

Implementation of the Policy on the Development of Police Member Education in Supporting Career Development and Professionalism

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Abstract

This study examines the implementation of the police education development policy in Indonesia and its contribution to supporting the career development and professionalism of police officers. Education development (dikbang), consisting of specialization development education and leadership development education, constitutes a strategic instrument mandated by Law Number 2 of 2002 on the Indonesian National Police and its implementing regulations to strengthen the competence of police personnel while linking educational attainment to career advancement. Using a normative-empirical legal research method with statute and conceptual approaches, this study finds that although the regulatory framework for police education development is comprehensive, its implementation still faces challenges, including limited education quotas, a mismatch between graduates' competencies and post-education placement, and weak post-education evaluation mechanisms. The study concludes that police education development policy plays a significant role as a formal prerequisite for promotion and competence enhancement, but requires strengthening in budget allocation, placement synchronization, and outcome-based evaluation so that it can optimally support career development and the professionalism of police officers.

Keywords: *Education Development Policy; Police Officers; Career Development; Professionalism*

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Introduction

The Indonesian National Police (Polri) as an institution responsible for security, public order, and law enforcement is required to continuously improve the quality of its human resources to be able to respond to increasingly complex social problems. One of the strategic instruments used to realize this demand is the policy of developing education for Polri members, the legal basis of which is contained in Law Number 2 of 2002 concerning the Indonesian National Police and its implementing regulations, including Regulation of the Chief of the Indonesian National Police Number 14 of 2015 concerning the Education and Training System of the Indonesian National Police.

The development education policy is not solely oriented towards increasing individual capacity, but also functions as a career path for Polri members, because graduation from certain development education levels such as the Police Inspector School (Setukpa), the Middle Staff and Leadership School (Sespimma/Sespimmen), and the High Staff and Leadership School (Sespinti) is a prerequisite for promotion and advancement. On the other hand, this policy is also expected to encourage the realization of precise, transparent, just, and humanistic Polri professionalism, as is the current vision of Polri transformation.

Although the regulatory framework is quite comprehensive, in practice, the implementation of education development policies still faces various problems, including limited education quotas compared to the number of qualified personnel, a gap between the competencies of educational outcomes and job requirements in the field, slow placement patterns for development education graduates, and suboptimal evaluation of the impact of education on the performance and professionalism of members. These problems have the potential to create a gap between the normative expectations of the policy and the reality of its implementation in the field.

Based on the above description, this article aims to examine: first, how the implementation of police education development policies in Indonesia; and second, to what extent these policies contribute to supporting the career development and professionalism of Polri members. This research uses a normative juridical legal research method supported by empirical data, with a statute approach and a conceptual approach. Primary legal materials in the form of laws and regulations in the field of policing are analyzed descriptively and qualitatively and combined with secondary legal materials in the form of literature and Polri policy data to obtain a comprehensive picture of the issues studied.

Literature Review

2.1 Public Policy and Its Implementation

Public policy is understood as a series of actions determined and implemented by the government or state institutions to achieve certain goals for the benefit of society. George C. Edwards III stated that the success of public policy implementation is influenced by four main variables, namely communication, resources, disposition or attitude of implementers, and bureaucratic structure [6]. These four variables are relevant to analyzing the implementation of the National Police education development policy, because its success is not only determined by the good formulation of regulations, but also by the availability of budget, readiness of educational institutions, and the commitment of policy implementers in the field.

2.2 Education Development and Career Development

Theoretically, career development is a continuous process involving interactions between individuals and organizations throughout a person's working life. Donald E. Super, through his life-span, life-space theory, explains that a person's career develops through

stages influenced by learning opportunities and self-development obtained during his career journey [7]. In the context of police organizations, development education (dikbang) functions as a formal mechanism that connects the improvement of individual competencies with job levels and ranks, so that education cannot be separated from the overall Polri career management system.

2.3 Police Professionalism

Police professionalism is defined as the ability of police officers to carry out their main duties, functions, and authorities competently, with integrity, and with a focus on public service. Trojanowicz and Bucqueroux emphasize that modern police professionalism is not only measured by mastery of technical skills, but also by the ability to build trust and partnerships with the community [8]. Continuous education and training are key prerequisites for the formation of such professionalism, because through education, ethical values, legal knowledge, and technical police skills can be structuredly transformed to members.

3.4 Legal Framework for Police Development Education

The legal basis for Polri's development education stems from Law Number 2 of 2002 concerning the Indonesian National Police, which places education as one of the elements of Polri's professional development [2]. This provision is then further elaborated through Regulation of the Chief of the Indonesian National Police Number 14 of 2015 concerning the Education and Training System of the Indonesian National Police, which regulates the levels of formation education and development education [3]; Regulation of the Chief of the Indonesian National Police Number 4 of 2019 concerning Selection of Development Education for Civil Servants in the Polri, which regulates the selection mechanism for development education based on competency and organizational needs [4]; and Regulation of the Chief of the Indonesian National Police Number 99 of 2020 concerning the Polri Human Resources Development Management System, which links the results of development education with personnel placement and career development patterns [5]. These three regulations form a unified policy system that connects Polri education, selection, and career management in an integrated manner.

Results

3.1 Implementation of the Police Education Development Policy

The study results indicate that normatively the Indonesian National Police education development policy is implemented in stages through the specialization development education (Dikbangspes) and leadership development education (Dikbangpim), which include the Police Inspector School (Setukpa), transfer education, the Police Staff and Leadership School at the first, middle, and higher levels (Sespimma, Sespimmen, Sespimti), as well as further academic education at police higher education institutions. The selection process is carried out with reference to Regulation of the Chief of the Indonesian National Police Number 4 of 2019, which emphasizes the assessment of competency, track record, and organizational needs. However, in practice, the implementation of this policy is still faced with a gap between the number of personnel who meet the administrative requirements and the educational quota available each year, so that the selection process tends to be competitive and has the potential to give rise to perceptions of unfairness among members who are not selected.

3.2 Contribution to Career Development

Development education has been proven to be a formal prerequisite for promotion and advancement in the ranks of the Indonesian National Police (Polri), particularly at the mid-level and high-ranking officer levels. This relationship confirms that the development

education policy serves a dual purpose: as a means of enhancing competence and as a structural career path. However, it has been found that post-education placement patterns do not always align with students' academic achievements, as placement is influenced by organizational needs, the availability of positions, and other considerations beyond education. Consequently, education's contribution to career acceleration is not yet fully optimal and evenly distributed across all work units.

3.3 Contribution to Professionalism

From the aspect of professionalism, development education contributes to improving technical competence, legal insight, and strengthening ethical values and leadership of Polri members, in line with the spirit of the transformation of the Presisi Polri (Predictive, Responsible, and Transparency with Justice). The development education curriculum that integrates academic, managerial, and character aspects shows alignment with the concept of modern police professionalism as proposed by Trojanowicz and Bucqueroux, which emphasizes the importance of technical competence as well as service orientation to the community. However, the effectiveness of education in shaping professionalism in the field still needs to be strengthened through post-education evaluations that measure the real impact of education on the performance and integrity of members, considering that the evaluation that has been carried out so far is still more oriented towards the administrative aspects of graduation.

3.4 Implementation Constraints

Some of the main obstacles identified in the implementation of this policy include: (1) limited budget and capacity of educational institutions so that the quota of participants in development education is limited; (2) less than optimal synchronization between educational outcomes and the real needs of positions in work units; (3) weak post-education monitoring and evaluation systems; and (4) disparities in educational opportunities between personnel in areas with limited access to information and career development. These obstacles indicate that the implementation of the National Police education development policy, despite having a strong legal basis, still requires strengthening in the aspects of bureaucratic structure and resources as emphasized in Edwards' policy implementation theory.

Conclusion

Based on the results of the study, it can be concluded that the policy of developing the education of Polri members in Indonesia has a comprehensive legal basis, starting from Law Number 2 of 2002 concerning the Indonesian National Police to its technical implementing regulations, and is normatively designed to support career development and professionalism of members. Its implementation in the field shows that development education plays a significant role as a prerequisite for job promotion and a means of improving competence, but is still faced with constraints of limited quotas, placement patterns that are not fully competency-based, and weak evaluation of the impact of education on member performance. Therefore, it is necessary to strengthen the policy by increasing the allocation of the education budget, synchronizing the placement pattern of development education graduates with job needs, and developing a measurable post-education evaluation system, so that the education development policy can contribute optimally to career development and strengthening the professionalism of the Polri.

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