



The Role of Educators in Improving Learning Quality at the Police Academy

Eko Krismianto^{1✉}, Suwito Eko Parmono², Rodiyah³

^{1,2,3}Universitas Negeri Semarang

Article Info

Article History:
Received May 2026
Accepted May 2026
Published June 2026

Educators, Quality of
Education, Police
Education, Police
Academy

Abstract

Police education plays a strategic role in developing professional, ethical, and competent human resources within the Indonesian National Police (Polri) to address the dynamics of modern policing. The Police Academy (Akpri), as a higher education institution, is required to provide quality education, where the role of educators is a key factor in the success of the educational process. This study aims to examine in depth the role of educators in improving the quality of learning at the Police Academy, identify the obstacles faced, and analyze the strategies applied in efforts to improve the quality of learning. This study uses a qualitative approach with a case study design. The research participants consisted of educators and Akpri cadets from Levels I to III. Data collection techniques included in-depth interviews, participatory observation, and documentation studies. The data obtained were analyzed using thematic analysis. The results showed that educators at the Police Academy have a multidimensional role, not only as teachers but also as facilitators, mentors, motivators, and role models in shaping cadets' academic competence, professional skills, and attitudes of discipline and leadership. However, several obstacles were found in the implementation of learning, including limited variety of learning methods, suboptimal use of technology, the dual workload of educators, and limited supporting facilities and infrastructure. To overcome these obstacles, educators applied contextual learning strategies, field experience-based learning, and competency development through training and certification. This study concludes that improving the quality of learning at the Police Academy requires the support of sustainable institutional policies, particularly in strengthening the competence of teaching staff and providing adequate learning facilities.

✉Correspondence Address :

Kampus Pascasarjana UNNES Jl. Lamongan Tengah No.2, Bendan
Ngisor, Kec. Gajahmungkur, Kota Semarang
E-mail : akurekonfu87@students.unnes.ac.id

p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Education is a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential, including spiritual and religious strength, self-control, personality strength, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. This definition aligns with Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas), which serves as the primary legal basis for the implementation of education in Indonesia. This law emphasizes that national education is fundamental to the values of Pancasila and the 1945 Constitution and must be responsive to changing times and the nation's needs. The national education system encompasses all interrelated components of education in an integrated manner to achieve national education goals, with the principles of democratic, equitable, and non-discriminatory implementation.

Within the framework of the national education system, higher education plays a crucial role as a continuing education level aimed at producing qualified and professional human resources. Higher education in Indonesia is divided into several types, including general universities, vocational universities, and civil service universities, each with its own specific characteristics and objectives. One of the vocational education programs in Indonesia is the Police Academy, which is an integral part of the national education system that not only emphasizes academic aspects, but also character building and high discipline in accordance with the needs of the authority of the government agency that oversees it.

Police education is part of the vocational education program provided by the Indonesian National Police (POLRI) to develop prospective police officers who are professional, possess integrity, and are competent in carrying out their duties of maintaining security and public safety. Police education is governed by various regulations, including the Chief of Police

Regulation and national policies regarding police education and training. The Police Academy (Akpól) is one of the police educational institutions, functioning as a higher education institution for civil service, producing police officers through an applied education bachelor's program. Akpól plays a strategic role in developing future police leaders with the knowledge, skills, and professional attitudes required for modern policing.

The urgency of police education is particularly high given the ever-evolving complexity of Polri's duties, from law enforcement and security maintenance to public protection. Therefore, Akpól must be able to provide quality education with a relevant curriculum and competent teaching staff. In providing police education at Akpól, the role of teaching staff is crucial. They serve not only as transmitters of material but also as mentors, motivators, and character builders for students. The competence of teaching staff determines the effectiveness of the learning process and the quality of the graduates produced. Professional educators are able to integrate theory and practice according to the needs of police duties and adapt learning methods to developments in science and technology.

Therefore, educators at the Police Academy must have strong competencies that are continuously developed in order to support the vision and mission of police education. The competencies of educators at the Police Academy cover several key aspects, including pedagogical competencies, professional competencies, personal competencies, and social competencies. Pedagogical competencies relate to the ability to design and implement effective learning processes. Professional competence includes mastery of open material and the development of scientific knowledge relevant to police duties. Personality competence reflects integrity, ethics, and a professional attitude that serves as an example for students. Social competence includes the ability to communicate and interact effectively with students and colleagues. These competency standards are in line with the

provisions of Law No. 20 of 2003 and regulations related to educators in Indonesia.

Educators at the Police Academy are required to participate in a certification program that measures and ensures their pedagogical and professional competencies. This certification aims to enhance mutual learning and ensure that educators meet national education standards. The professionalism of Police Academy educators is also supported by continuous training and competency development in line with the dynamics of police duties and scientific developments. Data from relevant institutions show that the increase in educator certification has a positive impact on the quality of learning and educational outcomes at Akpol. Several previous studies have examined the role of educators in improving the quality of learning. Research by Murtafiah (2022) shows that educators play a very important role in determining the quality of education, so that in order to improve the competence of educators, there needs to be regular evaluations to assess the performance of educators and educators. However, there is still a research gap regarding the expected role and the actual duties and competencies of educators at the Police Academy, particularly in handling the increasingly complex and dynamic demands of police education. This gap includes aspects of professional development, the application of innovative learning methods, and the adjustment of the curriculum to the needs of modern police duties.

Thus, it is important to discuss the role of educators in improving the quality of learning at the Police Academy as part of the national education system regulated by Law No. 20 of 2003. Quality police education is highly dependent on the competence and professionalism of educators, which must be continuously developed through certification and ongoing training. This study aims to examine in depth the role, competencies, and challenges of educators at the Police Academy, as well as to provide strategic recommendations to address existing gaps in order to improve the quality of sustainable police education.

METHOD

The research approach used in this study is a qualitative one. This approach was chosen because the focus of this research is to understand the phenomenon in depth, specifically regarding the role of educators in improving the effectiveness of learning at the police academy.

The participants in this study consisted of educators involved in the learning process at the Police Academy with diverse educational backgrounds and field experiences, as well as Akpol cadets from Level I to Level III from various classes selected to represent a variety of disciplines and educational experiences.

This study utilized several data collection techniques, including in-depth interviews with educators and Akpol cadets to explore their experiences and perspectives on the learning process, participant observation to understand classroom interactions and learning methods, and documentation in the form of curriculum, teaching materials, and learning evaluation reports to support the analysis.

RESULTS AND DISCUSSIONS

Consistency of Research Findings with Theory

This research finding aligns with the theory of the role of educators proposed by Suparno (2018), which states that educators act as teachers, facilitators, and mentors. In the context of the Police Academy, this role expands as educators also function as character and leadership builders. Furthermore, the implementation of practice-based learning and case studies supports constructivist theory, which emphasizes the active involvement of students in constructing knowledge through real-life experiences.

The Role of Educators in the Learning Process at the Police Academy

Based on in-depth interviews with educators and direct observations of the learning process, it is clear that educators at the Police Academy fulfill a highly complex and multidimensional role. This role is not limited to

delivering learning materials, but encompasses the functions of teachers, facilitators, mentors, motivators, and role models throughout the cadet education process. The Role of Educators as Teachers: As teachers, educators are responsible for delivering learning materials in accordance with the Police Academy curriculum established by the institution. The material taught covers aspects of police knowledge, law, management, professional ethics, and the technical skills required to carry out police duties. However, the material is not delivered in a one-way, theoretical manner. Educators actively link learning materials to empirical experiences and real-life cases that have occurred in the police field. This link between theory and practice aims to provide cadets with a concrete understanding of how academic concepts are applied in real-life situations. Through case studies, simulations, and problem-based assignments, cadets are trained to think critically, analyze problems, and make appropriate decisions in accordance with applicable procedures and regulations. Thus, the role of educators as teachers is not only oriented towards knowledge transfer but also towards developing the cadets' practical skills and professionalism.

Barriers to Educators Improving Learning Quality

Although educators have performed their roles effectively, this study identified several barriers that impact learning effectiveness, including:

1. Limited variety of learning methods. Some educators still tend to use the lecture method. This method is considered less effective for police education, which demands mastery of practical skills and problem-solving abilities.
2. Suboptimal utilization of learning technology. Although technological facilities are available, not all educators are able to utilize them to their full potential. This is due to limited information technology skills and a lack of specific training related to digital-based learning.
3. The dual workload of educators. In addition to teaching, educators also have structural and

operational police duties. This situation results in limited time to prepare in-depth and innovative learning materials.

4. Limited supporting facilities and infrastructure, particularly practical and simulation facilities. These limitations impact the suboptimal implementation of practice-based learning, which is crucial for police education.

Educators' Strategies for Improving Learning Quality

In facing these various obstacles, educators implement a number of strategies to improve learning quality. One of the main strategies is the application of contextual learning, which links teaching materials to real cases that have occurred in the field of policing. This strategy makes it easier for cadets to understand the material and improves their critical thinking skills. In addition, educators also develop their competencies through training and certification. This certification is not only a form of recognition of professionalism, but also encourages educators to improve the quality of the learning they manage. Educators also apply a humanistic and communicative approach to learning. This approach aims to build positive relationships between educators and cadets, so that cadets feel more comfortable and motivated to actively participate in the learning process. In terms of assessment, educators have begun to implement competency-based learning evaluations, which assess not only theoretical mastery, but also the practical skills and professional attitudes of cadets.

Strengthening the Validity of Research Findings

The validity of the research findings was strengthened through the application of source, technique, and time triangulation. The congruence of information obtained from educators, cadets, and education administrators demonstrated data consistency related to the roles of educators and the implementation of learning. Technical triangulation through interviews, observation, and documentation demonstrated

alignment between learning planning and implementation. Meanwhile, time triangulation demonstrated the stability of the information obtained.

Member checking results indicated that informants agreed with the data and interpretations compiled by the researcher. A systematically documented audit trail demonstrated that the research process was traceable and accountable. Thus, the research findings have a good level of credibility, dependability, and confirmability.

CONCLUSION

Based on the results of the study, it can be concluded that educators have a very strategic role in improving the quality of learning at the Police Academy, not only as teachers, but also as facilitators, mentors, motivators, and role models for cadets by linking theoretical and practical police material. These roles contribute to the development of cadets' academic competence, professional skills, and attitudes of discipline and leadership. However, this study also found a number of obstacles, such as limitations in the development of pedagogical competence, multiple tasks, limitations in infrastructure, and the suboptimal use of learning technology. To overcome these challenges, educators have implemented various contextual and experience-based learning strategies, although their effectiveness still requires institutional policy support, particularly in continuous training, facility provision, and strengthening competency-based learning evaluation systems.

REFERENCES

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Creswell, John W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: SAGE Publications.
- Daryanto. (2013). *Strategi Pembelajaran Inovatif*. Yogyakarta: Gava Media.
- Depdiknas. (2008). *Pedoman Umum Pendidikan Tinggi Kependidikan*. Jakarta: Departemen Pendidikan Nasional.
- Glickman, Carl D., et al. (2014). *Supervision and Instructional Leadership: A*
- Mulyasa, E. (2013). *Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.
- Murtafiah, NH (2022). *Manajemen Pengendalian Kinerja Pendidik dalam*
- Meningkatkan Mutu Pembelajaran Pada Lembaga Pendidikan Islam. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4 (6), 4613-4618.
- Nurdin, M. (2015). *Peran Tenaga Pendidik dalam Meningkatkan Kualitas Pembelajaran*. *Jurnal Pendidikan dan Kebudayaan*, 1(2), 45-56.
- Undang-undang Republik Indonesia, No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan Penjelasannya, Pen. CV Aneka Ilmu, cet. 1 tahun 2003
- Sugiyono. (2016). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Wibowo, A. (2017). *Pengembangan Kurikulum Pendidikan Kependidikan*. *Jurnal Ilmu Kependidikan*, 5(1), 23-34.
- Zainal, A. (2018). *Pendidikan Karakter di Akademi Kependidikan*. Jakarta: Penerbit Universitas Indonesia.