaluate and develop the program to make it more effective and based on the welfare of students. The central government through the Ministry of Home Affairs also plans to conduct a separate assessment of the effectiveness of this program as part of efforts to ensure that children's rights are fulfilled and the program runs in accordance with the principles of humanist guidance. In terms of budget, the West Java Provincial Government has allocated around Rp6 billion to support the implementation of this program, which includes the cost of uniforms, consumption, trainers' honorarium, and other supporting facilities. This shows the serious commitment of the local government in addressing the problem of juvenile delinquency with an innovative and integrated approach.

The character building program in the military barracks is also in line with the vision of "Pancawalwijaya Jabar Istimewa" launched by the West Java Government, which is to create a young generation that is healthy (cageur), morally good (bageur), right, smart, (pinter), and responsive (singer). Thus, this program does not only focus on handling juvenile delinquency, but also on holistic character building to create a young generation that is ready to face the challenges of the future. Preliminary data shows that the program has had a positive impact on most of the participants. For example, students who previously often skipped class and were involved in brawls began to show behavioral changes, such as discipline in participating in activities and an increased sense of responsibility. However, to ensure long-term success, continuous evaluation and support from various parties, including families, schools and communities, are required.

Table 1. Public satisfaction survey conducted by Indikator Politik Indonesia in May 2025

Kategori Responden	Presentase (%)
Sangat Setuju	31,5
Setuju	61,4
Tidak Setuju	5,7
Tidak Menjawab	1,4
Mengetahui Program	89,5

Source: Indikator Politik Indonesia, 2025



In terms of implementation, the program, which has been attended by 274 students from various schools in West Java, is designed in a systematic and structured manner, with the aim of shaping the character and discipline of students hindering the formal learning process in their home schools. The training was conducted in two sessions, each lasting 14 days, which took place in military barracks. The education system in the barracks combines 40% theoretical learning through lectures, motivation, discussions, and case analysis, and 60% physical activity or hands-on practice. With this proportion, the program not only emphasizes cognitive aspects, but also the overall physical and mental formation of students. During the training, participants live in a dormitory and undergo a disciplined life habit, ranging from a regular diet, maintaining personal hygiene, to abstaining from cigarettes and illegal drugs. This habit aims to create an environment conducive to positive character building and a healthy lifestyle.

However, the policy of students entering the barracks has caused mixed opinions from internal and external parties. Some people support the program because they see its potential in shaping discipline, responsibility, and reducing negative behavior among teenagers. They hope that with the habituation of a regular life and a controlled environment, students can avoid bad influences such as promiscuity and drug abuse. Conversely, there are also critics who are concerned about the psychological impact and mental stress that students may experience while living in the barracks, as well as the potential disruption to their emotional well-being. This criticism highlights the importance of psychological assistance and a humane approach in the implementation of the program to avoid negative effects.

Based on the research conducted, the policy of students entering barracks has received a fairly positive response from some circles of society. This response raises the hope that the program can have a significant impact in reducing the level of juvenile delinquency in West Java, which has been a serious concern in the education and social fields. Thus, despite the pros and cons, the implementation of this program is one of the strategic alternatives in efforts to tackle the problem of juvenile delinquency through an intensive and structured approach to education and character building. The success of this program depends on consistent implementation, continuous evaluation, and the involvement of all relevant parties to create an environment that supports the positive development of students. All opinions from the parties regarding the military barracks from internal and external parties reap many pros and cons regarding how the implementation of the policy of students entering the barracks, in the application of public policy based on the research we have done, the policy of students entering the barracks has received a good response from several groups, from their response raises the hope that the implementation of this policy of students entering the barracks can have an impact on reducing teenage acquaintances.

According to parents of students from Cibodas village, they approve of this military barracks policy because it can form discipline in children while the local government also approves of the implementation of the military barracks policy because this policy supports the formation of disciplinary characters and can restore the identity of adolescents as the nation's successor, but there are also some parties who are against or do not agree with this military barracks policy because of its militaristic approach because the military and education are very contrary to humanistic and inclusive education. According to teachers in the psychological perspective, the military approach can have a negative psychological impact on students. According to Aufa from the Tazkia Psychology Bureau of UIN Salatiga, the military approach makes students obedient out of fear and according to him, the behavioral changes that occur in military barracks are only temporary and not sustainable.

Komnas HAM argues that sending students to military barracks is an inappropriate step and could potentially violate human rights, according to Atnike Nova Sigiro, chairman of Komnas Ham at that time stated that the TNI has no authority in civic education for students and barracks as punishment is outside of the legal process, and according to adolescents from PION Clinician, Mandasari Putri, the harsh approach and also the pressure of military barracks is not appropriate according to the character or personality of different students, because it can trigger feelings of threat, stress, and



exacerbate anxiety in adolescents who have a tendency to be anxious. The theory taken in this research is education policy as the main form of foundation to analyze the implementation of the policy of sending troubled students to military barracks in West Java. Education policy is the result of the final decision of the education sector and is formulated from various factors after receiving inputs, including the curriculum, educators, students, resources, and surrounding sociocultural aspects. Nach Rahmah et al (2022) The concept includes five sequential stages: objectives, planning, programs, decisions and effects.

Politicians play a vital role as strategic key players in realizing the nation's educational goals. They bear a great responsibility to design and pass advanced and responsive education policies, ensure the availability of adequate funding, and oversee the implementation of education programs in line with the country's main objectives. Education, in this context, is more than just a teaching process, it is the fundamental foundation for shaping an advanced, competitive and noble character society. Furthermore, the task of politicians is to mobilize and mobilize all elements of society, from educators, students, parents, to communities, to be actively involved in the education system. This includes developing a curriculum that is relevant to the needs of the times, improving the quality of human resources in the education sector, and providing equitable facilities throughout the region. Politicians must also ensure that every decision and implementation in the field of education does not cause negative impacts, any quality gaps, discrimination, or other problems that can hinder the achievement of full human development in a fair and equitable manner. Thus, education becomes a crucial instrument that is collectively pursued for the sake of sustainable progress and prosperity for all Indonesians.

Contextual and interdisciplinary are two key features of education policy analysis. As Sa'ud (2002) and many related studies state, education policy analysis uses social science approaches and various research methods (quantitatively and qualitatively) to use associations according to the local context. This is important to address the impact of social, cultural and political dynamics in the implementation of the guidelines. Local governments and education bureaus act as linguistic and political decision-makers. It is important to ensure that the political direction achieves national education goals, fulfills legality and is based on systematic evaluation (step effect).

Schools and teachers Stage the design and decision-making of the operational programs included in the program. They are also required to assess the motivation, compatibility and actual impact on the troubled students. This ensures that military interventions are not oppressive, but rather character-building and fulfill psychological and pedagogical aspects. Parents and students as the main topic, they play a role in relation to consent, participation, and response to the guidelines. Assessing parents' voting rights and psychological impact is crucial. Child Protection and Human Rights Research Institute These guidelines do not violate children's rights or incorporate elements of educational ability. It is relevant to ensure that the level of assessment also includes standards for child protection. This interdisciplinary framework allows your research to analyze whether guidelines for transportation to military barracks include all stakeholders in the analysis, language and evaluation process.

4. CONCLUSION

Based on the results and discussion of the Implementation of the Policy on Sending Problem Students to Military Barracks: An Analysis of Multi-Party Perspectives in West Java, significant findings were found from various relevant sources indexed in the database. These findings indicate that the implementation of the policy of sending troubled students to military barracks is still a very interesting topic in West Java. This is supported by the results of the analysis of secondary interviews and documentation studies which show that many parties reap the pros and cons of this policy. In conclusion, although the decline in juvenile delinquency cases in West Java over the past three years shows a positive trend, the continued high rates highlight the complexity of this social problem. The introduction of the military barracks program shown to reform troubled youth has garnered



significant public support, but it raises concerns regarding its psychological impact and potential human rights violations, which require careful evaluation and a balanced approach to youth rehabilitation.

The military barracks program implemented in West Java is an innovative effort involving the local government, TNI and Polri in addressing the problem of juvenile delinquency with an educational approach and character training. With a budget of Rp 6 billion, this program not only aims to reduce negative behavior among teenagers, but also to create a healthy, noble and prepared young generation to face future challenges. Initial results show that many students are experiencing positive behavioral changes, such as increased discipline and responsibility. However, it is important to remember that continued support from various parties, including families and communities as well as regular program evaluation, are key to ensuring long-term success. While many support this policy, there is also criticism of the militaristic approach used. Some highlight the risk of psychological impact and mental distress for students, and the need for a humanized approach to implementation. This view reflects the need for special attention to the emotional well-being of learners so that the program focuses not only on discipline but also on psychological balance. Overall, this policy raises great expectations in reducing the level of juvenile delinquency in West Java. However, it is important to involve all stakeholders in the evaluation process so that the objectives of the education policy can be achieved effectively and sustainably, in order to have a better society and guarantee children's rights. Therefore, the success of this program is highly dependent on consistent implementation and harmonious cooperation between relevant parties.

REFERENCES

- Afifah, M. F., Patmasari, E. D., Annisa, L. D., & Minsih, M. (2025). The Role of Shadow Teacher in Optimizing Learning for Slow Learner Learners in Inclusive Schools. *Elementary Journal of Theory and Research Studies in Elementary School Education*.
- Darsyah, S., Nurul, S., Selatpanjang, H., & Meranti, K. (n.d.). At-Thullab: Journal of Islamic Studies Policy in Education.
- Dulhote, W. D., & Putri, R. T. (2021). Aa Gym's Conversational Rules in Da'wah. *Journal of Da'wah Science and Tasawuf*.
- Erfiyansyah, I., Rizaldi, A., & Ahmad Fauzi. (2025). Catering Skills Training as an Independent Business for Prisoners of Class III Rangkasbitung. *AI-DYAS*.
- Farkhan, A., Rahmah, A., Alwatasi, U., & Setiawan, F. (2022). Basic Concepts of Education Policy. *Al Qalam: Scientific Journal of Religion and Society*, 16 (5), 1921. <https://doi.org/10.35931/aq.v16i5.1354>
- Febrian, L. P., & Farisa, F. C. (2025). Indicator Survey: Dedi Mulyadi's Military Barracks Program Supported by Majority of Citizens. *Kompas.Com*. <https://megapolitan.kompas.com/read/2025/05/28/21441781/survei-indikator-program-barak-militer-dedi-mulyadi-didukung-mayoritas>
- Febrianti, I., & Wijaya, C. (2025). Implementation of Teacher Professionalism Policy in Private Junior High School of National Heroes. *Scientific Journal of Religion and Society*.
- Hayati, S., & Wirananda, H. A. (2025). The Effect of Operating Costs on Net Income of Manufacturing Companies in the Food and Beverage Industry Sector Listed on the IDX in 2020-2022. *Our EMT Journal*.
- Hendrawati, T., Hayadi, B. H., Yusuf, F. A., Yustiva, F., & Masquroh, H. (2024). Education Policy in



Improving Education Process and Strategy. Technical and Vocational Education International Journal, Vol.4.

- Jis, M. (2025). Response of Parents of Naughty Students Sent to Military Barracks, Unable to Manage and Often Left at Work. JalurinfoSulbar. <https://www.jalurinfosulbar.id/regional/97915081509/tanggapan-orang-parents-of-negligent-students-sent-to-military-barracks-can't-take-care-of-and-often-left-at-work>
- Mulianingsih, M. (2025). Komnas HAM believes it is inappropriate for naughty students to be sent to military barracks. DetikNews. https://news.detik.com/berita/d-7896101/komnas-ham-nilai-tak-tepat-siswa-nakal-dikirim-ke-barak-militer?utm_source=perplexity
- Wisnuwardani, D. P. (2025). Psychologist reveals the impact of education in military barracks for troubled teenagers. Liputan6.Com. https://www.liputan6.com/health/read/6015242/psikolog-ungkap-dampak-pendidikan-di-barak-militer-untuk-remaja-bermasalah?utm_source=perplexity.