

Prioritizing Institutional Drivers of Graduate Peacekeeping Education: An Integrated DEMATEL–ANP and Mixed-Methods Study from Indonesia

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ABSTRACT:

Graduate peacekeeping education is institutionally complex because regulatory authority, professional capability, curriculum design, inter-agency integration, and international positioning are mutually dependent. Yet research on peace education and peace operations rarely specifies which institutional conditions should be activated first when a university creates a multidisciplinary graduate programme. This study develops and tests a prioritisation architecture for a proposed Master's Programme in Peacekeeping in Indonesia. An explanatory sequential mixed-methods design integrated Decision-Making Trial and Evaluation Laboratory (DEMATEL), Analytic Network Process (ANP), 17 semi-structured key-informant interviews, a focus-group discussion, and document review. The quantitative phase analysed 150 completed questionnaires across eight institutional drivers. DEMATEL identified policy and regulation (F1), integrative curriculum (F3), facilities and infrastructure (F6), and institutional governance (F7) as net perceived causes. ANP assigned the greatest priority to policy and regulation (0.1579), followed by peacekeeper human resources (0.1455), integrative curriculum (0.1286), and institutional governance (0.1236). Aggregate pairwise consistency was excellent ($CR = 0.0040$), although only 36% of individual matrices met $CR \leq 0.10$; consistency-screened estimates therefore flattened the priorities. Qualitative evidence explained the pattern: formal authorization unlocks resources and inter-agency commitments, whereas qualified faculty-practitioners convert those commitments into credible teaching and operational learning. Robustness analyses preserved the DEMATEL cause–effect classification across less repetitive, non-student, and experienced subsamples. The study contributes a regulation-to-capability chain and a four-layer implementation sequence: enabling governance, academic design and infrastructure, integrated professional capability, and outward diplomatic effects. The model informs evidence-based

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programme development while demonstrating how sensitivity analysis can strengthen DEMATEL–ANP applications in higher-education strategy.

Keywords: peacekeeping education; higher education strategy; DEMATEL; analytic network process; mixed methods; defence diplomacy; Indonesia

1. Introduction

Contemporary peace operations place military, police, and civilian personnel inside the same mission architecture while asking them to interpret mandates, protect civilians, coordinate with host-state actors, use force lawfully, communicate across cultures, and learn under political uncertainty. Mission effectiveness therefore depends on more than pre-deployment technical training. It requires professionals who can connect operational judgement with diplomacy, law, public administration, gender analysis, humanitarian principles, and evidence-based planning. Research shows that the composition, capability, and accountability of peace operations shape civilian protection and conflict management outcomes (Bellamy & Hunt, 2015; Bove & Ruggeri, 2016; Fjelde et al., 2019; Hultman et al., 2013). Training is consequently an institutional capability, not a peripheral administrative activity.

Graduate education offers a distinctive complement to short-course training. It can create reflective practitioner-researchers, preserve lessons across rotations, connect domestic institutions to international knowledge networks, and provide a neutral academic space for military–police–civilian learning. Experiential learning is especially important because peacekeepers translate field knowledge through organizational environments that may either support or suppress learning (Krishnasamy, 2025). Simulations can expose participants to mandate ambiguity and multi-actor coordination before deployment (Dorn & Dawson, 2021; Dorn et al., 2020), while elicitive training can help practitioners surface contextual knowledge rather than merely reproduce standardized doctrine (Curran, 2024).

The institutional challenge is that a graduate programme cannot be built one component at a time as if regulation, faculty, curriculum, partnerships, and facilities were independent. National authorization affects funding and recruitment; governance affects who can approve an integrative curriculum; faculty capacity influences international credibility; and cooperation agreements determine access to field expertise. Internationalization research likewise treats higher-education partnerships as strategic and organizational processes rather than collections of overseas activities (de Wit & Altbach, 2021; Knight, 2004). A useful decision model must therefore reveal both importance and interdependence.

This gap is visible in peace-education scholarship. The field has developed rich normative and pedagogical accounts of direct, structural, and cultural violence (Galtung, 1969), critical and decolonial praxis (Bajaj, 2015; Kester et al., 2021), dialogic pedagogy (Gill & Niens, 2014), and institutional practices across universities (Purwanto et al., 2023). However, comparatively little work identifies the sequence of institutional conditions required to establish a multidisciplinary graduate programme linked to national peacekeeping capacity. Conversely, research on peacekeeping effectiveness and training rarely models university-level programme formation as a networked strategic decision.

Indonesia is a theoretically and practically consequential setting. The country has longstanding peacekeeping ambitions, a defence university, military and police training institutions, civilian ministries, and extensive diplomatic engagement. A graduate programme intended to connect those communities must satisfy higher-education regulation while

remaining credible to operational and international stakeholders. The case therefore exposes a general problem: how should a university prioritise interdependent institutional drivers when resources and political attention are limited?

This study addresses that problem through three questions. First, which institutional drivers occupy perceived cause and effect positions in the programme-formation system? Second, how should those drivers be prioritised when their interdependence is acknowledged? Third, how do practitioner and policy perspectives explain, qualify, or challenge the quantitative structure? The article integrates DEMATEL and ANP within an explanatory sequential mixed-methods design. Its contribution is both substantive and methodological: it proposes a regulation-to-capability chain for graduate peacekeeping education and demonstrates why response-quality and consistency diagnostics should accompany group DEMATEL–ANP results.

2. Landscape and Theoretical Underpinning

2.1 Peace education as institutional and transformative practice

Peace education is not a single curriculum package. It ranges from conflict resolution and human-rights learning to critical inquiry into structural violence and the reproduction of hierarchy. Galtung's (1969) distinction between negative and positive peace remains foundational because it redirects attention from the absence of violence to institutions that sustain justice and human flourishing. Later scholarship argues that peace education must interrogate the assumptions through which peace, conflict, and the learner are constituted (Zembylas & Bekerman, 2013). This shifts graduate education away from doctrinal transfer toward reflexivity, ethical judgement, and the capacity to recognize epistemic and institutional violence.

Critical peace education additionally treats learners as agents capable of examining power and acting within contested settings. Bajaj (2015) describes pedagogies of resistance that connect critical analysis with praxis, while Cremin (2016) calls for relational, critical, and creative responses

to crises facing peace-education research. Post-conflict applications also demonstrate why institutional intentions must be matched by conceptual clarity and credible evaluation (Tinker, 2016). Transnational and decolonial perspectives warn that imported knowledge can displace local experience even when it is presented as neutral expertise (Cremin et al., 2018; Kester et al., 2021). These concerns are particularly relevant to peacekeeping education, where global standards must be interpreted through national institutions and host-community realities.

Evidence from universities shows both promise and ambiguity. Systematic review suggests that peace education is commonly interdisciplinary and value oriented, yet institutionalization, pedagogical depth, and evaluation remain uneven (Purwanto et al., 2023). A two-decade review of the *Journal of Peace Education* likewise shows a field that is expanding while continuing to negotiate its conceptual and methodological identity (Brantmeier et al., 2024). In conflict-affected societies, universities can support, impede, or complicate peacebuilding depending on governance and pedagogy (Kester et al., 2022). Higher education can catalyse recovery by rebuilding human capital and institutional capacity, but it also requires sustained investment and political legitimacy (Milton & Barakat, 2016). Accordingly, programme design must link transformative pedagogy to durable organizational conditions.

Curriculum is one of those conditions. A graduate programme should map outcomes, learning activities, field exposure, and assessment so that operational competencies are visible and auditable (Harden, 2001). Feedback must develop learners' evaluative judgement rather than only transmit instructor comments (Boud & Molloy, 2013). Competency frameworks can help programme teams connect systems thinking, anticipatory reasoning, normative judgement, strategic action, and collaboration (Wiek et al., 2011). Yet curriculum quality depends on who governs the programme, who teaches it, and whether institutional partners can sustain experiential learning.

2.2 Peacekeeping capability, integration, and diplomacy

Peacekeeping research reinforces the importance of integrated capability. Protection outcomes vary with mission presence, composition, and the ability to deploy and coordinate effectively (Bove & Ruggeri, 2016; Fjelde et al., 2019; Hultman et al., 2013). Personnel composition and contributing-country institutions also shape conduct and accountability, including risks of sexual exploitation and abuse (Karim & Beardsley, 2016). The effects of peacekeeping extend beyond uniformed force. Civilian peacekeepers enable local conflict resolution and strengthen institutions, while mission mandates increasingly combine political, policing, humanitarian, and military tasks (Asano, 2023; Di Salvatore et al., 2022; Smidt, 2020). A graduate programme that separates these components into professional silos would therefore misrepresent the environment its graduates must navigate.

Integration is not automatically beneficial. Organizational identities, different rules of engagement, unequal authority, and incompatible professional languages can obstruct cooperation. Training on gender, civilian protection, and use of force becomes embedded through institutional practice, not only through formal course content (Bode & Karlsrud, 2019; Holvikivi, 2021). Civil–military cooperation is similarly shaped by institutionalized narratives that determine what organizations notice and learn (Jenne, 2024). This makes governance, faculty composition, and joint learning design central rather than administrative.

Defence diplomacy and international cooperation are outward-facing consequences as well as inputs. Defence diplomacy can produce reassurance, access, and professional networks, but its effects depend on how institutional practices are interpreted in regional settings (Chang & Jenne, 2020). International partnerships may supply visiting faculty, comparative cases, research access, and recognized standards. At the same time, internationalization must be purposeful, ethical, and connected to academic quality rather than

treated as symbolic branding (de Wit & Altbach, 2021; Knight, 2004). The analytical question is thus not whether diplomacy matters, but where it sits within the causal architecture of programme formation.

Human resources are the conversion mechanism. Peacekeeping performance is constrained by the capabilities and incentives of contributing states and personnel (Lundgren et al., 2021), while leadership accountability affects whether mandates translate into performance (Lundgren et al., 2022). A credible graduate programme needs scholar-practitioners who can connect research, doctrine, and experience; administrators able to manage cross-institutional arrangements; and students selected for both academic potential and professional relevance. These requirements suggest that policy may initiate a programme, but people make it operational.

2.3 Interdependent institutional prioritisation

Conventional ranking methods assume criteria can be evaluated independently. That assumption is implausible here. Policy affects governance and funding; governance affects curriculum approval; human resources affect teaching quality and partnerships; and facilities affect whether simulations and integrated exercises can occur. DEMATEL is appropriate because it translates pairwise influence judgements into a total-relation matrix, separating net perceived causes from net perceived effects (Si et al., 2018). ANP is appropriate because it derives priorities when criteria influence one another. Their integration connects structural diagnosis with resource prioritisation (Gölcük & Baykasoğlu, 2016; Yang & Tzeng, 2011).

Hybrid DEMATEL–ANP models have been used in knowledge management, energy selection, service quality, risk assessment, and higher-education performance (Büyükoçkan & Güler, 2016; Dehdasht et al., 2017; Shieh et al., 2010; Wu, 2008). In e-learning, DEMATEL has revealed intertwined effects that conventional evaluation overlooks (Tzeng et al., 2007). Higher-education applications likewise show the value of

treating performance dimensions as a network rather than a scorecard of isolated measures (Nazari-Shirkouhi et al., 2020; Özdemir & Tüysüz, 2017), extending earlier strategic scorecard implementation in university settings (Papenhausen & Einstein, 2006).

However, methodological credibility depends on the judgement process. A low consistency ratio for the aggregated ANP matrix can coexist with inconsistent individual matrices because

aggregation smooths contradictions. Similarly, large respondent panels may include repetitive or low-information response patterns that artificially stabilize averages. This study therefore treats the complete-sample model as the primary stakeholder result and accompanies it with individual consistency screening and respondent-quality sensitivity analysis. The aim is not to claim objective causality, but to identify a robust architecture of perceived institutional influence.

Table 1. Operational definition of the eight institutional drivers

Cod e	Driver	Operational scope	Theoretical role
F1	Policy and regulation	Legal authorization, national alignment, accreditation, and durable mandate	Institutional legitimacy
F2	Peacekeeper human resources	Qualified faculty-practitioners, programme staff, and relevant student pipeline	Capability conversion
F3	Integrative curriculum	Military–police–civilian content, experiential learning, law, diplomacy, and research	Academic design
F4	Defence diplomacy	Contribution to strategic relationships, confidence, representation, and influence	Outward outcome
F5	M–P–C integration	Joint learning, shared language, and cross-professional problem solving	Operational integration
F6	Facilities and infrastructure	Simulation, digital learning, library, classrooms, and administrative support	Learning platform
F7	Institutional governance	Accountability, coordination, quality assurance, resourcing, and programme leadership	Organizational execution
F8	International cooperation	UN, university, training-centre, and practitioner partnerships	External network

3. Methodology

3.1 Design and setting

The study used an explanatory sequential mixed-methods design. The quantitative strand first modelled the influence structure and priorities among eight candidate drivers. The qualitative strand then explained how and why the observed relationships might operate within the

Indonesian institutional setting. Integration occurred when interview and focus-group themes were compared with DEMATEL cause–effect positions and ANP priorities, and again when both strands were combined into an implementation architecture.

The focal decision was the formation of a multidisciplinary Master's Programme in

Peacekeeping at the Republic of Indonesia Defense University. The unit of analysis was the institutional driver rather than an individual learner or existing programme outcome. Accordingly, the results support programme formation and policy design; they do not measure programme effectiveness or graduate performance.

3.2 Participants and data collection

The quantitative dataset contained 150 completed questionnaires. Respondents represented stakeholders connected to higher education, defence, policing, government, and peacekeeping. Each respondent rated 56 directional DEMATEL items covering all ordered relationships among the eight drivers, excluding self-influence, on a 0–4 scale. Respondents also completed 28 ANP pairwise comparisons using the standard reciprocal judgement scale. The complete response dataset was retained for the primary analysis because the

study sought a broad stakeholder representation of the proposed programme.

The explanatory qualitative strand comprised 17 purposively selected key informants from the Ministry of Defence, the Indonesian National Armed Forces Peacekeeping Mission Center, the Republic of Indonesia Defense University, the Indonesian National Police international-relations function, and other policy or practitioner settings. Semi-structured interviews addressed the eight drivers, their interrelationships, programme feasibility, and the military–police–civilian interface. A focus-group discussion and document review were used to clarify and validate the emergent interpretation. The available qualitative archive contained thematic summaries rather than a complete auditable transcript corpus; the article therefore reports convergent themes and does not present invented or unattributed quotations.

Table 2. Quantitative sample and response-quality audit

Diagnostic	Result	Analytical treatment
Completed questionnaires	150	Primary analysis uses every completed row
Directional DEMATEL judgements	8,400	150×56 ordered comparisons
ANP pairwise judgements	4,200	150×28 comparisons
Student/learner occupation label	74 (49.3%)	Addressed through non-student sensitivity analysis
Explicitly absent/unclear experience	28 (18.7%)	Addressed through experience sensitivity analysis
DEMATEL straight-line pattern	51 (34.0%)	38 respondents selected 4 on all DEMATEL items
Unique complete answer vectors	125 (83.3%)	28 rows belonged to duplicated-vector groups
Individual ANP CR $\leq .10$	54 (36.0%)	Reported as consistency-screened sensitivity

Note. The audit is reported to distinguish broad stakeholder aggregation from expert-consistency claims. Categories may overlap.

3.3 DEMATEL procedure

For respondent k , the direct-influence matrix $X(k)$ contained judgement $x_{ij}(k)$ for the influence of factor i on factor j , with zeros on the diagonal. The group direct matrix A was obtained by arithmetic averaging across 150 respondents. It was normalized as $N = sA$, where s is the reciprocal of the maximum row sum or column sum. The total-relation matrix was then $T = N(I - N)^{-1}$. For each factor, D_i is the sum of row i and R_i is the sum of column i . Prominence, $D_i + R_i$, indicates the total involvement of a factor in the system; relation, $D_i - R_i$, separates net perceived causes (positive) from net perceived effects (negative).

Because DEMATEL estimates are based on perceptions, the term cause is used in the model-theoretic sense of net perceived influence and not as a claim of experimental causality. Classification robustness was checked after excluding DEMATEL straight-line responses ($n = 99$), restricting the sample to non-student occupations ($n = 76$), restricting it to respondents without an explicit absence of relevant experience ($n = 122$), and applying both restrictions ($n = 66$).

3.4 ANP procedure and consistency diagnostics

ANP priorities were estimated by converting each respondent's pairwise judgements into a positive reciprocal matrix and aggregating comparisons by the geometric mean, which preserves reciprocity. The principal right eigenvector of the aggregated matrix was normalized to sum to one. Aggregate consistency was evaluated using $CR = CI/RI$, where $CI = (\lambda_{\max} - n)/(n - 1)$, $n = 8$, and $RI = 1.41$. The complete-sample aggregate yielded $\lambda_{\max} = 8.0395$, $CI = 0.00564$, and $CR = 0.00400$.

A second analysis calculated consistency for each respondent before aggregation. Only 54 of 150 individual matrices met $CR \leq .10$. This difference matters: excellent aggregate consistency shows that the collective comparison pattern is coherent, but it does not demonstrate that every respondent understood or applied the

comparison scale consistently. Priorities were therefore re-estimated using the consistent subset. The contrast between complete-sample and screened estimates is treated as substantive uncertainty rather than discarded as noise.

3.5 Qualitative analysis and integration

Interview and focus-group material was organized deductively around the eight predefined drivers and inductively around mechanisms connecting them. The synthesis examined whether informants confirmed the quantitative position of each factor, offered a mechanism for the relationship, or introduced a qualification. Triangulation compared institutional perspectives and documents. A joint-display logic then connected four quantitative elements—prominence, relation, priority, and sensitivity—to the qualitative mechanism and proposed action.

The quality strategy emphasized transparent limits. The research team retained all 150 completed questionnaires for the principal stakeholder model, separately disclosed repetitive patterns and individual inconsistency, avoided attributing quotations without a transcript trail, and refrained from interpreting small numerical rank differences as decisive. These choices respond to a recurring weakness in group MCDM studies: apparently precise weights can obscure uncertainty in the judgement process.

4. Results and Analysis

4.1 DEMATEL cause–effect structure

The total-relation matrix placed policy and regulation (F1), integrative curriculum (F3), facilities and infrastructure (F6), and institutional governance (F7) in the net-cause group. Policy and regulation recorded the largest positive relation ($D - R = 1.1452$). Institutional governance followed at 0.3957, while integrative curriculum and facilities showed smaller positive values of 0.2919 and 0.2578. These factors are interpreted as upstream levers: changes in them are perceived to propagate more strongly to other factors than they receive influence from the system.

Peacekeeper human resources (F2), defence diplomacy (F4), military–police–civilian integration (F5), and international cooperation (F8) fell in the net-effect group. Military–police–civilian integration had the most negative relation (-0.7120), followed by international cooperation (-0.5797). This does not imply low importance. Rather, these conditions appear especially dependent on the enabling architecture. For example, a programme cannot simply announce professional integration; it must create governance, curriculum, staffing, and learning environments that make integration routine.

Prominence provides a complementary interpretation. Human resources had the highest $D + R$ (121.9592), followed by international cooperation (121.7694), policy and regulation (121.4677), and defence diplomacy (121.2312). Human resources is therefore the most entangled factor even though its net relation is slightly negative. It receives influence from policy, governance, and curriculum while simultaneously influencing implementation quality. This combination—high prominence and effect-group position—marks F2 as the principal conversion bottleneck.

Table 3. DEMATEL prominence and net perceived influence (n = 150)

Cod e	Driver	D	R	D + R	D – R	Group
F1	Policy and regulation	61.3064	60.1612	121.4677	+1.1452	Cause
F2	Peacekeeper human resources	60.7639	61.1953	121.9592	-0.4314	Effect
F3	Integrative curriculum	59.8989	59.6070	119.5059	+0.2919	Cause
F4	Defence diplomacy	60.4318	60.7994	121.2312	-0.3676	Effect
F5	Military–police–civilian integration	60.1263	60.8383	120.9646	-0.7120	Effect
F6	Facilities and infrastructure	59.5144	59.2566	118.7711	+0.2578	Cause
F7	Institutional governance	60.7753	60.3796	121.1549	+0.3957	Cause
F8	International cooperation	60.5949	61.1745	121.7694	-0.5797	Effect

Note. Positive $D - R$ denotes a net perceived cause; negative $D - R$ denotes a net perceived effect. Values are recalculated from all 150 completed questionnaires.

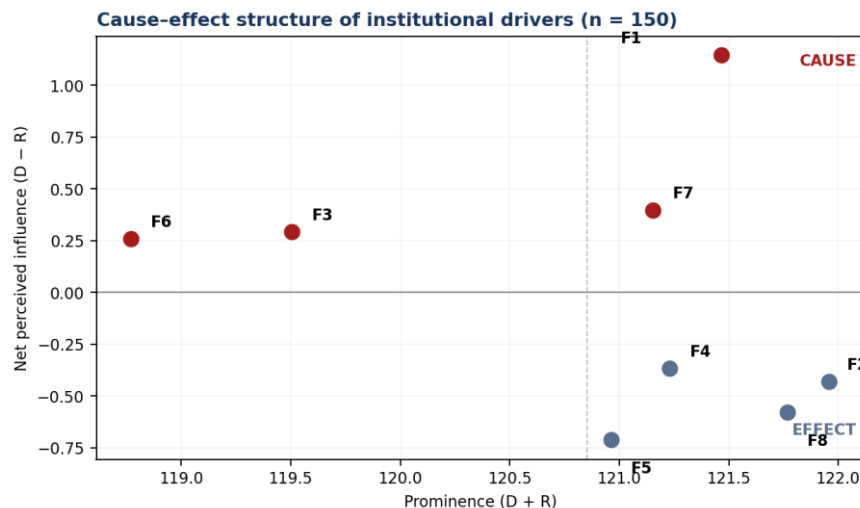


Figure 1. DEMATEL cause-effect map for the eight institutional drivers

Note. The vertical dashed line marks mean prominence. The labels F1–F8 correspond to Table 1.

4.2 ANP priorities

ANP ranked policy and regulation first (0.1579), followed by peacekeeper human resources (0.1455), integrative curriculum (0.1286), institutional governance (0.1236), defence diplomacy (0.1191), military-police-civilian integration (0.1148), international cooperation (0.1060), and facilities and infrastructure (0.1046). The top four factors account for 55.6% of total priority. The ordering is strategically coherent: formal authorization creates room for programme action, people deliver the programme, curriculum defines its academic identity, and governance sustains quality and coordination.

The weights should nevertheless be interpreted as a portfolio rather than a winner-takes-all result. The difference between F3 and F7 is only 0.0050, and the complete-sample result is sensitive to the

consistency screen. Among respondents with individual $CR \leq .10$, the distribution becomes much flatter: F2 ranks first at 0.1296, followed by F1 at 0.1281, F3 at 0.1275, and F7 at 0.1271. The screened model therefore supports a tightly coupled enabling core rather than a singular dominant criterion.

The methodological implication is important. Aggregate $CR = 0.0040$ is excellent, but individual consistency reveals heterogeneous judgement quality. Reporting only aggregate CR would overstate confidence in the precise rank separation. At the same time, the screened analysis does not invalidate the complete-sample model: the same four factors remain near the top, while the main change is reduced concentration. Policy is robustly important; its exact margin over human resources is uncertain.

Table 4. ANP priorities and individual-consistency sensitivity

Cod e	Driver	All n=150	Rank	CR≤.10 n=54	Rank
F1	Policy and regulation	0.1579	1	0.1281	2
F2	Peacekeeper human resources	0.1455	2	0.1296	1
F3	Integrative curriculum	0.1286	3	0.1275	3

Cod e	Driver	All n=150	Rank	CR≤.10 n=54	Rank
F4	Defence diplomacy	0.1191	5	0.1235	6
F5	Military–police–civilian integration	0.1148	6	0.1240	5
F6	Facilities and infrastructure	0.1046	8	0.1203	7
F7	Institutional governance	0.1236	4	0.1271	4
F8	International cooperation	0.1060	7	0.1198	8

Note. All-sample aggregate CR = .0040; consistency-screened aggregate CR = .00025. Individual screening uses $CR \leq .10$.

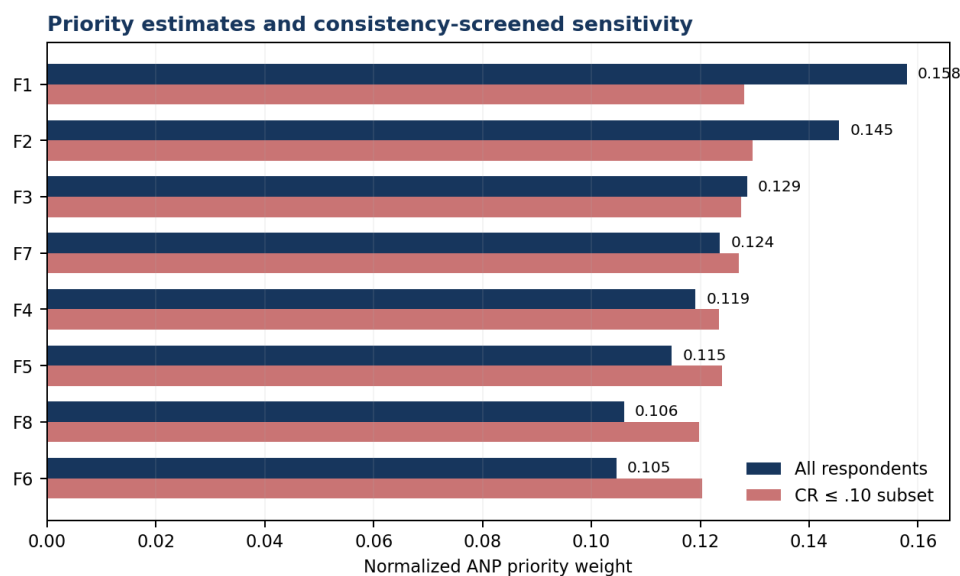


Figure 2. ANP weights before and after individual consistency screening

Note. The screening analysis changes the degree of priority concentration more than the composition of the leading institutional core.

4.3 Robustness across respondent-quality restrictions

Table 5. Robustness summary across analytical samples

Analytical sample	n	DEMATEL cause group	Top four ANP	Interpretation
All completed responses	150	F1, F3, F6, F7	F1, F2, F3, F7	Baseline
Exclude DEMATEL straight-liners	99	F1, F3, F6, F7	F1, F2, F3, F7	Same cause/effect partition

Analytical sample	n	DEMATEL cause group	Top four ANP	Interpretation
Non-student occupations	76	F1, F3, F6, F7	F1, F2, F3, F4	F7 rank moderates
Experience not explicitly absent	122	F1, F3, F6, F7	F1, F2, F7, F3	Core preserved
Non-student and experienced	66	F1, F2, F3, F7	F1, F2, F3, F7	F2 crosses slightly into cause group

Note. “Experienced” means the respondent did not explicitly report an absence or unclear record of relevant experience. It is a conservative proxy, not an independently verified credential.

The DEMATEL partition is notably stable. Removing 51 straight-line response patterns leaves F1, F3, F6, and F7 in the cause group. The same partition appears for non-student respondents and for those without an explicit absence of relevant experience. Only the most restrictive combined subsample moves F2 slightly above zero, while the other classifications remain substantively consistent. The core conclusion—that regulation, curriculum, infrastructure, and governance act upstream—does not depend on the broadest respondent pool.

ANP priorities are less stable in their exact order but stable in their leading set. Policy and human resources are first or second across the principal unrestricted and professionally restricted samples. Curriculum remains among the leading factors, and governance usually completes the core. This pattern supports phased co-investment: early regulatory work should proceed alongside faculty and curriculum development rather than waiting for authorization to be fully complete.

4.4 Qualitative explanation and mixed-methods integration

The qualitative strand converged most strongly on policy and regulation. Informants treated formal policy alignment as the basis for programme legitimacy, accreditation, resource commitment, and continuity across leadership transitions. This explains why F1 is both the strongest DEMATEL cause and the highest

complete-sample ANP priority. Regulation functions less as paperwork than as a commitment device: it stabilizes expectations among the university, defence institutions, police, ministries, and external partners.

Informants also emphasized that legal authorization without qualified people would produce a nominal programme. Faculty need academic credentials and operational credibility; programme leaders need authority to coordinate institutions; and students need sufficient professional diversity for integrative learning. This explains F2’s high prominence and priority despite its effect-group classification. Human resources absorbs influence from the system and converts upstream decisions into teaching, mentoring, assessment, and professional networks.

Curriculum was described as the main arena in which multidisciplinary intent becomes observable. An integrative design must avoid a sequence of disconnected military, police, and civilian modules. Instead, shared cases, simulations, research projects, and field-based problems should require students to negotiate different mandates and professional logics. The cause-group position of F3 suggests that curriculum can actively shape human-resource needs, facilities, partnerships, and the credibility of the programme.

Governance provides the coordination mechanism. Informants linked it to clear authority, quality assurance, budgeting, faculty

assignment, inter-agency agreements, and a durable programme office. F7's positive relation and fourth-place priority make it the institutional hinge between authorization and execution. Without governance, policy commitments remain fragmented and the curriculum becomes vulnerable to organizational bargaining.

Facilities occupy an unusual position: F6 is a net cause but has the lowest complete-sample ANP weight. The interviews help reconcile this pattern. Infrastructure—simulation capability, digital connectivity, library access, flexible classrooms, and administrative systems—enables experiential and integrated learning, but stakeholders do not view it as the first expenditure before policy, people, and curriculum are defined. Facilities are therefore a

latent enabler that should be specified early and scaled in step with the academic model.

Defence diplomacy and international cooperation were framed as reciprocal benefits rather than stand-alone starting points. International partners can support faculty exchange, comparative curricula, research, and field exposure, while the programme can strengthen Indonesia's professional reputation and networks. Their effect-group positions imply that credible outward influence is generated by an internally coherent programme. Similarly, military-police-civilian integration is not achieved by a memorandum alone; it emerges from governance, admissions, teaching teams, assessment, and repeated joint practice.

Table 6. Mixed-methods joint display: evidence, mechanism, and action

Driver	Quantitative signal	Qualitative mechanism	Programme action
F1 Policy/regulation	Cause; highest ANP	Authorization aligns accreditation, defence policy, resourcing, and continuity	Establish joint regulatory task force and programme mandate
F7 Governance	Cause; high priority	Named authority is required to coordinate cross-institutional commitments	Create accountable programme board and quality system
F3 Curriculum	Cause; high priority	Integration becomes real through common problems, cases, simulations, and assessment	Map competencies and co-design modules
F6 Infrastructure	Cause; low ANP weight	Facilities enable learning but should follow the pedagogical specification	Stage simulation and digital investments
F2 Human resources	High prominence; high priority	People convert policy and curriculum into credible delivery	Build scholar-practitioner faculty and staff pipeline
F5 M-P-C integration	Effect	Integration is produced through governance, cohort design, and shared practice	Use mixed cohorts and joint capstones
F4/F8 Diplomacy/cooperation	Effects	External credibility follows coherent internal capability and generates feedback	Pursue outcome-linked partnerships and exchanges

5. Discussion

5.1 The regulation-to-capability chain

The integrated evidence supports a regulation-to-capability chain. Policy and regulation are the initiating leverage point because they authorize and stabilize the institutional project. Governance then converts authorization into accountable decisions. Curriculum and infrastructure define the learning system. Human resources and military–police–civilian integration convert that system into professional capability. Defence diplomacy and international cooperation are partly generated by the credibility of the resulting programme and, over time, feed new knowledge and legitimacy back into it.

This interpretation refines the common claim that policy is important. In a networked system, policy matters because it changes the feasible set for other actors. It can enable faculty appointments, credit structures, cross-registration, resource allocation, and agreements with operational institutions. The result aligns with organizational research showing that universities increasingly act as complete organizations with formal identity, hierarchy, and rationalized decision structures (Seeber et al., 2015). Yet the chain also cautions against regulatory determinism: policy produces capability only through governance, people, and academic design.

The human-resource result is equally important. F2 is the most prominent factor and the second overall priority, while consistent respondents rank it first by a narrow margin. This suggests a practical bottleneck. A programme can secure authorization faster than it can develop faculty who possess advanced degrees, research competence, field experience, pedagogical skill, and the trust of multiple professional communities. Implementation planning should therefore treat scholar-practitioner recruitment and development as a parallel workstream from the beginning.

Curriculum occupies a causal position because it specifies what the organization must become. An authentic integrated curriculum creates requirements for team teaching, simulation space,

language support, research supervision, external placements, and assessment. This is consistent with curriculum mapping as a tool that makes educational alignment visible (Harden, 2001) and with competency frameworks that connect knowledge to strategic and collaborative action (Wiek et al., 2011). In this sense, curriculum is not downstream content; it is an institutional design document.

5.2 From professional coexistence to integration

The strong negative relation for F5 is theoretically revealing. Military–police–civilian integration is often presented as an input—bring the professions together and integration will follow. The results instead indicate that integration is an emergent property. It depends on rules that permit mixed participation, governance that shares authority, curriculum that creates joint tasks, instructors who model cross-professional respect, and facilities that support collaborative practice. The relevant outcome is not mere co-location but the ability to reason across mandates.

This aligns with evidence that institutionalized discourses shape learning in peace operations (Jenne, 2024) and that gender and protection practices are produced through organizational routines (Bode & Karlsrud, 2019; Holvikivi, 2021). A programme should therefore assess integration behaviorally. Indicators might include performance in mixed-team simulations, the capacity to articulate other components' mandates, quality of joint planning, and reflective analysis of professional assumptions. These outcomes require feedback processes that position learners as active judges of quality (Boud & Molloy, 2013).

Experiential methods offer a practical route. Digital simulation can expose students to complex decisions without claiming to reproduce a mission perfectly (Dorn & Dawson, 2021). Peacegaming can redistribute roles so that protection, mediation, policing, logistics, and political strategy are considered together (Dorn et al., 2020). Elicitive facilitation can then connect standardized mandates to participants' lived and

institutional knowledge (Curran, 2024). The programme's educational identity should combine these approaches with rigorous research methods and ethical reflection.

5.3 Internationalization without symbolic partnership

International cooperation and defence diplomacy are highly prominent but located in the effect group. This finding cautions against leading with symbolic international agreements before the domestic academic architecture is credible. Internationalization scholarship has long distinguished purposeful institutional integration from a collection of activities (Knight, 2004). More recent analysis likewise emphasizes inclusive and values-aware strategies rather than competition alone (de Wit & Altbach, 2021).

Partnerships should therefore be tied to defined capability gaps: co-supervision in protection research, visiting instruction in mission planning, access to comparative cases, reciprocal faculty development, or joint simulation design. Each agreement should specify learning outputs, governance, data and ethics arrangements, financing, and review points. External relationships then become a feedback loop that strengthens curriculum and staff rather than an end in themselves.

The outward benefits are nevertheless meaningful. Research indicates that peace operations influence host-state institutions and political processes beyond immediate security effects (Caplan et al., 2024; Maekawa, 2024; Smidt & Duursma, 2024). A graduate programme can similarly serve as an instrument of knowledge diplomacy by connecting Indonesian experience to comparative research. Its legitimacy will depend on analytical independence and openness to critical perspectives, including critiques of coloniality and the institutional reproduction of dominant knowledge (Kester, 2019; Kester et al., 2021).

5.4 Methodological implications for DEMATEL-ANP studies

The study demonstrates the value of combining influence mapping with priority weighting.

DEMATEL alone would identify upstream levers but not the relative resource priority of a highly connected effect factor such as human resources. ANP alone would rank criteria without explaining why facilities can be structurally causal yet receive a low immediate weight. The integrated model provides a richer strategic reading, consistent with prior hybrid applications (Gölcük & Baykasoğlu, 2016; Yang & Tzeng, 2011).

The diagnostics also provide a caution. Group aggregation can produce a highly consistent matrix even when many individuals are inconsistent. Researchers should report both levels when raw pairwise data are available. They should also inspect repetitive response patterns, compare stakeholder subsamples, and avoid implying that numerical differences of a few thousandths establish a definitive order. In this study, sensitivity analysis changes the concentration and local rank order, but not the central conclusion that policy, human resources, curriculum, and governance form the leading core.

Finally, the number of respondents is not a substitute for expertise alignment. The broad panel is useful for institutional acceptability, but the high proportion of students and inconsistent individual comparisons limits a pure expert-elicitation interpretation. Future studies should predefine expertise thresholds, train participants on reciprocal comparison, conduct real-time consistency checks, and compare stakeholder panels using multigroup designs.

6. Novelty, Implications, and Action

6.1 Theoretical and empirical contribution

The first contribution is the regulation-to-capability chain: an empirically grounded explanation of how legal and policy authorization becomes graduate peacekeeping capability through governance, curriculum, infrastructure, people, and professional integration. The model connects critical peace-education concerns with organizational design. Transformative content cannot be sustained without institutional arrangements, while institutional legitimacy is

insufficient without critical, contextual, and experiential pedagogy.

The second contribution is the identification of human resources as an implementation bottleneck rather than a simple input. Its high prominence, high priority, and sensitivity to consistency screening indicate that people sit at the centre of the network. The third contribution is the classification of professional integration and diplomatic outcomes as emergent effects. This redirects programme design from symbolic representation toward routines that repeatedly

6.2 Four-layer implementation sequence

produce joint learning and credible external engagement.

The empirical contribution is an Indonesian model that is relevant to other troop- and police-contributing countries seeking to connect universities, training centres, ministries, and international partners. The case does not offer a universal ranking. It offers a transferable decision architecture and a transparent way to test whether another institutional context displays the same causal sequence.

Table 7. LATUMEHANA action architecture for programme formation

Implementation layer	Drivers	Priority actions	Decision gate
Layer 1: Enabling governance	F1 + F7	Mandate, accreditation path, accountable board, financing model, quality assurance	Gate 1: formally authorized programme charter
Layer 2: Academic design and platform	F3 + F6	Competency map, curriculum, assessment, simulation and digital infrastructure	Gate 2: externally reviewed curriculum and delivery plan
Layer 3: Integrated capability	F2 + F5	Faculty pipeline, mixed cohorts, team teaching, joint exercises, capstone practice	Gate 3: demonstrated cross-professional learning
Layer 4: Strategic reach	F4 + F8	Outcome-linked partnerships, exchanges, research networks, knowledge diplomacy	Gate 4: measurable reciprocal international value

The layers are sequential in decision logic but partially overlapping in time. Faculty development should begin during regulatory preparation; curriculum co-design should inform facility specifications; and selected international partners may support early benchmarking. The gates prevent premature scaling. For example, major simulation investment should follow an approved pedagogical model, and international agreements should follow a clear statement of reciprocal academic value.

A 24-month formation roadmap can operationalize the sequence. Months 1–6 should

establish the programme mandate, regulatory map, steering board, demand assessment, and initial faculty inventory. Months 4–12 should complete competency mapping, curriculum benchmarking, resource specifications, and pilot faculty development. Months 10–18 should test integrated modules and simulations with mixed participants. Months 16–24 should finalize accreditation evidence, admissions, partnership deliverables, and a monitored pilot cohort. The timeline should be adjusted to national regulatory requirements rather than treated as a fixed forecast.

6.3 Management and policy implications

For university leaders, the principal implication is to manage the programme as an inter-organizational portfolio. A single academic unit should be accountable, but governance must include relevant military, police, civilian, and quality-assurance actors. Decision rights should be explicit to prevent consensus requirements from paralysing curriculum and staffing decisions. Annual review should track both academic standards and integration outcomes.

For government and professional institutions, policy support should include access to qualified personnel, field knowledge, and career pathways—not only formal approval. Secondments and adjunct appointments can bridge practice and scholarship, provided academic independence and qualification standards are protected. Scholarships and admissions criteria should create a professionally diverse cohort while maintaining graduate-level research expectations.

For international partners, cooperation should be designed around shared outputs: co-authored research, reciprocal staff development, open educational resources, comparative simulation scenarios, and joint evaluation. A programme that contributes evidence and regional insight is more sustainable than one positioned only as a recipient of external expertise.

For evaluators, the initial dashboard should include regulatory milestones, governance functionality, faculty readiness, curriculum alignment, student diversity, simulation performance, research output, partnership reciprocity, and graduate deployment or policy contribution. These indicators should be treated as a causal pathway rather than isolated targets. Early-stage evaluation should focus on implementation fidelity; outcome evaluation should follow once cohorts graduate.

7. Limitations and Future Research

Several limitations bound the conclusions. First, DEMATEL and ANP capture structured perceptions, not observed causal effects. The influence map should guide institutional

experimentation and monitoring rather than substitute for it. Second, the respondent pool is broad: almost half used a student or learner occupation label, and relevant experience was not uniformly documented. Although subsample analyses preserved the main structure, a future expert panel should use pre-specified eligibility criteria.

Third, repetitive DEMATEL patterns and individual ANP inconsistency reduce confidence in fine-grained rankings. The sensitivity analyses make this uncertainty visible, but improved survey administration is needed. Future data collection should include training examples, attention checks, real-time CR feedback, and a two-round elicitation that allows respondents to reconsider inconsistent judgements without forcing consensus.

Fourth, the qualitative analysis available for this article consisted of thematic summaries from 17 interviews, an FGD, and documents rather than a fully traceable coded transcript archive. The convergence claims are therefore mechanism-oriented and intentionally avoid verbatim quotation. Future research should retain anonymized transcripts, report a codebook, document negative cases, and conduct independent coding or participant validation.

Fifth, the study concerns programme formation at one Indonesian institution. Comparative research across defence universities, civilian universities, and peacekeeping training centres could examine whether policy remains the strongest cause under different governance regimes. Longitudinal research should test whether the proposed layers predict accreditation progress, learning outcomes, and the programme's contribution to practice and diplomacy.

8. Conclusion

Graduate peacekeeping education should be designed as an institutional system rather than a collection of courses. In the Indonesian case, DEMATEL positions policy and regulation, integrative curriculum, facilities, and governance as upstream drivers. ANP gives the greatest complete-sample priority to policy, followed by

human resources, curriculum, and governance. Qualitative evidence explains the sequence: authorization enables commitment, governance coordinates it, curriculum and infrastructure specify the academic platform, and people convert it into integrated capability and credible international engagement.

The precise ANP rank order is less certain than the leading cluster. Individual consistency screening flattens the priorities and places human resources marginally first, while respondent-quality restrictions preserve the main DEMATEL partition. The defensible conclusion is therefore not “policy alone.” It is that policy, people, curriculum, and governance must advance as an enabling core, with staged infrastructure and outcome-linked partnerships.

The proposed regulation-to-capability chain and four-layer action architecture give decision-makers an evidence-based starting point. Their value will depend on disciplined implementation, transparent evaluation, and willingness to revise the model as the programme encounters real institutional constraints. Peacekeeping education ultimately becomes credible when its governance embodies the cooperation, reflexivity, and accountability it aims to teach.

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Declarations

Ethics approval: Insert the name of the approving ethics committee, approval number, and date before journal submission. The manuscript assumes voluntary participation and confidentiality as described in the dissertation source.

Informed consent: Insert the approved consent procedure before submission.

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