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A GARDNER-BASED MODEL FOR DEVELOPING "TRI-CENTER" EDUCATIONAL COMMUNICATION TO ADDRESS JUVENILE DELINQUENCY IN SINJAI REGENCY, SOUTH SULAWESI

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Kata Kunci	ABSTRAK
Gerbner, Kenakalan Remaja, Pendidikan Agama Islam, Komunikasi Pendidikan, Kemitraan Sekolah-Keluarga-Masyarakat	Kenakalan remaja merupakan persoalan pendidikan dan sosial yang dipengaruhi oleh interaksi keluarga, sekolah, teman sebaya, lingkungan sosial, dan media digital. Penelitian ini bertujuan menganalisis bentuk dan faktor kenakalan remaja, pola komunikasi antarpusat pendidikan, serta mengembangkan kerangka komunikasi berbasis Gerbner yang dapat digunakan oleh guru Pendidikan Agama Islam (PAI), orang tua, dan masyarakat. Penelitian menggunakan Research and Development (R&D) dengan model ADDIE yang dimodifikasi. Analisis kebutuhan melibatkan 24 informan dari lima SMA Negeri di Kabupaten Sinjai, terdiri atas 9 guru PAI, 8 orang tua, dan 7 anggota masyarakat. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis secara tematik dan diverifikasi melalui triangulasi sumber. Produk dinilai oleh satu ahli materi dan satu ahli media, dilanjutkan uji satu-satu pada tiga pengguna dan uji kelompok kecil pada sembilan pengguna. Temuan menunjukkan 12 bentuk perilaku yang dilaporkan informan serta faktor yang saling berkaitan berupa disfungsi komunikasi keluarga, keterbatasan pengawasan, pengaruh teman sebaya dan media digital, serta lemahnya koordinasi antarpusat pendidikan. Komunikasi yang berlangsung cenderung reaktif dan fragmentaris. Kerangka yang dikembangkan mengoperasionalkan elemen Gerbner melalui tujuh tahap: deteksi dini, pembentukan persepsi kolektif, tabayyun, klasifikasi dan pemilihan jalur komunikasi, penyusunan pesan Qurani dan kultural, tindakan terkoordinasi sesuai kewenangan, serta monitoring dan umpan balik. Penilaian buku panduan menunjukkan kelayakan materi 76% dan media 89,3%; uji kelompok kecil menghasilkan rerata 4,6 untuk tampilan serta 4,8 untuk isi dan keterbacaan. Hasil tersebut menunjukkan kelayakan dan penerimaan awal produk, bukan bukti efektivitas dalam menurunkan kenakalan remaja.

Keywords:	ABSTRACTS
Gerbner-Based Communication Framework; Juvenile Delinquency; Islamic Religious Education; Educational Communication; School-Family- Community Partnership	<p>Juvenile delinquency is an educational and social problem shaped by interactions among family, school, peers, community, and digital media. This study aimed to analyze reported forms and contributing factors of juvenile delinquency, examine communication patterns across educational settings, and develop a Gerbner-based communication framework for Islamic Religious Education (PAI) teachers, parents, and communities. The study employed Research and Development (R&D) using a modified ADDIE procedure. The needs analysis involved 24 informants from five public senior high schools in Sinjai Regency: nine PAI teachers, eight parents, and seven community members. Data were collected through in-depth interviews, observation, and document review, analyzed thematically, and verified through source triangulation. The product was appraised by one subject-matter expert and one media expert, followed by one-to-one testing with three users and small-group testing with nine users. The findings identified 12 reported forms of delinquent behavior and interconnected factors including disrupted family communication, limited supervision, peer and digital-media influences, and weak coordination across educational settings. Communication was predominantly reactive and fragmented. The resulting framework operationalizes Gerbner's elements into seven stages: early detection, collective perception alignment, tabayyun (information verification), classification and channel selection, Qur'anic and culturally responsive message construction, coordinated role-based action, and monitoring with feedback. The handbook achieved 76% material feasibility and 89.3% media feasibility; small-group ratings averaged 4.6 for appearance and 4.8 for both content and readability. These findings indicate initial product feasibility and acceptance, not demonstrated effectiveness in reducing juvenile delinquency.</p>

A. INTRODUCTION

Juvenile delinquency is a multidimensional educational and social problem that cannot be adequately explained by individual behavior alone. Adolescence is a developmental period in which identity formation, peer relationships, family interaction, school experiences, and exposure to digital media intersect. In this context, delinquent behavior may appear as school-rule violations, low discipline, truancy, smoking, impolite language, interpersonal conflict, and other behaviors that disrupt students' educational and social development (Santrock, 2019; Müller-Fabian & Delcea, 2021; Badasa et al., 2022)

The ecological character of adolescent behavior makes collaboration among the three educational environments school, family, and community important. Bronfenbrenner's ecological perspective explains that development is shaped by interacting environments rather than by isolated individual factors. Recent work in the dissertation's evidence base likewise emphasizes the importance of integrating educational and social environments when addressing adolescent character and delinquency (Aliim & Darwis, 2024). In Sinjai, the dissertation reports that the problem is not only the occurrence of delinquent behavior but also the absence of an integrated communication protocol linking early detection, verification, role allocation, intervention, and monitoring across educational settings. This study therefore treats communication infrastructure as a substantive educational problem rather than merely a supporting activity.

Communication is particularly important because stakeholders may interpret the same adolescent behavior differently. A teacher may initially read an incident as a disciplinary issue, parents may associate it with unmet emotional needs or peer influence, while community members may see it as a reflection of changing social norms. Without a mechanism for comparing these interpretations, communication tends to become reactive and fragmented. The dissertation findings show precisely this pattern: teachers often contacted parents after repeated violations, parents did not always receive information at the early-signal stage, and community information was often conveyed through informal channels.

Gerbner's general model of communication is relevant because it treats communication as a process linking an event, its perception, the means and control through which information is selected and communicated, the selection and signaling of information, and the content and consequences of communication (Gerbner, 1956, 1966). The dissertation operationalizes these elements as Event (E), Perceptual Dimension (E₁), Means and Control (M), Selection and Signal (S), and Content and Consequences (SE). This provides a more rigorous theoretical basis than reducing Gerbner to a simple perception–message–solution sequence.

However, previous studies and the existing manuscript did not sufficiently demonstrate how Gerbner's elements were transformed into an educational communication framework involving multiple stakeholders. The present study addresses that gap by connecting Gerbner's elements to empirical findings, Islamic educational communication principles, explicit role allocation, and a cyclical monitoring process. The contribution is therefore not a claim that Gerbner's theory itself is new, but that its elements are operationalized for a specific Islamic educational context

Research Gap and Contribution

The research gap is summarized comparatively below. The comparison clarifies that the present study differs from studies that focus mainly on individual risk factors, family involvement, or general ecological explanations.

Previous focus	Main contribution	Limitation for the present problem	Present study
Müller-Fabian & Delcea (2021)	Adolescent delinquent decision-making in risk situations	Does not develop a school–family–community communication protocol	Integrates communication processes and stakeholder roles
Badasa et al. (2022)	Synthesizes factors associated with adolescent delinquency	Focuses on determinants rather than an operational communication framework	Translates empirical communication problems into an operational framework
Rahman & Yusuf (2021)	Family–school collaboration	Does not position PAI teachers as moral-educational facilitators within a Gerbner framework	Places PAI teachers as facilitators connecting family and school
Aliim & Darwis (2024)	Character development using an ecological perspective	Provides ecological framing rather than a communication protocol	Links ecological stakeholder relations to Gerbner-based communication
Amin (2024)	Three Centers of Education as an educational concept	Does not operationalize Gerbner elements into a communication cycle	Combines three educational centers, Gerbner, tabayyun, Qur'anic communication, and monitoring

The study's theoretical contribution is therefore an extension of application: Gerbner's event–perception–communication logic is contextualized through collective perception alignment, tabayyun, role-based action, and feedback. Its Islamic Education contribution lies in positioning the PAI teacher as a communication facilitator and moral-educational mediator who works through akhlak-oriented guidance, dialogical communication, musyawarah, and Qur'anic communication principles rather than acting as the sole disciplinary authority.

The PAI dimension is substantive because the framework is designed around the distinctive educational role of the Islamic Religious Education teacher. The dissertation describes PAI teachers as actors in values education, early detection, initial dialogue, and referral. Formal assessment, counseling, disciplinary decisions, and institutional action remain within the authority of homeroom teachers, school counselors, student-

affairs staff, and school leaders. This distinction prevents the PAI teacher from being treated as a substitute for professional school services.

The communication content is also explicitly Islamic. The dissertation integrates *tabayyun* from QS Al-Hujurat 6 as an ethical requirement to verify information before labeling or acting; *musyawarah* from QS Ali Imran 159 as a basis for collaborative decision-making; and *qaulan sadidan*, *qaulan layyinan*, *qaulan ma'rufan*, *hikmah*, and *mau'izhah hasanah* as principles for constructing truthful, gentle, appropriate, wise, and educational messages. These principles distinguish the proposed framework from a generic school communication protocol.

Accordingly, the three stakeholder roles are differentiated: the PAI teacher functions primarily as facilitator and moral-educational mediator; parents function as the primary family partner; and the community functions as a social-environment partner. Communication may occur teacher-parent, teacher-community, parent-community, or among all three simultaneously; therefore, the manuscript uses the term “three-stakeholder collaborative communication” rather than “three-way communication.”

B. METHOD

This study employed Research and Development (R&D) using a modified ADDIE procedure, with qualitative inquiry as the core needs-analysis component and descriptive quantitative appraisal for the developed handbook. The development process was retained because the dissertation reports a sequence of needs analysis, design, product development, expert appraisal, revision, limited user testing, and finalization. At the same time, the present article deliberately distinguishes initial product feasibility from effectiveness: no controlled pre-post test or outcome evaluation of delinquency reduction was conducted.

Setting, Participants, and Sampling

The study was conducted in five public senior high schools in Sinjai Regency, South Sulawesi. The needs analysis involved 24 purposively selected informants: nine Islamic Religious Education (PAI) teachers, eight parents, and seven community members living around the schools. Selection emphasized direct involvement with adolescent behavior, communication, or follow-up. Teacher inclusion required experience as a PAI teacher; parent informants were parents of senior high school students with relevant experience of adolescent behavior; community informants included school-committee/community members living around the school environment and interacting with students. Interviews were continued until the emerging patterns were repetitive and no substantively new categories were identified.

Informant group	n	Selection basis	Primary role in the study
PAI teachers	9	Direct involvement in PAI instruction, values education, and student behavior	School-side perception, communication, early response
Parents	8	Parents of senior high school students with relevant experience	Family perception, supervision, home support
Community members	7	Community/school-committee members living around schools	Social-environment perception and social control

Data Collection

Data were collected through three complementary sources. First, in-depth interviews explored perceptions of juvenile delinquency, communication practices, communication barriers, response strategies, and the roles of the three stakeholder groups. The dissertation records repeated interviews and reports that recruitment was stopped when patterns became repetitive. Second, observations focused on the school environment and communication interactions involving schools, families, and communities. Third, documents included school regulations, student-violation records, communication records, reports of meetings with parents and community members, and other relevant educational documents. Interview material was transcribed and organized for thematic analysis.

Data Analysis

Thematic analysis followed the logic of data condensation, data display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014). Initial coding captured concrete communication problems, such as parents receiving information only after repeated violations, differences in stakeholder interpretations, irregular community involvement, and the absence of a routine coordination space. Related codes were grouped into categories such as reactive communication, perception differences, weak coordination, verification needs, message strategies, and role ambiguity. These categories were synthesized into themes and then mapped onto Gerbner's elements.

The transformation from data to framework was therefore: initial codes → categories → themes → design principles → operational framework. The design principles were: (1) move from reactive to preventive communication; (2) align stakeholder perceptions before action; (3) verify information through *tabayyun*; (4) clarify channels and authority; (5) construct messages using Qur'anic and culturally responsive principles; (6) coordinate action according to role; and (7) monitor outcomes and feed information back into the communication cycle.

Gerbner Theoretical Mapping

Rather than treating Gerbner as a three-step perception–message–solution model, the study maps the dissertation's empirical findings to the broader elements of the General Model of Communication. Event (E) refers to the observed or reported

adolescent behavior; the perceptual dimension (E1) captures how each stakeholder constructs the event; means and control (M) refers to the available formal, digital, interpersonal, and community channels and the authority governing their use; selection and signal (S) concerns how information is verified, contextualized, and signaled; and content and consequences (SE) concerns the message delivered and the action or consequence that follows. The framework adds stakeholder alignment, tabayyun, role-based referral, and feedback as educational operationalizations rather than replacements for Gerbner's theoretical elements.

The development of the communication model followed a modified ADDIE procedure consisting of several sequential stages: analysis, design, development, expert appraisal, limited user testing, and finalization. The analysis stage involved identifying the needs of the stakeholders, mapping the roles of relevant stakeholders, and examining existing communication gaps in addressing juvenile delinquency. This stage provided the basis for determining the main problems and requirements that needed to be addressed by the communication model. The design stage focused on mapping the communication process using the Gerbner communication model, integrating Islamic education principles, and determining the roles and responsibilities of each stakeholder. The design was developed to ensure that communication among teachers, parents, students, and the community could be organized in a more preventive, structured, and collaborative manner. The development stage involved transforming the initial design into a draft communication framework, an operational handbook, and supporting communication tools. These components were developed based on the findings from the analysis stage and the principles established during the design stage. The developed product was then subjected to expert appraisal involving one subject-matter expert and one media expert. The experts assessed the content and presentation of the product, and the results were used as a basis for revising and improving the model before it was tested with users.

Following expert appraisal, limited user testing was conducted in two stages. The first stage involved a one-to-one trial with three users ($n = 3$), followed by a small-group trial involving nine users ($n = 9$). These trials were conducted to obtain initial feedback regarding the clarity, content, appearance, readability, and acceptability of the developed product. Finally, the finalization stage involved revising the product based on the findings from expert appraisal and limited user testing. The final product was then reported in terms of its feasibility and initial user acceptance. These results were interpreted as evidence of the product's initial feasibility and acceptability rather than as evidence of its effectiveness in reducing juvenile delinquency.

Product Appraisal and Initial User Testing

The handbook was appraised by one subject-matter expert and one media expert using structured feasibility criteria. The material appraisal covered content accuracy, depth, clarity, relevance, organization, and suitability for teachers, parents, and community members; the media appraisal covered cover, typography, illustrations, layout, readability, and contextual relevance. The dissertation explicitly treats these results as evidence of initial feasibility, not construct validity or effectiveness.

After expert appraisal and revision, one-to-one testing involved three users representing a PAI teacher, a parent, and a community member. Small-group testing involved nine users: three PAI teachers, three parents, and three community members.

Ratings covered appearance, content, and readability on a five-point scale. The limited user tests were interpreted as exploratory evidence of acceptance and usability, not as generalizable effectiveness evidence.

Credibility and Ethical Rigor

Data credibility was strengthened through source triangulation by comparing teacher, parent, and community perspectives and through methodological triangulation across interviews, observations, and documents. The research also used cross-group thematic matrices and iterative verification of conclusions before translating findings into the framework and handbook. The dissertation documents critical discussion involving communication experts, supervisors, teachers, community members, and practitioners during development. Formal member checking with all participants was not reported; this is acknowledged as a limitation rather than assumed.

C. RESULTS AND DISCUSSION

Forms and Factors of Juvenile Delinquency

The qualitative analysis identified 12 reported forms of adolescent behavior. The recurring categories included school-rule violations, low discipline, truancy, smoking, impolite language, interpersonal conflict, negative peer influence, problematic digital-media use, and other behaviors described by informants as disruptive or inconsistent with school and community norms. Across groups, the findings were interpreted as multidimensional rather than as a single student-level problem.

Peer relationships, family supervision, digital media, and social environment were repeatedly connected to adolescent behavior. The dissertation also reports a weakening of local ethical norms and reduced respect toward teachers as part of the social context. These are findings from participant accounts; Bronfenbrenner's ecological theory is used subsequently to interpret why these influences interact across family, school, peer, and community settings rather than to claim that the theory itself generated the empirical categories.

“ini anak barangkali cuma butuh perhatian... dia butuh komunikasi, kurang komunikasi mungkin, kurang ada tempat curhat.” (OT₂)

“Mungkin dipikiranku itu... kurang diperhatikan sama orang tua... mungkin karna pergaulan atau pengaruh teman-teman.” (MS₁)

“tidak langsung menyalahkan siswa tersebut... pasti ada penyebabnya” (GR₈)

These quotations illustrate different but complementary constructions of the same phenomenon: the parent emphasizes unmet attention and communication, the community emphasizes family and peer context, and the teacher emphasizes avoiding premature blame. This convergence supports the need for perception alignment before intervention.

Communication Is Predominantly Reactive and Fragmented

The strongest cross-group finding is the reactive character of communication. Communication was commonly activated after a violation had occurred or had been repeated, rather than through a routine preventive mechanism. Teachers reported formal routes such as parent summons, counseling referrals, and digital communication; parents used interpersonal communication and information verification; and community members relied on social interaction and informal

reporting. The problem was therefore not the absence of communication, but the absence of a connected system that links early signals, verification, authority, action, and follow-up.

“kita kumpulkan datanya... apakah betul atau tidak... baru kita komunikasikan kepada guru” (OT5)

“setiap 3 bulan... orang tua siswa diundang ke sekolah kita sharing.” (MS7)

The first quotation demonstrates an existing ethical verification practice that can be formalized as tabayyun. The second indicates a basis for routine preventive communication. Together, these findings support the transformation from reactive communication to a preventive, documented, and cyclical communication process.

Gerbner Elements and Empirical Findings

Gerbner element	Empirical finding	Educational operationalization
Event (E)	Early signs and reported delinquent behavior are noticed by school, family, or community.	Create an early-detection record before the case escalates.
Perceptual Dimension (E1)	Stakeholders interpret behavior differently, but often converge on family, peer, digital, and social influences.	Compare interpretations and establish a shared understanding.
Means & Control (M)	Formal school channels, family communication, digital media, and community channels coexist, with unclear coordination.	Specify channel, coordinator, confidentiality, and authority.
Selection & Signal (S)	Information is contextualized, verified, and delivered through persuasive, relational, and culturally responsive signals.	Apply tabayyun; select appropriate signal, medium, and timing.
Content & Consequences (SE)	Messages emphasize values, consequences, spiritual guidance, positive activities, and coordinated action.	Construct Qur'anic/culturally responsive messages and monitor consequences.

From Empirical Findings to the Proposed Framework

The development logic is explicit: Gerbner theory provided the analytical architecture; qualitative findings identified the communication problems; design principles translated those findings into operational requirements; and the product incorporated those requirements into a framework and handbook. The framework

therefore does not claim to replace Gerbner. Instead, it contextualizes the theory for a multi-stakeholder Islamic education setting.

The PAI teacher occupies a distinctive position as facilitator and moral-educational mediator. The role includes values education, early detection, initial dialogue, and referral. When a case requires counseling, formal discipline, protection, or institutional decisions, the PAI teacher coordinates with the homeroom teacher, school counselor, student-affairs staff, and school leadership. Parents provide home-based support, while the community strengthens positive social supervision. This role differentiation addresses the reviewer's concern that a “three-way” model could otherwise make all actors appear interchangeable.

Islamic Communication Principles as a Distinctive Layer

The framework becomes specifically Islamic Education when the communication process is governed by ethical and educational principles rather than merely by information efficiency. At the perception stage, *tabayyun* requires verification before labeling or sanctioning. At the coordination stage, *musyawarah* encourages joint consideration of facts, needs, and authority. At the message stage, the dissertation applies *qaulan sadidan*, *qaulan layyinan*, and *qaulan ma'rufan*, together with *hikmah* and *mau'izhah hasanah*, to promote truthful, gentle, appropriate, wise, and educational communication. These principles support an approach to character formation centered on *akhlak*, responsibility, and respectful dialogue.

Expert Appraisal and Initial Acceptance

Product assessment	Participants	Result	Interpretation
Material feasibility	1 subject-matter expert	76%	Feasible
Media feasibility	1 media expert	89.3%	Very feasible
One-to-one testing	3 users: 1 PAI teacher, 1 parent, 1 community member	Appearance 4.2–4.6; content 4.5–5.0; readability 5.0	Good initial acceptance; exploratory
Small-group testing	9 users: 3 PAI teachers, 3 parents, 3 community members	Appearance 4.6; content 4.8; readability 4.8 (5-point scale)	Very good initial acceptance

The material score of 76% was categorized as feasible, while the media score of 89.3% was categorized as very feasible. The expert recommendations led to deeper content, clearer concepts, stronger communication background, improved visual flow, more consistent typography, and improved layout. One-to-one and small-group testing then provided initial evidence that the handbook could be understood and accepted by intended users. Importantly, these findings do not demonstrate that the framework reduces delinquency. The dissertation itself limits the interpretation to feasibility and initial acceptance because there was no pre–post measurement, comparison group, or

longitudinal monitoring of delinquency outcomes. This distinction directly addresses the reviewer's central methodological concern.

Discussion: What This Study Adds

The first new contribution is a shift from reactive communication to a preventive communication cycle. Existing communication in the study setting was often triggered by violations. The framework instead starts from an early signal and requires verification, perception alignment, channel selection, role allocation, action, and feedback. This makes communication a process infrastructure for prevention rather than an administrative reaction to misconduct.

The second contribution is theoretical operationalization. Gerbner's elements are preserved while the educational context adds mechanisms that were empirically necessary: multi-stakeholder perception alignment, tabayyun, explicit authority and referral pathways, Qur'anic and culturally responsive message construction, and monitoring with feedback. Thus, the contribution is best described as contextualized operationalization rather than a new communication theory.

The third contribution is to Islamic Education. The PAI teacher is not simply inserted as another stakeholder; the teacher is positioned as a facilitator of moral-educational dialogue. The framework connects PAI practice with akhlak-oriented character formation and Qur'anic communication ethics. This provides a clearer reason why the framework belongs to Islamic Education rather than to generic educational communication alone.

The fourth contribution is practical. The handbook translates the framework into operational tools, including early-detection checklists, observation and tabayyun forms, classification and referral procedures, parent communication logs, home-visit forms, complaint/referral procedures, coordinated action plans, monitoring sheets, and evaluation rubrics. These tools reduce the need for users to reinterpret an abstract theory before acting.

Limitations

Several limitations should temper interpretation. First, the qualitative needs analysis involved 24 informants and was situated in five public senior high schools in Sinjai Regency; transferability to other settings requires contextual adaptation. Second, students were not a clearly identified participant group in the needs analysis, so the framework reflects adult stakeholder perspectives. Third, formal member checking and broader independent validation of the framework were not reported. Fourth, expert appraisal involved only one material expert and one media expert, while user testing was intentionally small. Fifth, the study did not test whether implementation changes the frequency or severity of juvenile delinquency. Finally, qualitative interpretation may be influenced by researcher judgment despite triangulation and iterative verification.

Implications for Research and Practice

For schools, the framework suggests establishing a communication team or coordinator, clear reporting routes, confidentiality safeguards, referral thresholds, and routine review. For PAI teachers, the framework clarifies a preventive and facilitative role without assigning sole responsibility for formal case management. For parents, it emphasizes open communication, proportional supervision, information verification,

and participation in follow-up. For communities, it emphasizes responsible reporting, positive social supervision, and avoidance of public labeling or social punishment. Future research should test implementation and effectiveness using quantitative, quasi-experimental, longitudinal, or mixed-method designs and should include student, counselor, homeroom-teacher, and school-leader perspectives.

D. CONCLUSION

This study developed an empirically derived Gerbner-based communication framework for Islamic Religious Education (PAI) teachers, parents, and communities in addressing juvenile delinquency in senior high schools in Sinjai Regency. The needs analysis identified multidimensional behavioral and contextual problems, while the strongest communication finding was the predominance of reactive and fragmented communication.

The framework operationalizes Gerbner's Event (E), Perceptual Dimension (E₁), Means and Control (M), Selection and Signal (S), and Content and Consequences (SE) through a preventive cycle of early detection, collective perception alignment, tabayyun, classification and channel selection, Qur'anic and culturally responsive message construction, coordinated action, and monitoring with feedback. The PAI teacher functions as a facilitator and moral-educational mediator; parents act as family partners; and communities act as social-environment partners.

The accompanying handbook achieved 76% material feasibility and 89.3% media feasibility, while small-group users gave mean ratings of 4.6 for appearance and 4.8 for both content and readability. These results support initial feasibility and acceptance of the product. They do not establish effectiveness in reducing juvenile delinquency. Therefore, the study's main contribution is an empirically grounded and contextually Islamic communication framework that is ready for further implementation and effectiveness testing

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