# Alternative Open Education System towards a Professional National Police of the Republic of Indonesia: A Case Study of Police Officer Candidate School Students

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## ABSTRACT

*This research was conducted to answer the questions "What is the current educational situation in Secapa Polri" and "How is the education system in Secapa Polri". Interest in researching this topic is based on the fact that the professionalism of the National Police is relatively low. This is marked with; The police's typical technical capabilities have decreased, they are no longer responsive in providing services to the community, tend to be militaristic, etc. which are thought to be caused by educational factors as stated by several experts who understand the Police. In connection with the research objectives, this study used 10 informants (5 students/former students and 5 supervisors/teaching staff). The research subjects were 400 Secapa Polri students from the 28th class of the 2000 academic year. Each of them was given a questionnaire to measure students' opinions and feelings towards educational system variables. The research results from qualitative data analysis revealed that the Secapa Polri educational institution was physically inadequate and gave the impression of being a closed educational institution; 11 month educational curriculum with many subjects (38 subjects), busy activities, minimal skills subject matter; the teaching and learning process is supported by personnel who are limited in quantity and quality, use of inappropriate learning methods; Student behavior is behavior obtained from a limited "model". Several of these characteristics indicate that Secapa Polri is an educational institution that implements a closed education system. Apart from that, the results of quantitative data analysis of students' opinions and feelings show that the mean of the education system variables is to the left of the average with the variations in the answers given tending to be homogeneous. This indicates a closed education system. There is similarity (consistency) between students' opinions and feelings towards the Secapa Polri education system. This further emphasizes that the education system at Secapa Polri is a closed education system. Considering the limitations of a study which cannot possibly reveal all the aspects studied, there are several things that can be discussed. There are similarities between the results of this research and the results of research conducted by the National Police Dislitbang and UGM, and the PTIK Working Group, namely that the National Police education curriculum needs to be adapted to societal developments. To find out how an effective and efficient education system is in forming professional police, it is necessary to develop a comparative study with police education that is at the same level as Secapa education in other countries that are already developed but have societal characteristics that are similar to Indonesian society. Use of theory developed with motivation theory as contained in Mc theory. Clelland (Gibson, et al,1997) and social judgment theory which assumes that a person's behavioral guidelines are based on judgment standards formed by previous experience, life and environment. Data analysis can be developed using regression analysis to see how big the contribution of student motivation, educational background, length of service, and education system is to the behavior of students resulting from certain education (SPN, Akpol, PTIK, Secapa, etc.). By expanding research problems, increasing research questions, enriching theories and theoretical frameworks and developing research methods, it is very likely that the results will be more representative and more useful for organizational development, especially accelerating the realization of a professional Police.*

**Keywords**: Open Education System, Police, Professional.

## 1. INTRODUCTION

The image and prestige of the National Police has recently declined, especially when seen from the performance displayed by officers in the field. More specifically, this can be seen from: (1) the professional technical capabilities

typical of the police have decreased, (2) members of the National Police in the field are no longer responsive in providing services to the community, (3) tend to be militaristic, and (4) are no longer as protector, protector and professional community servant (Djamin, 1999).

Furthermore, Djamin (1999) added, in order to overcome the problems mentioned above, it appears that the most important thing in developing Polri professionalism is the education and training system. Therefore, it is necessary to improve educational institutions and systems without just changing them but needing to carry out a complete inventory, evaluation and improvement of existing ones, because errors in recruitment and education will result in the ability and image of the National Police in the future not being as expected.

This was also expressed by Rahardjo (Professor at the Faculty of Law, Diponegoro University (FH-UNDIP) and Police Science Studies, University of Indonesia (KIK-UI)) who stated that the independence of the National Police needs to be supported by personnel who are able to demonstrate genuine or authentic police attitudes and behavior. . To form such personnel, the role of education is number one. Education is the most promising part to be used as a means of changing behavior and appearance from military to civilian (Rahardjo, 1999).

Rahardjo's view is also in line with the opinion of Sarwono (Professor at the Faculty of Psychology, University of Indonesia and KIK-UI) that changes in attitudes always start from education and training within the National Police. In relation to existing education, subjects need to be condensed and simplified, police skills need to be taught in detail, theoretical lessons are reduced while military training is abolished (Sarwono, 1999).

The opinions of these scientists are strengthened by the results of research on the professionalism and performance of the National Police conducted by Gajah Mada University (UGM), Yogyakarta in collaboration with the National Police Research and Development (Dislitbang) Service which clearly shows that the professional abilities and performance of Polri members both individually and group can be said to be low (Siagian, et al., 1999).

The results of other research conducted by the Faculty of Social and Political Sciences (FISIP) at the University of Indonesia regarding the level of public trust in the National Police (Meliala, et al, 1996) and a number of polls held regularly by the daily Kompas indicate that the credibility of the National Police tends to decline. The research also stated that there are many factors that make people less sympathetic towards the National Police. Thus, it can be said that increasing the professionalism of Polri members through education is at an urgent level. This is in line with the opinion of Tardif (1987) who states that, "Education is the total process of developing human abilities and behaviors, drawing on almost all life's experiences" (Syah, 1996: 10).

The importance of education as an environmental factor in changing a person's behavior is theoretically supported by interactional theory which explains that innate factors (traits) and environmental factors (situational) jointly influence a person's social behavior (interactions) (Endler, 1973; Endler & Hunt, 1968, in Wrightman, 1977) Specifically in his research, Hunt (1965) stated that, "That most of the variance in the relationship was accounted for by interactions between personality and situational variables" (Wrightman, 1977: 623).

So, in its most optimal use, it can be assumed that police education that involves the environment, such as the atmosphere outside the National Police educational institution, will produce graduates who adapt easily and view humans as complete members of society. The educational environment in question is an environment that provides students with the opportunity to have intensive social interaction with the community in order to gain various kinds of experiences and experience an atmosphere that truly resembles the conditions of real society. Such an education system can be said to be an open education system.

Such an education system has been implemented by the Learning Forum, an international educational institution, and achieved quite good educational results such as increased learning achievement, more active participation in teaching and learning activities, and better ability to know oneself (De Potter, et al, 1999).

In another dimension, students need to get used to role playing considering that there are many roles that must be carried out when carrying out tasks in the field. As is aware, roles are always related to certain statuses and situations. Role actors must behave in accordance with the demands of the role and situation (person in situation). This is important to study considering that in carrying out their duties professionally, the National Police must always be integrated with their role, which is not just one but many roles or multiple roles (Stepan, 1985). In fact, several roles sometimes have to be carried out at the same time so that it often creates role conflicts among members of the National Police. For example, on the one hand, the role of the National Police as a criminal law enforcer gives the impression that they must have a "haunted" face and on the other hand, in providing protection, protection and community service they must have a "smiling" face. The implementation of this role gives a unique characteristic to

the duties and authority of the National Police in creating a "police culture" which also determines its image in society (Reksodiputro, 1999).

With the description above, it is reasonable to say that the Polri educational environment must be managed well.

In connection with the complex problem of education, the United Nations Educational Scientific and Cultural Organization (UNESCO) as one of the United Nations (UN) bodies for the field of education and culture emphasizes in its vision of education for humans in the 21st century: (1) that education related to how a person thinks (learning how to think), this means that education is oriented towards logical and rational knowledge so that students dare to express opinions and be critical and have a high enthusiasm for reading, (2) how a person acts (learning how to do), aspects what is to be achieved is a student's skills in solving the problems faced, (3) how a person learns to be oneself (learning to be), the aspect to be achieved is the formation of a person who is independent, has self-respect and does not just have a position after serving, (4) how a person learns to learn to live (learning how to learn), meaning that education is not only oriented towards academic values that fulfill cognitive aspects but is also oriented towards how students can learn from the environment, experience and the greatness of other people so that they can developing creative attitudes and imaginative thinking power, and (5) how someone learns to live together (learning how to live together), here education is directed at forming students who are aware that we live in a global world with many people from various backgrounds language, ethnicity, religion and culture.

This is where education with the values of respect for human rights, tolerance, respect for others becomes the main aspect that must be internalized in students' awareness (Sidi, 2001).

Of course, this vision applies to all types of education, including: general education, academic education, and official education, including police education.

As a general illustration, police education as stated in the National Police Chief's Decree no. Pol. : Skep/587/V/2000 dated 5 May 2000 concerning the National Police Education System (Sisdik), as follows:

**Table 1. Police Education**

| No | Type of education | Education organizer | Location of education |
|---|---|---|---|
| 1 | General duty police | State Police School & Women's Police School. | At 19 Polda and Women's Police Schools in Ciputat, Jakarta. |
| 2 | Professional | Vocational education center, Selapa. | Vocational Service & Intel in Mega Mendung, vocational vocational in Serpong, vocational vocational in Cipinang, vocational vocational administration and logistics in Bandung, vocational vocational Bimmas in Kelapa Dua. |
| 3 | Academic | Police Academy (D3), PTIK (S1), and KIK (S2) | Police Academy in Semarang, PTIK and KIK in Jakarta |
| 4 | Special | Sespim, Sespati, and position education | At Sespimpol, Lembang, Bandung. |

Source: National Police Chief's Decree /587/V/2000 concerning National Police Education Systems

If the vision of 21st century education is linked to the Polri education system, then it is time for the Polri to organize the existing environment in educational institutions so that they become adequate educational institutions, in the sense of: (1) making education a place to provide good models for students to emulate (as the essence of social learning theory from Bandura's theory), (2) the absence of harsh treatment, emphasis on firm but unemotional action, (3) a sympathetic appearance, being empathetic to society, prioritizing altruistic attitudes, and so on.

This arrangement of the educational environment is an effort to increase the professionalism of the National Police, so that there is no longer the impression that the National Police educational institutions merely educate people to become members of the National Police or train non-commissioned officers to become officers and so on.

Barker, in Sarwono (1995), said that the arrangement of the educational environment is a method of behavioral setting or group behavior patterns that occur as a result of certain physical environmental conditions (physical milieu).

Other efforts that can also be made include: (1) the educational environment is equipped with all the necessary educational facilities, (2) the curriculum is adapted to societal developments, (3) there is active interaction between

students and the community, and (4) the learning process teaching is oriented towards student activity. This idea is somewhat different from what currently applies in almost every National Police educational institution. The impression that is created is that of being closed, in the sense that students are educated far from the social environment (society) that will accommodate them. There is also a tendency as if educational institutions are able to stand alone, and the public must not know and are not given the opportunity to play an active role. Students' time to interact actively with society is also very limited. For example, on-the-job training lasts no more than two weeks. In fact, for officer education in America, where the length of education is 30 weeks, the implementation of job training accompanied by a field training officer takes 14 weeks (Walker, 1992).

That's what happened, because interaction with the community was very limited during the education process, which is thought to have contributed to low professionalism among the National Police. Such an education system can be said to be a closed education system, which is briefly defined as an education system that closes itself off from the environment and only empowers students with knowledge and deepening cognitive aspects. Therefore, graduates from police educational institutions generally show undesirable behavior in the field of service to the community and even commit disgraceful actions in efforts to enforce the law, such as abuse of authority and violations of professional ethics.

However, this does not mean that closed education systems are completely bad. It should be noted that this closed education system is still needed in certain types of education. For example, in police intelligence education, considering that intelligence education requires a high level of confidentiality. This means that the educational environment, detection equipment and its use in practice must not be known at all to the public. This is because: (1) many of the issues discussed in the teaching and learning process are related to various doctrines as well as being closely related to state secrets, (2) in carrying out intelligence tasks using disguise, for example in disclosing crime cases with a high level of threat. , sabotage, terrorism, etc.

However, to organize, improve and develop educational institutions and environments so that they are adequate, as in the examples described above, it cannot be done carelessly because apart from having an adverse impact on the current education system, it may also result in rejection from within the National Police itself. Therefore, all steps need to begin with assessment and research on an appropriate education system for the formation of professional Polri members.

## 2. LITERATURE REVIEW

### 2.1. Police professionalism

Professional usually refers to someone who has complete knowledge and can apply their knowledge wisely to solve various problems, for example lawyers and doctors (Broderick, 1977). In order for a job to be considered a profession, good education and training are required. Likewise with police work. If police work is categorized as a profession, then one of the conditions that must be met includes better education and training.

The characteristics of the profession include, among others, (1) high standards in recruitment, (2) work based on an understanding of knowledge and theory, (3) altruism and dedication in providing ideal service, (4) long duration of training and education, and (5) have a code of ethics (Niederhoffer, 1967, in Broderick, 1977).

The characteristics of the police profession were also expressed by Whitlam (in Djamin, 2000) who explained that the police as a professional organization must meet the following criteria: (1) use scientific theory and knowledge for their work, (2) expertise is based on long-term training and education, (3) the best service for customers, (4) having autonomy and unique ways to control the behavior of members of the profession. The professionalism of the National Police has been regulated in articles 31 to 36 of Law no. 2 in 2002.

From the definition and professional criteria as expressed by experts in the police field, it can be emphasized that professional police are police who use knowledge in carrying out their duties and authority, especially those related to providing protection, guidance and service to the community. To have such abilities, better education and training are needed.

### 2.2. Police Culture

Police culture is the result of an institutionalized process within the police institution, its personnel and environment. If human personality is generally influenced by factors originating from themselves and their social environment (which can take the form of the family environment, work environment and educational environment), then the police are also influenced by these factors. Although factors originating from oneself and the social

environment also influence behavior, there is a tendency that formal education has a greater influence in shaping a person's personality which ultimately also influences his behavior (Soekanto, in Sitompul, 1993).

A study showed that police who have higher education tend to receive fewer complaints from the public than police who have a low educational background (Rahardjo, 1999). From the description above, it can be understood that to form a "good" police culture, a good educational process is needed which includes the education system. Good police culture can be seen, for example, in Wonogiri, which uses "kromo inggil" in everyday language with the community, placing the police's social status below the sub-district head and above the village head, learning to work in regional units, and so on.

### 2.3. Police Education System

Regarding the low professionalism of the National Police in relation to education, more specifically it can be seen through the approach to the education system.

a. Education system

Referring to Kaufman's (1972:1) opinion in Educational System Planning, it is explained that, "System: the total sum of parts working independently and working together to achieve required results or outcomes, based on needs." As a system, there are characteristics, including: (1) the whole is the main thing, while the parts are the second thing, (2) integration is the condition of the mutual relationship between the parts in one system, (3) the parts form a the whole cannot be separated, and (4) the parts play a role in their unity to achieve the goals of the whole (Mudyahardjo, 2001). Education can be said to be a system, because education consists of parts called educational components. These components are interrelated with one another and together achieve the goal, namely the goal of education.

b. Open and closed education systems

Education as a system can be open or closed. An education system is said to be open if its parts or educational components continue to adapt to input from the environment which is constantly changing in an effort to achieve its optimal capacity (Mudyahardjo, 2001). This opinion is in line with the opinion of Sudjana (1989) that an open education system is an education system that makes conscious efforts to maximize its existence and relationship with its environment.

The definition of an open education system can be understood that (1) education must continue to adapt to environmental developments in order to obtain optimal student outcomes, (2) in implementing education, community participation is required, (3) it is necessary to adapt the education curriculum to changes in the environment (Sidi, 2001). The low level of community participation and the inability of educational institutions to keep up with the changes occurring in the environment are the weaknesses of the current education system.

An education system is said to be closed if the structure of its parts or educational components does not easily adapt to its environment. The structure of the parts is arranged in a fixed manner and the operation is automatic. A closed education system is an extreme form of an open education system.

c. Open education system

In the implementation of modern education, education is a process of humanization. In other words, the product produced is a complete human being or The whole person (Zamroni, 2000), namely a human being who has good perception, is not easily prejudiced against something he knows, has an altruistic attitude, is conscientious, tolerant and open in terms of aspects. His humanity does not disappear after following an educational process. All of this can happen if in the implementation of education there is a process of positive social interaction between students and their social environment. The importance of positive social interaction considering that student behavior is an imitation of a model obtained through the interaction process as Bandura's opinion is related to social learning theory.

Behavior is learned through two processes. The first is direct experience with the learning environment as a result of reinforcements and punishment. The second learning process is more efficient - it involves learning through observing other's behavior (Stephan, 1986:37)

So that the Polri educational environment, which is the social environment of students, can be seen as an influential factor in shaping the behavior of students who will later become officers and become examples for their subordinates. If the behavior obtained from education is open in the sense of positive behavior, then it is a positive contribution to members and the organization. Because it is very likely that their behavior will be identified and

imitated by more junior members as stated by Cruse, et al, "The young officers identify with older officers and imitate their attitudes and behavior" (Broderick, 1977: 112).

d. Closed education system

A closed education system is education that is separate, even isolated, from the environment and society. This education system is another form of an open education system that is familiar with the environment and society. The easiest example of a closed education system is the military education system which, in general, physically looks closed, contains secrecy, and greatly limits public access to the educational complex environment.

The characteristics of a closed education system relating to educational aspects are as follows:

1) The physical environment displayed is in the form of building arrangements in the form of buildings, rooms and fields that are exclusive or monoutilized (for internal purposes only) so that it does not allow students to interact with the community.

2) The curriculum displayed does not require input from the community as study material for curriculum revision and validation. Study material is provided more in the form of knowledge than skills, this tendency also occurs widely in various educational institutions at various levels. There is more lesson material related to aspects of law enforcement than lessons that emphasize aspects of protection, guidance and community service.

3) The teaching and learning process shown is more centered on the interests of the teacher (teacher centered) by using more lecture methods so that students are less active.

The models available for students to imitate are inadequate. Educators (teachers and caregivers) are very limited (quality and quantity). There is no participation from the community, for example to provide subject matter that requires expertise (psychology subjects, or forensic subjects, etc.). Another example, for example, during the Sabhara lesson which requires negotiation practice in dealing with students who are demonstrating, does not use real students.

4) The behavior of students displayed shows behavior that is less sympathetic and less friendly towards the community, less disciplined, less sensitive to environmental developments, likes violence, arrogance, indifference, etc. which does not reflect a police officer who is capable of carrying out his duties and is oriented towards on community policing.

## 2.4. Social Learning Theory

Most individual behavior is obtained as a result of learning through observing the behavior of other people who become models (Bandura, 1962; 1977b; 1986, in Calvin, et al, 1998) through four important, interrelated processes:

1) Attention is the initial process of individual interest in observing and paying attention to the model's behavior. This process is influenced by the frequency of presence of the model and its characteristics. If a model appears frequently, it will attract more attention or increase someone's interest in that model compared to models that appear infrequently or rarely appear. In the educational environment, models that can be observed by students every day are educators or teachers who teach (during the teaching and learning process) in the classroom and coaches who are the students' caregivers, as well as the physical environment in the form of buildings and parks that students see every day.

2) Retention is the process of individual observers storing model behavior that has been observed in memory. The behavior of verbal and imaginal models is stored in the form of coding symbols. This retention process is a very important process for determining reproduction. A good model will be stored in the form of a good symbol code in the individual's memory, and vice versa.

3) Reproduction means that individual observers try to re-express the behavior of the model they have observed. In the educational context at Secapa, students first try to carry out actions based on observations of models that have been stored in memory. If it has been done repeatedly, then the model behavior can be performed well. If the model obtained in an educational institution is a good model, for the time being it is estimated that it will also make a good contribution to the organization.

4) Motivational and reinforcement, namely that the model's behavior will not be revealed by the observer if the observer is not motivated.

### 2.5. Role Theory

Role theory is a theory that is a combination of various theories, orientations and scientific disciplines. Apart from psychology, role theory originated and is still used in sociology and anthropology. The term role is taken from the world of theater. In the world of theater, an actor has to play a certain character and in his position he is expected to behave in a certain way. The actor's position in theater is then analogous to a person's position in society (Sarwono, 1998), according to Biddle & Thomas, (1966) and Shaw & Costanzo (1982) that, "The term role is usually defined as the set of behaviors or functions appropriate of a person who holds a particular position within a particular social context" (Wrightsman, 1977:16).

### 2.6. Indicators of the National Police Education System

There are many ways that can be used to detect or analyze the education system. However, as is the opinion of several social and educational psychology experts in the literature and theoretical review above, there are at least four indicators that can be used to analyze the National Police education system, as follows:

1) Physical environment

   The physical environment displayed is related to the arrangement of buildings in the form of buildings, rooms and fields, whether it allows students to interact actively with the community in accordance with educational interests. Is the physical environment arranged in such a way that it looks clean, orderly, orderly, beautiful, and fosters students' sensitive attitudes towards the environment?

2) Curriculum

   Does the curriculum used accommodate input from the community as study material for periodic curriculum validation? Is the curriculum appropriate to the needs of the organization? How much emphasis is there on subject matter related to the implementation of prevention tasks rather than action? How much emphasis is placed on the skills aspect rather than knowledge, so that a lot of training is provided, especially in relation to the main duties of the National Police, which focuses more on the duties of protection, protection and community service without ignoring the law enforcement aspect.

3) Teaching and learning process

   In the teaching and learning process, there is more emphasis on being student centered by using effective and efficient methods so that students play an active role. How far to design a "model" of good behavior for students to imitate. Assist educators (teachers and caregivers) in terms of quality and quantity. How big is the active participation of the community to provide subject matter that requires expertise (for example, psychology subjects are at least delivered by psychology graduates, forensic lessons are delivered by forensic doctors, etc.). Another example, for example, during the Sabhara lesson which requires negotiation practice in dealing with students who are demonstrating, have real students ever been used?

## 3. RESEARCH METHODS

### 3.1. Qualitative method

1) Reasons for using qualitative methods

   In this research, qualitative methods were used because a) this research is exploratory in nature so researchers need to carry out the steps taken as scientific research, namely conducting an assessment of the object being studied b) the research carried out at Secapa Polri aims to describe a number of items from the variables - educational variables found in relation to the education system, c) with qualitative methods various ideas, concerns, attitudes, values of a number of people being studied can be easily understood (Zeller, 1989; Utomo, 1991, in Markum, 1998).

2) Execution time

   The time used to carry out effective observations was approximately one month considering the need for a better understanding of the context being studied and wanting to obtain data which for various reasons was not disclosed by the research subjects openly in interviews (Patton, 1990, in Poerwandari, 1998) . During that time, various primary documents were also analyzed, namely documents directly relating to the provisions governing the implementation of Secapa Polri education which were made by Secapa Polri itself or the Polri Education and Training Institute (Lemdiklat).

3) Examined documents

The documents studied, as seen in table 2 are as follows:

**Table 2. Documents studied**

| No | Education operational plan | Education implementation report | Educational control device | Regulations |
|---|---|---|---|---|
| 1 | 1992 | 1992 | 1992 | ☐Assessment instructions |
| 2 | 1993 | 1993 | 1993 | |
| 3 | 1994 | 1994 | 1994 | ☐Special student regulations |
| 4 | 1995 | 1995 | 1995 | |
| 5 | 1996 | 1996 | 1996 | |
| 6 | 1997 | 1997 | 1997 | |
| 7 | 1998 | 1998 | 1998 | |
| 8 | 1999 | 1999 | 1999 | |
| 9 | 2000 | 2000 | 2000 | |

Source: Secapa Polri

After collecting the data obtained from the results of involved observations, interviews and primary documents, they are then described, searched for keywords (full description in the attachment) and then interpreted to reach conclusions about educational aspects.

4) Validity

For data validity, the items from the education variable were obtained from three experts in social psychology who understand police education. Descriptions of the results of observations and results of studying primary documents obtained from Secapa Polri were given to experts to ask for responses and assessments on various variables and a number of items related to the educational environment in Secapa Polri. Based on expert recommendations, several items were then revised.

5) Informant

The number of informants is adjusted to the required data and developments in the educational situation. For this reason, people are selected who are considered to have special knowledge or can provide information regarding the topic being studied (Poerwandari, 1998). The composition of informants consists of Secapa Polri personnel who are involved in the teaching and learning process and students who are currently taking Secapa Polri education.

With regard to student informants, interviews and focus group discussions were carried out with the 29th class of students. This is because the 28th class of students have graduated, but the character of the students and the educational environment have not changed; Likewise, the curriculum and teaching and learning processes are relatively the same as those experienced by the 28th generation of students.

### 3.2. Quantitative method

1) Research design

Considering that this research aims to describe the National Police education system, data on the educational components that are the research variables (namely the physical environment, curriculum, teaching and learning process, and students) will be collected for analysis. Quantitative data analysis was then carried out to determine the direction of the mean and standard deviation of each variable in order to provide an overview of the existing education system at Secapa Polri.

2) Population

The research population was the 28th batch of Regular Polri Secapa students and Special Polri Secapa students for the 2000/2001 academic year who were currently attending Polri Secapa education in Sukabumi. The research population was Secapa Polri students, for several reasons as follows:

a. Secapa Polri is the largest police educational institution in Indonesia which is currently educating 1200 regular Polri officer candidates (1100 men and 100 women) and 200 special Secapa Polri students (150 men and 50 women). Students come from all over Indonesia (26 Polda and Polri Headquarters).

b.  Secapa Polri education has its own specialty in the police environment because it educates field implementers to become first level managers (first line supervisors), which also means changing the attitudes and behavior of students who were previously police officers into police officers with managerial attitudes and behavior.

c.  The Secapa Polri educational environment has its own characteristics compared to other educational institutions, namely that it has tried to develop facilities that can be used by the public to get to know the Polri educational environment better. This kind of effort is not found in other educational environments (Siagian, et al, 1999).

3)  Sample

a.  Sampling technique.

Sample determination was carried out using a combination sample (Hadi, 1987), namely a combination of purposive sampling and proportional sampling. Purposive sampling was chosen because it was hoped that various characteristics or traits in the population could be represented in the sample (including: gender, service background, length of service, age level), so it was hoped that the research results would be a true picture of the various characteristics or traits of the population. Meanwhile, the selection of proportional sampling was carried out with the consideration that various elements or categories in the population could be represented in the sample, for example battalion representation and origin of delivery. Data related to proportional sampling can be seen in chapter IV tables 16 and 17.

b.  Sample characters

The sample used in this research was 400 people or 28.5% of the total population (men and women). The sample size was 29.2% of the male population, the female sample was 23.3% of the female population. The male sample was 365 people (275 regular Secapa people, 90 special Secapa people) or 91.25% of the total sample and 35 women (25 regular Secapa people, 10 special Secapa people) or 8.75% of the total sample.

The sample, numbering 400 people, came from all over Indonesia (26 Polda and Polri Headquarters), with various service backgrounds in the fields of operations, coaching, technical assistance and tactical assistance (Skep Kapolri, 1998).

4)  Research instrument.

a. Instrument

The instrument used is a questionnaire in the form of written questions that are closed (answers are provided and the respondent just has to choose), direct (respondents answer about themselves), and in the form of a graded scale (rating scale) (Arikunto, 1996). Two sets of instruments were used. A set of questionnaires in the form of statements consisting of four educational variables with an interval scale of 1 to 5 (from "very necessary" to "very unnecessary") are used to reveal students' opinions or views. Another set of questionnaires consists of four educational variables with a scale of 1 to 7 (from "like very much" to "very much dislike") which are used to reveal students' feelings or affection.

Apart from looking at the education system, this instrument is also used to see whether there is consistency between variables that students think are necessary but that they actually don't like. Likewise, vice versa, namely regarding variables that in the students' opinion represent things that are considered unnecessary but that they feel like.

b. Trial

The trial using quantitative methods was carried out on a sample of 100 people to represent the population, but when filling out the questionnaire only 99 people attended. Those who had taken part in testing the measuring instruments were no longer included as samples during the research.

Technically, the time to fill out the questionnaire is not limited and is carried out in a fairly large room (the Anton Soejarwo Building with a capacity of 1000 seats). Lighting and ventilation are adequate, environmental sounds are not noisy, benches, writing desks and pencils are available.

Before filling out the measuring instrument trial questionnaire, an explanation was given to respondents about how to fill out the questionnaire. It was also explained that this research activity requires active participation from respondents. Therefore, when filling out the questionnaire (from personal data to filling in the questionnaire) the researcher is asked to fill it in correctly. To further clarify how to fill it in, the researcher provides an example of how to fill it out.

After filling in and collecting the test results questionnaire, the rough data was then entered into the data base using the SPSS version 10.0 statistical program. After editing the rough data, a correlational test was then carried out to look for item validity and reliability coefficients. If there are items that are invalid and unreliable, then consultation is carried out with supervisors and experts in the field of social psychology to understand Polri education (Prof. Dr. Sarlito Wirawan Sarwono, psi, Drs. Adrianus Meliala, M.Si, M.Sc , Ph.D, and Drs. Muhammad Ramdhon, M.Si) before repairs were carried out.

From the results of data processing, the item validity and reliability coefficients were obtained as follows:

**Table 3. Validity and reliability of Opinion items.**

| Statement | item s | Mean | Std. Dev | Coef. Re | valid |
|---|---|---|---|---|---|
| Physical environment | 30 | 50.3030 | 12.4322 | 0.8955 | 30 |
| Curriculum | 24 | 45.2929 | 11.4929 | 0.9051 | 24 |
| Teaching and learning process | 14 | 59.6970 | 5.6306 | 0.8753 | 14 |
| Student behavior | 18 | 57.4694 | 4.3606 | 0.3986 | 14 |

**Table 4. Validity and reliability of Feelings items.**

| Statement | item s | Mean | Std. Dev | Coef. Re | valid |
|---|---|---|---|---|---|
| Physical environment | 30 | 55.4943 | 15.0896 | 0.8501 | 30 |
| Curriculum | 24 | 45.1414 | 14.4773 | 0.9036 | 24 |
| Teaching and learning process | 14 | 42.6364 | 8.6135 | 0.8661 | 14 |
| Student behavior | 18 | 72.1313 | 9.6412 | 0.5779 | 12 |

As seen in the behavioral variables, it appears that the reliability coefficient is low. This is very likely to happen even though double (ambiguous) meanings in student behavior items are avoided as much as possible. So it has the potential to be difficult to understand and confuse respondents. After consulting with supervisors and experts, improvements were made. There were 14 (fourteen) behavioral items used in the opinion statement and 4 (four) items that were revised. There were 12 (twelve) behavioral items used in the statement of feelings and 6 (six) items that were revised. After improvements were made, the reliability coefficient was higher.

5) Research procedure

Prepared 400 sets of questionnaires (which had previously been tested and revised) to obtain responses from 400 students and determined the students whose data would be collected with the assistance of the Head of the Student Corps (Kakorsis) and the Head of the Development and Education Section (Kabag Bindik) Secapa Polri.

6) Data analysis technique

In order to enter the data obtained, the statistical program SPSS version 10.0 was used. The quantitative data analysis technique used is carrying out descriptive analysis to obtain a mean and standard deviation which are then used to analyze the Secapa Polri education system based on predetermined norms.

7) Norm

In accordance with the theoretical review as described in chapter II above, the following norms were created:

a. If from quantitative data analysis, the mean is to the left of the average, then it is said that the Secapa Polri education system is closed.

b. If from quantitative data analysis, the mean is to the right of the average, then it is said that the Secapa Polri education system is open.

c. To determine whether an education system is open or closed, it is estimated that each item has different discriminative abilities, but the analysis is carried out only at the variable level.

## 4. RESEARCH RESULT

In this section, the results of qualitative and quantitative data analysis will be described. The results of qualitative research provide an overview of education system variables in the form of interpretation of the results of observations, interviews, document research, and focus group discussions (FGD). Meanwhile, the results of

quantitative research provide an overview of educational system variables in the form of interpretation of the results of statistical data processing and are complemented by interpretation of the results of observations, interviews and focus group discussions (FGD).

**4.1. Qualitative results**

1) Secapa Polri physical environmental variables

The physical environment variable consists of 30 items obtained from experts, as shown in table 5.

**Table 5. Physical environment items**

| Physical environment | | | | | |
|---|---|---|---|---|---|
| 1. | guardhouse | 11. | Field ceremony | 21. | The local residents. |
| 2. | Regiment guard | 12. | Mosque | 22. | Library building |
| 3. | Battalion guard | 13. | Church | 23. | Peng board. Regiment |
| 4. | Knight's wall | 14. | Temple | 24. | Peng board. Battalion |
| 5. | Classroom | 15. | Monument | 25. | Peng board. Company |
| 6. | Canteen | 16. | Fighting building | 26. | Peng board. Platoon |
| 7. | Office room | 17. | Entertainment building | 27. | Loudspeaker |
| 8. | Garden | 18. | Judo training ground | 28. | Prison room |
| 9. | Sports field | 19. | Temp. lat. obstacle | 29. | Simulation room |
| 10. | Firing range | 20. | Camp. Settlement | 30. | Hospital |

Based on these items, the results of the observations can be explained as follows: Secapa Polri is located in the city of Sukabumi, precisely on Jalan Bhayangkara no. 166 Sukabumi, West Java. The land used as an educational area covers an area of approximately 68 hectares surrounded by a strong wall fence 2 meters high. The wall divides the educational environment from the local residents' villages.

At the front of the gate, there is a knight guard post (office guard post) located at Ksatrian Bustami Aman and a provost guard post located at the Jalan Subarkah gate. The Knights guard post is guarded every day by 5 members of the National Police and 2 civilian personnel who are on duty alternately 24 hours a day. The officers on duty are equipped with 6 SKS type semi-automatic weapons along with one magazine of bullets each. The provost guard post is used as a 24-hour provost picket area and as the provost's office. Right behind the provost's office there are 5 basketball courts and tennis courts. The position of the provost's office is facing the east entrance to the mosque.

Inside the complex, there is Jalan Subarkah, which is approximately 1 kilometer long, connecting the Knights and personnel residences, equipped with street lights and directional signs. Right opposite the RS football field. Soekanto, there is an obstacle course which is used as a training ground for students, especially during the basic training stage. To the east of the football field, there are the offices of the Head of the Student Corps (Kakorsis), the Head of the Physical Development Department (Kadep Binjas), and the Head of the Defense Department (Kadep Juang). To the north of the Department of Binjas office, there is a shooting range used by students for shooting practice, a chicken, fish and vegetable garden.

About 25 meters to the south of the shooting range, there is the Juang Building which contains photos of the struggles of police figures since the Dutch era, a historical monument to the Secapa Polri educational institution, and a golf club house. About 10 meters to the south of the club house, there is the Anton Soejarwo meeting building and volleyball court.

Ksatrian is found in 5 locations, each with the names Ksatrian Bustami Aman, Dharma Hartono, Cakra Manggala, Dwi Kora, and Sangga Bhuana. In each knighthood there were one battalion of students divided into three companies. Especially for the Dharma Hartono battalion, it is equipped with classrooms

In each battalion, there is a battalion guard post which is equipped with a battalion notice board, loudspeakers for announcements and a TV. There are also facilities for student activities in the form of apple fields, sports fields, canteens, and gardens or parks. In each company and each platoon, there is also a notice board which must always be free from doodles.

At Ksatrian Bustami Aman there are rooms for the Secapa Polri leadership, namely the office of the Chief of Secapa Polri, Deputy Chief of Secapa Polri, Paymaster, Education Section, Personnel Section, Public Kitchen, Logistics Section, Detention Room, Dojo for judo practice, entertainment building, workshop, garage, as well as an

artificial lake named "Wira Surya Scholar". This lake can be used as a means of recreation and raising fish for fishing.

Facing the Butami Aman Knights there is the Al-Muttaqin mosque which has a capacity of approximately 2000 people. This mosque is used by students and personnel, but many people also use the mosque because it is located on the side of the Bhayangkara main road which is busy with people.

Around the mosque there is a Bank Mandiri office, cooperative office, telephone shop, post office, post box, canteen, flower garden and playground, 3 quite large fish ponds which are usually used for fishing competitions. To the west of the mosque there is a pond for keeping crocodiles, snakes and bears. To the northwest of the mosque there are cages for tigers, eagles and peacocks.

At Ksatrian Dharma Hartono, there is a library room which is a donation from "Yayasan 68", which is the name of a graduate of the Dharma Force Police Academy. There is also a temple for praying for Hindus, a church for Protestant Christian religious services, and a chapel for Catholic religious services. There are also several deer and geese for recreation.

To the south of Ksatrian Cakra Manggala there are 6 KBU kiosks which are used to serve students, and are managed by a cooperative. There is also the Wira Wicaksana meeting building which has a capacity of approximately 1000 people, usually used for briefings from the leadership or for Bhayangkari training (for students' wives).

To the north of Ksatrian Dwi Kora there is Secapa personnel housing blocks A, B, C, D, E, H, and I for approximately 150 families which are bordered by Jalan Subarkah.

To the north of Ksatrian Sangga Buana there is housing for personnel in blocks F and G of approximately 75 families and one Musollah Zaenal Abidin.

There are 48 student classrooms in the Saleh Sastra Negara complex. Each classroom is equipped with a blackboard and study chairs for 35 people (for one platoon of students), and there are also public toilets for student use. There is also the office of the Head of the Professional Department (Kadep Profesi), the Head of Teaching and Training Operations (Kaopsjarlat), and the office of the Head of the Coordinator of Educating Personnel (Kakoorgadik). At certain times, the classroom is also used as a simulation room. Classrooms are also located to the east of the Sutadi Ronodipuro field.

To the south of the classroom there is the Secapa Polri Level III Hospital with a capacity of approximately 120 beds. This hospital serves students, the general public, and a 24-hour emergency room. Opposite the hospital, there is a dormitory for approximately 50 Secapa personnel to live in.

The boundary wall surrounding Secapa Polri was built with a height of 2 (two) meters, among other things, with the aim of maintaining the security of the educational complex, however, so far there have still been several cases of theft. With the construction of the 2 meter high wall, people tend to be reluctant to enter educational institutions. Even if people come in, it is to see the gardens, animals, fish ponds and the environment being arranged or to worship.

Interaction between students and the community usually occurs on Sunday mornings in the form of joint sports in an open field (Sutadi Ronodipuro field), during Friday prayers or tarawih prayers with the community, religious services or at certain events.

Secapa Polri is one of several educational institutions owned by the National Police. However, only Secapa Polri is an educational institution where non-commissioned officers are trained who have met the requirements to become officers with one year of education.

From the results of the focus group discussion, students explained, among other things:

"Residential facilities or barracks are sufficient but not adequate, many existing buildings are no longer suitable for use/inhabitation, student/community recreation facilities exist although they need improvement"

"The MCK facilities require maintenance because they are more than 20 years old. The roof is leaking, the existing ceiling has been damaged and has not been repaired for the classic reason that there is no official budget, painting or building maintenance relies more on student budgets which are packaged in terms of concern."

"There is an opinion that Secapa educational institutions are all luxurious and modern, but in reality it is not as good as imagined, it is still very lacking, both in terms of facilities and infrastructure, perhaps there is a lack of

government attention or limited funds, the barracks occupied by many students are damaged, so they need to be repaired or improvements"

"The physical building is not suitable for students to rest (especially the Cakra Manggala battalion), because the building is old, the rooms are no longer suitable for student use, the study rooms are not adequate for Secapa students, the bathrooms need repair because they are no longer suitable"

"The building or barracks facilities are old and need renovation, the wardrobes are partly damaged, the condition of the benches is incomplete, especially in the classrooms, the dining room facilities need to be repaired"

2) Curriculum variables

The curriculum variable consists of 25 items obtained from experts, as shown in table 6.

**Table 6. Curriculum items**

| Curriculum | | | | | |
|---|---|---|---|---|---|
| 1. | Props | 10. | Evaluation of lecturers | 18. | Scientific essay |
| 2. | Multimedia | 11. | Evaluation of students | 19. | Study time |
| 3. | Sat. college event | 12. | Student achievement data | 20. | Time off |
| 4. | Sat. semester credit | 13. | Computer | 21. | Cruise time |
| 5. | Purpose of inst. General | 14. | Basic training | 22. | Carnival |
| 6. | Purpose of inst. special | 15. | Curriculum validation | 23. | morning exercise |
| 7. | Reference book | 16. | Psychology Lessons | 24. | Job training |
| 8. | Journal | 17. | Sociology Lessons | 25. | Award on who excels |
| 9. | Textbook (Hanjar) | | | | |

Still related to the results of observations, it can be further explained as follows: The implementation of the Secapa Polri education for 11 months is based on the Polri education program, while the teaching operations are guided by the educational control tools that have been described by the Secapa Polri educational institution in the form of an Educational Operational Plan (Renopsdik) , Main Lesson Outline (RPP), Outlined Lesson Outline (RPT), and Lesson Schedule. The educational operational plan also lists a number of subjects that must be given to students during education.

The subjects of Secapa Polri 28th Batch are as follows:

a. The Code of Ethics includes: Tri Brata, Catur Prasetya, Officer Code of Ethics, Police Code of Ethics, and etiquette.

b. Social science knowledge: basic social sciences, social psychology, social communication, citizenship education, and human rights.

c. Management knowledge: basics of management, organizational behavior, leadership, operational management of the National Police, management at police station level.

d. Knowledge of general duty police: main duties of the National Police, Operational Command and Control Center (Puskodalops), technical functions of Samapta Bhayangkara (Sabhara), technical functions of traffic, technical functions of community guidance, and police discretion.

e. Knowledge of law enforcement and technical assistance: introduction to legal science, legal sociology, criminal law, criminal procedural law, detective technical functions, intelligence police functions, legislative selection, identification, forensic medicine, forensic laboratories, and criminalistics.

f. Physical skills: Basic police regulations, shooting, baton drills/handcuffs, police self-defense/judo, obstacle course, wirottama rehearsal, and crowd control.

g. Police function skills: technical training and job training.

h. Basic individual skills (interpersonal skills)

i. Others: ceremonies, physical tests, health, lectures, and educational orientation including carnival activities by students around the city of Sukabumi as a sign that students are asking permission to be accepted as new citizens in Sukabumi.

Daily student activities are adjusted to a detailed written activity schedule; starting from waking up early, morning exercise, morning exercise, breakfast, morning assembly, studying in class from 07.30 to 17.20 and

interspersed with rest at 09.20 and 13.30. During the midday break, students carry out lunch rolls, lunch and prayer for those who are Muslim. Especially for Wednesdays after lunch, students are given time to cruise until 21.00. On Saturday, after the parenting ceremony, students are allowed to spend the night outside until Sunday at 20.00.

The activities of going to class and returning from class to knights are carried out by lining up regularly in platoons and supervised by student police (polsis) and picket supervisors. After class time ends at 17.20, students take a shower followed by preparation for prayer.

At around 18.15 students held a dinner roll call and continued with dinner. At 19.00 after dinner students carry out compulsory study until 20.45, followed by evening roll call at 21.00. After evening roll call, new students can sleep.

During learning activities, students are usually provided with an insufficient number of hanjar books (study materials) belonging to the department. As a result, students often have to photocopy it themselves or buy it from a cooperative. The hanjar lists the number of lesson hours, general instructional objectives, and specific instructional objectives.

Insufficient quantities of teaching aids are prepared for certain subjects. This is more due to the absence of multi-media procurement and very limited over head projectors (OHP). So, it is not uncommon for students to fight each other when using an OHP. Reference books, scientific papers, journals and other references for students who need them are provided in the library but their numbers are also very limited.

For teachers who teach, they usually have prepared lesson program units (SAP), but there are also those who don't.

After the lesson material is completed, an exam is carried out to assess the student's abilities. Towards the end of their education, students carry out technical training and work training for 2 weeks in various places to practice the knowledge they have gained. At the end of education, the collected student scores are then processed and a graduation ranking is created. Student rankings are also determined for the health and physical fields, mental fields and intellectual fields. Determining students who excel is carried out in order to give awards to students at the end of the education period.

Curriculum validation is carried out by the National Police Education and Training Institute. Regarding the subject matter that students must follow, the number of hours of practical lessons is much less than the hours of theory lessons, with a ratio of 23.5%: 69.4%. The total learning material is 38 subjects and must be followed by students during the 11 months of education. This number is estimated to be too much compared to general education which also uses credits for a period of one year and the number is only around 20 subjects.

From the results of the focus group discussion, students explained, among other things:

"For lessons on the typical technical functions of the police, it is not supported at all by auxiliary facilities (forensic laboratories, identification). Instructional tools are still very far from adequate, and evaluation methods still use outdated patterns and are far from the needs of reasoning. There are still those who use the like and dislike assessment method."

"The curriculum needs to be added, especially for lessons on the Criminal Code and Criminal Procedure Code. The curriculum must be re-evaluated to make it easier for students to understand. "Subjects can only be given until 14.00 and do not need to be given until 17.30 because it is not effective for learning."

"OHP media is still lacking, teaching staff is still not up to expectations. "Facilities/infrastructure for the teaching and learning process are also inadequate"

"In my opinion, the curriculum at Secapa has been organized well and correctly, starting from morning jogging (04.45), breakfast, morning assembly, afternoon study, general exercise, dinner, parenting patterns, up to evening assembly at 21.00.

3) Teaching and learning process variables

The teaching and learning process variable consists of 14 items obtained from experts, as shown in table 7.

**Table 7. Teaching and learning process items**

| Teaching and learning process | | | | | |
|---|---|---|---|---|---|
| 1. | Repeating lessons | 6. | Task | 11. | group discussion |
| 2. | Providing a "model" | 7. | Role playing | 12. | Consistency |
| 3. | Understanding of mops. | 8. | Practice | 13. | Police Simulation |
| 4. | Face to face | 9. | Case study | 14. | Feedback on the material |
| 5. | Question and answer | 10. | Scrapbook | | Lesson |

Based on the results of observations, it can be explained as follows; The teaching and learning process (PBM) at Secapa Polri has been determined in the Education Operational Plan (Renopsdik). Some PBM implementation takes place in the classroom, some also takes place outside the classroom. There are 168 lecturers or instructors involved in PBM with backgrounds:

a. General education is mostly high school, reaching 87 people or 51.8%.

b. Most of the military/police education came from Secapa Polri graduates as many as 124 people or 73.8%.

According to the 2000 Education Closure Report, Secapa Polri is actually still experiencing a shortage of teachers or lecturers both in terms of quantity and quality. In the teaching and learning process, there is no involvement of lecturers from outside Secapa, which means that all subjects are taught by educators from Secapa with very limited quality and quantity. If you want to bring in professional lecturers (especially those related to certain subject matter that requires expertise) you are faced with budget problems or very minimal teaching fees.

The teaching and learning methods used are in the form of role playing, practicums, simulations, group discussions and case studies. The use of this method is not a program that must be implemented by the teacher or lecturer, but rather is the creativity of the teacher or lecturer themselves.

Apart from the teaching and learning process in the classroom, there is also a care program carried out by caregivers/guides. The care activities carried out include, among other things, controlling the cleanliness and tidiness of the barracks/sleeping rooms, the barracks and knighthood environment, assigning students as dining room picket officers, barracks pickets, battalion guard pickets, paying attention to students' daily life and behavior, giving assignments to lead platoons in turns and providing mental assessments of students.

From the results of the focus group discussion, students explained, among other things:

"Not all of the teaching staff have mastered the subjects taught. There are those who really master it, but there are also those who don't master the delivery of lessons."

"There is a lack of quality teaching staff or lecturers in teaching subjects, so the teaching method is mostly lectures"

"There are still educators who teach only with stories, but are diligent in giving assignments"

"There are already study materials, but we are told to summarize them in a notebook. "Therefore, there needs to be external teaching staff so that students' knowledge can develop more advanced."

"The teaching and learning process focuses on the relationship between students (as subordinates) and instructors (as superiors) so that there is an impression of coercion of will. Instructors sometimes do not have the material and give the impression that they are teaching because they are forced to do so by their superiors' assignment, not because of their teaching profession. "Educators who move from a region usually because they have cases or have committed disgraceful actions will reduce their sense of exemplary behavior."

"There are teaching staff who do not have an adequate educational background so that their mastery of the subject matter is lacking"

4) Student behavior variables

The student behavior variable consists of 18 items obtained from experts, as shown in table 8.

**Table 8. Student behavior items oriented towards community policing tasks**

| | Student behavior | | | | |
|---|---|---|---|---|---|
| 1 | Keep your word | 7 | Leaving the city without permission | 13 | Masy. as a partner |
| 2 | Friendly | 8 | Mingle with the community. | 14 | Respect for women |
| 3 | Haughty | 9 | Law abiding | 15 | Indifferent |
| 4 | Group together police | 10 | Sensitive to on environment | 16 | I want to be criticized |
| 5 | Reckless | 11 | Discipline | 17 | Likes violence |
| 6 | Be a role model | 12 | Maintain quality. knowledge | 18 | Firm |

The explanation of the observation results is as follows; The behavior of students when they start attending education is assumed to be almost the same because those who take education have already received an assessment from their respective leaders (as a requirement to take part in the National Police Secapa entry selection). However, almost every year there are students who do not graduate because they have committed violations of official discipline either while on assignment in the region (because they were not caught) or while taking part in the education process.

Student behavior is assessed by supervisors with certain assessment guidelines which are accounted for at the end of education (through an education council meeting chaired by the Head of Secapa Polri with members from all top Secapa Polri officials). The meeting's decision is very binding and determines whether the student passes or not.

In relation to the student behavior shown at Secapa Polri, it can be described that students receive very minimal "models" from the community considering the lack of active involvement from the community in the educational process. For example, there is no involvement of teachers or lecturers in the fields of science that are their expertise, as well as no involvement of the community in practical lessons that support the professionalism of the National Police. This is more due to the limited education budget and the lack of a programmed community involvement system in the implementation of education.

Community involvement with the Secapa Polri community is limited to joint sports activities on Sundays, joint worship and social service. Meanwhile, there has been no involvement at all of experts or scientists to convey knowledge and skills in managing the local environment, providing suggestions or input related to the curriculum in order to anticipate the rapid development of local communities. So, the "model" obtained by students is as reflected by personnel with minimal quantity and quality as in the previous descriptions.

Students' lives while attending education are regulated by fairly strict doctrine, for example: student promises, special student regulations, and other unwritten rules. For students who violate the provisions of educational institutions, they are given disciplinary action in the form of reducing their mental grades, doing sit ups, push ups, squatting, being slapped, beaten, making a police report, and some are even questioned by the provost because their violations are in the serious category.

Almost every year there are students who are expelled from education for various reasons, for example fights with fellow students, harassment of women, and running away (leaving the knighthood without permission), (as in attachments 14 to 21).

Usually students who behave well and can be used as examples by other students are student officials; for example platoon commander, company commander, battalion commander, or regiment commander. They are generally students who are considered the best in their group. Student officials usually have behavioral characteristics that are sensitive to the environment (sensitive), obedient to provisions (rules), intelligent, act deftly, firm in deciding problems, disciplined, open and honest. However, there are also violations committed by student officials. This can happen if the election of student officials is carried out in a less selective manner.

From the results of the focus group discussion, students explained, among other things:

"Respectful behavior is shown especially towards seniors"

"Discipline in the rows, a unified attitude in the platoon and sometimes feeling bored because the children and wife are far away"

"Loyalty to superiors"

"The instructor's attitude and behavior towards students is a very good example for me as an asset for assignments in the region"

"Tends not to be arrogant, but also tends to get bored with things that are routine and seem forced"

## 4.2. Quantitative Results

1) Description of respondents, as follows:

a. Respondent's age

**Table 9. Age**

| Age | Frequency | % |
|---|---|---|
| 25 – 29 years old | 14 | 3.5 % |
| 30 – 34 years old | 66 | 16.5% |
| 35 – 39 years old | 248 | 62.0% |
| 40 – 44 years old | 49 | 12.3% |
| 45 – 49 years old | 23 | 5.7% |
| Total | 400 | 100% |

Judging from the age of the respondents, it appears that the most dominant age, namely between 35-39 years, is 62%. This is because, to take the Secapa Polri education, you are required to have at least the rank of police brigadier with a high school education or equivalent. For those with higher education (third diploma or first degree), the minimum rank is brigadier police chief. Those who are over 39 years old are 18%, and all of them are Special Police Secapa students who are entering education with a minimum rank of second police inspector (Aipda).

b. Gender

**Table 10. Gender**

| Gender | Frequency | % |
|---|---|---|
| Man | 365 | 91.2% |
| Woman | 35 | 8.8% |
| Total | 400 | 100% |

There were 365 male Secapa Polri student respondents or 91.2% of the total respondents (29.2% of the male Secapa Polri student population) while there were 35 female Secapa Polri students or 8.8% of the total respondents (23.3% of the Secapa Polri female student population). From the data it appears that the number of male Secapa Polri respondents is quite balanced compared to female Secapa Polri students.

c. General education

**Table 11. Education**

| Education | Frequency | % |
|---|---|---|
| Intermediate | 303 | 75.8% |
| Tall | 97 | 24.2% |
| Total | 400 | 100% |

The majority of respondents' education was high school or equivalent, 75.8%. This is the minimum educational requirement to take part in Secapa Polri education. Participants with higher education (three diplomas, first strata) were 24.2% and generally held the rank of bripka.

d. Longest police function during service

**Table 12. Longest service in the Police function**

| Oldest function | Frequency | % |
|---|---|---|
| Operational | 329 | 82.3% |
| Coaching | 60 | 15.0% |
| Tactical Support | 8 | 2.0% |
| Technical Support | 3 | 0.7% |
| Total | 400 | 100% |

From the existing data, it appears that the majority of respondents have served in operational functions, as many as 82.3%. For your information, according to the Decree of the Chief of Police No. Pol: Skep/1004/VI/1998 dated 26 June 1998 concerning the posture of the National Police for 1999-2023, police functions classified as belonging to the operational sector include: Police Intelligence and Security (Intelpam Polri), Detective, Samapta Bhayangkara (Sabhara), Community Guidance (Bimmas), Traffic Police (Polantas), and Mobile Brigade (Brimob). The areas of development include: Personnel Development (Binpers), Financial Development (Binku), and Logistics Development (Binlog). Tactical support areas include: Communications and electronics (Komlek), Animal, and Water and Air Police (Polairud). Finally, the technical support areas include: Forensic Laboratory, Identification, Medicine, Psychology and Law.

e. Length of service

**Table 13. Length of Service**

| Length of service | Frequency | % |
|---|---|---|
| 7 – 12 years | 75 | 18.8% |
| 13 – 18 years old | 270 | 67.5% |
| 19 – 24 years old | 38 | 9.5% |
| 25 – 30 years | 17 | 4.2% |
| Total | 400 | 100% |

From the existing data, it appears that the majority of respondents have served between 13 and 18 years, namely 67.5%. If the data is linked to the age of the respondents as seen in table 13 above, it can be seen that the majority of respondents have the rank of police brigadier.

f. Origin of unity

Table 14. Origin of unity

| Origin of unity | Frequency | % |
|---|---|---|
| Type A Regional Police | 184 | 46.0% |
| Type B Regional Police | 199 | 49.8% |
| Police Headquarters | 17 | 4.2% |
| Total | 400 | 100% |

This data is an implementation of proportional sampling as described in chapter III above. The responding units came from regional police (Polda) throughout Indonesia, totaling 26 Regional Police and National Police Headquarters. Type A Polda is a Polda led by a regional police chief (Kapolda) with the rank of police inspector general, namely the Polda of North Sumatra, South Sumatra, West Java, Metro Jaya, Central Java, East Java, East Kalimantan, South Sulawesi and Irian Jaya. Polda type B is a Polda led by a regional police chief with the rank of police brigadier general, namely Polda: Aceh, West Sumatra, Bengkulu, Jambi, Riau, Lampung, Special Region of Yogyakarta, Bali, West Nusa Tenggara, East Nusa Tenggara, Maluku, West Kalimantan, South Kalimantan, Central Kalimantan, Central Sulawesi, Southeast Sulawesi and North Sulawesi.

The number of respondents from Polda type A and Polda type B units was quite balanced. 46% came from Type A Regional Police units and 49.8% from Type B Regional Police units.

g. Origin of the Battalion

**Table 15. Battalions**

| Battalion | Frequency | % |
|---|---|---|
| I | 98 | 24.5% |
| II | 83 | 20.7% |
| III | 94 | 23.5% |
| IV | 90 | 22.5% |
| Policewoman | 35 | 8.8% |
| Total | 400 | 100% |

This data is an implementation of proportional sampling as described in chapter III above. The number of respondents per battalion was quite balanced. Battalion I as much as 24.5%, Battalion II as much as 20.8%, Battalion III as much as 23.5%, and Battalion IV as much as 22.5%. Judging from the number of samples, it appears that the samples used are fairly balanced representatives of all battalions.

The table that describes respondents regarding age, gender, education, longest police function ever held, length of service as a member of the National Police, unit origin, and battalion origin during education, is not an indicator used to determine the Secapa Polri education system. However, with the sample distribution as seen in the description above, it appears that the sample used meets the requirements as a combination sample of purposive sampling and proportional sampling.

2) Quantitative data analysis

After analyzing the quantitative data obtained from the results of filling out the questionnaire by the 28th batch of Secapa Polri students, it turns out that the Secapa Polri education system adheres to a closed education system, as shown in Tables 16 and 19. This is in accordance with the education system criteria outlined in chapter III above, which explains that if the mean is to the left of the average then the education system implemented by the educational institution is a closed education system.

**Table 16. Opinion variables**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Physical environment | 400 | 30.00 | 109.00 | 50.9300 | 10.7097 |
| Curriculum | 400 | 25.00 | 72.00 | 41.2175 | 9.2731 |
| Teaching and learning process | 400 | 14.00 | 46.00 | 24.4850 | 5.8899 |
| Student behavior | 400 | 18.00 | 51.00 | 24.0725 | 4.6784 |
| Valid N (listwise) | 400 | | | | |

**Table 17. Feeling variables**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Physical environment | 400 | 30.00 | 145.00 | 56.1450 | 16.7709 |
| Curriculum | 400 | 25.00 | 102.00 | 43.8650 | 14.4650 |
| PBM | 400 | 14.00 | 68.00 | 25.4675 | 10.1161 |
| Student behavior | 400 | 18.00 | 66.00 | 24.0900 | 7.0779 |
| Valid N (listwise) | 400 | | | | |

Likewise, the answers given by respondents are answers that have been influenced (internalized) by the Secapa Polri education system. So that all answers given can be understood as answers from students resulting from closed education.

In Table 16, which is the result of quantitative data analysis of students' opinions, it appears that the mean of the physical environment is 50.93 and the standard deviation is 10.7097. This shows that the physical environmental situation at Secapa Polri is the physical environment of a closed education system, and student answers show little variation (respondents' answers tend to be homogeneous).

The mean of the curriculum is known to be 41.2175 with a standard deviation of 9.2731. This shows that the curriculum used at Secapa Polri is a curriculum from a closed education system and student answers show little variation (respondents' answers tend to be homogeneous).

Furthermore, the mean of the teaching and learning process is 24.485 with a standard deviation of 5.8899. This shows that the implementation of the teaching and learning process at Secapa Polri is a teaching and learning process from a closed education system and student answers show little variation (respondents' answers tend to be homogeneous).

Regarding the mean of student behavior oriented towards community policing, a value of 24.0725 was obtained with a standard deviation of 4.6784. This shows that the behavior of Secapa Polri students has not shown behavior that is oriented towards community policing and student answers show little variation (respondents' answers tend to be homogeneous).

In Table 17, which is the result of quantitative data analysis of students' feelings, it appears that the mean of the physical environment, curriculum, teaching and learning process, and student behavior is in a position to the left of the average. This shows that the educational variables in Secapa Polri according to students' feelings include a closed education system with small variations in answers (respondents' answers tend to be homogeneous)

The results of quantitative data analysis of students' opinions and feelings show similarities (consistency) which indicates that the Secapa Polri education system is classified as a closed system education. A small standard deviation indicates that the variation in answers is small and respondents' answers tend to be homogeneous

The results of quantitative data analysis, as described above, are also strengthened by the results of qualitative data analysis in the form of observations, interviews, analysis of primary documents, and FGDs as described in chapter IV, sub-chapter A which also provides an indication that the education system at Secapa Polri is a system closed education.

# 5. CLOSING

## 5.1. Conclusion

This study was conducted to answer the research questions as stated in chapter I, namely "What is the current educational situation in Secapa Polri" and "What is the education system in Secapa Polri". In order to answer this question, qualitative and quantitative methods are used which aim to get an overview of the educational situation consisting of physical environmental variables, curriculum, teaching and learning processes and the behavior of students who will carry out tasks with an orientation towards community policing, as follows:

1) The physical environment variable consists of 30 items obtained from experts as seen in table 7 in chapter IV page 77 which is clarified with the results of observations, interviews and FGDs, to provide an interpretation of the physical environment variables, as follows: Surrounded by the Police Secapa with a fence The sturdy walls that are 2 meters high and the many guard posts that are manned 24 hours a day with all the equipment, are very likely to make people reluctant to enter educational institutions and give the impression that Secapa Polri is a closed educational institution. Students also expressed that several buildings which are educational facilities are not suitable for use.

2) The curriculum variables consist of 25 items obtained from experts, as shown in table 8 in chapter IV which is clarified with the results of observations to provide an interpretation of the curriculum variables, as follows: Implementation of education for 11 months with quite a lot of subjects, quite busy activities , the lack of skill-based learning materials, and the lack of operational support tools for lessons indicate that the Secapa Polri curriculum is a closed education system curriculum. However, students can still enjoy the curriculum in the conditions described above because their motivation to participate in education can be said to be low (from interviews with 5 students, they stated that they took part in Secapa Polri education only in order to change their fate).

3) The teaching and learning process variable consists of 14 items obtained from experts, with explanations from the results of observations, as follows: The teaching and learning process is supported by personnel who are limited in quantity and quality, so it is not uncommon for students studying in class to only be given the task of taking notes or summarizing lessons. It is also not uncommon for teaching and supervisory staff assigned to Secapa to feel forced to be assigned by superiors or to move from the area due to cases or inappropriate actions. Negative things

as described above are very likely to be a bad model for students and will reduce the coach's sense of exemplary behavior towards students.

4) The student behavior variable consists of 18 items obtained from experts.

Based on the results of observations, it is known that; Student behavior is formed from a number of models that exist at Secapa Polri, including the behavior displayed by teaching staff, supervisors, and the limited physical environment. Also, student life is quite strict with rules and doctrines that make students feel constrained and easily bored. So it is not uncommon for violations to occur by students. In fact, every year there are students who are expelled from education for various reasons, for example harassment of women, running away (leaving the knighthood without permission). The results of quantitative data analysis obtained from filling out questionnaires by the 28th Secapa Polri students, it turns out that the Secapa education system appears to be a closed education system. The mean of the physical environment, curriculum, teaching and learning process, and behavior of students who will carry out tasks with an orientation to community policing are to the left of the mean with small variations in the sense that the answers given tend to be homogeneous. The mean of the physical environment, curriculum, teaching and learning process, and student behavior is in a position to the left of the mean with variations in answers that also tend to be homogeneous. The results of quantitative data analysis show that there is similarity (consistency) between students' opinions and feelings towards the Secapa Polri education system. This further emphasizes that the education system in Secapa is a closed education system.

## 5.2. Discussion

This research tries to explore to get an idea of an alternative Polri education system that is oriented towards community policing in order to create a professional Polri. In this regard, there are several things that can be discussed considering the limitations of research which cannot possibly reveal all the aspects studied.

1) Research problem

Research related to educational issues was carried out by the National Police Research and Development Department in collaboration with UGM regarding the professionalism and performance of the National Police (Siagian, et al, 1999). The research results indicate that the professionalism and performance of the National Police is low. One of the causes is the education system related to the curriculum which has lagged behind developments in the situation and the low quality of teaching personnel. More specifically, research on the Polri curriculum was carried out by the PTIK Working Group (Pokja PTIK, 2001), with the result that the Polri education curriculum needed to be adapted to community developments, especially with regard to protection, protection and service to the community.

From the results of the research above, as well as research conducted by the POKJA PTIK, there are similarities with the results of this research, namely that the National Police education curriculum needs to be adapted to societal developments. This is a characteristic of the open education system curriculum. For example, there needs to be more skills content and prioritizing preventative lessons rather than action. The consequence is that lessons related to protection, protection and service to the community are better understood than law enforcement lessons. Therefore, research problems should be developed, for example looking at the effectiveness of the subjects being implemented. Now, as is known, for Secapa Polri there are 38 subjects for 11 months, while for equivalent education (for example, Diploma III or Strata I) there are only 20 subjects in one year. To find out how an effective and efficient education system is in shaping police attitudes, it is also necessary to develop a comparative study with police education that is at the same level as Secapa education in other countries that are already developed but have societal characteristics that are similar to Indonesian society.

2) Research question

In connection with the description above, the research question is not only to reveal the educational situation and the education system but can be further developed to include the motivation of students to participate in education and the motivation of teaching staff in carrying out their duties. How much does the open or closed education system contribute to the behavior of students who will later work in the field and require them to be oriented towards community policing? Because Secapa Polri students are personnel who have attended Non-Commissioned Officer School education and have served for at least 10 years, it can also be indirectly seen how much the results of non-commissioned officer and regional service education have contributed to the behavior of Secapa Polri students.

3) Theories and theoretical frameworks.

To further enrich the research results, research related to National Police education not only uses social learning theory and role theory, but can be developed with motivation theory. This is useful for explaining whether a person's education is related to the need for achievement, the need for affiliation or the need for power as contained in the Mc theory. Clelland (Gibson, et al, 1997). It is also necessary to apply social judgment theory which assumes that a person's behavioral guidelines are based on judgment standards formed by previous experience, life and environment. With this social assessment theory, it will be possible to explain more about the influence of non-commissioned officer school education results and length of service on the behavior of Secapa students.

4) Research methods

Research methods can use qualitative and quantitative methods starting from collecting research items, research data, and research results Craswell, 1994 (in Supratiknya, 2000). The population and sample should be expanded to include all National Police educational institutions and all levels of education, including vocational education. Considering the different characteristics of students from each type of education, if this is done it is very likely that the results of research on the National Police education system will be more representative and more generalizable. Data analysis can be developed using regression analysis to see how big the contribution of student motivation, educational background, length of service, and education system is to the behavior of students resulting from certain education (SPN, Akpol, PTIK, Secapa, etc.). This analysis can also be used to compare educational results and items from non-commissioned officer schools, officer schools, police academies, and vocational education.

5) Research result

By expanding research problems, increasing research questions, enriching theories and theoretical frameworks and developing research methods, it is likely that the results will be more representative and more useful for organizational development, in order to accelerate the realization of a professional Police.

## 5.3. Recommendation

Based on the conclusions above, several recommendations can be put forward in order to realize Polri professionalism through the Polri education system. These recommendations focus on structuring the physical environment, curriculum, teaching and learning processes between students and teaching staff.

1) The physical environment for educational institutions should be arranged in such a way as to give the impression of an open educational institution. This makes people more familiar with the educational environment, although with certain limitations.

2) The curriculum should be improved and adjusted to the priority scale while still referring to the applicable education system (National Education System) and National Police Law no. 2/2002 and also adjusted to societal developments. A curriculum that is adapted to the development of the situation and organizational needs is a characteristic of an open education system. One form of this is increasing the number of skills subjects, as well as prioritizing preventive rather than repressive measures. The next explanation is in the form of subjects and the need for complete teaching aids or practical equipment.

3) In the teaching and learning process that involves students and teaching staff, it is necessary to develop a "model" of educators who has good motivation and achievement so that it can be used as a good model by students. It is also necessary to strive for student recruitment as far as possible to attract prospective students who really have good motivation to take part in education, so that the results of their education can be expected to improve the professionalism of the National Police.

4) In connection with leadership decision making to determine an effective and efficient education system for all levels of education, it needs to be adjusted to the type of personnel capabilities required by the organization. And it seems that an open education system can be used as an alternative education system in order to create a professional police force.

5) More authentically, as a basis for developing the National Police education system, comprehensive research on education is very urgent.

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