The urgency of optimizing police brigadier education and training to improve police work professionalism

Fadli Sudria Vera[1], Nizwardi Jalinus[1], Syahrial Bachtiar[1]
[1]Universitas Negeri Padang

Article Info

ABSTRACT

Crime in Indonesia is increasing day by day, education and training of Indonesian National Police brigadiers are urgently needed to create adequate human resources to reduce crime. This study aims to analyze the education and training program at the Padang Besi State Police School (SPN). This study uses a mix of quantitative and qualitative methods with a 4-stage model of Kircpatrick's evaluation level, namely reaction level, learning level, behavior level, and outcome level. The application of Kirkpatrick's four-level model which is carried out systematically in education and training evaluation activities at the Padang Besi State Police School (SPN) can be one solution, especially for apparatus-based training, so it is hoped that the training evaluation activity can answer one of the evaluation functions, namely to Strengths and weaknesses in the training program can be identified so that improvements can be immediately followed up.

Corresponding Author:

Fadli Sudria Vera
Universitas Negeri Padang
Email: fadlisudria6@gmail.com

Introduction

Adjustment to the attitudes, knowledge and skills of Police personnel is a consequence of the demands of the police's obligations and duties based on the principles of Supporting democratic policing, transparency, accountability, rule of law and human rights (Wijayanti, N. S; 2018). The Police Brigadier formation program is one of the stages to realize the vision of a professional police unit in protecting the community (Aziz, M. A; 2018). However, a mechanism is needed to evaluate the level of success of the program and the vision and mission of the police, whether after the formation of the Police Brigadier program the results are in accordance with what was learned during education and training.

This is in accordance with the vision of the police agency in Article 13 of Law Number 2 of 2002 concerning the Indonesian National Police which requires members of the Indonesian National Police to increase knowledge and skills that are useful for carrying out their main duties in a professional, moral and modern manner. In addition, the rapid development of information technology also affects the modern crime rate, thus affecting the expertise in carrying out the main mission of the police, through an educational process that uses information technology.

Some regional police officers are adequately staffed, while some other regional police are understaffed. Ideally, the number of police in contact with the community is 1:350. However, the current ratio is about 1:750. Due to this condition, dealing with problems in all areas is very dangerous and cannot be solved in the best way. Then when compared to the number of recruited and retired police officers, there is zero growth where the number of retirees is no different from those who have just entered, meanwhile the population in

Indonesia continues to increase (Ambaranie Nadia Kemala Movanita; 2017). The Indonesian National Police still lacks 270,068 personnel or 38.7 percent for the ranks of Middle-ranked Officer (Pamen), Lower-ranked Officer (Pama) and Non-Commissioned Officer (Bintara) or enlisted (Tamtama) for the rank of Adjunct Commissioner of Police (AKBP), the Indonesian National Police is still lacking 958 personnel, the rank of Kompol is still lacking 6,081 personnel (Sholahuddin Al Ayyubi; 2020).

In addition, Farouk Arnas (2020) also said that the National Police still lacked 270,068 personnel. The current personnel are compared with the designed personnel list (DSP). This number includes 95,000 officers. The number of Polri personnel, which numbered around 440,000, turned out to be only 61.3 percent or 38.7 percent of the personnel from the list of personnel made up. The problem increases when the shortage is not evenly spread across the Regional Police (Regional Police) or Work Units (human police division). Based on the same letter, there are regional units or work units that are overpowered, some are ideal, some are sufficient, and some are lacking. The uneven number of police needed in all regions also has an impact on the increasing number of criminals. However, in 2022 the number of police personnel will increase, as will the number of criminals. As stated by Fahmi Ahmad (2022), criminal acts and crimes from various cases are increasing. Meanwhile, the number of Polri personnel increased by 27,012 to 470,391. Compared to 2020 which only had 443,379 police personnel, an increase of 5.7%. This increase was greater than in 2016/2018, with an increase of 1,712 from 2016 to 2017. After that, there was only an increase of 186 from 2017 to 2018.

From 2015 to 2016, the number of criminals in Indonesia increased from 352,936 to 357,197 in 2016 (Central Bureau of Statistics; 2017). In addition, bribery corruption from 2014 to 2018 has increased (Nirwana Maharani; 2022). During the pandemic in 2020-2021 the crime rate increases such as theft, fraud, etc., this happens because of the increase during the spread of covid 19, there is many dismissals or layoffs during the pandemic. Large-scale social restrictions (PSBB) (Suparji ; 2019). This is certainly an illustration of the need for professional staff from the police in protecting the community, as stated by the police as one of the institutions most trusted by the public in maintaining security (Wahyurudhanto, A; 2018).

The Indonesian National Police was formed through education and training at the State Police School (SPN), one of which is the Padang Besi State Police School (SPN). The State Police School is a place for providing knowledge for prospective members of the Indonesian National Police that not only carry out physical education, but also provide moral education. This is because the State Police School is directly related to the community, so ethics are an important thing for a police candidate in carrying out his duties (Kunarto, 1998; Ingarianti, T. M; 2017).

When carrying out education at the State Police School, students will be educated, trained, and fostered becoming individuals who have disciplined, commendable, and law-abiding traits, so that they will produce police officers that are ready to face all problems that exist in society or have a professional attitude which means they will carry out all duties and obligations in accordance with the police code of ethics (Purwati, Rochaeti, Sekartadji, 2013). Education and training are a form of response to an agency's needs, so education and training are expected to prepare the professionalism of the police in their work later (Gutomo, D.S. 2017). Therefore, it is necessary to evaluate the education and training programs used at the Padang Besi State Police School to improve the professionalism of the police work.

Professional police are police officers that are able to protect the rights of citizens and protect their lives by maintaining the safety and security of their communities and carrying out activities for their livelihoods. As guardians of life, the police have the task of bridging, solving problems, preventing the collapse of public order and morality, and inspiring and motivating community life (Requisitoire Indonesia, 2013).

Method

This research is an evaluation research using qualitative and quantitative methods (mix method). It uses Kirkpatrick's evaluation model, known as the Kirkpatrick Four-Level Evaluation Model. Level 1, Reaction evaluating reactions is the same as measuring the level of student satisfaction (Kirkpatrick, D., L. & Kirkpatrick J., D. 2006). Level 2, learning is related to measuring the increase in the competence of participants, both in terms of knowledge, skills, and attitudes in accordance with the objectives of the training. Level 3, Behavior according to Kirkpatrick, D., L. & Kirkpatrick J., D. (2006), is defined as the extent to which behavior changes that arise because participants follow the training program. Level 4, The result of the implementation of the training program, of course, aims to get good results, such as improving quality, productivity, or safety levels.

Results and Discussions

The results of descriptive analysis of research data are based on Kirkpatrick's four-level evaluation model. described in the following table.

Table 1. Kirkpatrick's Four-Level Evaluation Model

Category	Score	f	%
Excellent	198 ≥	30	42,86
Good	160-197	23	32,86
Fair	122-159	13	18,57
Poor	84-121	4	5,71
Very Poor	46-83	0	0,00

Based on the table above, it can be seen that Kirkpatrick's four-level evaluation model is in the excellent category. It can also be seen in the following histogram:
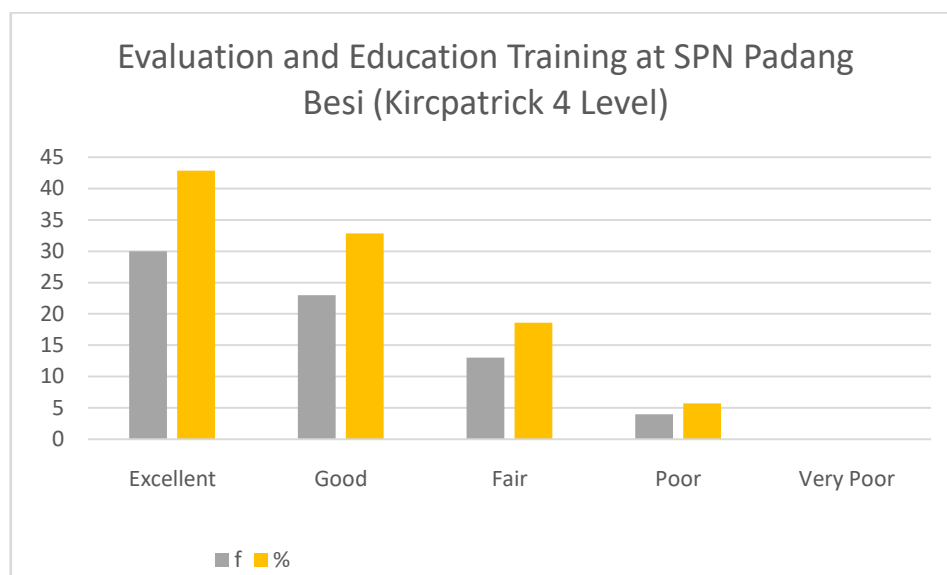
Chart 1. Kirkpatrick's Four-Level Evaluation Model

The results showed that the evaluation of training and education based on Kirkpatrick's four-level evaluation model was very good 42.86%. The details are described in the table below:

Table 2. Details of Kirkpatrick's Four-Level Evaluation Model

No.	Kirkpatrick's Four-Level Evaluation Model	Mean	%	SD	Score		Ideal Score
					Min	Max	
1	Reaction	26,1	65.25	4,39	14	34	40
2	Learning	64,7	76,1	7,52	46	85	85
3	Behaviour	38,7	77,4	4,43	31	49	50
4	Result	32,7	65,4	4,9	21	42	50

The results of data analysis from level 1 of the reaction can be interpreted that students feel quite satisfied 65.25% with the material provided by educators. Level 2 learning, the competence of participants, both in terms of knowledge, skills, and attitudes in accordance with the purpose of holding the training increased 76.1%. Level 3 changes in behavior that arise because participants take part in the training program

are 77.4%. Level 4, the results of the implementation of training programs related to the professionalism of the police after working 65.4%.

According to Kirkpatrick (1994) the training given to students is effective if there is a good reaction from the students, then without the learning provided by the educator, no behavioral change occurs (Piryani, R. M., Dhungana, G. P., Piryani, S., & Neupane, M. S. 2018). Through level one reactions, it can be seen how the material provided by the educator and the learning or performance of students during tests in class (Kaufman, R., & Keller, J. M; 1994). At level 2, students assess changes in knowledge, skills, or attitudes in relation to the training objectives. Students feel that the change in attitude while undergoing education and training at SPN Padang Besi is good. Learners are trained to be more disciplined, maintain attitude and professionalism, and obey the rules. Identify the expected change in attitudes in education and training, how students observe, and what are the consequences of these changes both during and after attending training (Kaufman, R., & Keller, J. M; 1994). Education is an effort made to realize changes in one's behavior and behavior through the learning process so that students are active in spreading the potential that is in them.

Learning activity can be viewed as a benchmark for the success of a learning activity which is generally indicated by the high and low participation of students in responding during the learning process (Ratnawati, A, 2014). A Level three assessment is conducted to determine how well the training materials are applied in the participants' workplaces and workplaces. Behavioral assessments measure what knowledge, skills, or attitudes you have learned to apply for or change jobs. From the definition above, the purpose of conducting a behavioral stage assessment can be interpreted as measuring changes in work behavior caused by the participation of an employee in a training program. Kirkpatrick, D., L. According to (1998), three conditions are needed to implement behavior change: (1) Knowing what to do and how to do it. (2) Need to work in a decent work environment. (3) And someone needs to win a prize for his change (Nurhayati, Y; 2018). Level 4 is a key outcome or contribution of the training program. It can lead to increased professionalism or performance, increased quality, reduced costs, reduced work-related injuries, increased sales, reduced employee turnover, and increased profits (Iskandar, A; 2019).

Professionalism is a professional commitment to a profession, a "spirit", a perspective, method, or practice that is simultaneously described in terms of the characteristics of the profession concerned. This commitment is evident in the conversion of self-praise into professional energy, this energy can spread professional abilities (Collins, 2000). Professionalism can be measured in three parameters: motivation, education, and income. To get good law enforcement officers (including police officers), the Well Mes principles are: good motivation, good education, and good salary must be met (Sari et.al, 2014).

Conclusions

Based on the results of the study, the training materials provided by the girl to the students were quite good. In general, girls have mastered the material given to students, as well as the methods used are quite varied and provide opportunities for students to be able to develop their potential. However, several things need attention, namely infrastructure that needs to be improved and girls who master technology are needed. Changes in students' attitudes while undergoing education and training at SPN Padang Besi is good. Learners are trained to be more disciplined, maintain attitude and professionalism, and obey the rules. Changes in attitude that occur after attending training can be implemented better than before being given education and training. SPN alumni already have adequate professional skills such as mental and tactical and technical abilities that are adequate to carry out their duties properly according to their main duties and functions.

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