The State Administrative of Law: Implementation of The Police Education in Indonesia

Dr. Budi Santoso[1*] Assoc. Prof Dr.in Law., Dr. in Criminology., Drs. Bambang Slamet Riyadi. SH. MH. MM.[2]

[1]*Universitas Brawijaya. Faculty of Administrative Sciences. East Java, Indonesia; E-mail: drbudisantoso.bambangsr@gmail.com*

[2]*Universitas Nasional, Faculty of Law. Jakarta and Lecturer in Doctoral Program of Law. Universitas Jayabaya Jakarta. Indonesia*

Abstracts: This research aimed to understand the police educational policy and practice and its implementation in Indonesia considering its ontological and sociological levels in enhancing the next police education policy. Managing police education policy and its implementation are necessary for providing stakeholders with information related to the policy and regulations in police education. The research was performed by adopting a mixed method based on public policy theory. Data were collected using qualitative method, such as in-depth interview, observation, and documentation related and quantitative method, such as survey and statistical analysis. Data were analyzed by using qualitative interactive models supported by data reduction, data display, data verification, and triangulation. Data were also analyzed quantitatively using partial least square (PLS). The results based on public policy perspective were able to improve police education policy and its implementation practice. Learning, training, and mentoring had a significant positive impact on leadership in the context of police in Indonesia. These findings provide input for improving the regulations on police education in Indonesia, in order to make better policies and regulations.

Keywords: Public Policy, Police Educational Theory, Police Leadership Theory.

1. INTRODUCTION

The police are a public service organization that is expected to operate at a high standard to fulfill their role in carrying out state administrative functions for the people they serve.. The police force is managed based on the general principles of good governance and is responsible for maintaining the security and order of the community. However, there are still multiple interpretations in managing police education policies because several related laws and regulations overlap each other. There is a concern that it will have an impact on policy and leadership.. The National Police of the Republic of Indonesia is responsible for maintaining the security and order of the community. As a civic institution, it performs government functions to sustain the security and order of society. Therefore, the provision of education and police leadership must be based on the general principles of good governance.

1.1. Background

Police education graduates have a role to determine a policy. It is expected that each member of the police force prevents potential problems by displaying effective leadership skills. The police education policy consists of three methods, namely learning, training, and mentoring. It is vital to understand and analyze the pattern of police education as it shapes the graduate leadership as future leaders in the public service. It is because the police have a great authority in making decisions to solve problems or handle cases. Therefore, the police education, which consists of learning, training, and mentoring related to leadership is necessary to improve. However, to date, there has been no clear guidance on the laws and regulations that provide the legal framework for managing education policies and their implementation.

Police leadership is crucial and highly respected position, as indicated by the official uniforms, epaulettes, and batons used to denote authority. Titles for police leaders in the chain of command increases authority and creates a sense of pride for leaders who possess a strong leadership quality, which foster loyalty and patriotism in serving the country. Police officers are required to respect leadership in the police organization from the time they take the oath

of office. Therefore, each member of the police is authorized to enforce the laws of the country. Since then, members of the police force had not only been ordinary citizens, but have also been authorized to exercise leadership and authority over their fellow citizens in society.

The leadership style of POLRI members in carrying out their duties has a big role in determining the direction of a policy in decision making. It is very useful in mastering the ability to detect potential problems that will arise. Therefore, a deeper exploration is needed, and this issue is very interesting to study. How is the policy on managing police education and its implications in Indonesia?

This research focused on efforts to formulate educational patterns in the Police Academy which consist of learning, training, and mentoring associated with leadership styles. There is a considerable amount of regulatory overlap at the regulatory level within the context of the Indonesian police. At the novelty level, it is necessary to explore and analyze the influence of learning, training, and mentoring on leadership styles.

1.2. Research Objectives

This research aimed to understand the management of police education policies and their implementation in Indonesia (qualitative) and analyze the effect (quantitative) between learning, training, and mentoring variables on leadership style variables in the context of police in Indonesia based on the public policy theory. This study aimed to test and analyze the effect of learning, training, and mentoring on leadership styles in the context of policing.

This research is useful for academics and practitioners in increasing public policy knowledge to improve leadership styles. This research can serve as a recommendation for public officials working in the legislature and executive branches, particularly those involved in making revised regulations related to learning, training, and mentoring leadership styles. This research is also a recommendation for the community, legislative, and executive on the management of police education policies.

1.3. Original Research

The level of police education varies, and higher education requirements do not affect the recruitment of police officers. Police education shows that police stations offer more incentives to encourage police officers to pursue higher education. However, most majors only require a high school diploma and only a third of them are college graduates with above average. Gardiner described the state of police education in California. The results showed that California police stations offer more incentives to encourage police officers to continue their education to a higher level. Most departments only need a high school diploma, but 35 percent of police officers are college graduates with above-average salaries. The level of police education in the United States varies and higher education requirements do not affect the recruitment of police officers [1].

Leadership can contribute to effective management. There is a positive correlation between emotional intelligence and transformational leadership. Leadership training programs should be developed to educate police leadership styles. Police leadership must often balance the values and needs of the communities they serve. Ineffective leaders tend to not understand leadership abilities. Pallas examined leadership styles in police officers. Police leadership must often balance conflicting values and the needs of the communities they serve. Ineffective leaders tend to have the view that they are liked and therefore may not understand leadership abilities. An average score for transformational leadership and leadership effectiveness was calculated for each leader.. The results showed that there is a positive relationship between emotional intelligence and transformational leadership. Transformational leadership can contribute to effective leadership. A leadership training program should be developed to educate the leadership style of police officers [2].

To enhance the police's capability to develop non-technical skills like decision-making, a new model is required, and several factors need to be considered. Police officers need to improve their technical skills rather than focusing on militaristic skills. Marion highlighted that Police in the United States showed that technical skills-building training for police officers still emphasizes militaristic skills. To enhance the police's capability to develop non-technical skills

703

like decision-making, a new model is required, and several factors need to be considered. [3].

Leadership competencies have proven useful in providing data for the selection, development, and training of police officers. Leadership competencies for police officers in big cities are needed to help describe leadership competencies that are relevant to police positions. Porter identified leadership competencies for police officers in major United States cities to help describe leadership competencies relevant to police officer positions. The results indicate that personalized leadership skills are beneficial in providing data used for selecting, developing, and training police officers. [4].

In some categories, college-educated cops have better performance than those without a college degree. College-educated cops do a better job than officers without a college degree. College-educated police officers perform better in carrying out their duties than officers without a college degree. The results showed that in several categories, police officers with college education have better performance than police officers without a bachelor's degree [5].

Comparison of the effect of curriculum on police careers and abilities does not have a direct effect. Comparison of the performance of the assisted police with the traditional academy curriculum is different from the performance of the assisted police with the new curriculum. The results show that the more educated police officers perform better in the police curriculum, but overall they perform at the same level as their traditional counterparts. Chappell compared the performance of police officers recruited and trained under the traditional academy curriculum with the performance of police officers trained under a new curriculum based on the community policing curriculum. The findings indicate that female police recruits who are better educated and perform well in the community policing curriculum perform equally to their counterparts in the traditional curriculum. Comparison of the effect of curriculum on police career and ability does not have a direct effect [6].

Leadership has different meanings depending on the context, it can include operations, management, supervision, and command. Leadership is defined as the ability to effectively influence and combine individuals and resources to achieve impossible goals. Leadership skills are partially general, but the police work encompasses various distinct requirements, particularly in constitutional and legal contexts. These include the importance of discretion during police work; the diversity and complexity of the nature of police work itself; and the psychological and ethical pressures imposed on police practitioners and the need for senior leadership to take them into account [7].

There is a debate between theory and practice regarding leadership. Leadership has become an organizational issue that continues to emerge and provoke discourse about the challenges of effective leadership in the context of the existing environment. Leadership is a factor that is the key to organizational success in a rigorous contestation process, for example, in the role of forming, implementing, and making innovations in public service policies. The Leadership Quality Model in the National Police with the term "Police Leadership Qualities Framework" (PLQF) clearly defines the values and behavior framework that allows the model to be developed in practice [8].

Weak law enforcement in resolving cases related to leniency in court decisions has caused many cases to be delayed and even terminated. This is an indication of weak law enforcement. Conflicts of interest are often based on political bargaining and abuse of power [9]. Abuse of power has an impact on deviant actions that are not only under the pressure of power, but also the moral behavior of public officials [10]. Abuse of power involves conflicting interests. Abuse of power results from conflicts of interest, leading to both state losses and the suffering of people. [11]. Agrarian Law explains the rights to land, joint property or individual property or state property [12].

The anatomy of abuse of power impacts deviant actions not only in the depressions of power and moral behavior of public officials [10]. The research results indicated that there has been an abuse of power due to conflicts of interest to maintain power in resource management, resulting in the formation of a culture [11].This crime can be referred to as state-organized because it involves achieving the interests of individuals, groups, or political parties and maintaining power[9]. Land disputes are examined from the viewpoint of conflict theory. Another approach involves analyzing them using the frameworks of public policy and ownership, as they are closely

704

related[12]. There are various meanings; meanings constructed socially and historically to develop a theory or pattern [13]. The disposal of hazardous and toxic waste (HTW) still occurs, there are a countless number of disasters that are happening in a day [14]. Case studies also enable the researchers to study the real-life situation and gain a better understanding of disparities in criminal prosecution [15]. This research analyzed the significant differences in the application of legal considerations. This research approach method was a qualitative method. Creswell defines a qualitative method as a research method that is based on the perspective of constructivism, in which various meanings are socially and historically constructed with a view to develop a theory or pattern [16].

Studies on talent management has been limited to date. A quantitative approach using a survey method was carried out to test the developed model and hypotheses. The data were analyzed using Partial Least Square (PLS) to accommodate Variant-Based Structural Equations (VB-SEM). The findings are as follows. Soft Skills have no effect on Talent Management. Hard Skills, Competence, Performance, and Success, have a positive and significant effect on Talent Management [17].

Human resources and its implications provide inputs for developing better policy [18]. Implementation of performance accountability system for government institution provides inputs for making better regulation on the implementation of performance accountability system for public officials and practitioners [19]. The Performance Accountability System for Government Agency provides inputs for making better regulation on performance accountability system for government institution policy [20]. Transformational Leadership, Technology Adoption, Public Service have a significant positive effect on Job Competency [21]. The leadership and service are useful for improving policy and practice and providing information to stakeholders [22]. User satisfaction has a positive and significant effect on organizational performance [23]. Public Private Partnership policy and practice provide information to stakeholders related [24]. The role of Workplace Spirituality mediates the effect of Information Technology on Innovative Work Behavior and mediates effect of Transformational Leadership on Innovative Work Behavior [25]. Collaboration with related institutions is necessary to improve regulations for disaster management. [26].

Managing conflict strategies and their implementation are necessary for providing stakeholders with information as inputs for developing better regulation and policies [27]. Improvements in policy are necessary to provide information and facilitate a clear input for public officials to make better regulations. [28]. The community empowerment positively affects production capacities and social capital [29]. The Collaborative Governance in Digital Infrastructure Development and its implementation are needed for providing information to stakeholders [30]. It is necessary to formulate and implement a policy as inputs for making a better regulation in managing the implementation of policy [31]. The Content of Policy and the Context of Implementation are positively affected by the Program. The Collaborative Governance positively affects the Program [32]. The social leadership and social capital positively affects community empowerment and social capital fully mediates the relationship of social leadership on community empowerment [33]. It is essential to implement community empowerment to provide stakeholders with information and inputs for making better regulations and policies [34]–[37].

The previous research on police leadership and character has revealed differences that should be explored. This is an important issue as it relates to enforcing rules and standards, which must be prepared through learning, training, and caring for the police. This research analyzed a multi-policy approach to police leadership and predictive character in Indonesia. The differences in the previous research above need to be explored because the government and its agencies must manage this problem by enforcing the rules and standards that must be prepared in the police education. This research analyzed a multi-policy approach to the police education in Indonesia. The formulation of the main problem used as the research question is as follows: 1. Does learning affect the leadership style? 2. Does training affect the leadership style? 3. Does mentoring affect the leadership style?

2. LITERATURE REVIEW

2.1. Public Policy Theory

The paradigm of public administration began to shift towards New Public Management (NPM), which became an

important issue in the reform of the public administration sector. NPM uses a business sector approach to understand the public sector. Policy analysts and policy evaluation experts are trained in market economy concepts, costs and benefits, and rational choice models [38].

Public policy is a complex pattern of interdependent collective choices, including decisions to act made by government agencies or offices. Public policy is a series of actions that are determined and implemented by the government that have a goal for the benefit of the whole community. The implication of this understanding is that it is not enough just to act by the state government but also to carry it out based on certain aims and objectives for the benefit of the whole community. The public policy process has 5 interdependent stages forming a complex cycle. These activities are sequential in time and embedded in a complex, non-linear, and essentially political policy process. Public Policy Analysis is an intellectual and practical activity aimed to create, assess, and communicate knowledge about the policy process [39].

The emergence of the New Public Management (NPM) paradigm is an important momentum to reduce government domination and provide space for the private sector in public services. A new model in public policy is necessary to improve the performance of results-oriented public services and dynamics of competition by fostering creativity in providing services and changing the existing rules of the game [40].

The public policy paradigm can be divided into 5 periods. The first period is a separation between politics and public administration, focusing on the budget of civil servants and government, with the locus of politics and policy. The second period is the principles of administration, which focuses on the principles of administration, namely planning, organizing, coordinating, reporting and budgeting with loci in each organization. The third period is political science because its focus is on the formulation of public policies that are full of political values and the locus is the bureaucracy. The fourth period views public administration as a part of administrative science that must be developed scientifically with a focus on public administration and business administration. The fifth period focuses on a public administration as the public administration, with a focus on the organizational, management and public policies, while the locus is on public issues and the public interest. A new paradigm has emerged that the public policy is a government with a multi-dimensional approach and the focus is on public affairs that requires the private sector and the community, and the locus is on the public, private, and civil society sectors [41].

New Public Management (NPM) pays attention to human values and social justice, which focus on the organizational design based on decentralization, democracy, responsiveness, participation, and provision of services needed by the community. Classical bureaucracy focuses on organizational structure and management functions with a focus on government bureaucracy and business organizations as well as developing the values of efficiency, effectiveness, economy and rationale. Neo-bureaucracy focuses on research-based behavior, management, systems and decision-making processes with a focus on government bureaucratic decisions, and develops efficiency, effectiveness, economy, and rationality [42].

Based on the epistemological and sociological description of the public policy theory, it can be stated that making policies and regulations related with managing police educational policy and its implementation is a part of the public policy theory. Based on the epistemology and sociology of the public policy theory to refine the research, it can be stated that multiple policies and regulations related to leadership style and predictive character are a part of the public policy theory.

2.2. Police Educational Theory

The theory of leadership development model for police institutions is called the Police Leadership Qualities Framework (PLQF). As with other public sector entities, police agencies acknowledge that enhancing leadership abilities is crucial in enhancing performance and delivering services. The PLQF lays out a leadership model and is supported by values and behavioral frameworks allowing the model to be developed in practice. Leadership is a proven skill that can be developed. Every individual possesses unique leadership qualities that are essential for effective leadership. Failure at both individual and organizational levels often occurs as a consequence of inadequate leadership caused by insufficient skills, lack of development, or inexperience. Cognitive and behaviorist

approaches are needed to explore certain leadership skills that require development within the police force [7].

Predictive intelligence and artificial intelligence are widely applied in law enforcement agencies by providing a basic framework for understanding predictive policing as a police reform mechanism. A special focus on predictive policing through the development of a geospatial IT system is an effort to rationalize police patrols through algorithmic remediation of a geographical nature. Police patrols frequently concentrate on one particular area, disregarding potential threats in other locations.[43].

Several police stations in several countries implement 4 types of applications, namely: (1) Crime Anticipation System (CAS) developed by the Amsterdam police, (2) PreCob developed by Germany, (3) PredPol developed by the United States LAPD, and (4) HunchLab developed by Temple University and Rutgers University. The results show that the current application of predictive police reporting, mainly based on internal evaluations, is yielding good results and tentatively links it to a reduction in crime rates. Since the use of predictive policing is only a recent evolution in criminology, the long-term effectiveness of this method has not been confirmed. The potential effect on crime rates is also difficult to determine. The reduction in crime rates is only an indirect effect of using predictive policing. This mainly depends on the way the information is offered. Predictive policing applications have received criticism due to ethical and legal concerns, especially regarding privacy and the appropriate actions police should take based on their results [44].

Effective leadership in the current context is a key organizational concern that continues to be discussed and debated due to the challenges it poses. Leadership is a factor that is the key to organizational success in a rigorous contestation process, for example, in the role of forming and implementing and making innovations in public service policies. The Leadership Quality Model in the National Police with the term "Police Leadership Qualities Framework" (PLQF) clearly defines the values and behavior framework that allows the model to be developed in practice [8].

Based on the description above, it can be stated that the making of multiple policies in the management of police education policies and their implementation must be analyzed with the theory of police education.

2.3. Police Leadership Theory

Effective leaders have strong characters who can motivate, inspire, and empower organizational members to achieve the goals set by the leader or by the organization. Superior leadership is required at the top level of the police organization to establish unity across various lines. Leadership determines the success of an organization. Leadership even determines the success of a civilization.

In general, there are 4 kinds of approaches in understanding leadership, namely the trait approach, the stylistic approach, the situational approach, and the functional approach. The trait approach discusses the qualities essential for leadership, specifically what distinguishes leaders from non-leaders. The stylistic approach is generally based on a stylistic approach that focuses on comparisons between autocratic, democratic, and laissez-faire styles, then complemented by directive styles, consultative styles, participatory styles, and delegation styles. The situational approach finds that the determinants of an effective leadership style vary widely, depending on the situation the leader is in and on the leader's personality. The functional approach to leadership generally focuses on certain individual characteristics and behaviors that are recognized and accepted by others as leadership qualities.

Transactional leadership is a leadership model that emphasizes transactions to consider when making decisions. Transformational leadership is characterized by a leadership style model that seeks creative and innovative ways to achieve organizational goals that may seem impossible to achieve. Laissez-faire leadership is a leadership style model that allows subordinates to carry out tasks without supervision from superiors and all tasks are the responsibility of subordinates. Dark leadership is the side of leadership that is full of incompetence, immoral character, and unethical behavior [45].

The PLQF is a tool for developing police leadership by establishing 69 behavioral statements to assess three core leadership qualities. Leadership competence is based on knowledge and experience in serving, identifying

future leaders, and possessing leadership qualities. There are three main factors that become the focus of PLQF, namely personal awareness, personal integrity, and passion for achievement. Personal awareness refers the value of awareness within the police, obtained from self-reflection on personal beliefs and values, analysis of the environment and its impact on others. Personal integrity is the achievement of the highest level of integrity in organizational and interpersonal life. Passion for achievement is an attitude in oneself to pursue success and in service, both for personal gain, for others, and in serving the community [8].

Leadership refers to the capacity to effectively influence and unite individuals and resources to achieve goals. This is different from the concept of the command model because the source of authority is personal and not based on position. One of the main factors is the authority of the leader that emerges from his character to inspire his followers to achieve a common goal. The formulation of leadership involves many factors, namely advice, personal example, and the exercise of governing authority, depending on the situation to achieve goals. Effective leaders have an understanding of themselves, the organization, the environment, and the needs of their followers. They can use this knowledge to impart leadership and decision-making skills through training.

2.4. Hypotheses Development

The police academy currently still employs educational methods based on learning, training, and mentoring. For this reason, it is necessary to adjust various educational content through curriculum innovation, coupled with a predictive policing model character approach for the cadets. This is intended as a new approach and method that can detect potential crimes as early as possible and minimize internal violations by members of the National Police. An explorative analysis is needed to map the ideal pattern of education, including in the preparation of curriculum and teaching materials in implementing this predictive character content in educational activities. The analysis in this research also included the ideal leadership style in realizing the police as a public service organization oriented to excellent service by prioritizing the public interest. Several hypotheses can be developed based on the previous explanation above as follows. H1 there is a direct effect of learning on leadership style. H2 there is a direct effect of training on leadership style. H3 there is a direct effect of mentoring on leadership style. The three hypotheses are described in Figure 1 as follows.
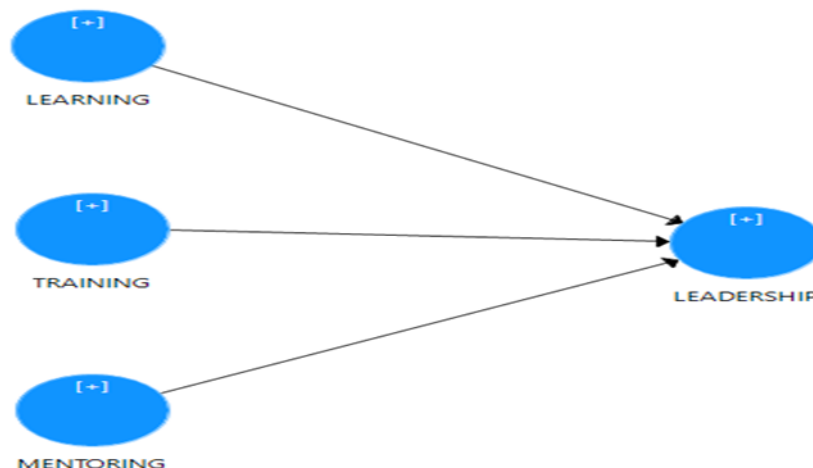

Figure 1. Conceptual Model

3. METHOD

This research was conducted based on a predictive quantitative approach by proposing a quantitative predictive research model. The predictive quantitative research model could be developed to calculate, analyzes, and test all hypotheses related. There were 4 variables in the Research Model. The independent variable was Leadership Style. The Dependent Variables were Learning, Training, and Mentoring.

Each variable was latent and measured through several indicators reflecting the variable. agree.nt Likert scale was used, with responses to the questionnaire questions scored 1 for strongly disagree and 5 for strongly agree. The research Model was implemented using smartPLS as presented in Figure 2 as follows.
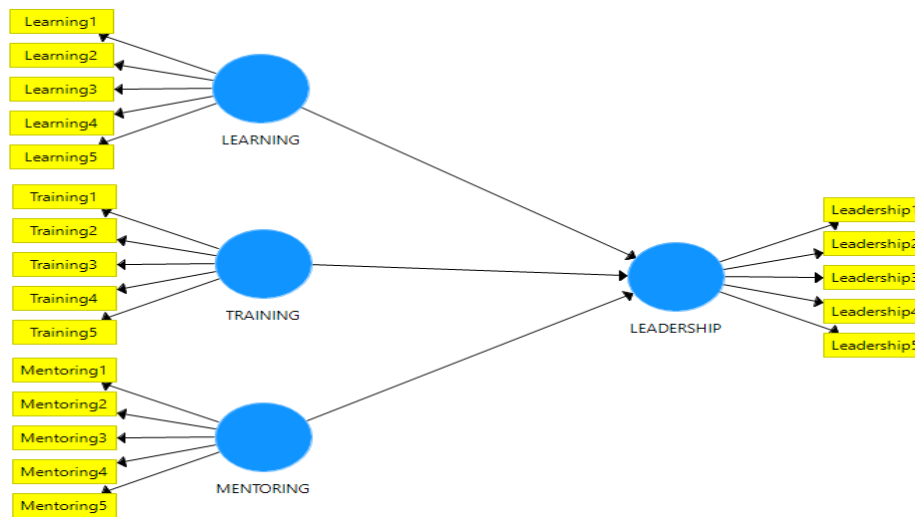
Figure 2. Research Model

Data collection used a questionnaire, developed based on a set measure for all variables and submitted electronically to 100 Police Officer respondents. We obtained 100 completely usable responses (100%), which were in line with the research. Data analysis utilized Partial Least Square smartPLS version 3.0.

Descriptive statistics were conducted to explain the characteristics of respondents and variables. Inductive Statistics was performed using Variance-Based Structural Equation Modeling. Path analysis used Partial Least Square (PLS), consisting of 3 relationships, first was the Outer-Model, which specified the relationship between latent variables and their indicators (measurement model); Second, the Inner-model, which determined the relationship between latent variables (structural model). And the last was weights in assessing the latent variables to be estimated [46].

Validity pertains to the degree to which a measuring device accurately measures a construct.. Calculation of construct validity was assessed with convergent validity and discriminant validity. Reliability refers to the internal consistency between indicators of a construct that shows the extent to which each indicator shows the same latent factor. Calculation of reliability were assessed using Cronbach's Alpha and Composite Reliability [46].

A qualitative research strategy also can be applied if the research problems need to be explored in-depth or if it follows up on previous quantitative research due to previous theories or concepts that are still insufficient in capturing the complexity of the problem under study. A qualitative research approach produces descriptive data in the form of words or writings and behaviors that can be observed from the subject and object of the study itself. The qualitative approach was chosen because it was in line with the aims of the research to describe and understand the phenomena, events, social activities, attitudes, beliefs, and perceptions of people [47].

Data collection in this research were performed through interviews, observation and documentation. In-depth interview was performed with informants as key member. The author and their team conducted participant observations to record data in the field of study. Related documentation was gathered from many sources, such as internet media and library documents. Data were analyzed in 3 steps, which were data reduction, data display and data verification referring to interactive model. Data reduction is to sort out the main data, data display is to present the data, and data verification is to conclude the main themes of the results [48].

Validity and reliability used triangulation based on the observation, in-depth interviews, and documentation analysis to obtain valid and reliable data coping credibility, transferability, auditability, and confirmability. To establish credibility, triangulation was used to compare the findings of a single interview with the results of interviews conducted with colleagues. Transferability demonstrates the potential practicality of research in other studies to enhance comprehension of the outcomes of qualitative research. The report is made in a detailed, clear, and systematic manner. Auditability means that it can be tested by examining the entire research process, from designing case studies, determining data sources, collecting data, analyzing data, drawing conclusions, to showing stages, processes and results. Confirmability relates to the objectivity that the research results are agreed and accepted [49].

4. RESULT & DISCUSSION

4.1 Analysis of Outer Model Evaluation

The evaluation of the measurement model or the outer model used the PLS Algorithm statistical calculation to assess the validity of each indicator item (questionnaire item). Based on Figure 3a, the convergent validity value was indicated by the outer loading on each indicator item. The calculation results of the algorithm are as follows in Figure 3. The evaluation of the model showed that the value of convergent validity results met the requirement.
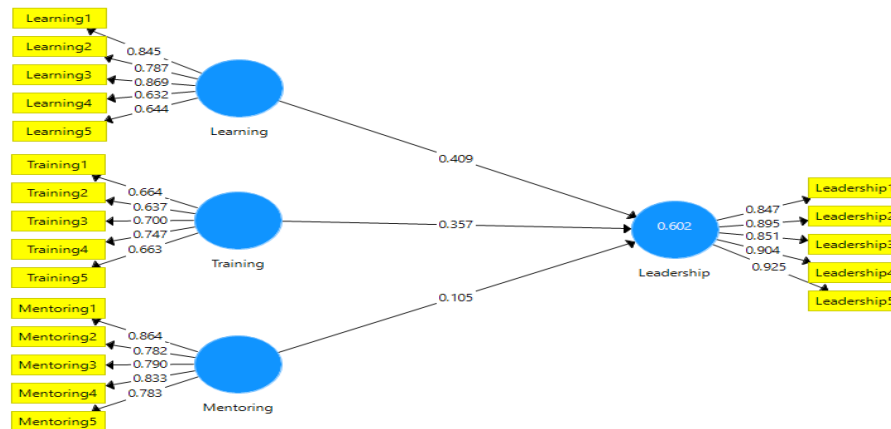

Figure 3. PLS Algorithm

Based on Table 1, all variables have met the reliability requirements since the Cronbachs Alpha value, Composite Reliability value, and Average Variance Extracted value have met the requirements.

Table 1. Reliability Calculation

Variable	Cronbach Alpha	Composite Reability	Average Variance Extracted
Learning	0.816	0.872	0.580
Training	0.714	0.814	0.567
Mentoring	0.870	0.906	0.658
Leadership	0.930	0.947	0.783

Therefore, all indicator items have met the requirements of convergent validity and each variable has met the reliability requirements. Besides, leadership had R square of 0.602, meaning the value was higher than 0.35, so the model was declared strong enough to undergo hypothesis testing by applying bootstrapping on SmartPLS.

4.2 Analysis of inner model evaluation

The results of hypothesis testing can be seen in Figure 4 as follows.
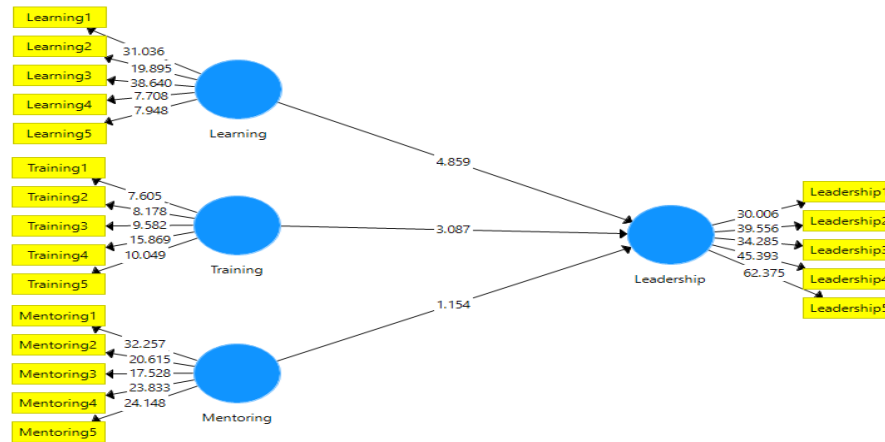
Figure 4. PLS Bootstrapping

Table 2 below shows the results of hypothesis testing. It was found that there learning provided a positive direct effect on the leadership style (H1 was supported). Training provided a positive direct effect on the leadership style (H2 was supported). However, mentoring did not provide a positive direct effect on the leadership style (H3 was not supported).

Table 2. Hypothesis Testing Calculation

Hypothesis	Coefficient	T Statistics	P Value
Learning >> Leadership	0.409	4.859	0.000
Training >> Leadership	0.357	3.087	0.002
Mentoring >> Leadership	0.105	1.154	0.249

There was a positive direct effect of learning on leadership style (H1 was supported, r = 0.409, p = 0.000). There was a positive direct effect of training on leadership style (H2 was supported, r = 0.357, p = 0.002). There was no positive direct effect of mentoring on leadership style (H3 was not supported, r = 0.105, p = 249).

Leadership in the police organization is related to the authority to enforce state law. Accountability and responsibility based on the power and authority are given to carry out the leadership. Leadership style and predictive character are useful in increasing knowledge about public policy. The comparison between police performances under the traditional and new curricula showed that education is better in the new curriculum, although the overall performance remains comparable. Highly educated police do a better job in some categories. Technical skills training needs to be developed to improve the ability of the police to hone skills and make decisions. Leadership competencies for police help describe leadership competencies relevant to police officer positions. Leadership styles have proven useful in providing data for the selection, development, and training of police officers.

Police education suggests that there is a greater motivation to encourage higher levels of education. Police education curricula vary and higher educational requirements affect the recruitment of police officers. Police leadership styles must often balance the values and needs of the community. Training should be developed to educate the leadership style of police officers. Leadership depending on the context includes management, supervision, and command. It is the ability to influence and unite individuals and resources to achieve possible and general goals within the constitutional context of police work. Leadership is a crucial and revered factor when assigning titles to police leaders in the chain of command. A sense of pride for a leader evokes a spirit of loyalty. Leadership provokes discourse on effective leadership in the existing environment. Leadership is a key factor in organizational success in implementing public service policies.

4.3 Analysis of Qualitative Evaluation

Based on the data collection and data analysis using data reduction, data display, and data verification, the results are as follows.

Learning, training, and mentoring were included in the Educational Process in the Police Academy. Learning at the Police Academy should include case studies that capture the cadets' attention, as opposed to relying solely on theoretical teaching. Training for cadets consisted of both theoretical and practical components with the aim to improve the skills of the cadets. Increasing practice in the field would equip the cadets with more skills, which could improve their overall performance. Mentoring affected behavior, character, and the personality. Learning at the Police Academy was about the provision of leadership and managerial knowledge in the Police. Learning, training, and mentoring at the Police Academy were good. The police officers was formed with character, integrity and able to carry out their duties in the field well. However, it was necessary to improve the training, learning and mentoring system at the Police according to current developments to create professional and modern police officers. Learning, training, and mentoring were implemented according to standard operating procedures and were supported by adequate facilities. The applied learning, training, and mentoring were in accordance with current standards, but to improve training effectiveness, field activities should be increased. Theory and field training differ significantly from real-life situations; therefore, deepening field activities was necessary. The learning was modern and customized to the developmental situation of the police institution to produce a police officer that is well-suited to the circumstances they may face.

The provision of knowledge and skills is necessary for carrying out daily tasks as a police officer. Life as a cadet and as a police officer is very different. While performing their daily duties as police officers, they conduct themselves as individuals immersed in society and among various organizations. The knowledge obtained through learning and training is highly applicable to the tasks at hand, making their implementation easier. Learning at the Police Academy has provided basic skills to cadets in carrying out their daily tasks, however, the dynamics of the changing times have made the task of the National Police also increased, therefore updates and upgrades in the learning system are necessary. The learning was highly successful and provided guidance for carrying out my duties. I was taught good ethical practices for addressing problems and making decisions, which I still adhere to today while performing my duties in the field. The supplies and knowledge gained during the learning were valuable, however, a greater emphasis should be placed on developing the necessary skills for their practical application during service. Experience and learning are very influential in carrying out daily services because the skills and lessons taught cover all aspects needed by officers when facing problems in the region.

A critical of the method used to deliver police theories in the learning process. The learning was good, but it still needed an improvement related to basic values, attitudes, and ethics. In addition, the technology was also necessary to be improved because currently cybercrime is highly developed. The delivery method in the learning process was very good. The learning method was good enough, however, at this time the world is growing, therefore a digital learning process is needed to improve the ability of police officers to be able to compete in the current digitization era. Improvement of the practical work process in the field is necessary. Past practices were theory-heavy, so there were very few hours devoted to fieldwork, making it less effective to understand the dynamics that occurred. The quality of teaching materials and learning curriculum for law enforcement personnel must continually evolve to remain current. Newer learning curricula and high-quality teaching materials are required to improve training quality, facilitate service implementation, and enhance learning outcomes. Incorporating effective teaching methods is essential to ensure that cadets comprehend all learning content delivered in a language that is easily understood by them. The provision of in-depth theoretical understanding and practical learning applications or job training helped the cadets truly understood the material and not just memorize it.

Based on several qualitative analysis above, it is known that a superior leadership role is important in the police organization. As discussed by the informants, that leadership determines the success of an organization. Effective leaders have strong moral and ethical characters who can motivate, inspire, and empower organizational members to achieve the goals set by the organization.

Police need to develop leadership capabilities in their organizations since it is vital for enhancing performance and service quality. Defining leadership qualities in the police is necessary through the creation of a framework of values and behaviors. This will enable the development of a model that can be put into practice through the management of police educational policy and its implementation. The PLQF is a tool for developing police leadership by establishing a set of behavioral statements to assess three core leadership qualities. Leadership competencies are created through the methodology of observable behavior. It is based on knowledge and experience in serving and identifying future leaders. To achieve success in serving others and the community, personal awareness, personal integrity, and passion are crucial.

The State Police of the Republic of Indonesia provides public services in accordance with its duties regarding maintaining public security and order, law enforcement, protection, shelter, and service to the community while upholding the values of human rights. In its application, it can be adapted to the situation and conditions of the organization, with the main objective of emphasizing the interests of the people or citizens, dedicating to the achievement of democracy, equality, and justice among fellow citizens. Therefore, the police institution must devote its organizational program to various approaches that aim for public services that not only function efficiently, but are also designed to prioritize the interests of the wider community and the realization of excellent public services.

Conclusion

Based on the quantitative analysis and discussion of the research results above, it can be concluded that there was a direct positive effect of learning on the leadership style (H1 was supported). There was a direct positive effect of training on the leadership style (H2 was supported). There was no positive effect of mentoring on the leadership style (H3 was not supported).

Based on the qualitative analysis and discussion of the research results above, it can be concluded that the management of police education and its implementation was an important aspect in realizing the effectiveness of police education policies. Collaboration between stakeholders was important to maximize policies and regulations related to police education in Indonesia.

The public security service system developed by the National Police requires more effective and efficient organizational management. The community security service system requires the development of community empowerment methods to participate in overcoming problems in the physical environment, work environment, social environment, law and order. The role of the police is an important requirement. The ability to manage security needs to be developed optimally. Mistakes in the decision-making process can lead to a decrease in police performance.

One limitation of this research is that it utilized a small sample and examined only a few acres of land in Indonesia. To gather more interesting results, further research should include larger samples and wider areas.
 It is recommended that in making policies and regulations related to police education, all stakeholders should be involved in revising regulations on police education policies in Indonesia. Relevant agencies as public officials when making regulations on police education in Indonesia must be involved to make better regulations and include holistic police education policies and their implementation. It is also recommended that state institutions, public officials, and police practitioners in making better regulations related to police leadership in Indonesia must pay attention to learning, training, and mentoring, to achieve good leadership.

REFERENCES

[1] C. Gardiner, "College cops: a study of education and policing in California," Policing, vol. 38, no. 4, pp. 648–663, Nov. 2015.

[2] E. Pallas, The relationship between emotional intelligence, transformational leadership style, and effectiveness among police supervisors. Wilmington University (Delaware)., 2016.

[3] N. Marion, "Police academy training: Are we teaching recruits what they need to know?," Policing, vol. 21, no. 1, pp. 54–79, 1998.

[4] C. D. D. Porter, "From hero to leader: A leadership competency study for police chief executives," 1999.

[5] J. T. Krimmel, "The performance of college-educated police: a study of self-rated police performance measures," Am. J. Police, vol. 15, no. 1, pp. 85–96, Mar. 1996.

[6]   A. T. Chappell, "Police academy training: Comparing across curricula," Policing, vol. 31, no. 1, pp. 36–56, 2008.

[7]   H. Martyn and R. Scurr, "Do You Fill Your Leadership Space? A cognitive model of leadership development for the police service," Int. J. Leadersh. Public Serv., vol. 3, no. 3, pp. 29–41, 2007.

[8]   P. Gibson, A., & Villiers, "Leading for Those We Serve. The Police Leadership Qualities Framework.," Leadersh. Acad. Polic., 2006.

[9]   B. S. Riyadi, B. R. Wibowo, and V. Susanti, "Culture of corruption politicians' behavior in parliament and state official during reform government Indonesia," Int. J. Criminol. Sociol., vol. 9, pp. 52–62, 2020.

[10]   B. S. Riyadi, "Culture of abuse of power in indonesia from the perspective of criminology and law," Int. J. Criminol. Sociol., vol. 9, no. 2008, pp. 274–284, 2020.

[11]   B. S. Riyadi, "Culture of abuse of power due to conflict of interest to corruption for too long on the management form resources of oil and gas in Indonesia," Int. J. Criminol. Sociol., vol. 9, no. 61, pp. 247–254, 2020.

[12]   B. S. Riyadi, "Law of agrarian conflict and resolution effort: A claim dispute of Eigendom verponding Land," Int. J. Law, vol. 3, no. 80, p. 88, 2017.

[13]   B. S. Riyadi, A. B. Hermanto, I. Harlina, and H. Purnomo, "Discretion of power of the indonesian national police impacts the abuse of power in the case of letter forgery of red notice 'Fugitive Djoko Tjandra,'" Int. J. Criminol. Sociol., vol. 9, no. October, pp. 1292–1300, 2020.

[14]   B. S. Riyadi, S. Alhamda, S. Airlambang, R. Anggreiny, A. T. Anggara, and Sudaryat, "Environmental damage due to hazardous and toxic pollution: A case study of citarum river, west java, Indonesia," Int. J. Criminol. Sociol., vol. 9, pp. 1844–1852, Dec. 2020.

[15]   B. S. Riyadi, Usman, and E. Sudarti, "The disparity in criminal prosecution against acid attack on investigator of corruption eradication commission: "novel baswedan" case," Int. J. Criminol. Sociol., vol. 9, pp. 1676–1687, Dec. 2020.

[16]   I. Harlina and B. S. Riyadi, "Conflict of law enforcement by state institutions over abuse of power and authority: A case study of 'former president director of PT. Pertamina,'" Int. J. Criminol. Sociol., vol. 9, pp. 2748–2756, Dec. 2020.

[17]   S. F. Hendriarti, N. A. Othman, S. B. Arif, S. Assery, and F. N. Jamal, "Talent Management Analysis of Indonesian Civil Advocates," J. Posit. Sch. Psychol., vol. 6, no. 2, pp. 1106–1116, 2022.

[18]   T. S. L. Toruan, D. P. Gusti, and B. S. Riyadi, "Human Resource Management of the Army Program in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 808–815, Jun. 2023.

[19]   J. B. Priyambodo, A. F. Wijaya, Wike, Sujarwoto, and B. S. Riyadi, "Implementation of Performance Accountability System for Government Institution: A Case Study in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 522–531, Jun. 2023.

[20]   J. B. Priyambodo, A. F. Wijaya, Wike, Sujarwoto, and B. S. Riyadi, "The Analysis of Performance Accountability System for Government Agency: A Punishment Theory Perspective," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 532–541, Jun. 2023.

[21]   W. Purbiyantari, S. Zauhar, Suryadi, R. Hermawan, and B. S. Riyadi, "Transformational Leadership, Technology Adoption, and Public Service towards Job Competency," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 835–845, Jun. 2023.

[22]   W. Purbiyantari, S. Zauhar, Suryadi, R. Hermawan, and B. S. Riyadi, "Leadership and Service in the Police Context_A Qualitative Study," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 846–856, Jun. 2023.

[23]   M. Sinulingga, Pantja Djati, SuyonoThamrin, Harlina Juni Risma Saragi, Bambang Slamet Riyadi, and Tri Ubayanto, "Antecedents and Consequences of Smart Management Information System for Supervision to Improve Organizational Performance," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 816–824, Jun. 2023.

[24]   Syahruddin, A. F. Wijaya, A. Suryono, and B. S. Riyadi, "A Qualitative Study : Critical Success Factors of Public Private Partnerships in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 511–521, Jun. 2023.

[25]   H. Susilo, E. S. Astuti, Z. Arifin, M. K. Mawardi, and B. S. Riyadi, "The Antecedents of Innovative Work Behavior in Village Owned Enterprises at East Java Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 879–891, Jun. 2023.

[26]   B. Tjahjono, A. Suryono, R. Riyanto, F. Amin, and B. S. Riyadi, "The Dynamics and Governance of Civil-Military Collaboration on Disaster Management in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 2 SE-, pp. 825–834, Jun. 2023.

[27]   T. S. L. Toruan, B. S. Riyadi, and D. P. Gusti, "Conflict Management and Strategy Management at the State Borders of Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 319–328, Jul. 2023.

[28]   M. Rozikin, A. F. Wijaya, and B. S. Riyadi, "Sustainable Development: Disaster Risk Reduction of Forest and Land Fire in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 329–339, Jul. 2023.

[29]   N. Nuraini, C. Saleh, W. Wike, and B. S. Riyadi, "The Relationship of Community Empowerment and Social Capital towards Production Capacity of Agricultural Product in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 435–448, Jul. 2023.

[30]   M. Rozikin, A. B. Sulistyo, C. Saleh, H. Hermawan, and B. S. Riyadi, "The Collaborative Governance in Digital Infrastructure Development in Indonesia: A Public Policy Perspective," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 449–459, Jul. 2023.

[31]   A. Sipayung, S. Sumartono, C. Saleh, M. Rozikin, and B. S. Riyadi, "Implementation of Deradicalization Policy to Reduce Criminal Acts of Terrorism," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 576–589, Jul. 2023.

[32]   A. Sipayung, S. Sumartono, C. Saleh, M. Rozikin, and B. S. Riyadi, "The Relationship between Content of Policy and Context of Implementation towards the Deradicalization Program Mediated by Collaborative Governance: A Proposed Model," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 590–606, Jul. 2023.

[33]   M. Rozikin, M. Nalikan, S. Sumartono, S. Suryadi, and B. S. Riyadi, "The Relationship of Social Leadership with Social Capital towards Community Empowerment in Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 510–520, Jul. 2023.

[34]   M. Nalikan, M. Rozikin, S. Sumartono, S. Suryadi, and B. S. Riyadi, "The Implementation of Village Community Empowerment in Indonesia:

A Social Capital Perspective," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 521–530, Jul. 2023.

[35] D. Noordiatmoko and B. S. Riyadi, "The Analysis of Sustainable Performance Management of Government Institution in Indonesia: A Public Policy Perspective ," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 1146–1157, Aug. 2023.

[36] D. Noordiatmoko and B. S. Riyadi, "Implementation of Sustainable Performance Management of Government Institution: A Case Study in Indonesia ," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 1008–1018, Aug. 2023.

[37] D. Sukma, S. Sumartono, C. Saleh, F. Amin, and B. S. Riyadi, "Implementation of Local Government and Decentralization within City: A Qualitative Study in Jakarta, Indonesia," Int. J. Membr. Sci. Technol., vol. 10, no. 3 SE-, pp. 984–996, Aug. 2023.

[38] J. V. Denhardt, R. B., & Denhardt, "The new public service: Serving rather than steering.," Public Adm. Rev., vol. 60, no. 6, pp. 549–559, 2000.

[39] W. Dunn, Public Policy Analysis, Fifth. Upper Sadle: Pearson Education Inc., 2012.

[40] Sipayung, A. ., ., S., Saleh, C. ., Rozikin, M. ., & Riyadi, B. S. . (2023). Implementation of Deradicalization Policy to Reduce Criminal Acts of Terrorism. International Journal of Membrane Science and Technology, 10(3), 576-589. https://doi.org/10.15379/ijmst.v10i3.1574

[41] H. Tulkens, "The Performance Approach in Public Enterprises: An introduction and an example," Ann. Public Coop. Econ., 1986.

[42] H. G. Frederickson, "The lineage of new public administration," Adm. Soc., 1976.

[43] A. Shapiro, "Predictive policing for reform? Indeterminacy and intervention in big data policing," Surveill. Soc., vol. 17, no. 3–4, pp. 456–472, 2019.

[44] A. Hardyns, W., & Rummens, "Predictive policing as a new tool for law enforcement? Recent developments and challenges.," Eur. J. Crim. policy Res., vol. 24, no. 3, pp. 201-218., 2018.

[45] D. T. Grondel, "An investigation of the relationship between leadership styles and dark leadership behavior in law enforcement executives (Dissertation)," Brandman University, 2016.

[46] C. M. Ringle, S. Wende, and A. Will, "SmartPLS 3.0," Http://www.smartpls.de, 2015.

[47] J. W. Creswell, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3rd ed. California, Thousand Oaks: Sage Publication, 2013.

[48] M. B. Miles and A. M. Huberman, Qualitative Data Analysis. California, Thoussand Oaks: Sage Publication, 1994.

[49] J. W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd ed. California, Thousand Oaks: Sage Publication, 2009.