

# RECONSTRUCTING TEACHING, TRAINING, AND CADET DEVELOPMENT TO ENHANCE THE PROFESSIONALISM OF POLICE ACADEMY GRADUATES: A CASE STUDY OF THE WEST KALIMANTAN REGIONAL POLICE

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## ABSTRACT

This study employs a qualitative tracer study approach to examine the implementation of teaching, training, and cadet development (*police pedagogy*) in the education of Police Academy graduates and to formulate an empirically grounded conceptual reconstruction of police education. Empirical data were collected through document analysis, literature review, in-depth interviews, and observations involving educators, trainers, caregivers, leaders, and Police Academy graduates, with fieldwork conducted at the West Kalimantan Regional Police. The findings reveal that teaching practices remain predominantly content-oriented, training activities are not yet adequately integrated with professional ethical values and socio-cultural contexts, and cadet development requires reconstruction toward a more educational and humanistic approach. Empirical feedback derived from graduates' field assignments underscores the critical importance of contextual competencies, particularly in public communication, intercultural communication, and conflict resolution grounded in local wisdom. This study concludes that the reconstruction of teaching, training, and cadet development should be understood as an integrative conceptual model derived from field-based evidence, functioning as strategic input for the continuous improvement of Police Academy education rather than as a direct institutional redesign.

**Keywords:** Educational Reconstruction, Graduate Professional Competence, Police Academy Education

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## INTRODUCTION

The increasingly complex national and global strategic environment requires the Indonesian National Police to continuously adapt and undergo transformation. Dynamic security challenges, rapid advancements in information technology, growing demands for public transparency, and rising societal expectations regarding the professionalism of law enforcement officers position the quality of human resources as a key determinant of organizational success. In this context, the Police Academy, as the institution responsible for educating future police officers, plays a strategic role in producing professional, ethical, and community-oriented police leaders. Nevertheless, changes in the nature of threats and evolving societal needs necessitate a critical reassessment of the existing educational model. Teaching, training, and cadet development, as the three core pillars of education at the Police Academy, must be reconstructed in a more adaptive, integrated, and contextual manner. Learning models should not only emphasize cognitive aspects and technical skills, but also focus on character building, professional ethics, leadership, as well as the development of critical thinking and problem-solving abilities, which have become indispensable competencies in modern policing (Bayley, 1994).

In practice, several challenges persist, including a gap between instructional content and the realities of policing duties in the field, limited innovation in learning methods, and suboptimal synergy among teaching, training, and cadet development in shaping cadets' character and professionalism. These conditions may adversely affect graduates' readiness to cope with the complexity of modern policing, which demands multidimensional competencies ranging from humanistic law enforcement to technological proficiency and social conflict management. Accordingly, a comprehensive reconstruction of the teaching, training, and cadet development system at the Police Academy is required. This reconstruction is directed toward strengthening curriculum relevance, enhancing the quality and capacity of educators and caregivers, and developing a holistic and sustainable educational approach. Through an appropriate reconstruction, Police Academy education is expected to produce graduates who are professional, possess strong integrity, are adaptive to change, and demonstrate a firm commitment to the core values of *Tribrata* and *Catur Prasetya* in carrying out their service to the nation and the state (Schein, 2010).

A growing body of international studies emphasizes that innovatively designed and integrated systems of police education and training play a critical role in shaping police professionalism. Yang (2023) demonstrates that innovations in police curricula and educational systems—including the integration of information technology and a balanced combination of theoretical instruction and field-based practice—significantly enhance professional competence and operational readiness among police personnel. In a similar vein, cross-national empirical research conducted in Europe by Rantatalo et al. (2021) highlights that police training is a complex process involving interrelated organizational arrangements, instructional methods, and curriculum structures, in which training effectiveness is strongly influenced by the alignment between educational objectives, the mastery of technical skills, and the development of professional ethics. Meanwhile, comparative studies on the objectives of police education curricula indicate that clearly defined and well-structured learning objectives constitute a fundamental foundation for aligning educational outcomes with the demands of professionalism, encompassing intellectual competence, practical skills, and the formation of cadets' attitudes and moral values (*A Comparative Study on the Curriculum Objectives in Police Education*, 2019). Taken together, these findings reinforce the urgency of an integrated reconstruction of teaching, training, and cadet development to produce police education graduates who are professional, possess strong character, and are adaptive to the dynamic demands of modern policing.

In the implementation of education at the Police Academy (*Akpol*), teaching, training, and cadet development (*police pedagogy*) constitute three core and complementary pillars in the formation of cadets' character, competence, and professionalism. These three dimensions are inseparable, as each plays a strategic role in producing entry-level police officers who are prepared to perform their duties through an integrated application of technical, ethical, and social competencies. Teaching, as part of the cognitive domain, provides the theoretical and conceptual foundations required by every cadet. This process encompasses an understanding of national and international law, police ethics, human rights, and the socio-cultural dynamics that frame policing practice. Through teaching, cadets are expected not only to master subject matter but also to develop critical and analytical thinking, as well as problem-solving capabilities in addressing legal and security-related challenges.

Training, as the psychomotor dimension, serves as a means of instilling the technical and tactical capabilities required for operational duties in the field. Training activities are inherently applied in nature and are oriented toward fostering readiness for policing roles as guardians of life, builders of civilization, and defenders of humanity. The effectiveness of training is not assessed solely by cadets' ability to execute simulations or operational procedures, but rather by their capacity to perform these tasks while upholding the principles of legality, proportionality, and accountability. This aspect is particularly critical within the framework of "policing as the guardianship of life," which emphasizes the integration of humanitarian values and ethically grounded decision-making into every training scenario.

Cadet development, encompassing the cultivation of attitudes, personality, and moral integrity, constitutes the foundation for shaping cadets' character as law enforcement officers with integrity. Cadet development extends beyond disciplinary supervision or the enforcement of rules and regulations; it represents a formative mentoring process aimed at developing psychological resilience and mature personal character. This dimension plays a pivotal role in shaping the concept of "police officers as defenders of humanity." Intellectual and technical competence alone are insufficient; police officers must also demonstrate empathy, a strong commitment to justice, and moral courage in safeguarding the public. Accordingly, cadet development practices must be strengthened through humanistic and dialogical approaches grounded in respect for human dignity, rather than relying solely on punitive measures or structural compliance.

Furthermore, the enhancement of teaching practices accompanied by an awareness of professional development indicates that the transition of educators from content-focused approaches to learner-centered orientations occurs progressively. Educators need to attain confidence and comfort at each stage of this transition before achieving higher levels of teaching effectiveness (Åkerlind, 2003).

The training process begins with the delivery of instructional material on effective academic writing. Learning plans constructed by educators are closely aligned with learning objectives, content, methods, instructional media, and assessment strategies (Basril et al., 2022). The design of such learning plans must be relevant to learners' needs and responsive to contemporary global learning paradigms. One critical component in constructing effective learning plans is psychomotor assessment. Educators are required to design assessments that are clear, measurable, and objective in evaluating learning outcomes related to the psychomotor domain. Psychomotor assessment is intended to measure learners' skills following instructional processes associated with the cognitive domain. In practice, psychomotor learning outcomes are demonstrated through learners' observable actions or physical performance in completing specific tasks aligned with instructional content (Dahlia, Maison, & Nehru, 2020).

Character formation constitutes a central concern in human development, with parenting styles and environmental influences playing a pivotal role. External factors—such as parental upbringing patterns and the surrounding social environment—are fundamental in shaping

children's core values, moral development, and personality traits. At early developmental stages, individuals are particularly vulnerable to environmental influences, underscoring the importance of understanding how parenting practices and contextual factors contribute to character formation. The environment plays a decisive role in children's development in accordance with the contexts in which they are situated (Elihami & Ekawati, 2020).

Parental knowledge and competence in implementing positive parenting practices are therefore crucial. Parenting styles encompass various dimensions, including authoritarian, democratic, and permissive approaches, each of which influences children's responses to social norms, autonomy, and patterns of interaction with their environment. Accordingly, cadet development content should be embedded within a curriculum that explicitly incorporates character education. Effective cadet development materials should be preserved as part of an academic tradition—for example, those related to senior-junior hierarchy, appropriate forms of respect, discipline, and esprit de corps—provided that such practices remain within reasonable limits and comply with institutional regulations. In this regard, one important area for renewal and innovation in cadet development is the inclusion of problem-sharing mechanisms as a structured pedagogical component.

Within this context, the present study is positioned as a qualitative tracer study of Police Academy graduates assigned to regional police units. Empirical findings derived from the West Kalimantan Regional Police are not intended to support direct generalization or to serve as the basis for a nationwide redesign of the Police Academy curriculum. Rather, these findings function as a structured feedback mechanism that identifies gaps between educational preparation and the realities of field-based policing duties. Through this approach, regionally grounded empirical evidence is used to inform a context-sensitive conceptual reconstruction of police education, while simultaneously contributing to broader scholarly discourse on police pedagogy and professional development.

## LITERATURE REVIEWS

Police education has increasingly been recognized as a critical foundation for shaping professional, ethical, and adaptive law enforcement officers capable of responding to the complex demands of modern policing. Contemporary scholarship emphasizes that police professionalism is not solely determined by technical competence but is the result of an integrated educational process that combines cognitive learning, psychomotor training, and character development (Rantatalo et al., 2021).

### Teaching and Curriculum Orientation in Police Education

Several studies highlight that traditional police education remains predominantly content-oriented, relying heavily on lecture-based instruction and cognitively focused assessment. While such approaches provide essential theoretical foundations, they often fall short in fostering critical thinking, ethical reasoning, and contextual problem-solving skills required in contemporary policing environments. Yang (2023) demonstrates that curriculum innovation—particularly through the integration of information technology and case-based learning—significantly enhances professional competence and operational readiness. Similarly, comparative research on police education curricula underscores the importance of clearly articulated learning objectives that align intellectual knowledge, practical skills, and attitudinal development to meet professional demands (*A Comparative Study on the Curriculum Objectives in Police Education*, 2019).

### Training, Psychomotor Skills, and Professional Ethics

Police training is widely understood as a complex organizational practice involving curriculum structure, instructional methods, and institutional culture. Rantatalo et al. (2021) argue that the effectiveness of police training is contingent upon the alignment between technical skill acquisition, ethical development, and organizational objectives. Empirical research on

psychomotor assessment further supports the need for performance-based evaluation that captures learners' observable skills and operational competencies rather than abstract cognitive outcomes alone (Dahlia et al., 2020). However, existing studies suggest that training programs often emphasize procedural execution without sufficient integration of ethical reasoning, proportionality, and accountability—elements that are essential for humanistic and democratic policing.

### **Cadet Development, Character Education, and Organizational Culture**

Beyond teaching and training, cadet development plays a pivotal role in shaping police identity, moral integrity, and professional commitment. Organizational culture theory highlights that values, norms, and informal practices significantly influence professional behavior and decision-making (Schein, 2010). Studies on character education emphasize that attitude formation, discipline, and moral development are strongly shaped by social environments and mentoring processes (Elihami & Ekawati, 2020). In police education contexts, traditions such as discipline, hierarchy, and esprit de corps remain influential; however, scholars increasingly call for a shift toward more humanistic, dialogical, and educational approaches that respect human dignity while maintaining institutional values.

### **Toward an Integrated Police Pedagogy**

Recent literature converges on the view that police education should be conceptualized as an integrated pedagogical system rather than as fragmented instructional components. Innovative models of police pedagogy emphasize the synergy between student-centered learning, ethically grounded training, and humanistic cadet development to produce officers capable of democratic, community-oriented policing. While prior studies have explored individual dimensions of police education, there remains a gap in empirically grounded frameworks that integrate teaching, training, and cadet development based on feedback from graduates' field experiences.

Addressing this gap, qualitative tracer studies offer a valuable methodological approach to linking educational inputs with real-world professional demands. By examining graduates' early career experiences, tracer studies provide evidence-based insights that can inform conceptual reconstruction of police education while remaining sensitive to contextual and organizational diversity.

## **RESEARCH METHODOLOGY**

This study adopts a qualitative approach employing a descriptive-analytical research design. This approach was selected to obtain an in-depth understanding of the implementation of teaching, training, and cadet development at the Police Academy, while simultaneously formulating a relevant reconstruction model aimed at producing professional graduates. In addition, the study incorporates conceptual and policy analysis approaches to examine the alignment between existing educational practices and the demands of modern police professionalism.

The research focuses on three core dimensions of Police Academy education: 1) Teaching, encompassing learning planning, academic instructional methods, and learning evaluation systems; 2) Training, which includes technical and psychomotor skills training, operational readiness for policing duties, and the relevance of training to field-based requirements; and 3) Cadet Development, covering the cultivation of attitudes, personality, discipline, moral integrity, and the internalization of the core values of Tribrata and Catur Prasetya.

Research data were collected through multiple sources and techniques. Document analysis involved a review of Police Academy curricula, police education regulations and policies, teaching and training guidelines, and official documents related to cadet development. Literature review drew upon books, national and international scholarly journals, and prior research related to professional education, academic training, psychomotor learning, cadet

development, and character education. In-depth interviews and observations were conducted with educators, trainers, caregivers, and educational management personnel at the Police Academy to capture empirical perspectives on the implementation and challenges of teaching, training, and cadet development.

In addition, interviews, observations, and documentation were carried out at the West Kalimantan Regional Police, involving the Regional Police Chief and senior officers, district police chiefs (Kapolres), deputy district police chiefs (Wakapolres), senior police officials, as well as Police Academy graduates from the 2023-2024 cohorts and their immediate supervisors.

Data analysis was conducted qualitatively through the following stages: data reduction, involving the selection of data relevant to the research focus; data display, by organizing findings according to the dimensions of teaching, training, and cadet development; and conclusion drawing, through critical analysis and synthesis of data to formulate a reconstruction model of Police Academy education oriented toward graduate professionalism. To ensure data trustworthiness, the study employed source and method triangulation by comparing data obtained from document analysis, literature review, interviews, and observations to produce credible and comprehensive findings.

Conceptually, this study is framed as a qualitative tracer study focusing on the performance, competencies, and professional challenges encountered by Police Academy graduates during their initial field assignments. The tracer study design enables the identification of gaps between the educational inputs provided by the Police Academy and the competency demands encountered in real-world policing contexts. Accordingly, empirical findings from the West Kalimantan Regional Police are utilized as structured feedback to inform the conceptual reconstruction of teaching, training, and cadet development, rather than serving as a basis for direct institutional or curricular generalization at the national level.

## **RESEARCH RESULTS**

From the teaching dimension, the analysis indicates that learning processes remain largely dominated by content-oriented approaches. Lecture-based methods and cognitively focused evaluations continue to prevail, despite emerging efforts to introduce participatory learning strategies. This condition underscores the need to reconstruct teaching toward a more student-centered learning approach that emphasizes the development of critical thinking, analytical reasoning, and problem-solving abilities as integral components of police professional competence.

With regard to the training dimension, the findings reveal that training activities have primarily focused on the development of psychomotor skills and operational readiness for field assignments. Training functions as a key mechanism for cultivating agility, discipline, and preparedness among cadets. However, training has not yet been fully integrated with academic instruction and professional ethical values. Consequently, training reconstruction should be directed toward strengthening technical skills in alignment with conceptual understanding and professional attitudes.

Meanwhile, in the cadet development dimension, the findings demonstrate that cadet development plays a crucial role in fostering attitudes, personality, moral integrity, and the internalization of institutional values. Academic traditions such as senior-junior hierarchy, discipline enforcement, and the strengthening of esprit de corps continue to be maintained as elements of character formation. Nevertheless, cadet development practices require reconstruction to become more educational, humanistic, and adaptive to cadets' psychological development, without diminishing core institutional values.

Further analysis highlights that the reconstruction of teaching, training, and cadet development must be conducted in an integrated and sustainable manner. Teaching contributes to the

formation of intellectual competence, training develops psychomotor skills, and cadet development instills values, attitudes, and moral integrity. The integration of these three dimensions constitutes the foundational basis for producing Police Academy graduates who are professional, possess strong character, and are prepared to meet the demands of modern policing. Accordingly, an integrated reconstruction of the Police Academy education system represents a strategic effort to enhance graduate quality while addressing the growing challenges of police professionalism in an era marked by rapid social and technological change. Based on empirical findings from fieldwork conducted at the West Kalimantan Regional Police, data indicate that over the past two years, 20 Police Academy graduates have been deployed across several district police units. In-depth interviews with supervisors, colleagues, subordinates, and the graduates themselves reveal the need for curriculum revision or enrichment at the Police Academy. One key recommendation concerns the inclusion of public speaking and communication courses. In addition, technical-function courses require updates in terms of equipment and technological resources used in instructional activities. The expansion of practical coursework is also necessary to further sharpen cadets' competencies, ensuring that graduates are operationally professional upon assignment.

Police Academy graduates are expected to communicate effectively and humanistically with the community, particularly with indigenous communities. In several regions of West Kalimantan, not all criminal cases can be resolved solely through positive law, as indigenous communities apply customary law administered by customary leaders and councils. One notable case involved a civil servant accused of committing a sexual offense against a minor. In resolving this case, police coordination with customary leaders was essential to maintain public order and social stability, as customary law required sanctions imposed through traditional rituals funded by the offender. Had the police proceeded with immediate arrest without engaging customary authorities, social unrest and mass protests could have occurred. In such contexts, the ability of Police Academy graduates to communicate effectively with large crowds is critical for de-escalation and the prevention of casualties.

According to the Regional Police Chief of West Kalimantan, junior officers are expected to demonstrate responsive, collaborative, and solution-oriented attitudes when addressing community issues. Interethnic conflicts frequently arise due to delayed responses and unresolved issues that escalate into broader crises—areas insufficiently addressed within Police Academy curricula. Policing strategies must be context-sensitive, as approaches vary across regions. In West Kalimantan, ineffective communication by police officers can pose serious risks due to the region's complex social structure, extensive border with Malaysia, and ethnic diversity, including Dayak, Madurese, and Malay communities. Not all issues can be resolved through police authority alone; collaboration and solution-driven engagement are essential. While policing cannot satisfy all parties, objectivity in decision-making remains a core principle.

Maintaining public security and social order is closely linked to broader social productivity, such as optimizing agricultural land use to reduce crime rates. Police leaders must therefore demonstrate adaptability and contextual awareness. National-level issues require consultation with relevant experts, as police officers are fundamentally trained as leaders capable of situational analysis and practical problem-solving. Social harmony across ethnic groups is influenced by environmental and non-environmental factors alike. Within the framework of restorative justice, flexibility is essential; regulations may guide practice but should not rigidly constrain it. Restorative justice operates as an *ultimum remedium*, with clear exclusions, such as environmental crimes, which are not eligible for restorative mechanisms.

Drawing on empirical findings and theoretical synthesis, the reconstruction of teaching, training, and cadet development (*police pedagogy*) should be conceptualized as an integrated conceptual model within the broader framework of police pedagogy. Teaching is reconstructed

toward a cadet-centered and case-based learning approach, emphasizing critical thinking, ethical reasoning, and contextual problem-solving. Training is reconceptualized as an integrative process that combines psychomotor skills with professional ethics, proportionality, accountability, and situational judgment. Cadet development is reoriented from predominantly hierarchical control mechanisms toward more educational, dialogical, and humanistic processes that strengthen moral internalization, empathy, and professional identity. This reconstruction model is not intended as a full design-based research intervention, but rather as an empirically grounded conceptual framework derived from tracer study findings and aligned with global discourses on democratic policing, competency-based education, and humanistic law enforcement.

## DISCUSSION & CONCLUSION

This study affirms that teaching, training, and cadet development at the Police Academy require an integrated conceptual reconstruction to effectively respond to the professional demands encountered by graduates in the field. As a qualitative tracer study, empirical findings from the West Kalimantan Regional Police provide structured feedback highlighting gaps between educational preparation and the contextual realities of policing practice. Accordingly, the proposed reconstruction should be understood as an evidence-based and conceptually grounded model aimed at supporting the continuous improvement of police education, rather than as a direct institutional redesign. Strengthening cadet-centered learning, integrating training with professional ethics, and reinforcing humanistic approaches to cadet development are key to producing police officers who are professional, adaptive, and committed to the principles of democratic policing and community-oriented police service.

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