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Dynamic Governance in Creating a Safe Digital Space for Children in Bojonegoro Regency

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ABSTRACT

The rapid expansion of digital technology presents significant challenges for local governments in ensuring child protection from harmful content and online risks. This study seeks to examine the application of Dynamic Governance principles : Thinking Ahead, Thinking Again, and Thinking Across in digital child protection initiatives within Bojonegoro Regency. Using a qualitative approach, data were collected through in-depth interviews, observations, and document analysis involving key actors such as DP3AKB, the Communication and Information Office, NGOs, media, parents, and children. The findings indicate that Thinking Ahead is reflected in digital literacy education, although it is not yet supported by comprehensive technical guidelines or long-term planning. Thinking Again appears through routine evaluations, but policy learning remains limited and occurs more strongly within families. Thinking Across demonstrates the existence of cross-sector collaboration, which remains coordinative rather than integrative. The study concludes that digital child protection efforts have been initiated, yet they have not fully demonstrated dynamic, adaptive, and collaborative governance.

Keywords: child protection; digital space; dynamic governance; public policy

INTISARI

Perkembangan teknologi digital yang pesat menimbulkan tantangan signifikan bagi pemerintah daerah dalam memastikan perlindungan anak dari konten berbahaya. Studi ini bertujuan untuk mengkaji penerapan prinsip-prinsip Tata Kelola Dinamis: Berpikir Jauh ke Depan, Berpikir Ulang, dan Berpikir Melintas dalam inisiatif perlindungan anak digital di Kabupaten Bojonegoro. Menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen yang melibatkan pemangku kepentingan utama seperti DP3AKB, DisKOMINFO, LSM, media, orang tua, dan anak-anak. Temuan menunjukkan bahwa Berpikir ke Depan tercermin dalam pendidikan literasi digital, meskipun belum didukung oleh pedoman teknis yang komprehensif atau perencanaan jangka panjang. Berpikir Ulang terlihat melalui evaluasi rutin, namun pembelajaran kebijakan masih terbatas dan lebih kuat terjadi dalam lingkup keluarga. Berpikir Melintas menunjukkan adanya kolaborasi lintas. Studi ini menyimpulkan bahwa upaya perlindungan anak digital telah dimulai, namun belum sepenuhnya menunjukkan tata kelola yang dinamis, adaptif, dan kolaboratif.

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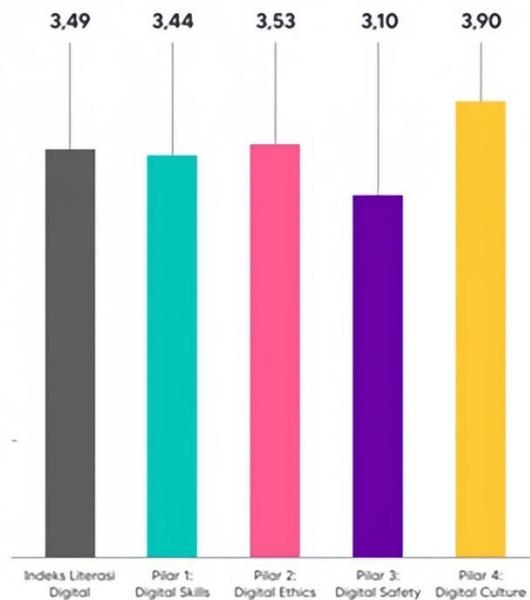
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1. Introduction

Creating a safe digital space for children is a responsibility that stakeholders and the community must take seriously (Livingstone & Third, 2017). Digital transformation has created many opportunities for children, including access to information and participation in the digital space (Januari & Suhaedi, 2025). However, these advances also pose new risks, such as exposure to harmful content, online exploitation and cyberbullying (WHO, 2021). The UNICEF report *The State of the World's Children: Children in a Digital World*, emphasises that children are most vulnerable to digital risks in the absence of adequate policy protection and digital literacy (UNICEF, 2022). This issue is particularly pertinent in Indonesia, where there has been a surge in internet usage, with over 5.29 billion smartphone users worldwide in 2021 (We are social, 2021), and children are the most active user group.

Threats to children's digital security in Indonesia are becoming increasingly apparent. In the context of public policy, the OECD report (2021) classifies the various risks faced by children in the digital environment, ranging from exposure to inappropriate content, behavioral risks, to vulnerability to exploitation and data misuse (Economy, 2021). According to a report by the Ministry of Communication and Information Technology (Kominfo), Indonesia's digital literacy index scored just 3.49 out of 5. This suggests that the public's understanding of digital security and media ethics, including that of children and adolescents, is still only moderate (Kominfo RI, 2021).

Figure 1. National Digital Literacy Index Based on Pillars



Source: Kominfo RI, 2021.

This is reinforced by data from the Indonesian Child Protection Commission (KPAI), which shows that 2,038 children were involved in cases of online violence in 2023. This included two children in cases of online pornography, 2,000 in cases of online gambling, and 36 in cases of digital-based sexual exploitation (KPAI, 2023). These figures demonstrate that children in Indonesia are still at high risk of exposure to online

Table 1. Data on children involved in online violence (2023)

Type of case	Number of children involved
Pornography	2 children

Online gambling	2000 children
Online sexual exploitation	36 children

Source : KPAI, 2023

Threats and require improved literacy and more effective supervision.

A similar situation occurred in Bojonegoro Regency. It was found that some teenagers in Bojonegoro who were still students took part in online gambling (Hildayati & Fatma, 2023). Additionally, research shows that 10% of children in this area have experienced bullying, either directly or via social media (Ardianti & Al-faqih, 2017). There is also research discussing the impact of gadget use on the characteristics of early childhood in Ketileng Village, which shows changes in children's behavior and social interactions due to exposure to gadgets from an early age (Suryaningsih, Demartoto, & Ramdhon, 2024). These findings suggest that the digital space in Bojonegoro is not yet completely safe for children.

In terms of legislation, the obligations of the state and local governments with regard to the protection of children are set out in Law Number 35 of 2014 on Child Protection (UU No. 35 Tahun 2014, 2014). This law affirms that children have the right to protection from all forms of violence and exploitation, including that which occurs through digital media. Additionally, Law No. 27 of 2022 on Personal Data Protection reinforces the legal status of children, ensuring their personal data is safeguarded against misuse in the digital realm (UU ITE, 2024). In the context of regional policy, efforts to protect children in Bojonegoro Regency still refer to the Child-Friendly Regency/City (KLA) policy and the Regent's Decree on forming the KLA Task Force. However, there is no regional or regent regulation that specifically addresses the protection of children in the digital space. This shows that digital child protection has not yet been fully institutionalised within a systematic regional policy framework (Widyawati & Adi, 2021).

The amended articles emphasise the importance of protecting children's rights in the digital space, particularly with regard to the dissemination of negative content and online exploitation. However, the implementation of this policy still faces various obstacles at the regional level, including in Bojonegoro Regency, as stated in the DP3AKB Work Plan. One of the challenges is the low level of digital literacy among the community and parents (DP3AKB, 2023).

Table 2. Of Strategic Issues In The 2023 Dp3akb Work Plan

NO	CHALLENGES
1	Gender mainstreaming (PUG) is not yet optimal and is not a primary target in development
2	Gender and child data are not yet systematised and have not been implemented optimally
3	There are increasing cases of violence against women and children, including the trafficking of people for sexual exploitation, and the lack of adequate protection. cases of violence.
4	The fulfilment of children's rights is not yet optimal
5	The high rate of child marriage.
6	The large number of women in the informal economy are not yet recorded

Source : DP3AKB 2023

The data shows that there are still many strategic issues that need to be discussed further by the government, especially with regard to child protection in the digital world. This issue is not currently included in the government's strategic agenda. This means that the issue still requires the full attention of policymakers and the government.

Research (Zahara, Mulyana, & Darwis, 2021) emphasises the importance of parental guidance in creating a safe digital space for children, This is consistent with the findings of a community study

conducted by Cholid Fadil (2023) at SDN Nglumber II in the Kepohbaru district of the Bojonegoro regency. The study showed that guidance from parents and teachers is a key factor in fostering healthy digital literacy among children (Suryaningsih et al., 2024). but this practice has not been optimally implemented at the local level. Thus, a gap remains between regional digitalisation policies and comprehensive child protection strategies, particularly as no recent research or studies have been conducted on the implementation of personal data protection policies, especially for children. Therefore, it can be concluded that this gap exists due to a lack of evidence of effective implementation.

These conditions require adaptive, responsive and collaborative governance. In this context, the concept of dynamic governance, as proposed by Neo and Chen (2007) (Neo & Chen, 2007) becomes relevant. Dynamic Governance emphasises the importance of three main mindsets: Thinking Ahead, Thinking Again (evaluating existing policies) and Thinking Across (collaborating across sectors and disciplines). Through this concept, Local governments are expected to be able to anticipate new digital threats; update policies responsively and foster collaboration between government agencies, communities and families to create a safe digital space for children (Fauzi, Mhs, & Fidiyani, n.d.). In other words, dynamic governance is not only regulation-oriented, but also focused on innovation and continuous learning and collaborative participation.

Previous studies have shown that there are still gaps that need to be addressed. Melisa's research highlights the importance of digital literacy as a form of child protection against the risk of online sexual violence (Arisanty, Anastassia, & Kharis, 2025). The results show that the level of digital literacy among children and adolescents is still low, thereby increasing their vulnerability to crime in the digital space. In line with other research emphasising the importance of educators and local government policies in the success of digital literacy in the educational environment (Widowati, Setyowati, & Suharto, 2023), its implementation is still suboptimal due to infrastructural limitations and teachers' low capacity to provide digital security education. Meanwhile, research by Ardianti and Al-Faqih (2017) (Ardianti & Al-faqih, 2017) in Bojonegoro Regency shows that adolescents still experience various forms of violence and bullying, including on social media. This illustrates that digital risks to children remain high at a local level.

All three studies show that child protection in the digital space remains a serious problem in terms of literacy, policy support and fieldwork practices. However, none of these studies have specifically examined how local governments implement the principles of Dynamic Governance when responding to these issues. This study therefore aims to address this gap.

The main objective of this study is to analyse the application of Dynamic Governance principles in the efforts of the Bojonegoro Regency Government to create a safe digital space for children. More specifically, the study aims to identify the current state of child protection in the digital sphere, assess the effectiveness of coordination between institutions and stakeholders, and develop collaborative strategies based on Dynamic Governance principles to reinforce existing child protection policies in Bojonegoro Regency. The research addresses the question of how the Bojonegoro Regency Government implements Dynamic Governance to create a safe digital space for children. The results are also expected to provide local governments with recommendations for developing sustainable, adaptive digital governance specifically oriented towards child protection.

2. Theoretical Framework

Dynamic governance, as conceptualised by Neo and Chen (2007), is an adaptive model in which public institutions continuously adjust their thinking, processes and policies through learning, innovation and collaboration. This approach is vital for addressing rapidly evolving issues, such as ensuring the safety of children in digital environments. Dynamic Governance is based on three core capabilities: thinking ahead, thinking again, and thinking across. These capabilities are supported by capable people and agile processes, enabling governments to remain responsive and anticipatory.

The first capability, 'thinking ahead', refers to the ability of government actors to anticipate emerging risks and opportunities. In the context of this research, this is reflected in how the Bojonegoro Regency identifies potential digital threats to children, such as exposure to harmful content, cyberbullying,

and the misuse of personal data. This anticipatory mindset is manifested through preventive education, digital literacy campaigns, and early efforts to incorporate child protection concerns into future policy directions. Therefore, thinking ahead determines how local authorities prepare strategic responses to ensure safer digital spaces for children.

The second capability, reflective learning and policy adjustment based on evaluation, is emphasised in the second capability. This involves reviewing ongoing programmes, identifying gaps or unintended consequences, and revising approaches to enhance policy outcomes. In this study, 'thinking again' is demonstrated through family-level adaptations, such as adjusting screen time rules in response to negative experiences, as well as institutional evaluations conducted by the DP3AKB and related agencies. While these evaluations remain largely procedural, they demonstrate the existence of feedback loops, which are essential for dynamic policy improvement.

The third capability, 'thinking across', highlights the importance of cross-sectoral collaboration and knowledge exchange. Ensuring the safety of children in digital environments requires the engagement of multiple stakeholders, and in Bojonegoro this is exemplified by the collaboration between DP3AKB, the Communication and Information Office, schools, local media outlets, civil society organisations, and families. These collaborative interactions enable shared problem-solving, the broader dissemination of digital safety messages and more coordinated action. 'Thinking across' illustrates how governance structures mobilise diverse stakeholders to strengthen digital protection mechanisms for children

3. Research Method

This study employs a qualitative case study approach to analyse how the Bojonegoro Regency Government applies Dynamic Governance principles to create a safe digital space for children (Creswell, 2009). This approach was chosen because it enables researchers to explore the meanings, views and experiences of those directly involved in the policy process (Sugiyono, 2013).

The research was conducted in Bojonegoro Regency in East Java, where a digital literacy and child data protection programme has been initiated by the Communication and Information Agency (Diskominfo) and the Agency for Women's Empowerment, Child Protection, and Family Planning (DP3AKB). The research focused on the application of the three main principles of dynamic governance (Neo & Chen, 2007):

- Thinking Ahead: the ability of local governments to anticipate digital risks to children.
- Thinking Again: the process of evaluating and learning from the implementation of digital policies.
- Thinking Across: cross-sector collaboration between the government, the community, and families.

This concept is relevant because it emphasises the importance of the government's ability to adapt when managing complex and dynamic digital issues (Torfing, 2019).

Informants were selected using purposive sampling techniques based on the following criteria: (1) direct experience of digital literacy or child protection programmes; (2) a role in policy implementation at DP3AKB or Diskominfo; and (3) willingness to provide in-depth information (Tajik, Golzar, & Noor, 2024). The planned sample size was 11 informants, consisting of two informants from government agencies (DP3AKB and Kominform), three parents, and four children. This composition was considered representative of the relationship between policy, implementation and the experiences of digital users.

Data collection was conducted using three main techniques: (1) in-depth interviews with semi-structured guidelines to explore the views and practices of those involved in the implementation of Dynamic Governance; (2) field observations conducted during digital literacy socialisation activities and inter-agency coordination forums; and (3) document analysis, including a review of regional policy documents, activity reports, Diskominfo data and DP3AKB annual reports related to child protection (Sari & Aprisilia, 2025). All interviews were recorded with the informants' permission, transcribed verbatim and analysed alongside field notes, in order to preserve the integrity of the meaning (Sugiyono, 2013).

Data analysis was conducted using an interactive model developed by Miles, Huberman and Saldana (MHS) (Miles & Huberman, 2014) that includes the following three steps: (1) data condensation, which is

the process of reducing, selecting and grouping data based on the theme of dynamic governance; (2) data display, which is presenting the results of data grouping in the form of a matrix or thematic narrative; and (3) conclusion drawing/verification, which is drawing conclusions through reflection and comparison between data sources. The analysis linked the principles of Dynamic Governance (Neo & Chen, 2007), which highlight the dimensions of Thinking Ahead, Thinking Again, and Thinking Across, to assess the implementation of policy innovation, evaluation, and collaboration in the local context of Bojonegoro.

Data validity is ensured through the triangulation of sources and methods. This involves comparing data from interviews, observations and documents (Sugiyono, 2013). Additionally, member checking was conducted to ensure the interpretation of the results aligned with the informants' views. An audit trail was also implemented to ensure transparency in the research process. The researchers also applied reflexivity to potential biases during data collection and analysis (Husnullail, Risnita, Jailani, & Asbui, 2024).

The entire research process adhered to principles of academic ethics. Informants' identities were kept confidential and all data was stored securely. As this research dealt with issues relating to children and the digital space, an empathetic and non-discriminatory approach was adopted for the interviews to ensure participants felt safe (Mulia, 2024).

4. Result and Discussions

4.1 Efforts to Create a Safe Digital Space in

Bojonegoro Regency

Efforts to create a Safe Digital Space in Bojonegoro Regency are mainly carried out by government actors, particularly DP3AKB and Diskominfo. DP3AKB has direct authority in child protection through the Child Friendly Regency (KLA) program and the KLA Task Force (SK BUPATI 70, 2022). The programs implemented include digital literacy outreach, education on the use of electronic devices, parenting, prevention of digital-based violence, and coordination of case handling with the UPTD PPA.

These various activities show that the government has begun to take anticipatory measures, although implementation remains sporadic and does not yet fully align with measurable digital protection indicators. Some programs are also not yet fully integrated into long-term work plans because they still focus on basic education and do not address technical aspects, such as child content safety standards. Diskominfo plays a supporting role by disseminating public information. Local governments utilize official digital channels, social media, and cross-OPD publications to convey education on the safe use of technology. Diskominfo also conducts digital outreach to the PKK and facilitates the disclosure of information that supports the KLA. This role positions Diskominfo as an important bridge between government policy and the community in the safe digital space campaign.

Non-governmental actors support these efforts on a more limited scale. Local media outlets such as JagatSembilan help disseminate information about OPD activities and maintain ethical reporting on children's issues (Jagat sembilan.com, n.d.). Meanwhile, community organizations such as IDFoS play a role in digital literacy education through village and community activities. However, the contributions of both are complementary, not primary. At the family level, parents exercise direct supervision, such as accompanying children when they access the internet and limiting the duration of gadget use.

This practice illustrates that digital protection initiatives do not come only from the government, but also from families, the actors closest to children. Overall, government efforts have become the primary foundation for creating a safe digital space, but stronger integration and collaborative support are still needed to fully realize the concept of a Safe Digital Space.

4.2 Word Frequency Pattern Nvivo: Protection and Collaboration

NVivo word frequency analysis identified several dominant words, including “internet,” “protection,” “collaboration,” “school,” and “socialization.” The dominance of the word “internet” indicates the high

4.4 Thinking Ahead

In the Thinking Ahead indicator, the ability of actors to anticipate digital risks for children is reflected in four sub-indicators: Anticipatory Policies, Preventive Education, Family Supervision, and digital risk awareness. The following findings show how each actor performs its anticipatory function within children's digital space in Bojonegoro Regency.

Thinking Ahead efforts in child protection in the digital space are reflected in the anticipatory measures taken by the government and families. (Sub-indicator: Anticipatory Policies) DP3AKB has identified an increase in exposure to negative content, cyberbullying, and gadget addiction; informants even stated that “cases of exposure to negative content and gadget addiction are

increasing, with mobile phone use averaging approximately 7 hours per day.” The local government anticipates these risks through the legal basis of the Regent's Decree on the KLA Task Force, as explained, “We are based on the Regent's Decree on the Formation of the Child-Friendly Regency Task Force, which is a prevention and handling team to build a safe digital space for children.” (Sub-indicator: Preventive Education) Anticipatory planning is also realized through digital literacy counseling, Children's Forums, and campaigns for healthy gadget use. The Communication and Information Agency emphasizes the limits of its role: “Child digital protection is the authority of cross-agency cooperation. We support it through digital education and counseling on gadget use that focuses only on parents.” The results of the NVivo mapping, which are dominated by codes related to policy, socialization, and schools, reinforce that preventive education is still the main Thinking Ahead strategy, while specific technical guidelines for child content protection are not yet available.

Thinking Ahead also appears strongly at the family and child level. (Sub-indicator: Family Supervision) Parents impose restrictions and supervision on gadget use as a form of early prevention. For example, Mrs. Fitri said, “I limit my children's cell phone use, usually only at night,” while Mrs. Warti said that her children “sometimes imitate inappropriate words from YouTube,” and Mrs. Kholif added that the risk of negative content “can sometimes arise accidentally.” (Sub-indicator: Children's Digital Risk Awareness) Meanwhile, children show an early awareness of digital dangers; Yasin admits, “Sometimes there are monster movies or people talking rudely on YouTube,” and another child (Hakim) says he is “afraid that his game account will be stolen.” Although children can recognize risks, their responses remain passive, requiring guidance from parents and schools. Thus, Thinking Ahead in the Dynamic Governance framework is present through four main sub-indicators: anticipatory policies, preventive education, family supervision, and children's digital risk awareness. Overall, the Thinking Ahead indicator shows that the strongest anticipation capabilities are at the family and DP3AKB levels. However, local governments as a whole do not yet have a comprehensive digital anticipation system aligned with the principles of Dynamic Governance, particularly in terms of innovation and readiness to address ever-evolving technological risks. emphasized by informants, underscoring its significance for proactive governance of child online safety.

The visualization below illustrates how frequently the theme of 'Thinking Ahead', anticipating digital risks, was Based

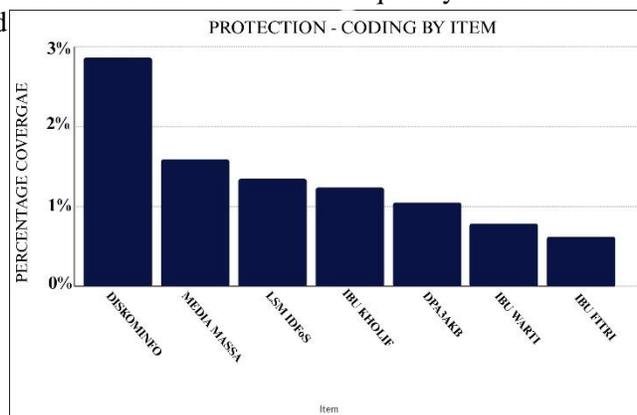


Figure 3. Chart Thinking Ahead (Protection)

On the chart, the actors who mentioned the Thinking Ahead theme most were Diskominfo and DP3AKB, albeit in different contexts. Kominfo frequently highlights digital space issues given its role in public information management, while DP3AKB emphasizes child protection as part of the KLA program. At the family level, the theme of Thinking Ahead emerges through monitoring practices, restrictions on cell phone use, and parental concerns about the risks of exposure to harmful content. These findings are consistent with the Dynamic Governance framework, which emphasizes actors' ability to anticipate future risks. However, in Bojonegoro, this anticipatory capacity remains partial and has not yet formed a systematic digital policy. Thus, the Thinking Ahead indicator shows an understanding of risks, but this has not been followed by integrated, cross-sectoral anticipatory mechanisms.

4.5 Thinking Again

In the Thinking Again indicator, patterns of evaluation and learning from digital experiences emerge through three main sub-indicators: Evaluation of negative experiences, Reflection on impact, and Improvement of actions after evaluation.

Evaluation within the Thinking Again framework is most evident at the family level. (Sub-indicator: Evaluation of Negative Experiences) The strongest evaluation was found in families. For instance, Fitri's mother said, “My child once felt dizzy from using a cell phone for too long, so since then I have been more strict,” indicating rapid evaluation based on experience. (Sub-indicator: Impact Reflection) In addition to parents, children also engage in simple reflection; Yasin admitted, “I was once scared because of horror content,” prompting parents to adjust the rules on gadget use at home. Other reflections can be seen from Hakim, who was afraid that his account would be stolen, and Marisa, who felt uncomfortable seeing strange content on TikTok. Turning to the government level (Sub-indicator: Formal Government Evaluation), DP3AKB conducts formal evaluations, such as quarterly monitoring, but these have not led to changes in SOPs for child digital protection. Similarly, Diskominfo acknowledges that its evaluations are “more related to internal communication between OPDs” and are not specific to child digital safety issues.

Improvements in behavior after evaluation were most evident in families. (Sub-indicator: Improvements in Behavior After Evaluation) Parents adjusted their behavior based on their experiences; Mrs. Wartu limited cell phone use to two hours per day, while Mrs. Fitri divided usage hours between day and night for better control. Mrs. Kholif even took decisive action by “confiscating cell phones when usage exceeded the limit.” Such adaptations show that families are developing corrective actions that are directly applied in daily life, although they remain individual and have not yet been integrated into community or government policies. Therefore, while progress is clearly visible at the family level, the broader institutional response remains limited. Thus, Thinking Again, in the context of digital child protection, is most effective in the family sphere through evaluation, reflection, and behavioral adjustments, while the government is still in the general evaluation stage without specific follow-up on digital child issues.

To reinforce the findings of Thinking Again based on NVivo coding results, the following visualization shows the frequency of the theme “negative digital impact” across various informants. This evidence builds on the previously discussed behavioral changes and further demonstrates how digital safety concerns are experienced broadly.

Based on the chart, the theme of negative digital impacts appears most frequently in the family and children category, compared to OPD. This high frequency reinforces the finding that evaluations of children's digital experiences occur more at the household.

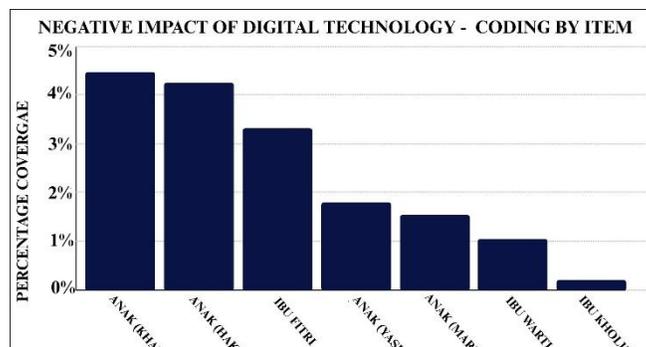


Figure 4. Chart Thinking Again (Negative Impact of Digital Technology)

Level than at the local government level. This aligns with the Dynamic Governance theory, which emphasizes that thinking Again should ideally lead to policy renewal. However, in Bojonegoro Regency, policy learning is still reactive rather than systematic.

Thus, although the evaluation process has emerged, especially within families, it has not been followed by structural changes at the local government level. This shows that the Thinking Again dimension remains weak at the institutional level and is primarily driven by individual experiences rather than an adaptive policy evaluation system.

4.6 Thinking Across

In the Thinking Across indicator, the actors' ability to build cross-sector collaboration is reflected in four main sub-indicators: forms of inter-agency collaboration, cross-sector role-sharing, cooperation mechanisms, and family/community participation in digital child protection. These four aspects demonstrate how the dynamics of cooperation among actors in Bojonegoro Regency strengthen child protection in the digital space.

Cross-actor collaboration is evident in the relationships among DP3AKB, Diskominfo, the Education Office, PKK, schools, the media, and NGOs. In sub-indicator 1: forms of collaboration, DP3AKB emphasizes the involvement of many parties in its programs: “We work together with schools, the police, and community institutions.” Diskominfo strengthens collaboration through its information function, “We support the publication of child protection activities.” The media outlet JagatSembilan.com also maintains ethical reporting standards: “If there is a case involving children, we make sure not to show their faces.” From an NGO perspective, IDFoS emphasized the need for more serious pentahelix collaboration: “Collaboration must be carried out seriously so that children are protected.” However, in sub-indicator 2: division of roles, the pattern of cooperation remains coordinative and has not reached the stage of co-production of policy, as recommended by Neo & Chen (2007).

In sub-indicator 3: cooperation mechanisms, coordination is carried out through inter-agency meetings, joint socialization, and collaborative publications. However, the media considers two-way communication insufficient, while IDFoS sees weak synergy due to limited data and budget constraints. In sub-indicator 4: family/community participation, the role of parents and teachers in monitoring children's digital activities is evident, but it remains individual and has not been integrated into regional forums or policies. Communities such as the PKK and schools are indeed involved, but they do not yet have a permanent coordination space related to child digital safety issues.

Overall, Thinking Across in Bojonegoro shows that collaboration has been established, but it remains the

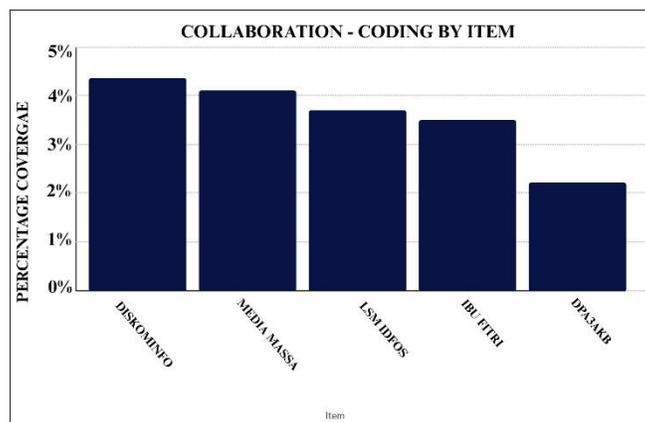


Figure 5. Chart Thinking Across (Collaboration)

chart shows that collaboration is most often mentioned by DP3AKB and IDFoS, indicating that these two actors are the most active in promoting cross-sector collaboration. Kominfo plays a supporting role through publications and information, while the media and parents mention collaboration in their respective roles. The low frequency of children and schools indicates that superficial and has not led to joint innovation, as emphasized by the concept of Dynamic Governance.

To illustrate the distribution of cross-sector collaboration codes based on NVivo analysis, the following is a visualization of the frequency of occurrence of the Thinking Across theme among informants. They are more often the objects of programs than the actors driving collaboration. These findings confirm that Thinking Across is already underway, but has not yet reached an integrative level. Collaboration is still limited to informative and coordinating activities and has not yet established a sustainable joint policy mechanism. According to the Dynamic Governance framework, ideally, cross-sector collaboration should produce joint innovations oriented towards child protection rather than merely the implementation of routine socialization.

4.7 Not Yet Integrated into a Systematic Policy Framework

The findings of this study indicate that the implementation of the Thinking Ahead, Thinking Again, and Thinking Across indicators by the Bojonegoro District DP3AKB in efforts to protect children in the digital space has been carried out but remains partial or incomplete, and has not been fully integrated into a systematic policy framework. The programs implemented so far tend to focus on basic digital literacy education, while aspects of long-term planning, policy innovation, and measurable evaluation mechanisms have not been optimally implemented. In addition, cross-sector coordination remains limited, so child protection efforts are not yet supported by strong collaboration among local governments, schools, communities, and other supporting institutions.

When compared to Melisa Arisanty's research, which highlights low digital literacy as a factor increasing the risk of online sexual violence, the results of this study confirm similar findings at the regional level. Local governments have indeed taken preventive measures, but these have not been complemented by support systems such as risk monitoring, complaint management, or operational standards for digital protection (Arisanty et al., 2025). In line with Widowati et al.'s research, which shows that the effectiveness of digital literacy in schools is greatly influenced by educators' capacity and adequate policy support, this study also found that the lack of implementation guidelines and low integration among actors are major obstacles to policy implementation. These findings reinforce the results of research by Ardianti & Al-Faqih, which describes the high vulnerability of adolescents to violence, including through digital media, thus showing that the issue of child protection in the online space remains a challenge in Bojonegoro Regency to this day (Ardianti & Al-faqih, 2017).

Thus, this study makes an important contribution by showing that child protection efforts in the digital space are not yet fully oriented towards the principles of Dynamic Governance. While there are preventive initiatives, their implementation does not yet reflect long-term thinking, continuous learning, or strong cross-sector collaboration. Building on these findings, this study fills a gap in the literature by providing an empirical overview of how local governments translate the principles of Thinking Ahead, Thinking Again, and Thinking Across into practice in the context of digital child protection. This highlights the need to strengthen governance so that programs run more effectively, adaptively, and sustainably.

5. Conclusion

The conclusion of this study shows that the Bojonegoro Regency Government's efforts to protect children in the digital space have been ongoing but do not yet fully reflect the principles of dynamic governance outlined in the Dynamic Governance framework. The application of Thinking Ahead is evident in the implementation of digital literacy education and socialization, but has not been followed by the development of technical guidelines or systematic long-term planning. In terms of Thinking Again, program evaluation remains largely administrative and has not yet developed into a policy-learning process capable of generating innovation or strategic improvements. Meanwhile, Thinking Across shows that cross-sector collaboration has been established, but it is still at the coordination level and has not been integrated into a joint work system that produces collective policies. Overall, this study confirms that efforts to protect children in the digital space have been made, but they have not been carried out in an adaptive, sustainable, and collaborative manner as required by the dynamic governance approach.

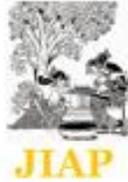
Based on these findings, this study suggests strengthening digital child protection governance by developing clear technical guidelines, establishing learning-based evaluation mechanisms, and improving the quality of intersectoral collaboration to make it more structured and innovative. Local governments also need to strengthen educators' and parents' capacity as the closest actors who interact directly with children in the use of digital technology. In addition, further research is expected to explore the technical and operational aspects of digital protection, including online reporting systems, content monitoring, and technology-based interventions, thereby providing a more comprehensive picture of regional readiness to face ever-evolving digital risks.

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