

Implementation Policy Police Education System in An Effort to Improve Quality of Education and Formation Non-Commissioned Officer Police at The Gorontalo Police SPN



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ABSTRACT: This study aims to determine and analyze the Implementation of the Police Education System Policy in an Effort to Improve the Quality of Education and Development of Police NCOs at the Gorontalo Regional Police SPN which is studied from: 1) Planning; 2) Implementation and 3) Monitoring and evaluation. There are determining factors for the success of the Implementation of the Police Education System Policy in an Effort to Improve the Quality of Education and Development of Police NCOs at the Gorontalo Regional Police SPN which is studied from: 1). Communication Process; 2). Resources; 3) Disposition or Attitude of the Implementer; and 4) Bureaucratic Structure. The data source in this study is primary data conducted using interviews. The research method used is a qualitative method. The data analysis technique used is qualitative analysis. The results of the study indicate that (1) the Implementation of the Police Education System Policy in an Effort to Improve the Quality of Education and Formation of Police NCOs at the Gorontalo Regional Police SPN, the planning of the Police education policy at the Gorontalo Regional Police SPN is quite mature, but still requires adjustments related to limited resources. The implementation of the policy went well even though there were obstacles related to human resources and infrastructure. Evaluation and monitoring of the policy need to be improved to be more structured and able to measure the extent to which this policy has an impact on improving the quality of education and the formation of quality Polri NCOs. (2) Factors Determining the Success of the Implementation of the Polri Education System Policy in Efforts to Improve the Quality of Education and the Formation of Polri NCOs at the SPN Polda Gorontalo. Supporting factors such as good communication and a well-organized bureaucratic structure provide a strong foundation for policy implementation. However, the main inhibiting factors found in this study are limited resources, both in the form of facilities and the number of instructors that are not yet adequate, as well as challenges in conducting more structured evaluations.

KEYWORDS: Policy Implementation, Police Education System, Quality Improvement

INTRODUCTION

Education is a systematic process involving the acquisition of knowledge, skills, values, and standards from one generation to the next. More specifically, education includes not only learning in a classroom or formal institution, but also lifelong learning in a variety of situations. The Big Indonesian Dictionary (KBBI 2008) defines education as derived from the root word educate (educate), which is "maintaining and providing training (teachings, leadership) regarding morals and intelligence of the mind. While education has the meaning: the process and change of attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of doing, how to educate (Hidayat et al., 2019, p. 23). Based on Chapter I number 1 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state.

The Indonesian National Police Education as a law enforcement agency in Indonesia also has an important role in organizing education, especially in the police sector. Police Education does not only focus on academic aspects, but also includes character building, ethics, physical formation, and operational skills. This refers to the process and change of attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of action, and how to educate. The police are a state institution or organization tasked with maintaining security, preventing and investigating crimes, and enforcing the law in a country. Police officers, often referred to as police or police officers, have the responsibility and role of creating, maintaining, and enforcing public security, as well as providing protection, patronage, and service to the public in order to maintain national security.

The Indonesian National Police is considered a main pillar of democracy on the journey towards a civil society. They serve as law enforcers, protectors, guardians, and servants to the community, as well as being the backbone and pioneers in community life. Therefore, the Indonesian National Police must have the ability to adapt to various situations and developments that occur in society, including solving hundreds of legal cases and providing services to the community.

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In the context of the Polri (Indonesian National Police) institution, it is important to conclude that an organization functions well when there is effective interaction among its members. The police are a state institution tasked with maintaining security and guarding, enforcing the law, and providing protection, protection, and services to people. To ensure the achievement of this goal, the Police must that each personnel work together and interact effectively in carrying out their functions.

Therefore, in internalizing the main functions of the organization, certain programs in the SPN Polda Gorontalo are planned, implemented, evaluated, and supervised because: 1) from planning, the police plan every operation and other activities, from security arrangements to community training programs. This includes in-depth situation analysis and strategy making; 2) in terms of implementation, the plans that have been made are then implemented by police members in various tasks, such as patrols, law enforcement, and investigations. Coordination between various divisions and levels within the Indonesian National Police is necessary for effective implementation; 3) From a supervisory perspective, an internal supervisory system is essential in an institution such as the Indonesian National Police to ensure that each member is performing in accordance with applicable regulations and standards. It also includes external monitoring methods by related parties to maintain accountability; and 4) the evaluation aspect means that each activity or program must be evaluated to find out how effective and efficient it is. Activity reports, analysis of operational results, and public feedback are used to evaluate the police. It is essential for Polri members to interact well in carrying out each of these functions. Good coordination between units, openness in communication, and cooperation between members are the keys to ensuring that the National Police institution operates well so that the goals of maintaining security and communicating with the community can be achieved properly.

Based on these findings, researchers can identify the relationship between the education system for the formation of Bintara Polri at SPN Gorontalo by internalizing the four main functions of the organization, namely planning, implementation, evaluation, and supervision. For example, it can be seen that the learning and training planning for Bintara Polri is designed systematically to cover various aspects needed by Polri members. The chair teaches law, technical skills, leadership, and mental and physical abilities. In addition to being national, this planning is based on Gorontalo's needs for security and safety, and in accordance with police regulations. In the process of implementation, education and training require theoretical and practical learning methods. Field simulations, handling legal problems, and physical and mental development are trained in Bintara students. To implement it successfully, instructors and mentors are essential. Interaction between teachers and students, as well as between students, is very helpful in acquiring the needed skills .

In the education system at SPN Gorontalo, the supervision process is carried out by both instructors and the head of the institution. This supervision aims to ensure that all students comply with applicable rules and norms , both in terms of discipline and ethics. Supervision also includes internal aspects, such as student discipline and instructor performance, as well as external aspects, such as accountability to the community and the state in forming competent and professional police; P ada aspect Evaluation Done in a way periodic For measure ability student in understand materials and their applications in situation real. Evaluation This covers exam theory, practice field, and physical tests. Every student rated based on performance them, and the results evaluation become base For improvements and enhancements quality education. The evaluation also ensures that curriculum and methods paint Keep going relevant with Challenges faced Police. Internalization fourth function said, SPN Gorontalo can print non-commissioned officer The police who have ability professional, disciplined and ready run field work in a way effective in accordance with objective organization Police.

The results of initial observations indicate that the implementation of the National Police Education System policy in an effort to improve the quality of education and the formation of Police NCOs at the Gorontalo Regional Police SPN has not achieved an optimal level of success. This is indicated by several obstacles as follows: 1) the quality of initial recruitment personnel that has not met the standards; 2) curriculum adaptation that has not been adjusted to current conditions; 3) training methods that are still conventional, focusing on strict military discipline, with little room for the development of analytical and problem-solving skills; and 4) learning approaches that still focus on physical, so that they are not optimal in developing established character and interpersonal skills, 5) Education Personnel (Gadik) who work have not designed the material well, more fun, and based on case studies; 6) Education Personnel (Gadik) do not all have educator certification as education personnel in Polri education; 7) When learning is more focused on lectures; and 8) Limited time for simulations in each learning session shows that there are violations of discipline and corruption in the Polri, indicating that morals and educational integrity need to be strengthened in the Polri member formation program.

Leave from urasian people in above, so that problem can revealed with clear and correct in a way comprehensive, then researcher interested For do study with formulate title "**Implementation Policy Police Education System in an Effort to Improve Quality of Education and Formation non-commissioned officer Police at the Gorontalo Regional Police SPN**" .

LITERATURE REVIEW

1. Public Policy

Based on the Big Indonesian Dictionary (KBBI 2008) that Policy which has the basic word Wise means always using one's mind, clever, or skilled. While policy is cleverness, skill, or statement of ideals, goals, principles, or intentions as guidelines for achieving targets, course lines. According to (N. Tresiana & Duadji, 2021, p. 102) explains that the term policy indicates a series of alternatives that are ready to be chosen based on certain principles which are the result of an in-depth analysis of various alternatives that lead to decisions about the best alternative. Donovan and Jackson in (N. Tresiana & Duadji, 2021) who quote Graycar's opinion that policy can be viewed from a philosophical, product, process, and framework perspective. As a "philosophical" concept, policy is seen as a series of principles, or desired conditions; as a "product", policy is interpreted as a series of conclusions or recommendations; as a "process" policy that refers to the way in which an organization can find out what

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is expected of it, namely programs and mechanisms in achieving its products; and as a "framework", policy is a process of bargaining and negotiation to formulate issues and methods of implementation.

The definition above is in line with (Wahab Abdul, 2008, p. 20) who argues that the term policy is often used to indicate statements of government will (desires) regarding the general objectives of activities carried out in a particular field, or regarding general conditions that are expected to be achieved at a certain time. Wahab in (Prabawati Indah; et al., 2019, p. 1) describes policy as an action that leads to a goal proposed by a person, group or government in a particular environment in relation to the existence of certain obstacles while seeking opportunities to achieve goals or realize the desired targets. In the context of several of these theories, policy is seen as a tool or instrument used to direct efforts and resources towards achieving the desired goals. This implies that policy is not only a statement or declaration, but also includes concrete actions taken to realize these goals. While the word Public in Public Policy implies that "the policy comes from the public, is prepared by the public and applies to the public". Thus, public policy is closely related to public interest (Muhammad, 2019, p. 70).

The colorist referred to by Young and Quinn in (Suharto, 2010, p. 44) defines public policy broadly, namely as " *whatever the government chooses to do or not to do* " (Public policy is whatever the government chooses to do or not to do). Meanwhile, Anderson, who is also referred to by Young and Quinn in Suharto (2010: 44) defines public policy in more detail as " *a purposeful action followed by an actor or group of actors in dealing with a problem or issue that concerns them.* " (A series of purposeful actions carried out and followed by an actor or a number of actors regarding a particular problem). Meanwhile, Peterson in Keban (2019: 73) argues that public policy is generally seen as government action in dealing with a problem, by directing attention to "who gets what, when and how". The third definition provides a different but complementary perspective in understanding the concept of public policy, which includes the dimensions of decisions, actions, and consequences of government intervention in society.

2. Public Policy Implementation

Implementation translated from the word " *implementation* ", comes from the verb " *toimplement* ". Based on Webster's Dictionary in (Tachjan, 2006, p. 23) that the word *toimplement* comes from the Latin " *implementum* " from the origin of the words " *impere* " and " *plere* ". The word " *implere* " means " *fill* "; " *to fill in* ", which means to fill completely; complete, while " *plere* " means " *to fill* ", which is to fill. (Tachjan, 2006, p. 23) states that there are three meanings of the word " *toimplement* ", namely First, *toimplement* contains "bringing to a result (effect); completing and completing". Second, *implementing* means "providing the means (tools) to do something; providing practical results for something". Third, *implementing* means "providing or completing with tools". In the Big Indonesian Dictionary (KBBI 2008) it is explained that Implementation is an object used to do a job, while Implementation is implementation. Furthermore, Gordon explained in (Keban, 2014, p. 92) that implementation is related to various activities that are directed at program realization. In this case, the administrator regulates how to organize, interpret and implement the selected policies. Etymologically, implementation can be interpreted as an action related to completing a task using tools or means to achieve the desired results (Tachjan, 2006, p. 24). By referring to some of the theories above, it can be stated that implementation is the key to realizing a program or policy in real action.

Hill and Hupe in (Handoyo, 2012, p. 94) stated that Implementation is related to specific policies as a specific or specific response to specific problems in society. Therefore (Handoyo, 2012, p. 94) stated that Policy Implementation is a stage of the policy process immediately after the enactment of the law. Edwards III in (Kadji, 2015, p. 47) emphasized that Implementation policy is stages making decisions, such as not so articles A Constitution legislative, the exit A arrange Executives, and the results decision court, or The output standard rules and consequences from policy for society that influences a number of aspect his life. even though A policy taken directly, but possibility failure word game Still bias occurs, if the implementation process No right. Even A applicable policies even though If in implement in a way No good and optimal, then policy the fail For reach the goals set for its maker).

From the theories mentioned above, it is emphasized that policy implementation involves a number of decision-making processes related to how the policy will be implemented in practice. This includes writing rules and standards, making administrative decisions, and implementing policies in the field. Although policies can be well designed and have clear objectives, errors in the implementation process can result in the failure of the policy to achieve the expected results. Implementation failure can be caused by various factors, including lack of resources, non-compliance, or management problems. Therefore, it is important for the government and related institutions to ensure that the implementation process is carried out properly so that the policy can successfully achieve its stated objectives. If the definition of implementation above is combined with public policy, then the term public policy implementation can be interpreted as the activity of completing or implementing a public policy that has been determined/approved by using means (tools) to achieve policy objectives (Tachjan, 2006, p. 24).

3. Police Education System

The development of science and technology, as well as the demands of society towards the performance of the Indonesian National Police emphasize the need for professional, moral, modern, and superior human resources. This must be realized through a programmed, integrated, systematic, and sustainable education system. In view of this, the Chief of the Indonesian National Police has stipulated Regulation of the Chief of the Indonesian National Police Number 14 of 2015 concerning the Education System of the Indonesian National Police.

The important things contained in the Chief of Police Regulation Number 14 of 2015 concerning the Police Education System can be described as follows, namely in Chapter I General Provisions Article 1 which explains, among other things:

- a. The Republic of Indonesia National Police next abbreviated Police is state apparatus that plays a role in look after security and order society, stand law, as well as give protection, care and service to public in frame maintenance security in the country.

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- b. The next Police Education Institution called Lemdikpol is not sure Supporter as executor education formation and development under Chief of Police.
- c. The next Police Education System called Education System Police is overall component mutual education related in a way integrated For reach objective education Police.
- d. Police Education Unit is not sure executor organization environmental education Police.
- e. Police Education is business conscious and planned For realize atmosphere of learning, training and fostering process use to form and develop knowledge, attitude behavior, and skills participant educated at the Police Education Unit.
- f. The Police Education Path is the vehicle through which participant educate For Develop potential self in an appropriate educational process with objective education Police.
- g. Types of Police Education is groups based on specificity objective education a unit education Police.
- h. Police Education Levels is The stages of Police Education that have been determined based on level development participant education, goals to be achieved, and abilities to be developed as well as cricket rank.
- i. Vocational education is education for civil servants in the Indonesian National Police For do work with skill applied certain.
- j. Further Formation Education abbreviated Dictated is education that shapes and equips participant educate become civil servants at the Indonesian National Police.
- k. Learning is a process of interaction between participant learn, participant educate with educators and participants educate with source learn at a environment Study.
- l. Police Education Standards is minimum criteria about Education System Police throughout Indonesia unit education Police.
- m. Standard Competence The next graduate The definition of SKL is criteria about qualification ability fans who cover attitudes, knowledge and skills.
- n. The Content Standard is criteria about scope material and level Competence For reach Competence graduates at all levels and types education certain.
- o. Process Standard is criteria about implementation learning and care in units education For achieve SKL.
- p. Standards for Educators and Education Personnel is standard education The police concerned with criteria about education work and eligibility physique both mentally and physically, as well as education in position.

Furthermore, Chapter I Article 3 explains the principles of the Police Education System which include: Legality, Transparent, Accountability, Added value, Integrative, Harmony and Sustainability. While Chapter I Article 4 explains the philosophy underlying the Police Education System, namely to realize educational outcomes that are Proficient, Commendable, Law-abiding and Excellent.

The Police Non-Commissioned Officer Formation Education is a formal education pathway as what does pad mean Chapter II Part One Article 5 paragraph (2), which states that the formal education pathway as referred to in paragraph (1) letter a, is track education The Police are structured and hierarchical, and are type education calling as listed in Chapter II Part Two Article 6 Letter (b). Then can Explanation that in Chapter II Part Two Article 8, namely the types of vocational education as It means in Article 6 letter (b) includes including Formation Education (Dik Tuk); Diploma; Dikbangspes; DikbangAgol; Dikbangpim, Diklatpim; and Training.

Specifically in Formation Education non-commissioned officer Indonesian National Police (Diktumba) Police) is regulated In Chapter II Part Two Article 9 it is explained that Dictated as It means in Article 8 letter (a) with education levels include: Private; Non-commissioned officer; First Officer; and Pre-Service Training for Prospective Civil Servants. For place implementation of non-commissioned officer education Police set up in Chapter II Part Two Article 11 Number 2 which reads Dictated non-commissioned officer Police held at SPN, Sepolwan and other designated Police Education Units based on the Decree of the Chief of Police.

Chief of Police Regulation Number 14 of 2015 in Chapter III discusses about Police Education Standards, Where in Part One General Article 24 paragraph (1) states: Police Education Standards includes: (a) Standards Competence graduates;(b) Standards content; (c) Process Standards; (d) Standards educators and staff education; (e) Standards facilities and infrastructure; (f) Standards management; (g) Standards financing; (h) Standards assessment. Where each of these in on described in Chapter III Part Two to the Balance Section along with the articles in a way comprehensive

RESEARCH METHODS

This research approach is a qualitative approach which aims to understand phenomenon Implementation Policy Police Education System in an Effort to Improve Quality of Education and Formation non-commissioned officer The Indonesian National Police at the Gorontalo Regional Police SPN holistic k. Data used as a means of analysis is sourced from data available at the research location or place taken through observation, interviews, and documentation. The data in question is the implementation of the Police Education System policy in an Effort to Improve the Quality of Education and Formation of Police NCOs at the Gorontalo Police SPN which has been implemented by the Gorontalo Police. According to (Arikunto, 2011), the data analysis technique in this research was carried out by data reduction, data presentation and drawing conclusions/verification.

RESULTS AND DISCUSSION

This study aims to examine the implementation of the Polri education system policy at the Gorontalo Regional Police State Police School (SPN), especially in efforts to improve the quality of education and the formation of Polri Bintara. The main focus of this study is to analyze the planning, implementation, and monitoring and evaluation of the education program carried out, while highlighting the challenges and obstacles that arise, as well as recommendations for improvement in order to achieve more optimal results. Based on the results of the interview which were then collaborated with observations made by the researcher, the

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following is an explanation of the context diagram related to the implementation of the Polri education policy system at the Gorontalo Regional Police State Police School (SPN):

a. Planning

In the aspect of planning the implementation of the Police education system policy at the SPN Polda Gorontalo, this study found several findings that illustrate the successes and challenges faced. Planning, which is the initial stage in every education program, plays an important role in determining the quality and effectiveness of education for prospective Polri NCOs. Although there have been thorough planning efforts in this policy, research findings show that there are still several aspects that need to be improved and adjusted to achieve more optimal goals. So based on the findings above, it can be concluded that although educational planning at SPN Polda Gorontalo has been carried out well, there are still several shortcomings that need to be fixed. Curriculum planning that is more adaptive to field needs, increasing the involvement of police practitioners in preparing open materials, maximizing the use of technology, and improving the quality of educational support are aspects that need further attention. The main recommendation of this study is to conduct periodic evaluations of the curriculum and educational materials taught at SPN Polda Gorontalo, by involving practitioners who have direct experience in the field. In addition, the use of technology and educational facilities must also be prioritized so that prospective Polri NCOs can be equipped with skills that are relevant to the development of the times and existing challenges. Finally, planning must be more flexible and responsive to change, with more measurable and comprehensive indicators of success, not just limited to academic aspects alone.

b. Implementation

The implementation of education at the National Police School (SPN) of the Gorontalo Regional Police, as part of the implementation of the National Police education system policy, plays a very important role in achieving the goal of improving the quality of education and forming competent Police NCOs. Based on the results of the study, several aspects were found that reflect the success of the implementation of education at the SPN of the Gorontalo Regional Police, but there are also a number of challenges and shortcomings that need to be improved so that the goals of education can be achieved optimally. Overall, although the implementation of education at the SPN of the Gorontalo Regional Police has been carried out with serious efforts, there are still many things that need to be improved in order to produce competent Police NCOs who are ready to face challenges in the field. Several aspects that need more attention are: a) Improving learning methods to focus more on field experience, simulations, and practical training, b) Utilizing technology in education to enrich the learning experience and introduce modern police technology. c) Improving educational facilities to support physical training and simulation activities more optimally. d) Improving character formation that includes humanistic and integrity-based police values. e) Improvement of the assessment system that includes not only academic and physical aspects, but also the attitude and mental readiness of students. With improvements in these areas, the SPN Polda Gorontalo can improve the quality of education and the formation of Bintara Polri who are more prepared to carry out police duties in the field.

c. Evaluation and Monitoring

The evaluation and monitoring aspects in the implementation of the Polri education system policy at the SPN Polda Gorontalo are an important part in ensuring that the objectives of improving the quality of education and the formation of Polri Bintara are achieved optimally. Based on the findings of this study, the implementation of evaluation and monitoring at the SPN Polda Gorontalo showed several strengths and weaknesses that need to be improved to improve the effectiveness of education and the formation of prospective Polri Bintara. Based on the findings above, it can be concluded that the evaluation and monitoring in the implementation of the Polri education policy system at the SPN Polda Gorontalo still need a lot of improvement to improve the effectiveness of education and the formation of quality Polri Bintara. Some recommendations that can be given include: a) Development of sustainability evaluations that include academic, practical, and non-academic skills aspects to provide more comprehensive feedback to students. b) Improve the teaching monitoring system by conducting more structured and periodic teacher performance evaluations to ensure better teaching quality. c) Improve evaluation of the formation of Polri character and ethics, which focuses more on measuring and assessing students' attitudes and behavior in carrying out their duties as Polri Bintara. d) Implementation of a more constructive feedback system and analysis based on in-depth evaluation results for continuous improvement in the education process. With improvements in the evaluation and monitoring aspects, it is hoped that the SPN Polda Gorontalo can be more effective in achieving educational goals, namely producing Polri Bintara who have high competence, both academically, practically, and in terms of character and ethical formation.

The implementation of the Polri education system policy plays an important role in improving the quality of education and the formation of professional and qualified Polri Bintara. Amidst the dynamics of community development and the increasingly complex challenges of Polri tasks, the success of the education system at the Polda Gorontalo State Police School (SPN) is one of the crucial elements in achieving these goals. Various factors influence the success of the implementation of this policy, which can be explained through the perspective of communication, resources, attitudes of implementers, and the existing bureaucratic structure. Effective communication between the various parties involved in Polri education is essential to ensure understanding and consensus in implementing policies. Available resources, both in terms of facilities, educational materials, and teaching staff, are also determining factors in whether the policy can be implemented optimally. No less important, the attitude of policy implementers in this case, educators and leaders at SPN, influences the effectiveness of policy implementation. A clear and organized bureaucratic structure and provide the necessary support for policies to be implemented properly. Therefore, this study aims to identify and analyze these factors as determinants of the success of the implementation of the Police education policy at the SPN Polda Gorontalo, as well as provide recommendations for improving the quality of Police education in the future. Based on the results of the interview which were then collaborated with observations made by the researcher, the following is an

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explanation of the context diagram related to the Determinants of the Success of the Implementation of the Police Education System Policy in Efforts to Improve the Quality of Education and Formation of Police Bintara at the SPN Polda Gorontalo:

a. Supporting Factors

The implementation of the National Police education system policy at the Gorontalo Regional Police SPN is driven by various significant supporting factors. These factors play an important role in creating an environment conducive to quality education and the formation of professional Polri non-commissioned officers.

Based on the results of observations and interviews conducted, it can be concluded that the factors supporting the implementation of the Police Education System Policy in an effort to improve the quality of education and the formation of Polri Bintara at SPN Polda Gorontalo, including clear communication between the parties involved, between leaders, educators, and students, are the main factors supporting the smooth implementation of education policies. Good coordination ensures a proper understanding of the policies being implemented and reduces the potential for errors in implementation. The availability of sufficient resources, both in the form of educational facilities, relevant materials, and competent teaching staff, provides a strong foundation for the success of the education program. With the support of adequate resources, the quality of education can be improved, and a better process of forming Polri NCOs can be achieved. In addition, policy implementers who have a professional attitude, dedication, and high commitment to Polri education play an important role in ensuring that policy implementation runs smoothly. This positive attitude increases motivation and the quality of teaching and character training for prospective NCOs, and a clear and well-organized bureaucratic structure facilitates a fast and effective decision-making process. This supports the implementation of policies with high efficiency and minimizes errors or administrative obstacles that can hinder policy implementation.

Overall, these supporting factors create a strong foundation for the successful implementation of the Polri education system policy at SPN Polda Gorontalo. With effective communication, adequate resources, professional attitudes of implementers, and an organized bureaucratic structure, the education policy can be implemented well, thus producing quality Polri non-commissioned officers who are ready to face the challenges of future tasks.

b. Inhibiting Factors

Although there are a number of significant supporting factors, the implementation of the Polri education system policy at the SPN Polda Gorontalo also faces various challenges and obstacles that affect the success of its implementation. Several of these inhibiting factors need to be identified and overcome so that the policy can be implemented more effectively. Based on the results of observations and interviews conducted, it can be seen that the factors that inhibit the Implementation of the Polri Education System Policy in Efforts to Improve the Quality of Education and Formation of Polri NCOs at the SPN Polda Gorontalo are the limited number of facilities and qualified educators who are significant obstacles in the implementation of the Polri education policy. Without adequate resource support, the expected quality of education and formation of Polri NCOs is difficult to achieve. Ineffective communication between various parties in the Polri education system can lead to misinterpretation of policies, which end in implementation that is not in accordance with the desired goals. Lack of coordination between leaders, educators, and students is the main inhibiting factor. The lack of professionalism of some policy implementers or the low level of commitment to the quality of Polri education hinders the achievement of optimal results. The lack of seriousness in implementing policies has resulted in low quality education and character formation for prospective non-commissioned officers. The complicated and inflexible bureaucratic process has become an obstacle to quick decision-making. This allows the implementation of education policies and hinders the response to changes or urgent needs in Education, as well as social and cultural factors, both in society and in the internal environment of the Police, which also influence the implementation of education policies. Resistance to change or new education methods can hinder the smooth implementation process of established policies.

Overall, these obstacles could slow down or even thwart the implementation of the National Police education system policy if not immediately addressed appropriately. Therefore, there needs to be more attention to efforts to improve resources, strengthen communication, and change attitudes and bureaucratic structures to overcome these obstacles and ensure the successful implementation of quality police education policies.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the Implementation of the Police Education System Policy in an Effort to Improve the Quality of Education and Formation of Police Officers at the Gorontalo Police SPN, seen from the planning of the Police education policy at the Gorontalo Police SPN, is quite mature, but still requires adjustments related to limited resources. The implementation of the policy is running well even though there are obstacles related to human resources and facilities. Evaluation and monitoring of the policy need to be improved so that it is more structured and able to measure the extent to which this policy has an impact on improving the quality of education and the formation of quality Police Officers. Determining factors for the success of the Implementation of the Police Education System Policy in an Effort to Improve the Quality of Education and Formation of Police Officers at the Gorontalo Police SPN. Supporting factors such as good communication and a well-organized bureaucratic structure provide a strong basis for policy implementation. However, the main inhibiting factors found in this study are limited resources, both in the form of facilities and the number of structures that are not yet adequate, as well as challenges in conducting more structured evaluations.

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