



The Management of Learning and Training at the National Police in Improving the Professionalism of the National Police

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Abstract

The Management of Learning and Training at the National Police in Improving the Professionalism of the National Police is developed to build the effectiveness of the process in education and training in facing the development and growth of current and future social culture. Aimed at finding a picture related to the objectives and focus. Related questions: 1) How to find out the aims and training programs of the POLRI in improving the professional non-commissioned officer of the National Police; 2) How to assess the implementation of POLRI's objectives and education and training programs in improving POLRI non-commissioned personnel? ; 3) How to find out the problems faced by POLRI leaders in implementing POLRI objectives and education and training programs in improving the professional non-commissioned officers of POLRI ?; 4) How to find out the solutions and efforts to improve in the future the pattern of training for professional improvement of the POLRI NCO ?; 5) How are the efforts of the POLRI educational institution in making the learning process effective in increasing the quality of student graduation? The results showed that performance must include the synergy element of ability (Ability), motivation (Motivation), and opportunities (Opportunity) that can be captured. Whereas competence must include knowledge, teaching skills with various relevant methods, as well as attitudes and behaviors that are able to show figures as appropriate examples for students.

Keywords: Management, Polri Training, Professionalism.

INTRODUCTION

Human Resources Management (HR) is an important part of companies, government agencies and educational and training institutions which greatly affects many aspects of the success of human resources in determining the success of every company, government and private institutions as well as educational and training institutions. The education and training of the new NCO students are given tests related to the material and training obtained at the State Police School, so that the scores are obtained from these tests which will be used as evaluation materials for determining graduation for the New NCO. The values that will later be used in the graduation process of DIKTUKBRIG POLRI students are 3 aspects which include academic, mental, and physical values. The three values of this aspect will be reported at the board meeting of the National Police School to be used as a reference in determining the graduation of DIKTUKBRIG POLRI students.

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The main task of the POLRI is to serve, protect, protect its citizens and protect their lives and livelihoods by maintaining security and a sense of security in the community in carrying out activities for the welfare of their lives. As life guards, the police are tasked with being a bridge, problem solver, prevention of social security disturbances, inspiration, and motivator in social life. The POLRI NCO is at the forefront of the POLRI. Every member of the community who needs police services or assistance, will almost certainly encounter non-commissioned officers, from simply asking for directions, or taking care of a SIM / STNK, to reporting an incident to the police post or police station. Likewise, if there are members of the community who are forced to deal with investigators, the non-commissioned officers are sure to take care of it.

The POLRI non-commissioned officer education management policy implemented by the State Police School refers to the Regulation of the Head of the National Police of the Republic of Indonesia Number 4 of 2010 concerning the National Police Education System of the Republic of Indonesia. This regulation is stipulated with the considerations a) that the development of science and technology as well as the demands of the community on the performance of the state police of the Republic of Indonesia, it is necessary to increase professional human resources in order to be able to carry out tasks in accordance with the vision and mission of the state police of the Republic of Indonesia; and b) that professional human resource enhancement in the state police of the Republic of Indonesia is carried out through a programmed, directed, systematic and sustainable education system based on the policies and strategies of the National Police Chief of the Republic of Indonesia.

One of the implementation of education for the formation of the Indonesian National Police, one of which refers to Law Number 20 of 2003 concerning the National Education System, Article 29 which regulates the types of education that can be provided by a department or non-department such as POLRI, are as follows: "Official education is a professional education organized by department or non-departmental government agency." (Depdiknas, 2003). Based on this article, it is clear that the education provided by the POLRI is an official education that organizes a professional education program. The education for the formation of the Indonesian National Police is also taken in a short period of time, which is only 7 (seven) months, but successful or not, it is not measured by how long the education lasts, but the educational program that is carried out must fulfill the principles of official education.

The demands for the professionalism of the National Police today are driven by developments in the strategic, social and social environment and demands for public reform. This is a necessity for the challenges faced by the task in achieving high levels of effectiveness and productivity. POLRI professionalism in the POLRI strategic management course text is formulated as follows: "The skills and skills of each member and unit of POLRI in carrying out their duties, functions and roles are supported by knowledge, insight, moral ethics and high work ethics, by utilizing science and technology as well as tactics. and correct and appropriate police techniques based on applicable laws and regulations as well as other general norms.

Facing these problems, Indonesia must immediately determine the solution by improving the quality of human resources through education, with the following reasons: 1) Education will prepare human resources capable of conquering the direction of globalization so that they can be controlled; (2) Education will create high human capital in cognitive, affective and psychomotor abilities. Alignment of the development of the three domains in the right size will create human resources capable of making globalization a vehicle for accelerating everything, especially the economic growth of a country; 3) With education will create good governance which is the basis for the speed of globalization, meaning that a good government is a government that can implement all its policies according to its size so that the common goal will be achieved. Good governance is also inseparable from the intellectual ability to communicate as well as corporations with other countries so that there is a balance and harmony of harmonious assimilation; 4) Education will create a skilled workforce, skilled management, and finally skilled marketers, so as to be able to determine the direction of globalization in accordance with their expectations; 5) Competition between educational institutions demands education management that cannot be done traditionally but requires special abilities so that educational output is in accordance with the needs of the market share both nationally and internationally.

Management of Learning and Training Polri in Increasing the Professionalism of the National Police is aimed at the Management of Learning and Training for the National Police in Improving the Professionalism of the National Police, with the intention of being a benefit which theoretically, this research is expected to produce basic arguments or principles regarding:

- 1) Development of Educational Management Science, especially in the Effectiveness of Learning and Education and Training of the Indonesian Police in Improving the Professionals of the Indonesian National Police.
- 2) Strategies in carrying out the Program, Implementation, overcoming problems faced, solutions and future improvements regarding the Effectiveness of Learning and Training POLRI in Improving the Professionals of the Indonesian National Police.

The assumptions made in this study are to improve the quality of non-commissioned police education and training at the Cisarua State Police School, SPN Lido in Sukabumi, West Java, and the Sabhara Education Center, the POLRI Education and Training Institute in Porong, East Java so that graduates have quality and competence in accordance with established standards. in the Education Program by the Indonesian Police Education and

Training Institute. The effectiveness of the POLRI Education and Training Learning will be determined by the ability of the institution to synergize the vision, mission and objectives of the institution with the Police education policy based on the standards of the world of work in the police. The success of the NCO Police Training will be influenced by the capacity of the institution to carry out five activities: the effectiveness of the internal and external environmental analysis conducted using a SWOT analysis; the effectiveness of the planning of the education and training learning; the effectiveness of the implementation of education and training learning; the effectiveness of the supervision of the education and training learning, the effectiveness of the assessment of the education and training learning.

METHOD

The research method used is a qualitative discrete study as one of the descriptive method research methods, namely to reveal an intensive and in-depth picture of the steps for the effectiveness of learning activities of the POLRI Education and Training institute whose ultimate goal is to improve the quality of the quality of student graduation. As has been stated above, data analysis in qualitative research with a focus on case studies of steps for the effectiveness of POLRI Education and Training activities in improving the quality of professional graduates is carried out simultaneously with the data collection process, so the steps for analyzing and interpreting the data are carried out following the opinion. Moleong which includes the following steps: 1) Unit processing; 2) Categorization; 3) Data Interpretation. The research location in this study takes restrictions on the study location at SPN Cisarua, SPN Lido Sukabumi Polda Jabar, Pusdik Sabhara Lemdiklat Polri Porong in East Java (Moleong, 2001. p.190).

RESULTS AND DISCUSSION

The philosophical basis in this study is compiled on the basis of a philosophical foundation that refers to the philosophy of progressivism John Dewey. The characteristic of progressivism philosophy is that in this world nothing is eternal but always changes. The content of this philosophy is "Education it is that reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of the sub segment experience. Education is the reconstruction of experiences that add lifelong abilities (Dewey in, Kneller, 1971. p.48). Experience is the only basis for knowledge and wisdom (experience is the basis for knowledge and wisdom (Dewey in, Sukmadinata, 2012. p.40). "Humans have advantages compared to other creatures, because humans have dynamic and creative traits supported by intelligence to solve. problem.

Supported by the basic theory of Human Resources Theory. Gregor's theory X and Y provides an overview of a person's work motivation. The essence of this theory X "humans are generally lazy, lackluster, insecure, reluctant to take responsibility, want to be safe, do not want to take risks, are not honest because it needs to be monitored". Theory Y "employees can enjoy their work so that leaders will motivate by providing trust, opportunity and responsibility, rewards, not too much control, intervention and supervision" (Indrajit & Djokopranoto, 2006. p.6). Furthermore, Gregor in Siagian), says "Managers classify their subordinates into two categories based on certain assumptions.

First, subordinates do not like work, are lazy and must be forced to produce something. This is categorized as human X. Second, there are employees who like to work, are creative, fun, responsible, this is categorized as human Y " (Sondang, 2012. p.106). From the theory above, it can be concluded that theory X assumes a negative motivation work group. To be able to move and increase the productivity of resources from theory X can be done with rewards accompanied by threats and sanctions. Theory Y assumes that the work group with positive motivation can increase productivity with praise or reward.

Quality theory, quality in the context of TQM according to Juran in Soetisna, quality as "suitability in use". it is assumed that the product or service must provide what the user needs or wants. Quality is a guarantee given to primary customers, namely students. Furthermore, it is explained that there are eight main dimensions of quality categories, namely: (1) Performance, (2) Shape, (3) Reliability, (4) Comfort, (5) Endurance, (6) Serviceability, (7) Aesthetics / Beauty, (8) Perceived quality (Sutisna, 2002. p.23)

Based on the understanding and development of the basic concept theory of Enan, the Value System of Life in Islamic View. Which is built on theological understanding, which puts human beliefs in life, physical is the change and development of human life, ethia is the arrangement of human relations with humans, aesthetics is related to building the beauty of life and living with the basic logic of understanding thought and teleological understanding that builds balance human life itself in living.

To improve the quality of their graduates, SPN Lido, Cisarua and Porong conducted a theoretical analysis. The theoretical analysis used in this research is Thorndike's theory of learning. According to this theory, individuals are viewed from physical phenomena, ignoring mental aspects. This theory does not acknowledge the existence of intelligence, talents, interests and feelings of individuals in learning. The learning process only trains reflexes so that it becomes a habit. Therefore, this theory is more suitable to be applied in a habitual pattern. Some of the principles of learning based on behaviorism theory include:

Connectionism (S-R Bond), from experiments conducted by Thorndike, produces learning principles; (a) law of effect, if a response produces a satisfactory effect, the Stimulus-Response relationship is stronger, and vice versa; (b) law of readiness, readiness refers to the assumption that the organism's satisfaction comes from the utilization of the conduction unit, where the units give rise to a tendency that encourages the organism to act or not; (c) law of exercise, the relationship between stimulus and response will be tighter if it is often trained and vice versa.

According to Thorndike, the principle of studying law of effect associated with this dissertation states that if the POLRI training is done very well, especially in planning, implementing, evaluating and supervising it, it will produce professional, modern and reliable non-commissioned police graduates (promoters). Thorndike is also the principle of studying law of readiness associated with this dissertation, which states that if the readiness of the POLRI education and training in providing POLRI non-commissioned officers education is good, the resulting NCO graduates will be able to meet the needs of the Indonesian people, namely to become police officers who can protect, protect and serve the community both in the field law and security. The principle of learning law of

exercise associated with this dissertation states that in learning at the POLRI education and training, not only theory is taught but more skills practice in the field of policing is also presented so that non-commissioned officers are able to meet the needs and needs of the current police, namely police who are loved by the people. Indonesia because the police produced are very professional, modern and reliable (promoter).

In the application of Thordike's theory, according to the author, it is argued that if there are many police who take part in education and training in POLRI training institutions, there will be many professional police police, namely police who are devout to God Almighty, the police who defend justice and truth and are based on working sincerely.

1. Demands for Change and Alternative Steps

a. In order to answer the demands for changes in the implementation of police education in Indonesia, it is necessary to take alternative steps as a solution as follows:

1) Leaders of educational institutions make improvements to the POLRI Education System which is able to accommodate Competency-based POLRI education.

2) Leaders of educational institutions prepare POLRI human resources who have superior competence and have been tested in the fields of knowledge, skills and attitudes that reflect the ideal POLRI profile. Henceforth, they are placed in educational institutions that are relevant to their competence.

b. In order to answer the demands for changes in the Quality of Human Resources for Educators and Education, it is necessary to take alternative steps as follows:

1) Competency-based career development for female students. Organizing professional teacher coaching. Recruit Gadik professionally.

2) Make a breakthrough to improve the quality of Gadik. The coaching includes two aspects, namely the hard competence aspect and the soft competence aspect.

3) Providing teacher training, on an ongoing basis and in stages with the aim of increasing the competence of the teacher with a measure of the level of competence which is the ability, skills and attitudes of behavior that are relevant to the needs of the teacher.

4) Build a career development system for the National Police Gadik. Perform performance contract program and determine the performance of Gadik. Improve the welfare of Gadik.

5) Build a forum that specifically handles the training of POLRI teachers. Conducting comparative studies with domestic and foreign educational institutions, especially at leading educational institutions and educational institutions in developed countries and assigning the Gadik to apply the results of comparative studies through the level of feasibility and suitability.

6) Make standardization of performance evaluation of Gadik. Teachers' achievement must be measured through performance and competence.

The formulation of performance must include the synergy element of ability (Ability), motivation (Motivation), and opportunities (Opportunity) that can be captured. Whereas competence must include knowledge, teaching skills with various relevant methods, as well as attitudes and behaviors that are able to show figures as appropriate examples for students.

Starting in 2000, SPN implemented a Competence Based Curriculum (KBK) based on Kepmendiknas no. 232 / U / 2000 and until now there has been no change in the macro concept of the curriculum. Since then, the SPN has implemented the KBK.

SPN divides curriculum content into two types of curriculum, namely the planned curriculum and the unplanned curriculum (hidden curriculum) by integrating it in the form of soft skills and hard skills. This combination is in accordance with Murray Print (1993: 9-10) that the hidden curriculum must be programmed in the form of attributes of soft skills which will be integrated into hard skills. However, it would be more applicable if the soft skills attributes were in the form of the values contained in the six value system because the values contained therein were in accordance with the values contained in the goals of national education, namely the National Education System Law (Sisdiknas) Number 20 of 2003 outlines that the function of national education is to develop capabilities and shape the character and civilization of the nation with dignity in the framework of educating the nation's life. The aim is to develop the potential of students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

There are similarities and differences in the implementation of the planned and hidden curriculum in SPN Lido, Cisarua and Porong. The similarity is that most soft skills and hard skills are integrated into each course. The difference is that the Cisarua and Porong SPN curricula are based on various competencies according to their needs in the field or those required for work.

2. Innovation Ideas

a. Police Education with a new Paradigm

In an effort to answer the needs and challenges of today's globalized world, there are at least two aspects in the education system that can be used as study material and explored for changes to become a new paradigm that applies.

1) Aspects of learning methods. That this method is untenable. Without neglecting that the teacher must still be a person who deserves to be a role model. Examples are intended as ideal figures in the spirit of gaining knowledge and skills, quality of knowledge, quality of normative ethical behavior and as the right figure to be used as examples of superior quality human resources.

2) Second, the management aspect of educational institutions. This concerns the management of the educational institution itself, as has been experienced so far where previously schools only moved and operated independently.

- 3) Indeed, if we look back at the two aspects of this new paradigm, in its implementation it will not be as easy as turning the palm of the hand. In the context of this change, it will be clear how the education sector can synergize and be in line with the advancement and development of technology, knowledge and even business, because the output of an education becomes higher quality.
- 4) learner-centered. In developing potential, through educational institution services to students.
- 5) Learning by doing, KBM provides real experiences in everyday life, and the world of tasks related to the application of concepts, rules, principles of scientific disciplines, which students learn. This approach encourages the development of students' creativity through powerful experiences.
- 6) Develop social skills. An important aspect in the content of the CBC is to provide opportunities for students to develop social skills.
- 7) Developing curiosity. In the KBK, contains a series of learning programs that can arouse enthusiasm to develop students' curiosity.
- 8) Develop problem-solving skills.
- 9) Developing the creativity of students. Besides being skilled, the creativity of students in the learning process will be able to increase competence in the field of hard competency.
- 10) Developing science and technology skills. In order to hold a profession with certain abilities, every citizen is required to have a high awareness of his position as a citizen with all his duties and responsibilities.
- 11) Lifelong learning. One of the successes of the learning process is the growth of enthusiasm for lifelong learning.
- 12) A combination of competition, cooperation and solidarity. As individuals who have reached maturity in learning, it will indicate the enthusiasm and ability to compete in a healthy manner.
- 13) Developing discipline. The analogy that no one can rule others if he cannot rule himself.
- 14) For this reason, with police officers, no police officer can enforce the law in society effectively if he is unable to obey the internal rules in his department.

b. Police implementation with a new paradigm

The output model that can be expected from a process of educational change in the direction of quality improvement depends on how the educational institution implements. By remaining committed and adhering to the aspects of a new paradigm shift in the education system and stressing it is focused on the following matters (Indrajit &

Djokopranoto, 2006. p. 379):

- 1) The education system is implemented adhering to the principle of "local content, global orientation". In connection with this, the demands of the world which are experiencing the impact of globalization are no doubt that humans must be able to think globally and take actions that are needed locally (think globally and act locally).
- 2) Curriculum content created is based on the creation of student competencies (cognitive, affective and psychomotor).
- 3) Competency Based Learning Understanding. As education in various countries that have implemented competency-based education.
- 4) In the CBC the compilation and implementation is based on nine principles, namely faith, values and noble character, strengthening national integrity, balance between logic, aesthetics, and kinesthetics, equality of opportunity, age of knowledge and technology, development of life skills, lifelong learning, learner-centered with continuous assessment, holistic approach and partnerships.
- 5) The competency-based education system should implement the KBK. In order to serve and help students develop themselves optimistically into the world of assignments and lifelong learning independently.
- 6) Given the characteristics of the region in Indonesia, in its development applying KTSP becomes relevant. Its development refers to the following principles: centered on the potential, development, needs and interests of students and their environment, diverse and integrated, responsive to developments in science and technology, relevant to the needs of life, comprehensive and sustainable, lifelong learning, balanced between interests national and regional.
- 7) In connection with this interest, the development of KTSP is relevant to the conditions of the Indonesian territory.
- 8) Third, the teaching and learning process must be oriented towards solving real problems in life, not just waking up (problem based learning).
- 9) Fourth, the facilities and infrastructure must be based on information technology in order to create educational networks between schools and other institutions.
- 10) Fifth, human resources involved in the education process must have multi-dimensional capabilities that can stimulate multi-intelligence among students. The education management system must be school-based integrated information to support administrative and strategic processes.
- 11) Sixth, local government authorities are expected to play a greater role in supporting the regional autonomy strategy in which educational infrastructure and superstructure is implemented nationally.
- 12) There is an agreement from the community components that the location of the

success of the nation's children to be able to compete and succeed in winning the competition in all sectors in this global era is very much influenced by the education process.

13) In the perspective of society on education, it must be able to bridge and overcome the gap between processes, results and experiences during school with the real demands of life.

3. Effectiveness of Learning at the POLRI Training and Education

The effectiveness of learning at the POLRI education and training is very effective in improving the professionalism of the National Police, this is in line with the indicators of teaching and learning success, effective learning factors, and the Student Teams Achievement Divisions (STAD) learning model. and in line with the learning objectives stipulated in the National Education System Law, due to changes in behavior in learning at the POLRI Training and Education aimed at improving the professionalism of the National Police, covering all personal aspects of students, namely cognitive, affective and psychomotor aspects, this is also appropriate with Bloom's theory.

Effective learning requires the active involvement of students in every learning phase. Students are the center of learning activities to form certain competencies. The effectiveness of learning in the POLRI training is more effective than conventional learning, because it is supported by a learning environment that is in accordance with the objectives and learning material, the awareness and responsibility of students about the importance of the meaning of learning is very high, learning objectives and materials in accordance with the learning needs of students, media, learning tools and methods in line with the demands of students.

The effectiveness of learning in the POLRI education and training is marked by a very significant difference, including the value of conventional learning compared to the value of learning in the POLRI training. The learning material being studied focuses more on the objective conditions in which students are located, adjusted to the learning environment, socio-economic conditions of students, interests and tendencies of students in POLRI training, as well as applying theory into practice, which is based on togetherness, collective responsibility and the suitability between the input process and the output, so that all students who are members of the study group at the POLRI education and training can carry out the learning process, starting from the planning stage, implementation to evaluation, in groups, independently and with mutual learning, with tutor guidance.

The process of learning effectiveness in the POLRI education and training, the main activity is the delivery of information about learning materials or standard materials to form the competence of students. Core activities in an effort to form the competence of students can be said to be effective if they meet the following criteria:

- a. Students are active in the management of learning (participative teaching and learning), related to their duties and responsibilities as learners in the learning program.
- b. Students serve as learners, and their responsibility is to involve themselves in all

learning activities, in accordance with agreed commitments, when compiling a learning program.

c. The teacher acts as a facilitator, and can modify learning activities according to the results of the assessment of learning activities that have been implemented..

The effectiveness of learning at the POLRI education and training, apart from being able to foster creativity, innovation and learning motivation, turns out to be very attractive to students, on the grounds that their involvement in each phase of the learning process is an acknowledgment and pride of themselves. They feel valued, trusted and given learning responsibilities according to the competencies they need. The effectiveness of learning in the POLRI training can increase the competitiveness, knowledge, attitudes and skills of the Indonesian National Police, because the learning process takes place openly, using various learning methods and strategies, such as group work, role playing and problem solving. The process of learning effectiveness in the POLRI education and training requires teachers to always stimulate student creativity and activity, both in developing thinking skills or in taking action.

CONCLUSION

The effectiveness of POLRI training and education in improving the professionalism of the POLRI NCO. already referring to the Education and Training Standards for the Police of the Republic of Indonesia, both in objectives and programs, implementation of objectives and programs, facing problems and finding solutions and improvements in the future. However, in its implementation there are still some gaps between the current conditions and the real conditions in POLRI education and training institutions that refer to the eight existing standards, both in terms of documents, as well as in terms of understanding the substance, Human Resources (HR), facilities and infrastructure, costs, and other support capacities such as not yet maximal teamwork.

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