

# Multisectoral Collaborative Extension Education on Social Reintegration of Children in Conflict with the Law

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## Abstract

This study addresses the social reintegration challenges faced by Children in Conflict with the Law (CICL), who often experience stigma, discrimination, and rejection post-rehabilitation. Existing legal education efforts have proven insufficient, prompting the development of a Collaborative Counseling Model using a Participatory Action Research (PAR) approach in Ciandam Village, Cianjur Regency. Twelve purposively selected participants, including stakeholders from government offices and the correctional center, were involved. Data were collected through interviews, focus group discussions, observation, and documentation, and analyzed using Miles and Huberman's model with NVivo 15 support. A Community Working Team (TKM) was formed to implement the model, which included area mapping, home visits, and reassessment of CICL and their families. Counseling materials were delivered using infographic-based media and disseminated through community religious activities. Results showed significant improvement in public knowledge and attitudes, contributing to reduced stigma and enhanced reintegration. The model proved effective, replicable, and adaptable for broader use. The study recommends creating support forums for CICL parents and further research into model scalability.

**Keywords:** *Extension Education Education, Multisectoral Collaboration, Social Reintegration, Children in Conflict with the Law.*



## A. INTRODUCTION

Children in conflict with the law (CCL) are children in conflict with the law, child victims and witnesses of criminal acts (Sistem Peradilan Pidana Anak No 11, 2012). Children who commit juvenile delinquency cause legal cases (Meitasari & Kurniawan, 2021). CCL undergo the legal process, namely investigation, prosecution, examination, and court hearings to punishment in prison (Al-Fayed et al., 2021).

The development of cases handled by the Cianjur Regency Social Service has fluctuated over the past 5 years. In 2019 the number of CCL was 93 people, in 2020 there were 110 people, in 2021 there were 133 people, in 2022 there were 125 people, in 2023 there were 75 people, in 2024 there were 186 people. Additional data from rehabilitation institutions in 2024 as many as 74 people. So that in 2024 there are 260 people.

Status as CCL according to Kurniasari in Al-Fayed et al., (2021) psychologically, causes feelings of sadness, shame, fear, anxiety, and outcast in society. Changes in values in CCL result in emotional instability (Al-Fayed et al., 2021). Soetedjo in Putro Ferdiawan et al., (2020) psychological pressure, loss of self-confidence, changes in thinking, unable to continue formal education, and behavior not accepted by society are the impacts of CCL. Concerns about the future such as feelings of inadequacy,

helplessness, showing destructive behavior and the emergence of negative stigma in society (Zuroida & Irmayanti, 2019; Sulisrudatin, 2014).

CCL punishment efforts are carried out as an effort to restore, welfare, build responsibility, future interests, and punishment for children not as a means of retaliation (Ferdiawan et al., 2020). CCL handling efforts consist of several stages, namely initial acceptance, assessment, intervention, evaluation and social reintegration (Nufus et al., 2024).

Social reintegration is carried out when CCL has undergone a diversion and social rehabilitation process at LPKS (Peraturan Menteri Sosial Republik Indonesia Nomor 26 Tahun 2018 tentang Rehabilitasi Sosial dan Reintegrasi Sosial Bagi Anak yang Berhadapan dengan Hukum, 2018). Social reintegration of CCL according to J.P Chaplin in Azzahroo et al., (2020) is an effort to reintegrate a person into their social environment. The process is not easy so the environment must be given an intervention before the child is returned to society (Setiawan, 2018). Social reintegration can be done through changing society's perspective on CCL (Nufus et al., 2024). Reintegration helps to remove negative stigma so that they can socialize in society naturally (Wulandari, 2023).

But in reality, there are still many social reintegration problems. CCL who have returned to society experience the most difficult and dangerous period because of the risk of destroying the social order to coexist (Rahmawati & Mayangsari, 2020). It is considered that there is no program that interacts directly with the community so that the community does not have confidence in CCL (Larasati, 2020). CCL received *labelling* from the community due to a lack of understanding from the community itself (Timoera et al., 2023). Whereas one of the rights of CCL is to be treated humanely (Sistem Peradilan Pidana Anak No 11, 2012). CCL have the right to a decent livelihood, to develop through education, protection and participation (Ferdiawan et al., 2020). This necessitates the need for education about social reintegration to the community.

Extension education education is a process of changing behavior through education, communication, motivation and dissemination of information by extension education education workers either orally, in writing or demonstration to the target. The goal is to bring understanding, knowledge and abilities to the party being counselled (Febriyanti, 2020). This activity is supported by Timoera's journal on the positive impact of the community in dealing with CCL through providing understanding (Timoera et al., 2023). One solution to overcome prejudice, discrimination and hinder reintegration is to hold resocialization to families and communities (Yu, 2023). extension education education activities to the community are the recommendation of several previous studies as a solution to overcome obstacles to the social reintegration of CCL (Amalia & Wibowo, 2023; Hashifah, 2021; Miranda, 2020).

This multisector collaborative extension education education is seen as important because it can help success in the social reintegration of CCL. This is supported by several studies and journals such as previous research entitled Collaboration between Government and Non-Profit Organizations in the Tuberculosis

Elimination Campaign: An Advocacy Approach to Communities in Surabaya describes the success of collaborative extension education in increasing early detection and reducing stigma towards people with *Tuberculosis* (Siregar, 2024). The journal entitled *The Importance of Collaborative Culture: A Literature Review* explains that collaborative culture in education is seen as important as a strategy to increase school effectiveness and teacher capacity (Kasmawati, 2019). The journal entitled *Nurturing Rehabilitation and Reintegration of Youth Offenders in the Pakistani Justice System: an Analysis of Juvenile Probation Officers* views that communities and stakeholders can collaborate in *education and awareness campaigns* to address misconceptions, foster a supportive culture and motivate communities to engage in reintegration (Khan et al., 2023). The journal *Difficulties in Reintegration of Young ex-Offenders* discusses that reintegration of CCL is a multidimensional challenge that demands a comprehensive and empathetic approach that requires collaborative efforts from policy makers, social services, communities and individuals. This collaborative effort has contributed to reducing the recidivism rate of CCL to 1.18% (Minh & Khoi, 2023). These concepts are relevant and support that extension education needs to be collaborative because it can provide effective results towards achieving goals.

This research is a continuation of the implementation of the Community Change Management Practicum at LPKS Societa Indonesia in 2024 on the existing technology of legal extension education in the social reintegration of CCL. The result is that there are weaknesses in legal extension education because it only discusses legal aspects. The complexity of the needs of CCL after reintegration has not been met so it requires the involvement of other sectors. Environmental conditioning needs to be done comprehensively because the community still provides negative stigma, discrimination and rejection of CCL. Based on these weaknesses, it encouraged researchers to carry out technological engineering by adding multi-sector collaboration to the extension education process.

Multisector collaborative counselling is one effective strategy for reintegration that emphasizes education, employment, supervision and community support. Collaborative programs to meet the needs of CCL in preparation for social reintegration include education, vocational, mental and behavioral health (Khan et al., 2023). There are efforts to identify education or employment for CCL before reintegration into society (Nufus et al., 2024). Therefore, the sectors most likely to be involved are social services, education, labor and corrections.

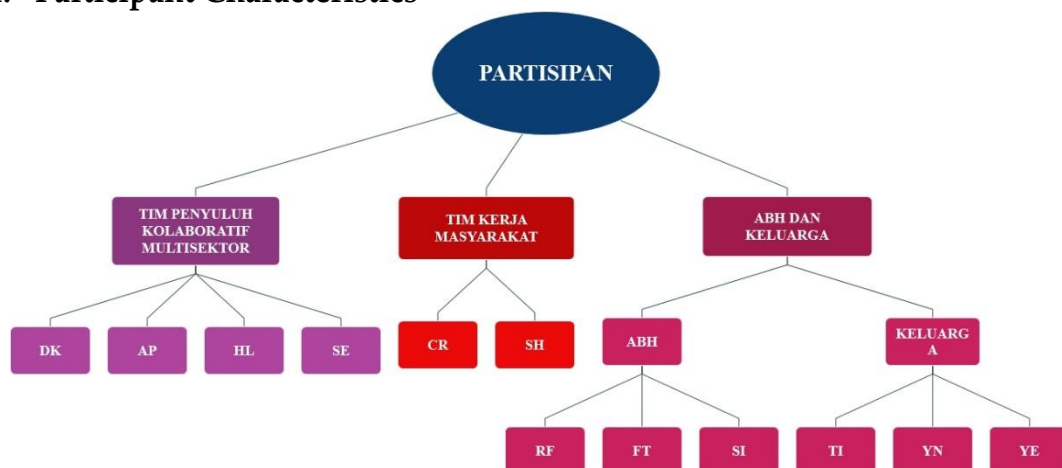
The writing of this thesis is the implementation of the Multisector Collaborative extension education Model on Social Reintegration of CCL in Ciandam Village which has been produced from the practicum process. This implementation involves the role of social workers in handling CCL. There are several efforts including preventive, rehabilitative and reintegration efforts in the form of education, advocacy and enablers (Rahmawati & Mayangsari, 2020). Social workers can provide knowledge education and create the right environmental conditions for CCL through collaborative extension education in social reintegration.

## B. METHOD

This research uses a qualitative approach with participatory action research (PAR) method. PAR is a research method carried out in a participatory manner among citizens in an undercurrent community (Hosaini & Rinwanto, 2021). The data sources used are primary data sources and secondary data sources. Primary data sources involved 12 participants who were selected purposively. Secondary data sources are written sources, photographs, and other statistical data. Determination of data validity is divided into trustworthiness (*credibility*), *dependability*, *confirmability* and *transferability* (Moleong, 2016). Data collection techniques are in-depth interviews, participatory observation, documentation studies, and *focused discussion groups* (FGDs). The data analysis technique while in the field uses the Miles and Huberman model which consists of *data reduction*, *data display* and *conclusion drawing / verification* (Sugiyono, 2024). In addition, this research is supported by qualitative data analysis from the Nvivo15 application.

## C. RESULT AND DISCUSSION

### 1. Participant Characteristics



**Mind Map 1 Participant**

Source: NVivo 15

Based on the Mind Map above, the research on Multisector Collaborative extension education on Social Reintegration of CCL in Ciandam Village involved 12 participants who had been selected *purposively* or with certain considerations. This consideration is based on the selection of participants who have the right capacity and ability in accordance with this research. These 12 participants are divided into 3 groups, namely the Multisector Collaborative Extension education Team, the Community Work Team, and CCL and CCL Families.

The Multisector Collaborative Extension education Team consists of 4 participants who come from several sectors involved. The 4 participants were DK, AP, HL, SE. The sectors involved in this research are based on the results of the re-assessment of CCL and CCL families. The sectors involved in Multisector Collaborative extension education on Social Reintegration of CCL in Ciandam Village are the Social Service, Education Service, Manpower Service, and Correctional Center.

The Community Working Team representatives consisted of 2 participants from Ciandam Village. The 2 participants are CR and SH. In total, the Community Work Team consisted of 8 people from Ciandam Village. The two people involved were chosen to represent the Community Working Team who had background experience related to this research. The representatives of the Community Working Team are the chairperson and members.

The last team is CCL and their families. CCL who became participants were CCL who had received rehabilitation services by Societa. CCL and family participants consisted of 3 CCL and 3 families or guardians of CCL. The 6 participants were RF, TI, SI, YN, FT and YE. CCL and families were involved to review reintegration needs after CCL returned to the community.

## 2. Initial Model of Multisector Collaborative Extension Education

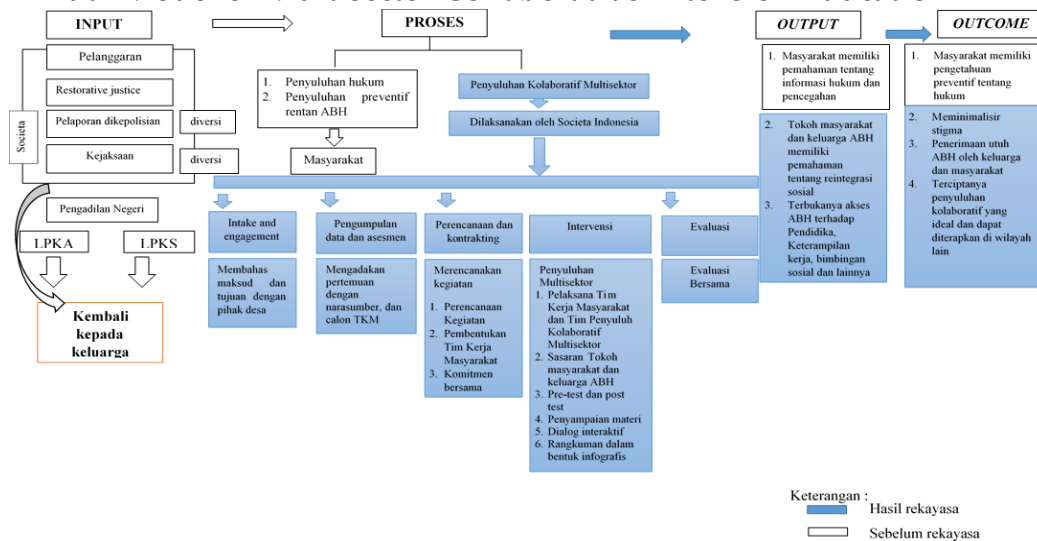
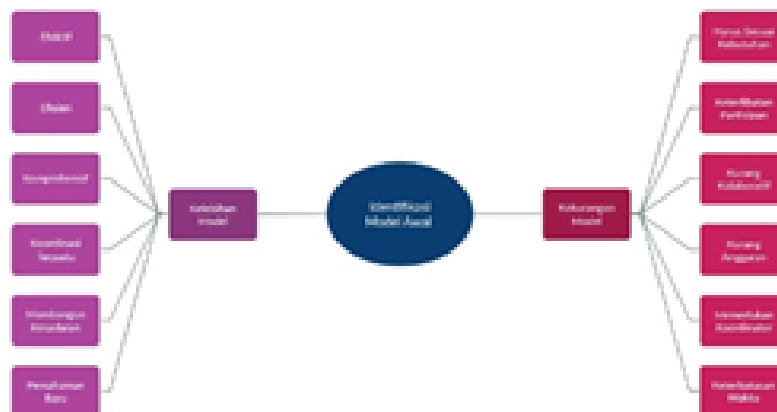


Figure 3 Initial Design

Source: Results of Research Data Processing Year 2024



Mind Map 2

Source: NVivo15

The initial model description consisted of inputs, processes, outputs and outcomes. The novelty of the model is that the collaboration of each sector is added to the process. The stages consist of intake and engagement, data collection and assessment, planning and contracting, intervention, and evaluation. After the initial model was formed, FGDs and in-depth interviews were conducted again to refine the model. Based on the results of the discussion, there are still advantages and disadvantages of the initial model of Multisector Collaborative extension education on Social Reintegration of CCL which can be seen based on the Mind Map from NVivo data processing<sup>15</sup>, the advantages of the initial model are effective, efficient, comprehensive, integrated coordination, building awareness and having a new understanding for the community. The disadvantages of the model are that it does not meet the needs of CCL, participant involvement, lack of collaboration, lack of budget, no coordinator and limited time.

The initial model of Multisector Collaborative Counseling on Social Reintegration of CCL discusses two findings in the research, namely the involvement of stakeholders seen from the perspective of system theory and time constraints seen from the perspective of collaboration theory. The explanation of the findings of this research is as follows:

**a. Stakeholder Engagement and Systems Theory**

The findings of this study highlight the advantages of the Multisector Collaborative Counseling Model on Social Reintegration of CCL. One of the advantages of this model is the view of being effective and efficient to implement. The effectiveness of this model can be seen from the active involvement of each sector in achieving social reintegration goals together. Systems theory can help understand the involvement of stakeholders in the social reintegration of CCL.

Systems theory according to Bronfenbrenner discusses that ecological systems consist of microsystems, mesosystems, ecosystems, macrosystems and chronosystems (Santrock et al., 2024). Each system can be associated with stakeholder involvement, especially in the process of social reintegration of CCL. Microsystems can involve family, peers and the surrounding community. Mesosystems can look at the relationship between microsystems. Good relationships between CCL, families and communities have a positive impact in preventing the emergence of stigma against CCL who have been reintegrated into the environment. If the community does not have an understanding of reintegration, it can result in CCL having a difficult time adapting to the environment. The ecosystem is a sector service that can be accessed by reintegrated CCL. It is also important to ensure the availability of education,

work skills, health and other services for CCL. The macrosystem is the larger context such as the laws that oversee the social reintegration of CCL. The chronosystem is the entire life journey of CCL themselves.

This research is important to ensure that stakeholders are involved in the CCL social reintegration system, when one of the stakeholders in the system layer is problematic, it is likely that the CCL social reintegration process can be disrupted. This is in accordance with what has been explained that system theory helps analyze the behavior of CCL to handle the whole appropriately (Setiawan, 2018). Multisector Collaborative Counseling on CCL Social Reintegration helps provide understanding for the community by involving every stakeholder from the community to the government to be actively involved in handling. Therefore, based on the results of FGDs and in-depth interviews, this model is considered effective and efficient in achieving the goal of social reintegration.

#### b. Time Limitations and Collaboration Theory

The findings of this study highlighted the shortcomings of the Multisector Collaborative Counseling Model on Social Reintegration of CCL. Most participants discussed time constraints. This is a barrier that arises in the collaboration process. The collaboration continuum described by Himmelman consists of *networking*, *coordinating*, *cooperating*, *collaborating* and *integrating* (Mashek, 2015b). The collaboration continuum explains that each level requires an increase in time, trust, and division of authority (Mashek, 2015b). Time is one of the key success factors for multi-sector collaboratives. Collaboration is not a relationship that is formed instantly. The collaborative process aims to build trust, equalize goals and be involved in every process. A lack of time can result in collaboration not happening, the relationship between sectors may only be limited to coordination or cooperation. Therefore, it is important to ensure that the time required by each sector is sufficient to achieve social reintegration goals from the beginning of the process to the evaluation of the model.

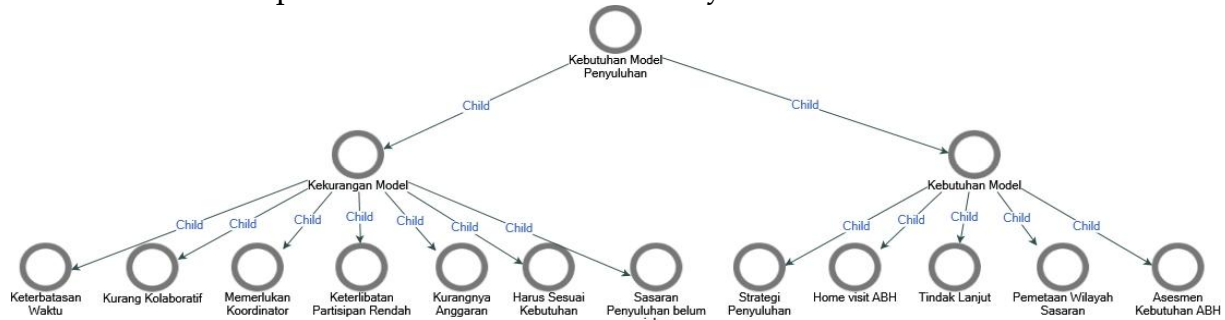
The right solution to overcome collaboration barriers according to Sanaghan is communication in order to generate feedback in making joint decisions (Choirul, 2020). According to Friend and Cook in Choirul, (2020) communication is one of the five components of collaboration. This communication is important as a process to build interactions between members. In addition to the components, Djumara in Choirul, (2020) also explains that intensive communication is included in one of the basic values of collaboration, namely mutual respect for others. The best solution in overcoming this problem is mutually agreed communication in order to get the right decision.

FGD activities aim to gather every sector involved to participate in refining together the initial model before it is implemented. Collaboration is a partnership of equals but still requires a coordinator to connect the different sectors. The coordinator in this collaboration is a facilitator who facilitates to achieve a common

goal. In community practice, one of the activities of a social worker is coordinating and formulating goals that can be achieved (Zastrow, 2017).

### 3. Development Needs for Multisector Collaborative Extension Education

Based on the shortcomings of the FGDs and in-depth interviews, there was a need to address the shortcomings of the initial model. The aim is to refine the model so that it can be implemented with the community.



**Project Map 1**

Source: Nvivo15

Based on the project map, it can be seen that there are five needs to overcome the seven shortcomings of the initial model. These five needs are extension education strategies, CCL home visits, follow-up, target area mapping and CCL needs assessment.

The need to develop a Multisector Collaborative Counseling model on the Social Reintegration of CCL will discuss the types of needs that arise from the participation of the Community Work Team and the Parents' Discussion Forum that arise from the assessment results as the next recommendation of this research. This discussion is examined through community development theory and systems theory.

#### a. Types of Needs and Community Development Theory

The research findings at this stage are the emergence of needs from the Multisector Collaborative Counseling model on Social Reintegration of CCL. What is important to highlight is the process of finding these needs. According to Brueggemann in Homan, (2016) penting it is important for researchers to see the types of community needs. The needs that arise in this study are the types of demand and normative needs.

Demand needs are needs that are expressed directly in FGDs and in-depth interviews with participants. FGD is one way to find needs directly (Homan, 2016). All participants in the FGDs agreed that the reassessment of CCL must be carried out so that the model to be implemented is appropriate. Furthermore, some participants also reiterated that the Multisector Collaborative Counseling model will be right on target if it is tailored to the needs of the community.

Normative needs are the unmet needs of CCL based on social reintegration goals. The needs of CCL in this study are adolescents aged 16-17 years with developmental tasks related to children's independence in mingling with the community. Social reintegration of CCL requires children, families and communities

to prepare each other to mingle together again. This is in accordance with Hurlock's statement which explains that the developmental tasks of adolescents are improving skills, accepting themselves, controlling themselves according to standards and values in society. (Suryana et al., 2022).

Based on the results of the CCL assessment, conditions in the environment, especially peer friendships, cause discrimination and stigma against CCL. CCL who have served their sentences are affected by three stereotypes, namely prejudice, discrimination, and hinder their social reintegration (Yu, 2023). However, these conditions are subjective depending on the environment. Some neighborhoods where CCL live also provide comfort and do not discriminate against them.

In addition, the needs that emerged from the assessment of CCL and families were the need for education information, the need for employment information, a discussion forum for CCL parents, and the need for social assistance. This is in accordance with community-based programs should complement education, employment, accommodation, mental health and well-being (Khan et al., 2023). The process of accessing education or employment prior to the social reintegration of CCL is important (Nufus et al., 2024) so several sectors actually play an active role in the social reintegration of CCL such as the education, labor, social and supervision sectors.

Education, employment and social assistance are part of the ecosystem for CCL individuals. Bronfenbrenner explains that the ecosystem discusses the education system, social welfare services, legal services and so on that can be accessed by CCL to fulfill their rights and needs (Santrock et al., 2024).

#### b. Parent Discussion Forum and Systems Theory

The findings of this study relate to the need to develop a Multisector Collaborative Counseling model on Social Reintegration of CCL to answer the shortcomings of the initial model. One of the needs of the model is CCL reassessment. One of the results of CCL reassessment is a parent discussion forum. The parent discussion forum emerged as a need for parents to accommodate questions or experiences of parents in helping to raise their children so that they do not repeat offenses.

The parent discussion forum is a microsystem. This is because parents are the closest environment to CCL. The family is the group that interacts directly with CCL. Good family knowledge and experience can improve parenting and communication with CCL. This can strengthen family relationships in improving behavior and providing motivational support for CCL after rehabilitation.

Parent discussion forums as a means of information for parents. Information-giving activities support increased parental knowledge. This has a positive impact, not only on interactions within the family but interactions between neighbors and the surrounding environment. At the mesosystem layer, the parent discussion forum can build good interactions between neighbors for CCL.

Activities at the parent discussion forum can be in the form of counseling or other information needed. This activity can involve professionals who are experts in

their fields. These professionals are Social Workers, Psychologists, Social Counselors, Community Supervisors, Teachers, Skills Trainers and so on tailored to the needs of parents. CCL are not directly involved, but the impact of information received by parents can help CCL to access their rights and needs to the fullest.

Parents' discussion of the system framework can be seen in the Juvenile Justice System law on the role of the community in the social reintegration of CCL. The process of returning CCL will be accepted by the family and community. Parents who have knowledge about the reintegration of CCL and establish good relationships between communities can accelerate the process of social reintegration of CCL. The support of regulations and norms that come from society certainly supports acceptance and the absence of stigma against CCL.

#### 4. Design of a Multisector Collaborative Extension Education Model

Based on the results of the multisector collaborative extension education development needs, the following extension education model design was created:

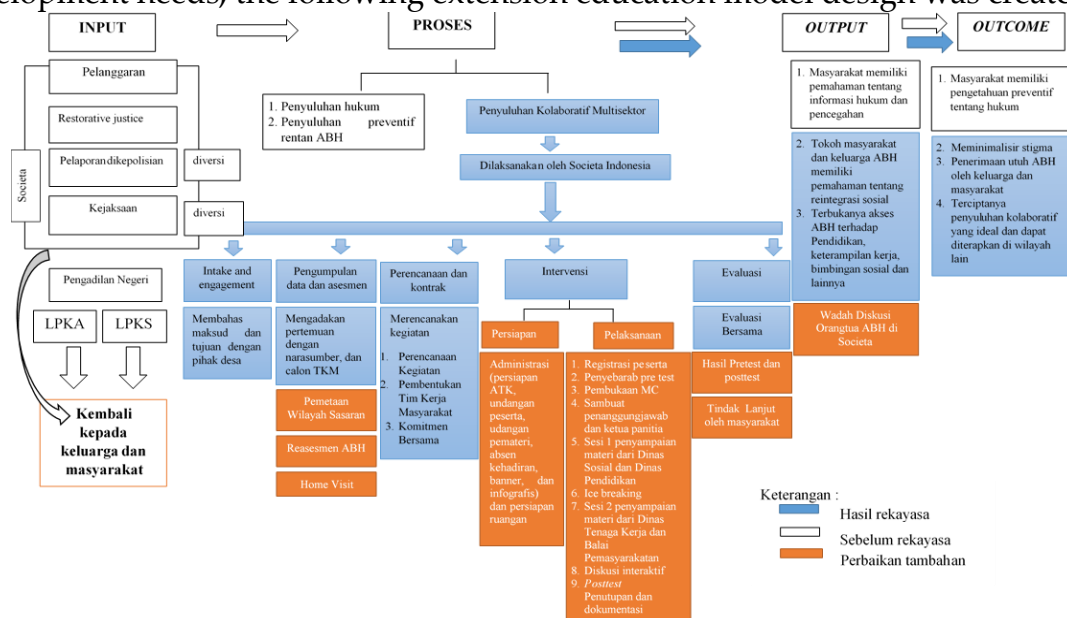


Figure 4 Design Layout

Source: Results of Research Data Processing 2025

The orange box is the novelty of the model before it is implemented. The novelty is that in data collection and assessment, the mapping of target areas for counseling, home visits and reassessment of CCL and families is carried out again. In-depth discussion of the CCL family assessment resulted in the need for a discussion forum for parents, the need for educational information, the need for social assistance, and the need for employment information. The results of the data collection and assessment were presented during the planning process for the implementation of Multisector Collaborative Counseling.

Implementation planning through community meetings with the *technique of participation* (ToP). The use of this technique facilitates the community to actively participate in planning the implementation of the model. The result was the formation

of the name, objectives, targets, place and time of the activity. Furthermore, there was a determination of materials and presenters for the implementation of counseling. In addition, a Community Work Team (TKM) was also formed and a joint commitment was made. This joint commitment is a manifestation of the real action of the TKM involved. The aim is to make the TKM responsible for the model that was designed and will be implemented.

The design of the Multisector Collaborative Counseling model on CCL Social Reintegration discusses the research findings. The findings of this research are participatory action planning in the implementation of counseling and the form of joint commitment. These two research findings are discussed through community development theory and collaboration theory. The explanation is as follows:

a. Participatory Action Plan and Community Development Theory

The findings in this study highlight the participation of the community work teams involved in planning. Community involvement from the beginning of the research, made the community appreciate any information obtained and engaged in action to change existing conditions (Homan, 2016). The participation of the community work team was reflected in participatory action planning to implement Multisector Collaborative Extension education.

Discussion of the model design was conducted with the community because active community participation is key to the success of CCL reintegration (Khan et al., 2023). The community starts an activity from the initial model reflection, needs identification, planning, implementation involvement to implementation reflection is a joint and planned effort to improve the quality of human life (Suharto, 2014). This activity also stimulates and helps the community to evaluate, plan and coordinate efforts to meet needs (Zastrow, 2017).

The stages of the Multisector Collaborative Counseling Model on Social Reintegration of CCL follow the stages of community practice proposed by Netting, namely social initiation, social organization, social assessment, intervention plan, social intervention, and evaluation (Netting et al., 2023). The intervention plan is a discussion of the design of the Multisector Collaborative Extension education model that results in the novelty of the model from a community perspective. The model implementation plan includes the name of the activity, objectives, targets, place, time, extension education methods, identification of objective conditions, commitment, *timeline* and the formation of a community work team using the technology of participation (ToP) method. (Agustang, 2021).

b. Forms of Shared Commitment and Collaboration Theory

The findings in this study are in the form of a form of joint commitment that emerged during participatory planning. The form of joint commitment is in the form of actions of the community and sectors involved. The actions of each individual are action steps that will be taken to support the implementation of Multisector Collaborative Extension education. The commitment of members to assign responsibilities in carrying out their respective tasks is part of the collaboration component (Choirul, 2020).

Personal commitment is the main component after communication skills, interaction process, service or program, and context in running the program. The priority in organizing collaboration lies in the commitment of the collaborators involved (Choirul, 2020). Personal commitment is the initial track in shaping further collaboration. The emergence of various commitments from the community work team in implementing counseling is an illustration of the initial steps that meet the standards of a collaboration.

If a collaboration is not accompanied by personal commitment from the individuals involved, then further components such as developing communication, establishing communication, implementing services and carrying out service contexts will not work. This is the same with the implementation of Multisector Collaborative Extension education. If there is no shared commitment between individuals involved during participatory planning, then communication and interaction to discuss implementation will not be established. The Collaborative Extension education model will not be implemented because the actors involved are not committed from the start. This component of collaboration theory discusses that personal commitment is an important factor in building a collaboration.

### 5. Implementation of Multisector Collaborative Extension Education Model

The implementation of Multisector Collaborative extension education on Social Reintegration of CCL was carried out through two stages, namely preparation and implementation. The preparation stage discussed the targets involved, namely 2 hamlets in Ciandam Village that have CCL. The Community Work Team carried out the division of tasks to spread invitations, make event rundowns, collect materials, make infographics and other technical preparations.



**Figure 5 Commitment**

**Source: Results of Research Data Processing 2025**

The implementation stage was carried out according to the rundown that had been made. The first material was delivered by the Social Service on the importance of social reintegration of CCL, trends in CCL case data, the role of families and communities in the care of CCL when reintegrated into the environment. The second material was delivered by the Education Office on the importance of education for CCL and the sources of education that can be accessed by CCL. The third material was

delivered by the Manpower Office on the importance of job training and entrepreneurship for CCL independence. The third material was delivered by the Correctional Center on the role of Bapas in mentoring and supervision for CCL.

The implementation of the Multisector Collaborative Counseling model on CCL Social Reintegration discusses the research findings. The research findings at this stage are the cooperation and participation of participants during the implementation of Multisector Collaborative Counseling. The key to successful social reintegration of CCL depends on active community participation and cooperation between various stakeholders (Khan et al., 2023).

These findings are discussed using theories of collaboration and community development. The discussion is as follows:

a. Cooperation and Collaboration Theory

The finding in this study is that there is cooperation in implementing Multisector Collaborative Counseling on Social Reintegration of CCL. Cooperation is defined as a form of exchanging information, sharing resources to achieve common goals (Mashek, 2015a). The collaboration continuum is a form of inter-organizational cooperation that has its own characteristics and requires capacity and support between institutions. Some of the continuums outlined by Himelman include networking, coordination, cooperation and collaboration.

Collaboration cannot occur without cooperation. Cooperation cannot occur without coordination. Coordination cannot occur without networks. The conclusion is that the level of relationships is increasingly complex towards collaboration (Mashek, 2015a). The importance of cooperation to achieve collaboration is because collaboration is a level of equal cooperation and interaction that leads to better merging (Stout & Keast, 2019).

The sectors involved in this research have different backgrounds. Social Services, Education Services, Manpower Services, and Correctional Centers as well as involvement from the community. The community also comes from the Village Government, Community Police Officer, Village Supervisory Non-Commissioned Officer, and Community Leaders. Each stakeholder has their own background in discussing the social reintegration of CCL. Cooperative relationships are the right description to unite differences to achieve the goals of social reintegration of CCL. Cooperative involvement in the social reintegration of CCL can include aspects of education, skills or vocational, mental and behavioral health (Khan et al., 2023).

The achievement of good cooperation is influenced by time, a high level of trust and a significant division of labor. Cooperation demonstrated during implementation through this clear division of tasks can achieve the collaboration continuum (Mashek, 2015b). In accordance with the quoted statement from HL

*Sebenarnya kemarin kalau saya lihat proses atau yang sudah dilaksanakan mulai dari FGD pertama dan narsum dari berbagai instansi dan terlihat sudah cukup kolaboratif dan kerjasama yang baik dan terpadu semua informasi yang diberikan kepada masyarakat. (HL.2025)*

The participatory planning process with the Community Work Team and the Multisector Collaborative Team in implementing Multisector Collaborative Extension education was carried out with a clear division of labor (Mashek, 2015a). This division of labor includes the duties of each sector in discussing the material as well as the duties of each member of the work team based on the commitments that have been made together. Therefore, based on the results of researcher observations, each individual involved has carried out their respective duties so that good, sustainable and smooth cooperation is seen.

b. Participation of Participants and Community Development

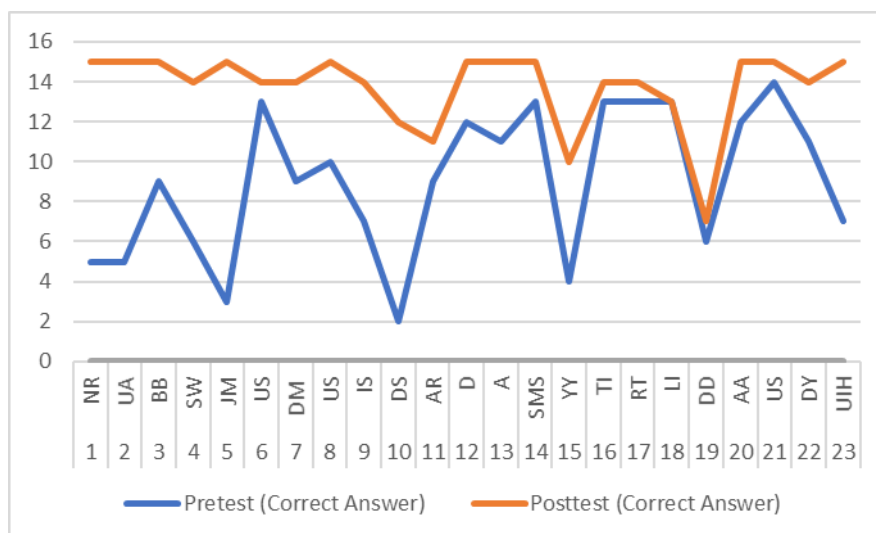
The findings in this study are about participant participation in the implementation of Multisector Collaborative Counseling on Social Reintegration of CCL and community development theory. The key to the success of CCL social reintegration depends on the active participation of the community (Khan et al., 2023). Community participation in counseling through interactive discussions is able to contribute new proposals, ideas or suggestions in social reintegration. The community is not only an object but also an active subject in counseling.

Active discussion is an exchange of opinions that can lead to joint and planned efforts in improving the quality of human life. Participation is one of the main principles of community development (Suharto, 2014). Active community involvement in question, and answer discussions shows curiosity about the social reintegration of CCL. Information obtained by the community can improve local communities to evaluate, plan and coordinate meeting needs (Zastrow, 2017).

Community presence and active participation in activity discussions is a form of community contribution to the social reintegration of CCL. This is in accordance with Undang Undang Nomor 11 Tahun 2012, (2012) that the community has a role in rehabilitation and social reintegration for CCL. In addition to community contributions in counseling activities, it can also contribute to other activities such as supporting communities, providing guidance, establishing cooperation, mediating victims and perpetrators and so on (Khan et al., 2023).

Reflection on implementation consists of reflection on the process and reflection on the results of the implementation of Multisector Collaborative Counseling on Social Reintegration of ABH. This reflection stage involves the Community Work Team and the Collaborative Counseling Team to discuss the implementation process. This process reflection mostly discussed the good teamwork, active community participation, and integrated coordination during implementation.

Reflection on the results of the Collaborative Extension education included the improvement of participants' knowledge and the effectiveness of the model. The increase in knowledge of counseling participants is shown by the results of the pretest and post-test as follows:



**Graph 1 Pretest and post-test results**

**Source: Results of Research Data Processing Year 2025**

The blue line shows the *pretest* answers and the orange line shows the *post-test* results. The blue line is below the orange line on average. The graph shows that the average understanding of the participants increased significantly. Based on the results of the *pretest* and *post-test* evaluations, it can be concluded that the implementation of Multisector Collaborative extension education on Social Reintegration of CCL in Ciandam Village succeeded in increasing participants' understanding of the material that had been delivered by the Multisector Collaborative extension education Team. Furthermore, the effectiveness of the model after implementation is seen from the many benefits of the model, the positive impact received, can be implemented, supported by the sectors involved and easily applied elsewhere.

The benefits of the model are increased community understanding, the creation of coordination and networking between sectors, and the ease of following up similar activities. The positive impact of this implementation is to strengthen ABH and families through the understanding gained. The implemented model also had a positive impact on community leaders to act appropriately. This model can be applied elsewhere with ongoing evaluation. This evaluation is tailored to the needs of the local community. The model can also be implemented or applied by the community because it is not too complicated because it is realistic to implement. The model that has been implemented has the support of every sector involved. This support is very important as a potential source for ABH and families to access further services.

Reflections on the implementation and final model of Multisector Collaborative Counseling on Social Reintegration of CCL discuss the findings at this stage. The research findings in this stage are about building post-counseling networks and increasing participants' understanding after the implementation of counseling. These

findings are discussed with system theory and extension education theory. The explanation is as follows:

a. Post-extension education Networking and Collaboration Theory

The findings in this study are in the form of post-extension education networking. This collaboration network is one of the forms of collaboration. Each individual contributes to each other through the network. Furthermore, there is an open and widespread relationship (Choirul, 2020). The network formed after Multisector Collaborative Extension education is a natural thing after collaboration. This is based on the interaction paradigm of collaboration. There is an interaction network formed between collaboration members that is useful for completing work and optimizing the performance of its members (Choirul, 2020).

b. Improved Understanding and Extension education Theory

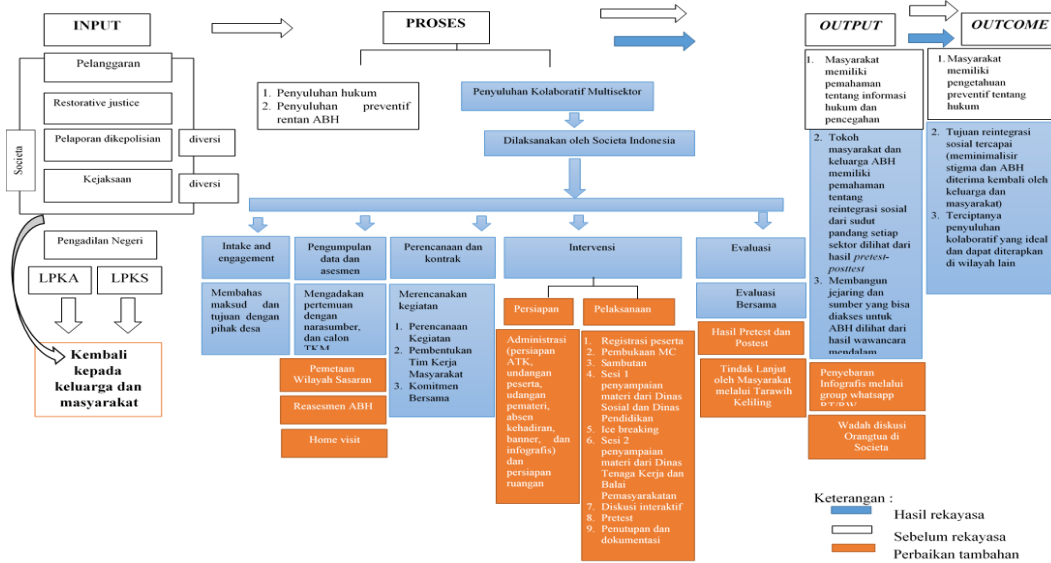
The findings in this model aim to increase community knowledge about the comprehensive social reintegration of CCL, minimize social stigma and discrimination, the community can accept CCL back into their environment and create effective and efficient counseling. This is in line with the understanding and objectives of counseling which is a social intervention, communication process, and education aimed at empowering and developing participation in the community regarding knowledge, attitudes and skills so that changes can be realized as expected (Febriyanti, 2020).

The implementation of activities consists of delivering material, interactive discussions, testing the level of understanding through *pretests* and *posttests*, and distributing infographics or summaries of the material that has been delivered. This process is a limitation of the scope of extension education, namely testing and publishing information (Febriyanti, 2020).

According to participants, the Multisector Collaborative Counseling Model on Social Reintegration of CCL is able to achieve the goal of increasing understanding to the community (Febriyanti, 2020). In addition, CCL are also negatively stigmatized due to a lack of public understanding (Timoera et al., 2023). Another goal of this counseling is to reduce the negative stigma and acceptance of CCL back by families and communities, which is mandated by law (Undang Undang Nomor 11 Tahun 2012, 2012). However, it should be noted that this change in attitude and behavior is not instantaneous.

The results of the reflection on the implementation of the Multisector Collaborative Extension education Model on Social Reintegration of CCL in Ciandam Village through evaluation activities with the Multisector Collaborative Extension education Team and the Community Work Team are that this model is considered effective and efficient. This is in accordance with the benefits of collaboration which is able to solve problems faster, more effectively, and more efficiently than completing work done alone (Choirul, 2020).

Each set of processes from initial model description, needs identification, model design, model implementation, and model reflection resulted in a final design that was considered more effective as follows



**Figure 5 Final Design of Multisector Collaborative Extension Education**  
**Source: Results of Research Data Processing 2025**

#### D. CONCLUSION

Based on research on the Multisector Collaborative Counseling Model on Social Reintegration of Children in Conflict with the Law has answered the formulation of research problems. The main findings in this study relate to innovation in collaboration networks through the involvement of many parties who provide ideas, suggestions, input to produce a final model that is effective, efficient, and easy to implement in other areas. Collaboration between sectors can create new solutions in achieving the goal of social reintegration of CCL through increasing community knowledge. This model provides theoretical and practical implications in supporting social work practice. The theoretical implications are a reflection of collaboration theory, systems theory, community development theory, and extension education theory. While the practical implications relate to the ease of application of the model in other places and relevant community work practices according to the stages.

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