

# Vocational Education Educator: Case Study Educational and Training Institutions Police Academy

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**Abstract.** Vocational education plays an important role in improving the quality of human resources. To get the quality of professional human resources, the role of practitioners and educators who are competent in their fields is very important. For this reason, various adjustments to the competencies of existing educators are needed according to the conditions and needs of students in meeting employment challenges. The aim of this research is to investigate the competencies possessed by teaching staff at the Police Academy Education and Training Institute, where this educational institution implements vocational education to produce professional Police officer graduates. The case study carried out at the Akpol Education and Training Institute was carried out through a qualitative research method. The research was carried out on the Akpol Cadets Level II, to get an overview of the expected to provide an overview of the factual condition of educators. From the results of the research, a conclusion was drawn that seeing the demands of the times, Akpol must immediately conduct analysis and evaluation as well as improvements in the management of educators so that the graduates who will be produced can immediately adjust to the current situation

**Keywords:** vocational education, teacher, educational and training institutions police academy

## INTRODUCTION

Vocational education serves as an important part of the national education system, which plays an important role in skills training to produce high-quality graduates (Y. Zhou, 2022). In Indonesia, vocational schools exist as an effort to improve the quality of human resources followed by policies that include curriculum improvement, creativity in learning, professionalism of teachers and educators, collaboration with the industrial world, infrastructure standardization, and institutional structuring. In this situation, teachers are at the forefront of improving the quality of education (Ana et al., 2020). To be able to prepare vocational education students, the role of competent practitioners is needed by always exploring and adding scientific insights and skills. (N. Zhou et al., 2023). Educators and schools are increasingly required to meet educational standards (Widada, 2023) One of the important things to pay attention to vocational education educators is academic qualifications. Educators must also have a certificate of competence in accordance with the level and field of expertise taught produced by the university (Hartanto & Haryani, 2020).

Police Education is expected to improve the work culture of the National Police and the ethical awareness of officers, to help the police adapt to changes in society, as well as to improve professionalism, and to increase the legitimacy of the Police (Terpstra & Schaap, 2021). The Police Academy (Akpol) is a higher education institution

of the National Police that aims to produce the first officer (PAMA) who is intact, namely having good knowledge, skills and attitudes, becoming physically and spiritually healthy police officers (Susanto & Yulianto, 2022). As a professional institution, the Police has a variety of complex, dynamic, and developing problems (COMISKEY et al., 2021). Akpol is an official vocational education institution that prioritizes skills. The weight of the teaching percentage is 60% practice and 40% theory (Widada, 2023). To support these needs, all educators in the National Police education unit are required to have a certificate of competency obtained through a competency test. The certification process is in line with relevant regulations and laws. (Asngari et al., 2023).

The phenomenon that occurs is based on research conducted by Samual and Eunuch (Samual & Kasim, 2020) is the existence of the first officer-level Police personnel who have low ability. Research conducted (Wahyudi & Ibrahim, 2022) stated that the ability of members of the Krueng Raya Police Criminal Investigation Police has not been able to overcome crime due to low technical skills. This low technical ability can be seen that generally members of the Krueng Raya Police have not mastered the right methods in tackling crime. Likewise with the research conducted by Aziz (Aziz, 2020), where the ability of Bhabinkamtibmas in the function of Binmas is still low, because from the results of the research, it is estimated that only 13.5% of

Bhabinkamtibmas have participated in the Binmas Dikjur.

Research conducted on vocational schools in China, (Y. Zhou, 2022), stated that the exploration of education, research and the application of professional courses, cannot be achieved in a short time, it requires overall planning and efforts, to create a judicial officer-based vocational college with ideological and professional education, while according to Samsun (Samsun & Karnati, 2024) The attitude of lecturers as vocational educators is manifested in a good communication style to students, in teaching theory and practice in providing knowledge and experience can improve students' skills in the learning process and reports on field work practices.

The purpose of this study is to explore the knowledge and skills of educators at the Akpol Institute of Education and Training as a delivery of subject matter in Police Science vocational education in Indonesia. It is hoped that the description of the competence of educators can support the acceleration of the achievement of educational goals at Akpol.

## METHODS

This research is a descriptive qualitative research to describe factually (Sukardi, 2019) the role of educators in the Akpol Education and Training Institute. Data collection was carried out using primary data, namely in the population of Akpol Cadets Level II Batch 57 of the Adhi Wiratama Battalion totaling 254 Cadets with a sample of 102 Cadets. Random sampling technique by purposive sampling. Purposive sampling is a sample that has predetermined characteristics (Mulyatiningsih, 2019). Data collection uses primary data taken by means of observation and interviews. Secondary data sources were taken from educational document data at the Coordinator of Educators and the Subdivision of Educational Planning and Control to obtain data on educators and the curriculum of Kindergarten II Cadets, as well as literature studies on educators in vocational education. A literature study was conducted to compare previous studies related to vocational education. Data analysis techniques adapted from Miles Hubberman which include data collection, data reduction, and conclusion presentation (Sugiyono, 2019).

## RESULTS AND DISCUSSION

### The Need for Educators in Vocational Education

The research conducted by Akhter on nursing vocational school educators, requires training to educate nurses in improving knowledge and skills in the learning process in vocational schools requires supportive assistance by experienced nurse educator mentors. This will further enhance and maintain the knowledge, attitudes and skills of nurse educators in a protected environment, so that they can optimize the training they provide to nursing students in a safe and quality manner (Akhter et al., 2021). The next research is a study conducted by Lopez (López & Rodríguez-López, 2020), states that in this new normal, employees must have higher skills in organization, leadership, adaptability, autonomy, teamwork and communication. Research conducted in China on accounting vocational education, states that the education model needs improvement. Most importantly, the approach to personnel training in vocational higher education. To align with industry needs, vocational schools must restructure their curriculum, prioritizing practical skills and the use of modern tools (Liu & Ishak, 2023).

Research conducted by Jalinus (Jalinus et al., 2023) stated that teaching activities encourage the formation of students' character to have the ability to develop, apply, and give new ideas to others, as well as to be open and responsive to new perspectives. Creativity is the key to knowing how to develop students' creative thinking skills, it is necessary to have a relationship between learning styles and geographical and cultural conditions that occur around students. Furthermore, research conducted by Hanik (Hanik et al., 2023) stated that the achievement of learning outcomes can be determined from learning innovations in education, including innovative learning methods, adequate teacher skills and having qualified pedagogic competencies, and competency-based curriculum can produce students/students who are ready to compete globally in the maritime/shipping industry in the industrial era 4.0 and towards the upcoming Society 5.0 era.

Based on the results of the analysis of the vocational education map of the Directorate General of Vocational Education, vocational education institutions are required to better

**Table 1.** Recapitulation of Functional Gadik in the Akpol Education and Training Institute

No	Position	Amount	Education				Training		Certification	
			3-year diploma / Senior High School	Bachelor's degree	Post graduate	Doctoral	Improving Skills in Instructional Techniques	Applied Approach	Already	Not yet
1	Main Lecturer Lv I	1	-	-	1	-	1	-	-	-
2	Main Lecturer Lv II	4	-	-	4	-	4	-	-	-
3	Main Lecturer	20	-	7	12	1	18	13	6	14
4	Intermediate Lecturer	20	1	4	13	1	19	19	18	2
5	Young Lecturer	11	-	2	6	1	10	9	8	1
6	First Lecturer	14	1	5	6	-	12	11	8	4
7	Instructor Office	10	3	7	-	-	7	7	2	8
AMOUNT		80	5	25	42	3	71	59	42	29

Source: Researcher Data Processing

understand the demands of the future world of work. Vocational education must be developed in accordance with environmental conditions, student characteristics, and the development of science and technology. So that graduates can quickly adjust to the rapidly evolving work environment. In addition, vocational education programs need to be developed with a broad knowledge and technology base. So that the capacity development of vocational educators (vocational school teachers, LKP instructors, and vocational lecturers) should be the main part and priority of vocational education revitalization. Teachers and trainers are at the forefront of the implementation of vocational education and therefore it is important for them to improve their future-oriented skills and competencies. UNESCO (2015) recognizes the important role of vocational educators in ensuring the quality and relevance of vocational education (McGrath et al., 2020).

Meanwhile, based on Law number 14 of 2005 concerning Teachers and Lecturers, Chapter V states that lecturers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, meet other qualifications required by the higher education unit where they are assigned, and have the ability to realize national education goals. The qualification in question is the minimum academic qualification, namely, graduates of master's

programs for diploma or bachelor's programs, and graduates of doctoral programs for postgraduates. Another provision regarding academic requirements is the existence of an educator certificate organized by a university that has been appointed by the government. Meanwhile, educators at Akpol are based on the regulation of the Chief of the National Police of the Republic of Indonesia Number 4 of 2010 concerning the Education System of the National Police of the Republic of Indonesia. In article 1, it is stated that an educator, hereinafter abbreviated as Gadik, is someone who is qualified as a teacher, coach, lecturer, counselor, widyaiswara, instructor, facilitator, and tutor. Meanwhile, in article 31 it is stated that the school must have requirements, including having academic qualifications, having competence, having educator certification; and physical and spiritual health.

#### Condition of Akpol Education and Training Institute Educators

Structurally, the Police Academy is led by a Governor assisted by the Deputy Governor, Academic Director, Director of Bintarlat and also the Head of the Planning and Administration Section. The educators at the Akpol Education and Training Institute itself are under the leadership of the Kakorgadik which is structurally directly under the Academic Director. In the implementation of administrative duties, it is

assisted by 2 (two) personnel of the coordinator of educators and 1 (one) administrative officer personnel. In the functional of the Akpol Education and Training Institute, based on interviews and human resource administration documents, the functional educators at Akpol, are as follows table 1.

Based on Table 1, functional educators consist of Main Police Lecturer of Kindergarten I, Main Police Lecturer of Kindergarten II, Main Lecturer, Associate Lecturer, Young Lecturer, First Lecturer, and Pa Instructor. Of the 80 functional educators, there are still 29 educators who have not been certified educators. . In the Akpol Education and Training Institute, to get the Police Educator Certification, educators must take part in Pekerti and AA (Applied Approach) training organized by LP3MP (Institute for Education Development and Education Quality Assurance) Semarang State University. In addition, educators must also take part in the ability improvement training (Latkatpuan) of each course they are taught. After that, new educator certification can be taken by educators. After that, new educator certification can be taken by educators. Educator Training and Certification are held by the Professional Certification Institute (LSP)

Based on Table 1, the minimum academic qualifications of educators at the Akpol Education and Training Institute have not been fully met. There are 5 (five) educators with final high school education, and 25 (twenty-five) educators with final undergraduate education. If we go back to Law Number 14 of 2005, there are shortcomings in terms of academic qualifications. This is influenced by mutations within the National Police, so that not all educators get the opportunity to get an educator certificate.

### Competence of educators based on the perception of Akpol Cadets

There are many teaching strategies and methods; However, not all of them can guarantee an interactive and innovative teaching atmosphere. Innovative and interactive teaching methods can be defined as learning strategies used to improve student learning and skills through various ways of engagement inside and outside the classroom (Eli, 2021). The 2024 Police Academy Cadets consist of 247 Level IV Cadets, 202 Level III Cadets, 254 Level II Cadets and 307 Level I Cadets. In this study, questionnaires were randomly taken on 8 existing Level II Cadets classes, so that samples were taken in classes E, F, and G which amounted to 33, 31, and 32 Cadets,

respectively. The questionnaire was conducted to find out the method of delivering subject matter in the classroom and during field practice.

The results of the study found that the competence of educators related to teaching strategies and methods of educators included the following:

### By gender

When grouped by gender, the 96 existing samples, the gender of the Akpol Level II cadet sample, are as follows table 2.

**Table 2.** Gender of Cadets

Gender	%	
Male	84	0.875
Female	12	0.125
Amount	96	1

Based on Table.2. above, the total sample consists of 84 or 87.5% male, and 12.5% female or 12.5% of the entire sample.

**Table 3.** Experience of Studying at Other Universities

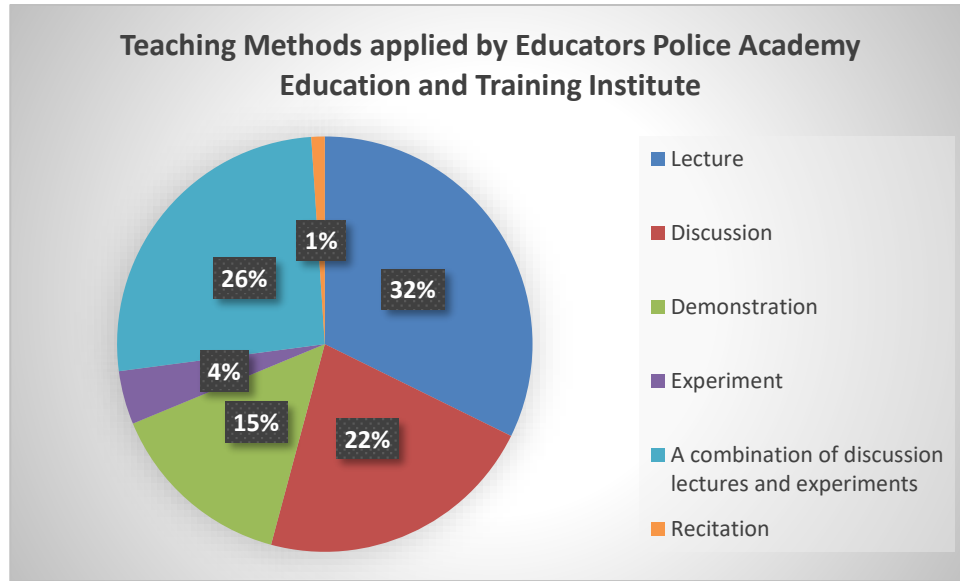
Lecture	%	
Ever	10	10.4%
No	86	89.6%
Amount	96	100%

Based on Table.3. above, the sample size consists of 10 cadets or 10.4% of cadets who have studied at other universities, and 86 cadets or 89.6% of cadets who have never studied higher education other than at Police Academy Education and Training Institutions.

### Teaching Methods Applied by Educators at the Police Academy Education and Training Institute

Based on the questionnaire submitted to the Police Academy cadets regarding the teaching methods used by the teaching staff at the Police Academy, several types of methods were obtained, namely lectures, discussions, demonstrations, experimental, recitations and a combination of discussion lectures and experimental.

Based on the picture above, it is known that only 26% of teaching staff use a combination of lectures to convey existing theories, then open question and answer sessions or discussions to students. After the students get the core concepts of the learning material, then together with the



**Figure 1.** Teaching Methods Applied by Educators at the Police Academy Education and Training Institute

teaching staff they carry out experiments to strengthen the practical implementation of the material that has been presented.

Based on Novi, (Novi Hendri Adi et al., 2023) Vocational learning methods in accordance with the demands of the 21st century are by applying Project Based Learning, Work Based Learning and Teaching factory methods. Where Project based learning is a project-based learning approach. In a project-based learning approach, the educator's job is to continually ask questions and stimulate inquiry and conversation. Without educators' ability to create a training environment that encourages the exchange of ideas and open dialogue between trainers and participants, project-based learning will not occur. Work-based learning itself is education that combines learning in the classroom and industry. They collaborate in designing workplace-based learning activities. Work-Based Learning is a learning model that tries to combine academic subjects with skills needed in the world of work. Meanwhile, Factory teaching is a form of industry-based learning in vocational schools that touches on principles, methods, standards and procedures that occur in an environment that resembles an industrial climate. Industry is an absolute stakeholder in assessing the quality of educational outcomes when teaching factories are implemented. The central government, regional government and stakeholders must also be involved in creating,

planning, implementing and evaluating teaching factories.

Based on these learning methods, experimental or practical is the key to determining the success of vocational education. The implementation of practice in schools and vocational colleges is greatly influenced by the role of the teaching staff themselves. If you look at the diagram above, there are still a small number of teaching staff at the Police Academy Education and Training Institute who carry out practice in order to complete the theory that has been presented. However, a combination of lectures and discussions and ending with experimental shows a bigger figure, namely 26%.

### **Akpol Education and Training Institution Curriculum**

Based on secondary data in the form of a curriculum at the Akpol Education and Training Institute, it is stated that the profile of Akppol graduates will be the first line supervisor in the technical and managerial implementation of police duties. The competencies of graduates of the Police Study Program (D-IV) are formulated in graduate competency standards which are grouped into four aspects, namely attitude competence, knowledge competence, General Work Skills Competencies and Special Work Skills Competencies which refer to the description of learning outcomes as stated in Presidential

Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) as follows: 1) Attitude competencies, which are the result of internalization and actualization of values/norms that are reflected in spiritual and social life, 2) Knowledge competence, which is the level of mastery of concepts, theories, methods, and/or philosophies in the field of science that supports the implementation of the main tasks of the National Police by having knowledge, 3) General work skill competence, which is a general work ability and responsibility that graduates must have, 4) Special work skill competence, which is a special work skill that must be possessed and becomes a characteristic or distinctive identity of graduates with skills.

Based on special work skills competencies, the Akpol Education and Training Institute equips Cadets through courses on police technical functions, namely the technical functions of Intelkam, Criminal Investigation, Traffic, Sabhara and Binmas. Based on the picture of the learning method of educators above, only 4% of educators practice with the assumption that learning is carried out in the classroom. Meanwhile, the technical function of the police is equipped with work training in the Regional Police Unit, adding special skills and practices that must be possessed by Akpol Cadets.

## CONCLUSION

The results of research on vocational education teaching staff, in this case the Police Academy Education and Training Institute, found that there are still some educators who have to take general education, in order to improve the quality of students. This can be seen from the small number of educators who use a combination of learning methods between lectures, discussions and experiments to clarify the delivery of material in class. Thus, the Police Academy Education and Training Institution must immediately analyze, evaluate and improve the management of teaching staff so that the graduates that will be produced can immediately adapt to the current situation.

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