

Parenting Management Strategies for the Cultivation of Disciplined Character at the Police Academy

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Abstract. In today's global era, the demand for professionalism and discipline in law enforcement is increasing, so the Police Academy plays a vital role in instilling kebhayangkaraan values to form cadets who can face security challenges with discipline, integrity, ethics, and strong leadership. This study profoundly analyses how the parenting management model instills the main kebhayangkaraan character in the discipline character. The research method used is qualitative with a phenomenological approach, where data are obtained through in-depth interviews, participatory observation, and documentation. The results showed that parenting with a structured schedule and consistent enforcement of rules succeeded in instilling discipline in cadets. Intensive physical exercise, discipline classes, and character-building sessions significantly improve cadets' discipline and mental endurance. Periodic evaluations and feedback from cadets help improve parenting programs continuously. In conclusion, holistic and integrated parenting management effectively instills disciplinary character in Level I Cadets of the Police Academy.

Key words: parenting; discipline education; cadets; police academy; character

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INTRODUCTION

In today's global era, demands against law enforcement, especially the police (Kurniawan et al., 2022), are increasing to act professionally and discipline (Mubarak et al., 2023). The police, as a law enforcement institution, face a variety of complex challenges (Dekanoidze & Khelashvili, 2018), ranging from transnational crime (Wardhana, 2020) to socially sensitive issues that demand high responsibility (Ariati, 2017). Police Academy, as an educational institution aimed at forming future law enforcement leaders (Panese, 2023), plays a vital role in character building and professional readiness of cadets, in nurturing and instilling fundamental police values, especially the character of kebhayangkaraan (Rachim et al., 2023). The character of kebhayangkaraan is strict, sensitive, orderly, and disciplined attitude and behaviour (Margaretha et al., 2022). It obeys legal regulations and social norms (Yuniawati et al., 2021) to prevent and overcome the emergence of any disturbance of public security and order (Harahap et al., 2021).

The importance of kebhayangkaraan values for Police Academy cadets is ensuring they can carry out their duties with high professionalism (Susanto & Yulianto, 2022). Rodiyah (2013) added that the character of kebhayangkaraan plays a vital role in forming a quality personality in Police academy cadets (Crawley et al., 2015) and instilling values such as honesty, discipline, and responsibility (Raharjo et al., 2020). These values are essential for understanding the importance of maintaining integrity, work ethics, and professional attitudes in performing police duties (Hanson, 1936), which in turn allows the inculcation of high professional ethics in cadets (Roadin, 2020).

According to the findings of Tarihoran (2020), the character of kebhayangkaraan encourages the formation of police who can provide high-quality and responsive public services and are also responsible. This character is essential in equipping them to cope with various complex situations and challenges in keeping the community safe (Heryanto, 2013). The character of kebhayangkaraan also has a crucial role in developing leadership qualities among Police academy cadets (Adams et al., 2023) so they understand the need for effective leadership (Full Moon, 2019). This includes decision-making

skills, team leadership, and the ability to inspire colleagues in the police (Rachmat & Rusmawati, 2020), which is essential to solving problems effectively for the benefit of society (Saputra et al., 2021).

To instill kebhayangkaraan character in Police academy cadets, a deeper understanding of parenting management is needed to cultivate character related to kebhayangkaraan values (Ukeh, 2017). This character-cultivating parenting management process involves the application of various strategies and approaches aimed at forming strong kebhayangkaraan values (Massuça et al., 2023), which is expected to produce officers who are not only intelligent and professional but also highly ethical (Osterburg & Trubitt, 1970). This includes consistent guidance and coaching efforts in instilling kebhayangkaraan values to Police academy cadets within the framework of nurturing their character (Ariati, 2017).

Parenting management allows caregivers to direct the mindset, attitude, and behaviour of police academy cadets to match the expected character of kebhayangkaraan (Subagyo, 2012). Effective parenting management practices are proven to contribute positively to developing resilient kebhayangkaraan character (Susanto & Yulianto, 2022). With this approach, cadets are expected to be able to handle various challenges (Dinata & Krismayani, 2018) and duties with integrity, leadership, and high professionalism (Rodiyah, 2013). This condition shows the importance of implementing quality parenting management to grow, foster, and strengthen the character of kebhayangkaraan in Police academy cadets (Heryanto, 2013).

Based on interviews with caregivers at the Semarang Police Academy, it was revealed that the practice of caregiving management of Police academy cadets still requires optimization. There has yet to be any significant innovation in cultivating the kebhayangkaraan character at Level I. Given the essential role of kebhayangkaraan character in shaping the attitudes and behaviour of Police academy cadets, further study is needed on parenting management in instilling kebhayangkaraan character, especially for the character of discipline because there are still cadets who are late for activities. This shows that cadets' discipline still cannot be said to be good.

In the education system at the Police Academy, discipline is recognized as one of the twelve values of the kebhayangkaraan character that every cadet must possess (Bykov, 2014). These character values are designed to prepare officer candidates capable of technical and operational aspects, leadership, and professional ethics (Cheurprakobkit, 2023). As one of the essential pillars, discipline helps to instill order, order and observance of applicable laws and rules, all of which are at the core of a police officer's daily duties (O'Neill et al., 2019). Therefore, instilling disciplinary values is not just an educational component but fundamental in shaping the professionalism and integrity of cadets (Tangeman et al., 2022).

Discipline covers various dimensions, ranging from obedience to laws and regulations, and punctuality to consistency in carrying out daily duties and responsibilities (Osterburg & Trubitt, 1970). Therefore, discipline is a critical aspect that must be instilled from an early age in the care of cadets (Massuça et al., 2023). Discipline in this context includes not only the observance of rules but also concerns aspects such as punctuality (Earlyanti & Andi, 2019), determination in carrying out tasks, and the ability to control themselves in various situations they will face in the future (Alhuqbani, 2014). Therefore, effective parenting management in instilling disciplinary character in Level I Police Academy cadets is critical.

The importance of parenting management in cultivating kebhayangkaraan character lies in the effort to shape attitudes, values, and behaviours expected in the police profession (Wang et al., 2020). Caregivers are crucial in guiding Police academy cadets to develop integrity, discipline, ethics, leadership, and all aspects of kebhayangkaraan character (Lieutenant et al., 2017). Caregivers are responsible for supervising police academy cadets to have superior personalities and competencies as members of Bhayangkara according to the needs of the police institution through character cultivation (Cheurprakobkit, 2023). Caregivers need to understand how proper parenting management is to assist cadets in adapting and accepting the values of the character of kebhayangkaraan, especially the character of discipline (Susanto & Yulianto, 2022). This is because Level I cadets often need help adapting to the high standards of discipline in the Police academy (Rodiyah, 2013). Transitioning from a relatively more accessible civilian life to a highly structured and disciplined environment can pose challenges for cadets. These challenges include difficulty adjusting to tight schedules, rigid rules, and heavy physical and mental demands (Sutedjo, 2014).

Excessive emphasis on discipline without considering aspects of cadets' psychological well-being can lead to problems. This includes stress, fatigue, and mental stress (Rachim et al., 2023). Improper

handling of these aspects can hinder the learning process and effective internalization of disciplinary values (Susanto, 2020). Inconsistencies in the application of discipline by caregivers can also be a problem. Suppose discipline is applied inconsistently, or there is a perception of unfairness in applying the rules. In that case, this can reduce the effectiveness of discipline coaching and cause confusion among cadets (Roadin, 2020).

Optimizing the cultivation of disciplined character in parenting is urgent, mainly to ensure cadets theoretically understand these values, which are internalized and practiced daily (Cheurprakobkit, 2023). In this context, research that examines the effectiveness of caregiving management in instilling disciplinary character becomes very relevant. This is not only to guarantee that cadets can meet police operational standards but also to ensure they are prepared to set an example in upholding the law and ethics.

Several researchers have previously conducted research on education management at the Police Academy. First research by Raharjo et al. (2020), the difference is that although the method used is the same, namely qualitative methods, the research focuses more on the management of the cultural construction of the National Police in providing education at the Police Academy. The emphasis on organizational culture plays a role in influencing cadet behaviour and practices and Parenting activities that involve the relationship and communication of senior cadets and junior cadets to eliminate the use of violence in building discipline and obedience and a hierarchy of respect for seniors while the focus of this research is on parenting management about instilling disciplinary character in cadets.

An academic from Universitas Negeri Semarang 2012 also analyzed National Police education in shaping civilian character at Semarang Police Academy cadets (Subagyo, 2012). The difference is that the research focuses on the extent to which teaching, training, and nurturing contributes to the formation of the civilian character of Police academy cadets. This study further analyzes parenting management for the cultivation of *kebhayangkaraan* characters in disciplinary characters. The research sample was different; the level II and III cadets were used in the study, while the level I cadets were used in this study.

By focusing on discipline as one of the characteristics of *kebhayangkaraan*, this study aims to analyze in depth how the parenting management model instils *kebhayangkaraan* character mainly in the character of discipline. This research will provide information analysing how these values can be more effectively instilled in Police Academy cadets. In addition, this study is expected to produce recommendations that can be used to strengthen curriculum and character-building methods, not only for discipline but also for other essential character values. This is important to ensure that each cadet can function as a law enforcer and an ethical and professional leader in carrying out his duties.

METHODS

The research employed a qualitative method with a phenomenological approach. This type of research aims to holistically understand naturally occurring phenomena experienced by subjects (Firmansyah et al., 2021). The phenomenological approach sought to dissect phenomena (Yusanto, 2020) with the theoretical elaboration of the findings in the context of research discussions (Nasir et al., 2016). This study aimed to describe the parenting management model used and the achievements of parenting and to deeply analyse the factors that support and inhibit the cultivation of the "*kebhayangkaraan*" character, focusing on faith and devotion to discipline. The study was conducted at Battalion Level I of the Semarang Police Academy, emphasizing the nurturing of the "*kebhayangkaraan*" character among Level I cadets.

Tamangkeng and Maramis (2022) stated that data sources in qualitative research include words and actions derived from interviews and observations, written documents, photos, and statistical data (Kalpokaite & Radivojevic, 2019). Identified informants, places, events (Nassaji, 2015), and documents as data sources for this research (Rijali, 2019). The study employed purposive sampling to select informants, which included: one caregiver will analyze the management pattern of nurturing the "*kebhayangkaraan*" character in Police Academy cadets; one Level I cadet who received character cultivation nurturing; the Commander of Battalion Level I is responsible for evaluating data reliability.

Data collection techniques involved in-depth interviews, participatory observation, and documentation (Sofaer, 1999). The in-depth interview model used was semi-structured, allowing flexibility in the questions posed (Thorne, 2019). The researcher's observations involved direct

participation in the subjects' daily activities (Bradley et al., 2007; Gerring, 2017). The necessary documents pertained to all aspects supporting the implementation of parenting (Bailey, 2008) to instil the "kebhayangkaraan" character. The research employed source and method triangulation, as theorized by Carter et al. (2014), to compare information from caregivers, cadets, and the Battalion Level I Commander, as depicted in Figure 1.

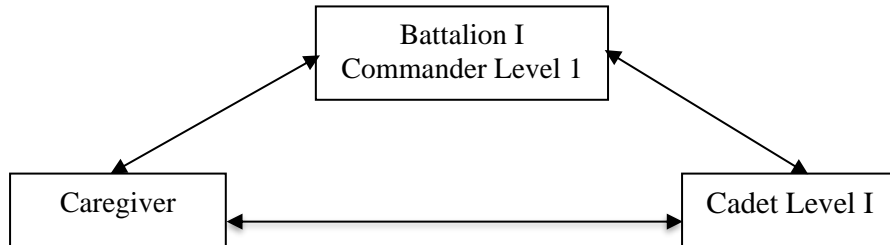


Figure 1. Source Triangulation

Triangulation of methods compares results from interviews, observations, and documents. The triangulation method is presented in Figure 2.

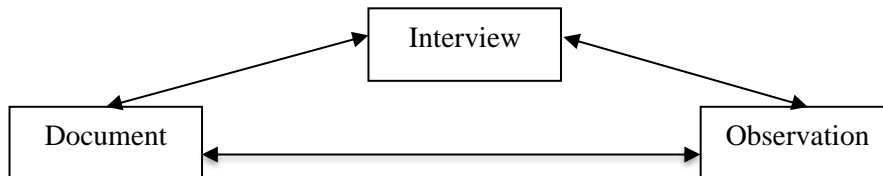


Figure 2. Triangulation of Method

The data analysis technique in this study used the Miles & Huberman (1994) Interactive Analysis Model. The Miles and Huberman analysis is presented in Figure 3.

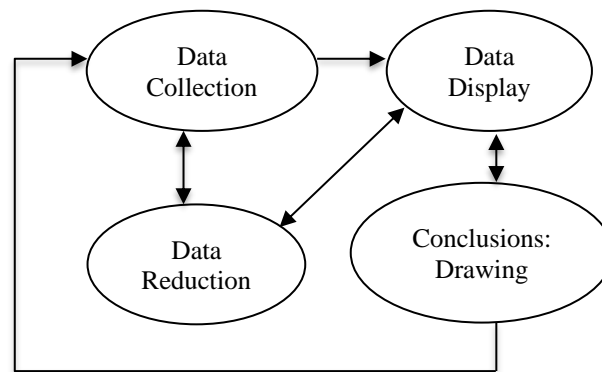


Figure 3. Interactive Analysis Model Miles & Huberman

RESULTS AND DISCUSSION

Kebhayangkaraan Character Parenting Management Model

The parenting management model of instilling kebhayangkaraan character in Level I cadets at the Police Academy can be described through several critical aspects based on data from interviews with Level I caregivers, level I cadets, and Level I Battalion Commanders. The strategies used include integrating kebhayangkaraan values in daily activities and academic curriculum. Parenting is carried out through diverse approaches such as classroom lessons, daily implementation practices, and religious and

community activities that strengthen the value of faith and piety. Special activities such as group discussions, religious studies, and activities involving individual and group responsibilities are carried out to strengthen integrity and discipline. The Battalion Commander added that strategies in kebhayangkaraan character nurturing management include several methods, such as character education through academic curriculum and learning activities oriented towards character building. This includes teaching values such as faith, piety, integrity, discipline, and responsibility through real-life examples and simulations of real situations. Caregivers and instructors play an active role in providing examples and practices consistent with these values.

The results of interviews with caregivers and cadets can conclude that caregivers play an essential role in implementing caregiving management. They not only act as educators and mentors but also as role models. Caregivers are directly involved in coaching and continuous evaluation of cadet character development. Caregiver consistency in maintaining values and self-discipline is critical to setting a good example for cadets.

A statement from the Level I Battalion Commander supports this. The interview results mentioned that caregivers are critical in this parenting model as mentors, coaches, and role models. Their roles include providing guidance, disciplining, and proactively detecting and addressing issues related to cadet character development. Two-way communication between caregivers and cadets is highly emphasized to ensure that the value of kebhayangkaraan is taught and applied in daily practice.

Effective communication between caregivers and cadets is indispensable to ensure the success of character nurturing. Communication methods include verbal and non-verbal communication and formal and informal communication, allowing caregivers to provide effective direction and supervision. In addition, implementing feedback systems plays a vital role in measuring progress and areas for improvement. The supervision process in parenting management is carried out periodically and systematically. This involves assessing the cadets' progress in internalizing kebhayangkaraan values, with constructive feedback and corrective action if needed. Supervision is limited to academic aspects and cadets' daily behaviour, reflecting the internalization of those values.

This parenting model is deeply integrated with the police academy curriculum, where lessons on kebhayangkaraan character are aligned with academic and non-academic activities. This ensures that cadets gain a holistic understanding and practice of kebhayangkaraan values, which are expected to be the basis for their actions and decisions as police officers in the future. Thus, the management model of nurturing the character of kebhayangkaraan in Level I cadets reflects a comprehensive and multifaceted approach, which emphasizes instilling values and developing interpersonal and leadership competencies required in the police environment.

Character evaluations are carried out periodically, which include grading and assessing cadets' attitudes and behaviours. This assessment system aims to monitor and evaluate the effectiveness of parenting programs and allows adjustments to parenting strategies if needed. Feedback from cadets is also highly calculated to make continuous improvements to parenting programs. This model of parenting management focuses on fostering discipline, values and ethical character and aims to produce graduates who are not only professionally prepared but also strengthen their character to face future ethical and moral challenges.

Management Model of Discipline Character Instillation

The character of discipline in the context of the Police Academy is defined as the ability of cadets to comply with applicable rules and regulations and consistently carry out duties and obligations on time and in accordance with established standards. This character includes obedience, punctuality, and following all regulations and scheduled activities. According to the data obtained, caregiving management has succeeded in instilling discipline through strict schedules and consistent enforcement of rules.

Discipline is instilled through a rigorous daily structure in the academy, which includes a study schedule, physical exercise, and regular rest periods. Cadets are expected to follow all rules strictly, including neat uniforms, timely attendance, and obedience to caregivers' commands. Activities such as morning apples, neatness assessments, and adherence to study schedules indicate cultivating effective discipline. Caregivers have a crucial role in monitoring cadet discipline. Caregivers carry out direct supervision and use of monitoring systems to ensure that cadets adhere to established schedules and rules.

Caregivers actively monitor and provide feedback to cadets regarding their level of discipline, evident through gradual improvements in cadets' behavior and responsibilities in daily activities. Disciplinary violations are dealt with firmly and consequently reinforce the importance of discipline. Disciplinary assessments are conducted periodically through physical examinations and behavioural audits. This evaluation helps identify deficiencies and provides a basis for further coaching to improve overall disciplinary standards.

Kebhayangkaraan Character Parenting Management Model

In the management of caregiving management, the definition given by the informant emphasizes the process and ability to instill kebhayangkaraan character so that the cadets of the Police Academy have a kebhayangkaraan character attitude. This shows the importance of a well-designed and managed parenting system to create police personnel who are professionals in their fields and have strong character values (Susanto & Yulianto, 2022).

Parenting management, defined as the process and ability to instill kebhayangkaraan character in Police academy cadets, demands a comprehensive understanding of kebhayangkaraan values. This process involves a systematic and structured set of activities, from planning to evaluation, to ensure cadets internalize those values (Saputra et al., 2021). This deepening of understanding demands parenting skills that are adaptive and responsive to cadets' individual needs, emphasizing the importance of a personalized approach to parenting.

The caregiver added, "So that later the cadets will have twelve aspects of kebhayangkaraan character." It refers to the goal of the parenting management process at the Police Academy, which aims to internalize twelve aspects of the character of kebhayangkaraan in each cadet. These twelve aspects of character are core values that are considered essential in forming the character of Police Academy cadets, reflecting the ideality of a police officer who is professional in his duties and has high moral and ethical integrity (Roadin, 2020b).

Parenting management is a strong foundation in building cadet character (Crawley et al., 2015). In this context, the role of caregiving management is not only limited to the provision of policies and regulations but also as a shaper of an environment conducive to learning and personal development. This shows that caregiving management is active in cadets' lives, from teaching and learning activities to social interaction to instill holistic kebhayangkaraan values (Raharjo et al., 2020). The caregiver also conveyed this: "The role of management in instilling kebhayangkaraan character for cadets plays an important role in cultivating kebhayangkaraan character, which can run according to goals and effectively."

The statement of caregivers shows that caregiving management plays a vital role in cultivating the character of kebhayangkaraan, where the strategies used include planning, organizing, implementing activities, and controlling/evaluating. The strategy underscores the importance of structure and discipline in the parenting process. This strategy demands a broad understanding of cadet pedagogy and psychology while ensuring that each activity facilitates the internalization of kebhayangkaraan character values. Implementing this strategy also requires flexibility and the ability to adapt to emerging challenges, emphasizing the importance of management's ability to respond effectively and efficiently.

In this context, effective communication is considered one of the main pillars in the implementation of parenting management, covering various forms of communication from verbal to non-verbal, formal to informal, all of which aim to nurture and supervise cadets and caregivers in the team of lecturers of kebhayangkaraan character (Sutedjo, 2014). The caregiver mentions that:

"So for communication, we think as caregivers it is essential to instill the character of kebhayangkaraan; there are several forms of communication used, namely verbal communication, nonverbal communication, direct communication, indirect communication, formal communication, informal communication in the form of giving directions, supervision to Level I cadets and caregivers are members of the kebhayangkaraan character lecturer team, so that the cultivation of kebhayangkaraan It can be done in the caregiving sector and classroom learning is done by caregivers."

Effective communication is vital in character-cultivating and creating mutual understanding and value agreement between cadets and caregivers. The diversity of communication forms, from verbal to

non-verbal, direct to indirect, indicates the need for an inclusive and adaptive communication approach (Prasetyo, 2021). This emphasizes the importance of caregivers' ability to tailor their communication methods according to the context and needs of cadets, ensuring that messages about kebhayangkaraan character values are conveyed effectively. This is indeed inseparable from the role of caregivers in cultivating kebhayangkaraan characters.

Caregivers play a crucial role in growing and developing the cadets' mentality and personality towards the character of kebhayangkaraan. This role demands high professional abilities, including a deep understanding of the values to be instilled and interpersonal skills to foster positive relationships with cadets. The presence of caregivers as role models and guides shows the importance of authoritative figures who can be used as examples in instilling kebhayangkaraan values (Saputra et al., 2021).

The role of caregivers in the process of nurturing Police Academy cadets, especially in the context of cultivating kebhayangkaraan character, is multifaceted and complex. Caregivers not only act as educators or instructors but also as mentors, role models, and mentors who have a significant impact on the formation of character and professionalism of cadets. As educators, caregivers are responsible for imparting the knowledge and skills necessary for cadets to carry out police duties effectively (Mubarok et al., 2023). This includes not only the technical aspects of policing but also learning about the values of kebhayangkaraan that cadets must internalize. Caregivers develop and implement a curriculum to strengthen cadets' understanding of the principles of kebhayangkaraan through a systematic and structured approach.

Caregivers also serve as mentors, guiding cadets on their personal and professional journeys and providing the necessary advice, support, and direction. Caregivers play an active role in helping cadets identify their goals, meet challenges, and reach their full potential (Full Moon, 2019). This mentorship is more personalized and individualized, allowing caregivers to address the specific needs of each cadet and support their growth holistically.

One of the most critical aspects of the caregiver's role is as a role model (Subagyo, 2012). Through their behaviour, attitudes, and work ethics, caregivers demonstrate kebhayangkaraan values that cadets should emulate. Through their role as good examples, caregivers influence cadets through words and actions, instilling the importance of integrity, honesty, discipline, and commitment to duty. The behaviour of caregivers directly affects how cadets perceive and apply these values in their professional and personal lives.

Caregivers serve as mentors, supporting cadets in their learning process and adaptation to the new and challenging Police Academy environment. Caregivers guide in overcoming academic, emotional, and social difficulties and assist cadets in developing coping strategies and conflict resolution (Saputra et al., 2021). This guidance covers stress management, leadership development, and strong character building. In addition, it also acts as an evaluator in the process of cultivating kebhayangkaraan characters. Evaluators are responsible for assessing cadets' progress in internalizing kebhayangkaraan values and applying them daily. This evaluation is done through observation, discussion, and feedback, allowing the caregiver to guide further improvement and growth.

A structured evaluation and feedback system, including monthly and semesterly evaluations, emphasizes the importance of objective and measurable assessment of cadets' attitudes and character. The system identifies areas that require attention and improvement, ensuring that the parenting process can be adjusted and improved continuously. This approach underscores the importance of continuous growth and learning in forming the kebhayangkaraan character, suggesting that cultivating these values is a dynamic and adaptive process.

The role of caregivers in the parenting process is integral in creating a supportive environment for character building and professional development of Police Academy Cadets. Through dedication, commitment, and applying a holistic approach to parenting, caregivers play a crucial role in preparing cadets to become competent and characterful members of the police force (Mubarok et al., 2023). In addition, to cultivate mental personality development towards realizing human character for Police academy cadets.

The cultivation of values such as faith, piety, and love for the motherland, as well as professionalism and integrity, shows the complexity and depth of the character of kebhayangkaraan (Rodiyah, 2013). This process demands a comprehensive and multifaceted parenting strategy, ensuring cadets understand these values theoretically and apply them in everyday life. This demands a holistic and integrated parenting approach involving cadets' intellectual, emotional, and spiritual aspects.

Management of Discipline Character Instillation in Level I Cadets

The results of in-depth interviews conducted with caregivers at the Police Academy revealed various strategies and approaches in parenting management to instill the character of *kebhayangkaraan* in the police institution; this is a fundamental aspect that must be instilled from an early age, especially in Level I cadets who have just entered the police institution. The character of *kebhayangkaraan* includes essential values such as faith and piety to God Almighty, discipline, and integrity. This character cultivation not only aims to form qualified and professional individuals who can carry out their duties but also an effort to build trust and a positive image in society.

Caregivers emphasize the importance of discipline as a foundation for Level I cadets. Caregivers implement a strict schedule, which includes early rising, sports, teaching and learning activities, and structured breaks. Caregivers also pay attention to aspects of mental and physical guidance. The caregiver further explained, "The parenting process here uses a holistic approach, combining physical exercise, academic activities, and character-building sessions. They emphasize consistency and perseverance, organizing daily activities that begin early morning and end in the evening, including hygiene activities, sports, lectures, and leadership exercises.

This is supported by the Level I Battalion Commander's statement, "Discipline is at the core of cadet character building. The parenting program is designed to instill discipline through structured activities, an emphasis on regulatory compliance, and the development of respect for police hierarchy and manners." Parenting aims to instill discipline as the core of Cadets' daily behaviour by integrating police values such as honesty, courage, and responsibility in every aspect of training.

Level I cadets recognize the challenges of adapting to a disciplined routine. Cadets feel that this upbringing helps them develop discipline and responsibility. They expressed their initial feelings about the cadets' tight schedule and discipline, revealing, "At first I had difficulties, especially in time management and adapting to physical and academic pressures." Furthermore, they say: "However, we have become accustomed to and appreciate these values as an important part of the learning process and personal growth. I also noted improvements in time management and mental endurance from each exercise."

A common experience for individuals entering rigorous and highly disciplined educational environments, such as the Police Academy, is that, at first, there are difficulties in time management and adaptation to physical and academic pressures. Cadets commonly experience this. Research by Ukeh (2017) shows that drastic environmental changes and new demands can create stress and adaptation difficulties for individuals. However, over time, individuals usually begin to get used to such demands and begin to see the values of discipline as an integral part of the learning process and personal development. This process is often called the acculturation of new values and habits, in which individuals internalize the norms and disciplines taught (Utaminingsih & Hermasari, 2024).

The experience of cadets who feel an improvement in time management and mental resilience over time is also supported by academic literature. For example, the research of Sonnevile et al. (2014) shows that perseverance and passion in the face of challenges can improve an individual's time management and mental resilience. Furthermore, this adaptation process can also be understood through the theory of social learning from (Utaminingsih, 2023), which states that individuals learn and adopt new behaviours through observation, experience, and positive reinforcement. In this context, regular training and educational programs at the Police Academy provide cadets with hands-on experience and reinforcement that helps them improve their time management skills and mental resilience.

Thus, the experience of initial adversity followed by adaptation and improvement of time management skills and mental resilience illustrates a significant transformation process (Martinez & Abel, 2021). It not only increases an individual's capacity to face academic and physical challenges (Martinez & Abel, 2021) but also contributes to the development of stronger character and higher discipline (Massuça et al., 2023), as documented in numerous studies on police education and leadership training (Puspitasari, 2018).

Parenting Process of Instilling Disciplinary Character in Level I Cadets at Police Academy

Level I cadets at the Police Academy (Police Academy) face a significant transition in their lives as they enter a highly disciplined environment that is very different from previous civilian life. The nurturing process they experience aims to instill a solid disciplinary character through various stages and strategies.

Early Orientation and Adaptation

The initial stage of upbringing in the Police Academy focuses on the orientation of cadets towards fundamental values and police manners. Introduction to the Police academy's environment, value system, and behavioural expectations are the main focus. The program is designed to change the understanding and behaviour of cadets from civilian to militaristic patterns of life, instilling habits and discipline as the new norm. Research by Nandini and Listiara (2015) demonstrates that a strong value orientation at the beginning of the training period significantly shapes the disciplinary character and future professional behaviour.

Structured Daily Routine

The daily life of cadets is arranged with a strict schedule, starting from waking up early before dawn to do sports, followed by academic activities, military training, and extracurricular activities. This structure plays an essential role in shaping discipline and teaching the importance of timing, obedience, and consistency. Studies by Sonnevile et al. (2014) affirm that structured routines can improve an individual's ability in time management and adherence to rules, which are essential elements of self-discipline.

Continuous Discipline Training

Through intense physical training, discipline classes, and workshops, cadets are prepared to deal with physical and mental stress. They learn to obey orders without hesitation, follow rules strictly, and show discipline in all actions. Cheurprakobkit (2023) states that continuous discipline training is critical to developing a high attitude of professionalism, which is very important for police officers.

Character Development and Ethics

Mentoring and character learning sessions are integrated into the curriculum to internalize the ethical values of policing, such as justice, integrity, and devotion (Utaminingsih et al., 2024). Cadets are guided to apply these values in day-to-day decision-making, preparing them for ethical challenges in the field. According to Raharjo et al. (2020), the integration of ethical values in police education is essential to form individuals who are not only disciplined but also have high morals and ethics.

Discipline Character Instilling Strategy

Indoctrination of Values and Norms

Indoctrinating values and norms is the first step to building the foundation of discipline. The values orientation introduces cadets to the core values of policing, such as honour, integrity, and devotion, through seminars, lectures, and interactive sessions. The cultivation of norms was also implemented to establish clear expectations about behaviour and manners in the Police academy. Studies by Pramono, Wijaya, et al. (2021) show that effective indoctrination can create significant and sustainable behaviour change.

Physical and Mental Training

Rigorous physical and mental training plays a vital role in developing discipline. Physical exercise builds strength, stamina, and endurance and teaches the importance of discipline in maintaining fitness and health (Nofrizal et al., 2024). Mental training, such as pressure simulations and meditation sessions, aims to hone the mental resilience of cadets. Research by Rachim et al. (2023) shows that intensive physical and mental exercise can improve an individual's ability to manage stress and pressure, which is essential in a police environment.

Application of Penalties and Rewards

A transparent system of rewards and punishments helps affirm the importance of discipline. Penalties are applied consistently and fairly for violation of the rules, indicating the consequences of undisciplined actions. Rewards in the form of recognition and rewards for disciplined behaviour motivate cadets to maintain and improve their standards. According to Cheurprakobkit (2023), an effective reward and punishment system can strengthen disciplinary behaviour and reduce violations.

Case-Based Learning and Simulation

Active learning methods through case studies and simulations help cadets understand the practical application of the discipline. Case studies analyze real or hypothetical situations where cadets must use their knowledge and discipline to make decisions. The simulation provides controlled scenarios in which cadets practice performing tasks in conditions that demand high discipline. Rachmat and Rusmawati (2020) stated that case-based and simulation learning improves analytical and decision-making skills, which are essential for performance in the field.

Mentoring and Role Models

The positive influence of caregivers and seniors as role models is significant in learning. Mentoring through one-on-one or small group sessions provides personal guidance, support, and feedback. Caregivers and seniors must show discipline, providing direct examples that Level I Cadets can follow. Studies by Pramono, Wijaya, et al. (2021) affirm that positive role models can accelerate the process of internalizing discipline values in cadets.

Integration With Academic Activities and Leadership

Discipline cultivation should be integrated with the academic curriculum and leadership training. Incorporating disciplinary elements in curriculum and assessment teaches cadets to apply discipline in studies and academic assignments. Leadership training is designed to develop the leadership abilities of cadets, emphasizing the importance of discipline in leading and working in teams. Sonnevile et al. (2014) affirm that integrating discipline in academic and leadership activities helps form strong and professional leadership character.

CONCLUSION

Parenting management at the Police Academy for Level I Cadets applies to a holistic and integrated approach to instill disciplinary character. This parenting program combines academic and non-academic activities, physical exercise, and character-building that are carried out consistently throughout the day. This approach aims to instill kebhayangkaraan values deeply, which can be applied in the daily lives of cadets. Discipline is applied through a strict daily structure, including punctuality and uniform tidiness, with disciplinary violations dealt with strictly to reinforce the importance of discipline. In addition, police ethical values such as fairness, integrity, and devotion are internalized through mentoring sessions and character learning integrated into the curriculum, preparing cadets for ethical challenges in the field. A consistent system of rewards and punishments is implemented to support the importance of discipline, with penalties awarded for rules violations and rewards for good disciplinary behaviour. Periodic evaluations are conducted to monitor the effectiveness of parenting programs and allow strategy adjustments if needed, while feedback from cadets is considered for continuous improvement. The research highlights that comprehensive, multifaceted parenting management is able to instill a solid disciplinary character in cadets, forming an important foundation for their professionalism and integrity as future police officer candidates.

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