

Education of Social Communication and Early Detection of Territorial Apparatuses in Prevention of Social Conflicts in Indonesia Education and Training of the Ministry of Defense of the Republic of Indonesia

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Abstract

Social communication education and early detection of territorial apparatuses in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia carry out tasks in regional commands with the dynamics and fluctuations of social change that are constantly changing. Therefore, serious action by the Territorial Apparatus is needed in anticipating the existence of conflict vulnerability in Indonesian territory.

Through social communication and early detection, it is hoped that a strong fighting space can be created in increasing awareness of threats. This study aims to determine the social communication and early detection carried out by the territorial apparatus in the region, the forms of social conflict prevention carried out and the relationship between social communication and early detection and social conflict prevention carried out by the apparatus. This study uses a qualitative method.

Based on the research, it is obtained data that the ability of social services and early detection of the apparatus up to now has not been fully in line with expectations, especially in supporting the government to prepare national potential to become a national defense force, efforts to prevent social conflicts in Indonesian territory must be adjusted to the needs of the community and the development of information technology to be appropriate and effective, as well as the relationship between social communication and early detection of territorial officials in the prevention of social conflicts in the territory of Indonesia in addition to being strengthened by the Law of the Republic of Indonesia no. 34 of 2004 is also based on people's trust in Apparatus.

Keywords: social communication, early detection, territorial apparatus, social conflict, education

I. Introduction

Society in Indonesia is a society with a very complex level of diversity, especially as a society that is good at protecting indigenous cultures. With this basic assumption, society in Indonesia is known as a multicultural society. Complex differences do not distort the unity and idea of gotong royong. However, there are groups that have not been able to differentiate

between private and public spaces. Private space is where the community does not waver with cultural diversity coming to them. Meanwhile, the public sphere is an implementation that at the level of social life, there must be respect between groups without having to be part of a respected group.

With the diversity of cultures, religions, societies, and even education in a multicultural society, it becomes vulnerable to misunderstandings that threaten the interests of a group of people. This disagreement can lead to conflict, conflict can arise when there is a misunderstanding in a social situation about certain points of thought and there are emotional antagonisms. Substantive conflicts include discrepancies regarding matters such as the purpose of allocating resources, distribution of rewards, policies, procedures and job affirmations.

There are many factors that trigger social conflicts in communities especially in developing countries, especially poverty, discrimination (social inequality) and equitable development, political issues and democratic life and other conflict triggers, which can even weaken regional resilience and threaten security society if it is not handled properly and thoroughly.

II. Theories

Social communication education policy and early detection of territorial apparatus in the prevention of social conflicts in Indonesia

Law No. 20 of 2003 concerning the National Education System (Sisdiknas) which states that the state realizes the right of the people to get quality and free 9 (nine) years of basic education by supporting efforts to develop alternative education, especially for areas affected by disasters, remote areas, as well as for groups with special needs (Depdiknas, 2003).

The Ministry of Defense carries out its duties in the regional command with the dynamics and turmoil of social change that is constantly changing. As the implementer, the role of the Territorial Apparatus refers to the MPR Decree No. VII / 2000 concerning the Role of the TNI and Law no. 3/2002 concerning State Defense and Law no. 34/2004 concerning the TNI has provided clarity and a strong legal umbrella for the basis of the main duties of the TNI, in which the roles carried out have broad and complex responsibilities. Therefore, the TNI will always maintain and maintain its credibility and existence in order to survive, be tough and strong. The territorial apparatus has a network that extends to the sub-districts and it can be used for the benefit of the entire nation to create peace in their respective territories, so that with this peaceful condition the stakeholders can develop their regions properly, then that is where the welfare of the local community will emerge.

So far, several socializations have been carried out to improve early detection in villages related to social conflicts that have led to division and disrupt regional resilience, however, they are not considered to be on target because there are still many disputes and disputes that occur in the community. In carrying out their duties, there are times when members who have not mastered 8 territorial positions are therefore unable to fully implement reforms to become professional members of the TNI. Then there are still members who do not have the desire to open themselves and insights with the various potentials and threats that exist in their

respective target areas. Based on the findings, sometimes there are things that are not standardized which may not be included in regulations or persuasion, so it is very necessary to provide continuous guidance and training to the Territorial Apparatus so as to increase awareness of threats. Based on the data above, it is necessary to take serious action by the Territorial Apparatus in anticipating the existence of conflict vulnerability in the Bandung City area. Territorial apparatus must be more intensive in providing knowledge and approaches to the community through social communication skills regarding steps, techniques that must be used to be more aware of community activities that tend to cause conflict vulnerability.

Social Communication is one of the methods of territorial development which has until now been seen as having strategic and reliable values with the aim of providing understanding and equalizing the perceptions of all components of the nation regarding a strong fighting space. Social Communication as a method is a method organized by units of the TNI AD that are related to planning and activities to maintain and improve close relations with all components of the nation in order to create mutual understanding and togetherness that allows the public to participate in the interests of the defense sector.

RI Law No. 34 of 2004 regarding TNI article 7 paragraph (2) also with the ability of Apter who is always able to adapt to various changes in society so that he is able to handle the various complexities of challenges that may occur. The importance of maintaining the trust of the community is a priority for Apter because with this close relationship, Apter can easily enter any community environment so that it is also easy for Apter to convey information on instructions or leadership directions related to maintaining regional resilience. In order to optimize the implementation of Komsos and Early Detection activities to prevent social conflicts in the midst of Indonesian society, of course, requires real and continuous efforts from the apparatus of the Ministry of Defense. Based on this, the efforts that the author can convey are as follows: 1. Establish a professional territorial apparatus. Fostering and increasing the professionalism of the territorial apparatus must be carried out continuously through a standard system and pattern according to the needs and demands of the tasks that are developing today and methods that are oriented towards individual tastes must be avoided. This needs to be placed and returned to the underlying joints regarding territorial development. Several steps that need to be guided in addition to other aspects in fostering and enhancing the capacity of the territorial apparatus include: a. More selective recruitment process for territorial apparatus. There needs to be improvements in territorial management in relation to the apparatus who will be given the responsibility for carrying out territorial development. The initial step that can be taken can be by preparing a selection process, namely a description of the main tasks that must be carried out. Next, put forward the reasons for recruiting territorial officials, especially in carrying out social communication, the number of territorial officials needed and the experience they have had in relation to territorial development so that they have a basis when dealing directly with the community. b. The mobilization of the territorial apparatus through the proper and adequate TOA (Tour Of Area) and TOD (Tour Of Duty) systems. This system is an assignment system for military personnel, which is a variation of the field of assignment or assignment. It is hoped that the territorial apparatus will gain insight and broad horizons and be able to apply knowledge and territorial capabilities in accordance with the existing field of assignment.

1. Welfare Improvement Welfare has a direct influence on efforts to increase the capacity and motivation and struggle of the territorial apparatus. Therefore it is necessary to have serious attention and action in solving welfare problems in determining the improvement of the quality of the territorial apparatus competence. The aspect of the welfare of the territorial apparatus basically concerns matters relating to the needs of life and their families. Therefore, ways to improve welfare aspects can be developed through efforts to improve and fulfill the basic needs of the territorial apparatus, provision of public facilities and infrastructure as well as other improvements that directly support the morale and welfare of the territorial apparatus according to their capabilities. 3. Conducting seminars openly by inviting the Police, Local Governments in Indonesia and other government agencies that have a role in preventing social conflicts, academies from universities, community leaders, religious leaders, and traditional leaders to share opinions regarding the prevention of social conflicts so that It can be seen the urgent interests and needs of the City of Bandung to be able to formulate regulations and MoUs that can be supported by all elements of the government to avoid potential social conflicts.

A. Crime Prevention

Crime prevention has come to mean many different things to many different people. Programs and policies designed to prevent crime can include the police making an arrest as part of an operation to deal with gang problems, a court sanction to a secure correctional facility, or, in the extreme, a death penalty sentence. These measures are more correctly referred to as crime control or repression. More often, though, crime prevention refers to efforts to prevent crime or criminal offending in the first instance—before the act has been committed. Both forms of crime prevention share a common goal of trying to prevent the occurrence of a future criminal act, but what further distinguishes crime prevention from crime control is that prevention takes place outside of the confines of the formal justice system. In this respect, prevention is considered the fourth pillar of crime reduction, alongside the institutions of police, courts, and corrections (Waller 2006). This distinction draws attention to crime prevention as an alternative approach to these more traditional responses to crime.

In one of the first scholarly attempts to differentiate crime prevention from crime control, Peter Lejins (1967, p. 2) espoused the following: “If societal action is motivated by an offense that has already taken place, we are dealing with control; if the offense is only anticipated, we are dealing with prevention.” What Lejins was trying to indicate was the notion of “pure” prevention, a view that had long existed in the scholarship and practice of American criminology (Welsh and Pfeffer 2011). It is this notion of crime prevention that is the chief concern of this volume.

(p. 4) There are many possible ways of classifying crime prevention programs.² An influential scheme distinguishes four major strategies (Tonry and Farrington 1995b). *Developmental prevention* refers to interventions designed to prevent the development of criminal potential in individuals, especially those targeting risk and protective factors discovered in studies of human development (Tremblay and Craig 1995; Farrington and Welsh 2007). *Community prevention* refers to interventions designed to change the social conditions and institutions (e.g., families, peers, social norms, clubs, organizations) that influence offending in residential communities (Hope 1995). *Situational prevention* refers to

interventions designed to prevent the occurrence of crimes by reducing opportunities and increasing the risk and difficulty of offending (Clarke 1995*b*; Cornish and Clarke 2003). *Criminal justice prevention* refers to traditional deterrent, incapacitative, and rehabilitative strategies operated by law enforcement and agencies of the criminal justice system (Blumstein, Cohen, and Nagin 1978; MacKenzie 2006).

In *Building a Safer Society: Strategic Approaches to Crime Prevention*, Michael Tonry and David Farrington (1995a) purposely did not address criminal justice prevention in any substantial fashion. This was because this strategy had been adequately addressed in many other scholarly books and, more importantly, there was a growing consensus for the need for governments to strike a greater balance between these emerging and promising alternative forms of crime prevention and some of the more traditional responses to crime. Also important in their decision to focus exclusively on developmental, community, and situational prevention is the shared focus of the three strategies on addressing the underlying causes or motivations that lead to a criminal event or a life of crime. Crucially, each strategy operates outside of the criminal justice system, representing an alternative, perhaps even a socially progressive, way to reduce crime. For these same reasons, we have adopted a similar approach in this volume.

A chief aim of this essay is to provide some background on this view of crime prevention. It also serves as an overview of the key theories that support these three main crime-prevention strategies, important research on effectiveness, and key issues that challenge the prevention of crime. Several observations and conclusions emerge:

- Crime prevention is best viewed as an alternative approach to reducing crime, operating outside of the formal justice system. Developmental, community, and situational strategies define its scope.
- Developmental prevention has emerged as an important strategy to improve children's life chances and prevent them from embarking on a life of crime. The theoretical support for this approach is considerable and there is growing evidence based on the effectiveness of a range of intervention modalities.
- Community crime prevention benefits from a sound theoretical base. It seemingly holds much promise for preventing crime, but less is known about its effectiveness. Advancing knowledge on this front is a top priority. Nevertheless, there are a wide range of effective models in community-based substance-use prevention and school-based crime prevention.

(p. 5)

- The theoretical origins of situational crime prevention are wide ranging and robust. The strategy boasts a growing evidence base of effective programs and many more that are promising. There is also evidence that crime displacement is a rare occurrence.

- Crime prevention is an important component of an overall strategy to reduce crime and is widely supported by the public over place and time. A special focus on implementation science and higher quality evaluation designs will further advance crime-prevention knowledge and practice. Striking a greater balance between crime prevention and crime control will go a long way toward building a safer, more sustainable society.

In accordance with the [United Nations standards and norms on crime prevention](#), UNODC actively contributes to international and national efforts to prevent and control crime. UNODC assists requesting member states to enhance the capacity of key crime prevention actors and systems to operate more effectively, with particular attention to vulnerable groups. To that effect, UNODC works in close partnership with national and

regional counterparts, other UN agencies, civil society organizations, academia, the business sector, and other key actors. UNODC also focuses on the development of specialized tools and manuals in support of policy making and the delivery of technical assistance. Recognizing the multiple causes of crime and as the custodian of the United Nations standards and norms in crime prevention and criminal justice, UNODC promotes strategies, plans, and programmes, which are multi-sectoral, multi-disciplinary, and which favour civil society participation. Such strategies and action plans are underpinned by the **basic principles for the prevention of crime** (*Guidelines for the Prevention of Crime, ECOSOC Resolution 2002/13, Annex*) (above):

- **Government leadership** at all levels is required to create and maintain an institutional framework for effective crime prevention.
- **Socio-economic development and inclusion** refer to the need to integrate crime prevention into relevant social and economic policies, and to focus on the social integration of at-risk communities, children, families, and youth.
- **Cooperation and partnerships** between government ministries and authorities, civil society organizations, the business sector, and private citizens are required given the wide-ranging nature of the causes of crime and the skills and responsibilities required to address them.
- **Sustainability and accountability** can only be achieved if adequate resources to establish and sustain programmes and evaluation are made available, and clear accountability for funding, implementation, evaluation and achievement of planned results is established.
- **Knowledge base** strategies, policies and programmes need to be based on a broad multidisciplinary foundation of knowledge, together with evidence regarding specific crime problems, their causes, and proven practices.
- **Human rights/rule of law/culture of lawfulness** the rule of law and those human rights which are recognized in international instruments to which Member States are parties must be respected in all aspects of crime prevention, and a culture of lawfulness actively promoted.
- **Interdependency** refers to the need for national crime prevention diagnoses and strategies to take into account, where appropriate, the links between local criminal problems and international organized crime.
- The principle of **differentiation** calls for crime prevention strategies to pay due regard to the different needs of men and women and consider the special needs of vulnerable members of society (<https://www.unodc.org/unodc/en/justice-and-prison-reform/CrimePrevention.html>)

III. Methodology

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an

inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation [Creswell, 2013].

Informants

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2. Minister of Education and Culture of the Republic of Indonesia.

IV. Research Results, and Research Discussion

Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia.

Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia. Referring to this, in this case the ministry of defense is deemed necessary to intensify Early Detection activities in order to find out what developments are taking place in the midst of society in Indonesia so that symptoms of Social Conflict will easily be identified. On this basis, the defense of the Ministry of Defense must pay high attention to the implementation of Early Detection activities.

Social Communication and Early Detection have a level of significance for efforts to prevent the occurrence of Social Conflict or in other words, simultaneously there is a significant influence between Social Communication and Early Detection on Social Conflict, which indicates that the higher / instinct of implementing Social Communication and Early Detection together- the same, it will have an impact on decreasing social conflict in the area of responsibility of the Ministry of Defense, but on the other hand, the lower / lack of implementation of Social Communication and Early Detection together will have an impact on the increase in the incidence of social conflict in the midst of society in Indonesia. The condition of the social communication capability and early detection of the territorial apparatus of the Ministry of Defense to date is still not fully in line with expectations, the implementation of social communication and early detection carried out by soldiers in the field is faced with developments and progress in their work environment that have not reached the target. desired, especially in supporting the government in preparing the national potential to become a national defense force. There needs to be renewal and completeness related to work programs made, manuals, the ability of territorial officials to communicate and the ability to establish working relationships with all levels of society. So that what has been experienced in the implementation of social communication has been aligned with the direction of wisdom and the challenges that will come.

Barriers Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia.

Barriers Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia. to students who already have difficulty accessing

education, so the diversification of delivery media other than the internet needs to be considered. Options could be radio programming or using postal services for areas with low connectivity. This disruption to the traditional education system has disadvantaged students from underprivileged families and those in rural areas. These are students who, even under normal conditions, already face barriers to accessing education. Now they need to face additional barriers that arise from inequality in accessing technology infrastructure. The topography of Indonesia which consists of islands and mountains requires the provision of internet and cellular telecommunications. However, 4G coverage is mostly concentrated in Java Island because of cellular telecommunication service providers, which are very market dependent, naturally prioritizing urban areas over rural areas with smaller populations. unequal distribution of household internet in all existing areas. This gap in connectivity makes students who come from underprivileged families in rural areas outside Java at a very disadvantage. The sudden shift from face-to-face in the classroom to distance learning at home also shows the need for increased teacher capacity. Several studies have shown that the information, communication, and technology (ICT) competencies of Indonesian teachers are not evenly distributed across the region. Moreover, there are gaps in the quality of education across regions in Indonesia, especially between Java and outside Java, and between conditions. socio-economic. Unequal internet access, gaps in teacher qualifications, and quality of education, as well as a lack of ICT skills are vulnerabilities in distance learning initiatives in Indonesia.

Social communication education efforts and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia.

Social communication education efforts and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia. shows a large-scale need for state-private partnerships between relevant ministries (Ministry of Education and Culture and Ministry of Religion and Ministry of Information) and providers of telecommunications services and hardware. The partnership can use the existing infrastructure to expand the education policy battlefield management system policy in education and training the ministry of defense of the republic Indonesia collaborated with the ministry of education and culture of the republic Indonesia learning across Indonesia.

In an effort to prevent social conflicts in the area of the Ministry of Defense, territorial apparatus needs to increase the competence of personnel by updating the concept of communication and early detection is currently adjusted to the needs of the community, utilizing technology and information that are increasingly developing and needed by the community to facilitate the delivery of information and actions. as a follow-up in efforts to prevent social conflicts. With the growing threat to the emergence of social conflicts, territorial officials need to invite external parties to jointly compile regulations related to the prevention of social conflicts so that all elements of society in Indonesia have the same perception and mission in realizing a safe Indonesia.

V Conclusion

Based on the results of research and discussions regarding Social communication education and early detection of territorial apparatus in the prevention of social conflicts in Indonesia education and training agencies of the Ministry of Defense of the Republic of Indonesia. Based on the research, it is obtained data that the ability of social services and early detection of the apparatus up to now has not been fully in line with expectations, especially in supporting the government to prepare national potential to become a national defense force, efforts to prevent social conflicts in Indonesian territory must be adjusted to the needs of the community and the development of information technology to be appropriate. and effective, as well as the relationship between social communication and early detection of territorial officials in the prevention of social conflicts in the territory of Indonesia in addition to being strengthened by the Law of the Republic of Indonesia no. No. 34 of 2004 is also based on people's trust in Apparatus

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