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**THE ROLE OF INSTRUCTORS IN IMPROVING  
PROFESSIONALISM OF POLRI INTERVIEWS THROUGH EDUCATION AND TRAINING  
(Case Study at the West Java Regional Police School)**

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**ABSTRACT**

Training is a short-term education process that uses systematic and organized procedures. Training will be carried out well and correctly and smoothly as planned if supported by adequate education standards. The role of the Instructor is very supportive in enhancing the professionalism of the POLRI Police Officer through the Education and Training Center at the Cisarua National Police, West Java Regional Police is the theme to be studied. The theoretical basis used in this study is the role, coordination and professionalism based on theories and concepts from: 1) Role Theory; 2) Coordination Theory; 3) Professionalism Theory. The research method used is descriptive qualitative, data collection through: observation, interviews, documentation, literature study and questionnaire. The results of the study were obtained: 1) Efforts carried out by carrying out gradual coordination, the appointment of educators: educators must have academic competence, educator competence, have educator certification, and be physically and mentally healthy; 2) Coordination between educators using training management through stages: Planning, pengorganisasian, implementation and control; and 3) The role of the instructor contributes positively to the ability of the trainees which will have an impact on improving the quality of the National Police Officer.

**Keywords:** Role of Instructor, Coordinator and Professional

**PRELIMINARY**

The Indonesian National Police (POLRI) is "a state tool that is responsible for maintaining public security and order, providing protection, and providing protection to the community" (Satjipto Raharjo, 2009: 111).

In Act No. 2 of 2002 concerning the National Police of the Republic of Indonesia in Article 1 paragraph (1) explained that the Police is "all matters relating to the functions and institutions of the police in accordance with the legislation. The term police in this Law contains two meanings, namely the function of the police and police institutions.

The function of the police as one of the functions of the state government in the maintenance of public security and order, law enforcement, protection, protection and servant to the community. Whereas the police institution is a "government organ that is

designated as an institution and is given the authority to carry out its functions based on legislation" (Sadjijono, 2008: 52-53).

The development of science and technology at the end of the 20th century and the beginning of the 21st century was felt very quickly, the community changed and needed adjustments to change. The police as public servants face the challenges of change. The community must continually adjust to be able to exist in line with the changing times and the increasing demands of public services. This is in line with the opinion of the Chairman of Commission III of the House of Representatives, Bambang Soesatyo in [Republika.co.id](http://Republika.co.id), Jakarta, Monday, July 10, 2017 "The challenges of the National Police are increasingly complex", who revealed the challenges of the Indonesian National Police are increasingly heavy and complex, the complexity of the challenges demands that the National Police be able to adapt with changing times. The state must strengthen the role and function of the National Police.

POLRI in any situation must be able to carry out their duties professionally. Professionalism for POLRI officers is a key condition that cannot be negotiated, because the tasks of the POLRI are professional tasks which are essentially to serve and to protect, namely tasks related to comfort and security of good life both personally and socially and with regard to the security and safety of themselves, lives and property of those who are served and protected by the Indonesian National Police.

Professionalism is the performance or work shown by someone, namely a professional, through his actions and attitudes, where he knows what he is doing and produces quality work that is satisfying for those who are served or who order their work. A professional earns enough salary or money from the profession he is practicing (Farris 2005: 784-787).

As an expert in the field a professional has the ability to use and apply theory to solve problems faced, has the ability to create solutions, process and handle them, have attachments to and prioritize the interests served, and have a sense of responsibility for more learn a lot and explore the various problems that exist and relate to the field of profession in order to carry out his professional duties better. A professional not only has enough knowledge gained from a level of formal and general education but must also go through various types and stages of special training or specialization education, in accordance with the areas of expertise he is practicing.

## **THEORETICAL STUDY**

### **A. Concept of Education and Training (Training)**

Understanding of training according to Mathis (2002: 5), which provides a definition of "Training is a process where people achieve certain abilities to help achieve organizational goals because of this, this process is tied to various organizational goals, training can be viewed narrowly or broadly "

From the opinions of the expert above it can be concluded that training is part of education organized in an organized manner, with planning tailored to the needs of its members in order to improve the various skills needed to support the implementation of their duties.

The training that was intended in this study was the Technical Function Training and the Police coaching function programmed centrally by the POLRI Education Institute based on the identification of the needs problems in their respective regions.

### **B. Concept of Coordination**

Coordination according to Malayu S.P. Hasibuan (2011: 85) is integrating, and coordinating elements of management (6M) and the work of subordinates in achieving organizational goals.

From the above definitions of coordination, it can be concluded that coordination is a business, activities, cooperation and mutual agreement on a regular basis in harmony, harmony, balance and simultaneously in achieving a particular goal and preventing conflicts, chaos, strife, job vacancies and etc. in an organization.

### **C. Concept of Professionalism**

According to Djam'an Satori (2007: 1.4), states that professionalization is: Professionalization, refers to the process of improving qualifications as well as the ability of the members of the profession in achieving the standard criteria in appearance as a profession. Professionalisation is basically a series of professional development processes (professional development), whether done through education or practice "prajabatan" or in-service training (inservice training). Therefore, professionalization is a process that is lifelong and never ending, as long as someone has declared himself a citizen of a profession. Sanusi et.al (1991: 19) in Udin Syaefudin Saud (2010: 6) also mentions that there is a link between profession, professionalism, professionalism, and professionalization. It is stated that the profession is a position or job that requires expertise (expertise) of its members. That is, it cannot be done by just anyone who is not trained and not specifically prepared to do the job. Expertise is obtained through what is called professionalization, which is done either before someone goes through the profession or after undergoing a profession. Professionals point to two things. First, the person who holds a profession, for example "He is a professional." Second, the appearance of a person in doing his work in accordance with his profession. This second understanding of professionals is contrasted with "non-professionals" or "amateurs." Professionalism refers to the commitment of a member the profession to improve his professional abilities and constantly develop strategies that he uses in doing work that is in accordance with his profession. While Professionalization refers to the process of improving qualifications and the ability of members of the profession in achieving the standard criteria in his appearance as a member of a profession. if the work has the characteristics of a technical or ethical standard of a profession (Oerip and Utomo, 2000: 264-265).

### **D. Concept of Nonformal Education**

Outside School Education is one of the sub-systems of the national education system, the scope is very broad and complex, the types of activities that can be carried out in education outside of school as a sub-system of education in addition to informal education as well as non-formal education which has been growing rapidly lately.

Out-of-school education is any educational effort in a broad sense in which there is regular and directed communication so that a person or group gets information about

knowledge, training and guidance in accordance with the level of age and needs of life (SEAMEO, 1971 in Soedjana, 2004: 46), the goal is to develop knowledge, attitudes, skills and values that allow for a person or group to participate efficiently and effectively in the family, work, community and even as according to Napitupulu (1981) in Sudjana, 2004: 49), that Education outside of school is every educational service that is carried out, outside the school system, lasts a lifetime, is carried out intentionally, regularly and planned which aims to actualize human potential (attitudes, actions and works) so that it can be fully realized.

## RESEARCH METHOD

This research is a descriptive study with a qualitative approach. Sampling or data sources in this study were conducted in a purposive manner and for the sample size determined by snowball, collection techniques with triangulation (combined), data analysis was qualitative.

and research results emphasize the meaning of generalization. The results of this study only describe or construct in-depth interviews of the research subjects so as to provide a clear picture of the role of the instructor in enhancing the professionalism of the POLRI Officer through the Training at the Cisarua State Police School, West Java Regional Police.

## DISCUSSION

### 1. Efforts made by the West Java Regional Police Cisarua SPN institution in order to appoint instructors for the implementation of regional function education and training

The effort according to the large Indonesian dictionary (KBBI) is defined as an activity that directs the mind's energy to achieving a goal. Efforts according to Muhammad Ngajenan (1990: 77) "Having an approachable meaning or approach to achieving goals". The efforts made by the West Java Regional Police in Cisarua National Institute of Education and Regional Education Training in 2018 Budget Year are based on previous explanations by the Chief of Police's Training Program Decree Number: Kep / 1345 / XII / 2017 , December 20, 2017 concerning the National Police Education and Training Programs Year Anggaran 2018. It has been carried out through research in coordination with the provisions contained in the National Police Regulation Number: 19 of 2010 concerning the Implementation of the Training of the Indonesian National Police, namely starting from the stage of problem identification, preparation of training programs, socialization of training programs, equalization goals and the results of training are listed in the Graduates Competency Standards, and the improvement of the capacity of teaching staff (education administrators).

However, for educators from the territorial function do not have educator certification, because to have certification educators must have followed "Improving the Ability of Educators" as evidenced by certificates issued from the National Police Training and Education Institute. Whereas those who carry out POLRI Educator Certification are POLRI Certification Institutions (LSP). Thus, in general, Regional Educators function does not understand the tasks related to educator administration. But in this case it can be overcome by the division of tasks between educators. Responding to the lack of regional function educators in educator administration techniques, it is necessary to

have a capacity building program for educators directly organized by the center (POLRI Education Institute).

## **2. Coordination between regional functionary educators and West Java Regional Police's SPN educators in enhancing the professionalism of the POLRI Police Officer through Education and Training.**

Coordination is a business, activities, cooperation and mutual agreement on a regular basis in harmony, harmony, balance and simultaneously in achieving a specific goal and preventing conflicts, chaos, strife, job vacancies and so on in an organization.

Coordination according to Dr. Awaluddin Djamin, M.P.A in Malayu. S.P. Hasibuan (2011: 86), is an effort of cooperation between agencies, agencies, units in the implementation of certain tasks in such a way, so that there is complementarity, mutual assistance, and complementarity.

Based on his explanation, the coordination between regional functionary educators and Cisarua SPN educators of West Java Regional Police has been carried out as per number: 19 of 2010 concerning the implementation of POLRI training, article 23 namely the management of POLRI training carried out through stages: Planning, Organizing, Implementing and controlling (Malayu S.P. Hasibuan, 2011: 89).

## **3. The role of the instructor in enhancing the professionalism of the POLRI Officer through the Training at the Cisarua SPN West Java Regional Police**

Role is an attitude or behavior expected by many people or groups of people towards someone who has a certain status or position. Role according to Miftah Thoha (1997: 82) is an orderly sequence caused by a position. Humans as social beings have a tendency to live in groups. In group life, there will be interaction between members of the community and other members of the community. The growth of interaction between them is interdependence. In social life it appears what is called a role. Role is a dynamic aspect of one's position, if a person carries out his rights and obligations in accordance with his position, the person concerned carries out a role.

The role of instructors/ educators in POLRI training according to Perkap Number: 19 of 2010 concerning the Implementation of POLRI Training, is: as a Facilitator in presenting various training materials; communicator to transfer knowledge to trainees; innovator in the development of science; and motivators to increase the motivation of trainees.

Based on the results of the research in the form of questionnaires to instructors/ educators and training participants that have been explained previously are in good category and contribute positively in supporting professional POLRI officers, so that the graduates of the POLRI training program can carry out their duties as members of the POLRI with professionals along with the challenges of the times.

## **CONCLUSION**

End the research report writing about the role of instructors in enhancing the professionalism of the National Police Officer through Education and Training at the Cisarua State Police School, West Java Regional Police, after passing the field verification

process which was escorted by three research questions, the researchers concluded the following results:

1. Efforts made by the Cisarua National Police Force Agency in Jaba Police in the appointment and determination of educators are carried out in stages through coordination both internally within the Cisarua NES SPN institution as well as external coordination with the Working Unit of Fostering Functions and other related functions directly related to each training Function , in accordance with Perkap Number: 19 of 2010 concerning the implementation of POLRI Training. Appointment of Educators in the Training program in accordance with Perkap Number: 14 of 2015 concerning the POLRI Education System, Article 35 of Perkap No. 14 of 2015 concerning the POLRI Education System is explained in article 35, namely: the requirements of POLRI educators consist of: (1) having academic qualifications; (2) have educator competence (pedagogic, professionalism, social and personality); (3) having certification of educators in accordance with their duties, authorities and responsibilities; (4) physical and spiritual health.
2. Coordination between educators in enhancing professionalism POLRI officials, carried out in accordance with Perkap number: 19 of 2010 concerning the implementation of POLRI training, article 23 namely the management of POLRI training is carried out through stages: Planning, Organizing, Implementing and controlling (training monitoring and evaluation). With scheduled coordination allows training to be well controlled.
3. The role of educators in enhancing professionalism POLRI officers through the education and training have been carried out well, evidenced by the answers of respondents who gave a good assessment. Instructors have contributed positively in supporting professional POLRI officers, so that it is expected that graduates of the POLRI training program can carry out their duties as members of POLRI with professionals in line with the development of the challenges of the times.

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