

EFFECT OF PRELIMINARY DATA ON PSYCHOLOGICAL SELECTION AND POLICE WOMEN SCHOOL FOSTER OFFICER ON THE SUCCESS OF FORMATION OF THE CHARACTERISTICS OF “KEBHAYANGKARAAN” OF WOMEN’S POLICE SCHOOL STUDENTS

Frinsiska Pasaribu, alumni Indonesian Police Science College Student
frinsiskapasaribu71@gmail.com

Citation : Pasaribu Frinsiska, Effect Of Preliminary Data On Psychological Selection And Police Women School Foster Officer On The Success Of Formation Of The Characteristics Of “Kebhayangkaraan” Of Women’s Police School Students, Management Technology and Security International Journal, page : 30-50

Received on 5 June 2020, Accepted on 09 July 2020, Published on 1 August 2020

ABSTRACT

This research examines the factors that influence the formation of the “kebhayangkaraan¹” character of female students. This research was conducted by conducting a survey of 47 students, with multiple linear regression analysis using the SPSS 19 program. Normality test supports the prediction of influence between variables with the results of hypothesis testing; 1). The character of “kebhayangkaraan” students women’s police school is positively but not significantly influenced by the results of the preliminary data on psychological selection, the meaning of the initial data results of the psychological evaluation of the character of “kebhayangkaraan” cannot increase significantly this preliminary results because the psychological selection can be studied patterned and the final result of psychological selection data there is a tendency forced gets a “C” value even though it is given a “K and KS” value. Thus Hypothesis “1” is rejected. 2). The positive and significant “kebhayangkaraan” character is supported by the guidance of fostering counseling with a coefficient of 66.5% where the most dominant composition is able to understand the most influential being able to change mood with a coefficient of 34.1%, the meaning helps foster counseling support so that the character of “kebhayangkaraan” can increase, so Hypothesis “2” accepted. 3). The character of “kebhayangkaraan” is influenced by by guidance and foster counseling and data from the initial results of the simultaneous and significant assessment with a coefficient of 41%, the meaning that supports and dam data counseling initially results supported by the character. It is expected that through this research can provide input for the development of women’s police school, especially regarding the provision of appropriate treatment to students, so students can show the character of “kebhayangkaraan”.

Keywords: Preliminary Data, Psychological Selection Results, Character Formation Counseling Guidance

¹ *kebhayangkaraan is a character consists of values; Faith, Love of the Motherland, Democratic, Discipline, Hard Work, Smart Work, Professional, Simple, Empathy, Honest and Honest, Being in the Middle, Example, and Integrity.*

1. INTRODUCTION

1.1. Background

Indonesian National Police profession is a noble profession as well as other respected professions that provide protection and protection to the community, and services are needed by the community. The police force is a body that has and implements a code of ethics and has political autonomy to control its own destiny. The National Police profession has strict standards for entry requirements, and is an organization that develops itself a theoretical knowledge. The strictness of the standard requirements for admission to or joining a member of the National Police makes the National Police profession increasingly one of the most popular professions. Various requirements must be met in order to register as a member of the National Police.

General requirements for registering as a member of the National Police are Indonesian citizens; faith and piety to God Almighty; loyal to the Unitary Republic of Indonesia based on the "Pancasila and the 1945" Constitution of the Republic of Indonesia; the lowest level of education is high school or equivalent; the lowest age is 18 years (when he was appointed as a member of the National Police); physically and mentally healthy (health certificate from a health institution); never been convicted of a crime; authoritative, honest, just and behaves without reproach; and pass the education and training for the formation of members of the Police.

In addition to general requirements, there are also administrative requirements that must be met, among others, following and passing the examination / testing with the knockout system, which includes initial administrative examination material; stage I medical examination; psychological

examination and testing; phase II health examination; physical safety testing; final administrative inspection; academic testing; General Knowledge, Indonesian; and English.

If declared passed, then the prospective students are required to attend formation education ("diktuk"). Based on the Regulation of the Head of the Indonesian National Police Number 14 of 2015 concerning the Education System of the Indonesian National Police (hereinafter referred to as Head of Police Regulation 14 of 2015), Article 1 number 13 states that Education Establishment ("diktuk") is education that forms and equips students to become civil servants in The National Police.

More specifically regarding the Dictation of the Female Police Non-commissioned officer, based on Head of Police Regulation 14 of 2015 in Article 13 it was stated that the Dictation of the Female Police Non-commissioned officer was held at the Women's Police School (women's police school). Women's Police School is Women's Police School "Wiyati Putri Bhayangkara" Educating, Forming, Forging the Generation of "Pancasila" Enforcement. Women's police school also organized education for the formation of Policewoman Non Commissionet Officer and professional, proportional, transparent and accountable development of Policewomen specialization.

Expected outputs through the female National Police Chief of Staff in women's police school in accordance with the Regulation of the Head of the Republic of Indonesia National Police Number 20 of 2007 concerning Education Component Standards for Formation Education and Development Education in the Environment of the Republic of Indonesia National Police Education and Training

Institution, Article 4 is a woman who is able to display attitudes and behavior in accordance with the Indonesian Police's Code of Ethics who are devoted to God Almighty and virtuous by upholding the law and human rights in carrying out their duties; understand and be able to apply the knowledge and technical and tactical skills of certain Police tasks; and have the readiness and readiness in carrying out various tasks of the Police. These attitudes and behaviors are explained in more detail in the 12 character of *kebhayangkaraan* namely: faith, love for the motherland, democratic, discipline, hard work and smart, professional, simple, empathetic, honest and sincere, in the middle, example, integrity.

To realize this, we need a form of care in the form of guidance, counseling, and habituation carried out regularly and continuously by caregivers to students in women's police school. In a process of nurturing absolutely necessary a psychological support that aims to help the process of forming mental personality through providing input, participate in psychological parenting activities, and deal with problem students. These provisions are regulated in Article 2 of the Regulation of the National Police Chief Number 2 of 2007 concerning Psychological Support in the Care of Students of the Police of the Republic of Indonesia National Police (hereinafter referred to as Head of Police Regulation No. 2 of 2007).

The current pattern of care is very dependent on psychological support to divide or group care patterns with different treatments in each treatment group. Based on Article 9 Head of Police Regulation No. 2 of 2007, the treatment of students as an impact of the utilization of preliminary psychological test data, including students

who are classified as Good, can be directed to actualize the potentials they have by involving students in student organization activities and the development of special talents. For students who are classified Medium can be directed to achieve achievement by facilitated by caregivers. While students, who are classified as lacking, can be directed to help students recognize themselves and raise their weaknesses into a positive thing. With this data, caregivers will carry out parenting assignments according to the grouping of treatment of students in order to develop the character of happiness from women's police school Indonesian Police students. To be a person of character means to be the best person. Therefore, growing in character means developing with the ethical potential and intellectual potential of each. Understanding this method, work ethic and competence are not something separate from human character, but both are part of one. Therefore, it takes hard work to develop one's talents so that they can be used to make a positive difference in the social environment. So as to become a school of character which in this case is women's police school, policy advocates must be equally committed to two major goals, namely: intellectual excellence and moral excellence through character education.

It is unexpected that if you look at the psychogram data in the form of preliminary data from the admission selection of the problematic students, most of the students get good grades when selecting psychology. Whereas students who scored less during psychological selection, currently on average showed good performance and even very good at women's police school so that the growing character of "*Kebhayangkaraan*" is attached to the souls of these students.

1.2. Formulation of the problem

Based on the background description of the researchers formulated the problem, namely "Does the preliminary data from the results of psychological selection and Foster Officer counseling guidance have a positive and significant effect on the success of forming the character of women's police school students' happiness?". Furthermore, to be able to solve the problems that have been formulated, there is several research problems related to the problem to be examined, namely as follows:

Does the preliminary data from the results of psychological selection have a positive and significant effect on the successful formation of character of "Kebhayangkaraan" the women's police school student

Does Foster Officer counseling have a positive and significant effect on the successful formation of character of "Kebhayangkaraan" the women's police school student

Do the preliminary data from psychological selection and Foster Officer counseling guidance have a positive and significant effect on the successful formation of character of "Kebhayangkaraan" the women's police school student

2. LITERATURE REVIEW

2.1 Theory of Human Resource Management

Pangabean (2004: 15) states that human resource management is management related to the management of human resource empowerment activities. Sutrisno (2009: 3) states that human resource management (HRM) is a strategic field of organization. Human resource management must be seen as an extension of the traditional view to manage people effectively and for that requires knowledge

about humans and the ability to manage them. Further explained by Mangkunegara (2013: 2) that human resource management is as a management and utilization of resources that exists in individuals. HRM can also be an activity of planning, procurement, development, maintenance, and the use of human resources to achieve goals, both individually and organizationally. The human resource management function is explained by Sutrisno (2009: 8-10), namely: Planning, Organizing Direction and Procurement, Control, Development, Compensation, Integration, Maintenance, Discipline, Retired.

2.2. Guidance and Counseling Theories

The Directorate General of Education Quality Improvement and Education Personnel and the Ministry of National Education in 2007 (in Retnaningdyastuti and Ajie, 2013) suggested that the guidance service is one of the basic guidance services designed to require counselors to make direct contact with students in the classroom on a scheduled basis, the counselor provides this guidance service to learners. Guidance services are different from teaching.

Luddin (2010: 11-12) states that guidance and counseling is a translation of guidance and counseling in English. The meaning of the two terms can only be captured correctly when reviewed what is meant by the two original words in English. In the English dictionary Guidance is associated with the word origin guide, which is interpreted as leading the way (showing the way), leading (leading), guiding (conducting), giving instructions (giving instruction), regulating (regulating), directing (governing), giving advice. Whereas Counseling is associated with the word counsel which is interpreted as advice (to obtain counsel), advice (to give counsel), talks (to take counsel) so that counseling will be interpreted as giving advice, giving advice and talking with exchanging ideas. Indicators of guidance

and counseling according to Prayino, et al (in Luddin, 2010: 4) are as follows:

- a. Accept yourself
- b. Get to know and accept the environment positively and dynamically
- c. Direct yourself effectively and productively in planning for a better life in the future.

A study related to psychology and counseling was carried out by Tas'a in 2011 with the title "Urgency of Psychological Tests in Placement and Distribution Services in High Schools". With regard to majors in high school, where each student will be placed in a particular department that matches their abilities, so it is expected that students who are placed in certain majors can complete their studies by not finding many difficulties. For that direction majors must be done properly and correctly. This study seeks to dig deeper into the urgency of psychological testing in placement services in high school. Based on research results it is known that psychological testing as a tool to measure the ability or potential possessed by someone, is very important to be used in positioning or placing a person in a particular place that can not only be used in majors, but for the selection of recruitment of employees and candidates students at a certain level. Psychological tests are even used for kindergarten children who will enter elementary school. By utilizing the results of psychological tests in the major's activities in high school turned out to provide many benefits to students. Difficulties that are felt when participating in the learning process may not be felt too much anymore, because the placement made is based on the potential that has according to interests, talents by not ignoring the learning outcomes obtained.

2.3 Character Building Theory

The character comes from the Greek 'karasso' meaning blueprint, basic format,

fingerprints, such as fingerprints (Koesoema, 2007: 90). Mounier sees character in two approaches: (1) as a collection of conditions that are given away, which already exist; and (2) as a desired process, built in the future (Koesoema, 2007: 90-91). Here the character is seen as an attitude that already exists in students and that must be developed in the future. Character is the same as character. Character or character is a mixture of all human nature that is fixed, so it becomes a special sign to distinguish one person from another. According to Ki Hadjar Dewantara (in Marzuki and Khanifah, 2016: 177) the character occurs because of the basic development that has been affected by the teaching. So, there is an element of talent that children have and an element of further education. Inwardly, character can be said to be a constant counterpart between one's inner life and the actions of birth. Then the development of a person's character depends on the initial talent and the influence of education experienced later, so that it becomes a permanent character in that person. In character education it is very important to pay attention to aspects, talent and education.

Driyarkara (2006: 488-494) equates character with character. According to Driyarkara, someone is said to have character or character if he has the habit of defeating impulses that are not good in him. Or positively, people have a habit of doing good encouragement. In character education, good talents are developed so that they dominate the life of the person. The initial talent must be developed so that the character becomes good. The element of education is very important to build one's character.

From some of the above meanings, character can be said simply as positive values and attitudes of life, which a person has so that it influences the person's behavior, way of thinking and acting, and eventually becomes his character. For

example, honesty. Honest attitude affects a person in his whole life, especially in dealing with life problems, both personal lives, living with others, and also in his work. In other words, good attitude has become a habit of his life. So if people are said to be disciplined, in most of their lives, they are indeed disciplined. People are said to have the character of respect for others when in their minds, in their attitudes, and in dealing with others, they do respect the person of others.

Subagyo's 2013 study entitled "A Portrait of Historical Education at the Police Academy for Character Building for Civil Police". The research aims to describe the implementation of historical education for the Police Academy cadets and various problems that occur. Research data collected from curriculum documents and informal learning planning. Data collection techniques using document studies and interviews. Data analysis techniques using interactive analysis. The results showed that the hours of study for historical education were only a small part of the education process at the Police Academy, so that the material could not be absorbed to the maximum and could less influence the formation of civilian police character.

2.4. Definition of Character Education

Character education means education that aims to help students experience, acquire, and possess the desired strong character.

For example, if you want honest character to occur, then character education means that this effort helps students so that the value of honesty belongs to them and becomes a part of their lives that affects all ways of thinking and acting in their lives. Finally, it is hoped that honesty will become his character in life everywhere.

Character education is carried out with the belief that a person's character can be developed and can be changed. From the notion of character that contains elements of innate talent and the influence of education, it is clear here that everyone must have confidence that a person's

character and character can be developed and changed. The character of students who are initially not good, through education can be helped to be reduced and eventually changed to be good. Educators here must not be discouraged if they see students who are not of good character. One of the tasks as educators is to help them to change and develop into good.

Driyarkara (2006: 488-494) explains that a person's character is good and bad. The task of education is to develop characters that are already good and help eliminate bad characters in students. Thus, in students they only develop good character. Driyarkara emphasized as a human person that they should not only follow their innate talents, but must be brave to develop and change if they are not good. A person's character is influenced by the initial talent and subsequent teaching, or the student's initial talent and education that influence the next. This means that character education needs to pay attention to one's innate talent. Here Educators need to look at the qualities and good attitudes students already have and also those who are not good. This is important so that the next educational process is more focused and relevant to the needs of students. This understanding of innate attitudes is important so that educators do not get discouraged when the process of helping students does not go well because of innate attitudes that are not good. The initial ability of students in terms of character needs to be seen so that educators are not easily discouraged when the process is not smooth. By recognizing the initial state of students, character education will be more appropriate to the situation of students. There are students who quickly learn and develop character; some are not too fast, even difficult. This basic understanding is needed so that the choice of forms and methods of character education are appropriate to the circumstances of the students.

The study of Amanatus Shobroh in 2013 on the Effect of Character Education on

the Formation of Honesty of MTs Ngalur Kulon Progo Students in Yogyakarta, Yogyakarta, UIN Sunan Kalijaga proved that (1). Of the four sub-variables studied, the majority of students had religious characters of 5 "low" students and 49 "high" students, personality traits of 8 "low" students and 46 "high" students, an environment of 4 "low" students and 50 "high", and nationalities of 13 "low" students and 41 "high" students so that it can be concluded that the majority of students have a high character compared to a low character. (2). From the dependent variable namely honesty possessed by students is very high. (3). From each independent sub-variable that is religious character obtained by phi of 0.12 and the significance value of 0.38, this means that there is no effect on student honesty. Personality character obtained by phi 0.41 and the significance value of 0.00, means that there is an influence on student honesty. The character of the environment is obtained phi 0.15 and the significance value is 0.26, meaning there is no influence on student honesty. National character is obtained phi 0.27 and the significance value is 0.05, meaning there is a weak influence on the honesty of students. (4). Of the four independent sub-variables only personality and nationality characters were found to have a significant effect on the honesty formation of MTs N Galur students, indicating that honesty behavior could be explained by personality and nationality characters in character education contributing 0.24 (24%) and the remaining 76%, student honesty is influenced by other sub-variables which are not included in this study.

So thus education means an effort to help students to become more advanced character or character develops. For this educational process there are many methods and ways that can be used. The specialty of character education is that assistance to develop student character is planned systematically, not just randomly.

The choice of character education methods needs to be adapted to the situation of students and also adapted to the model of the educational approach that is now being developed, which is student-centered and not the educator. That means methods need to be chosen that enable students to wrestle and develop their character.

3. RESEARCH METHOD

3.1. Research Approach

The approach in this study uses a quantitative approach. This quantitative approach is a scientific approach because it has fulfilled scientific principles that are concrete / empirical, objective, measurable, rational and systematic. This method is also called the discovery method, because with this method can be found and developed a variety of new science and technology. This approach is called quantitative because this research data in the form of numbers and analysis using statistics. There are several reasons for using a quantitative approach, including the following: If the problem which is the starting point of the research is clear (Sugiyono, 2015: 7). Researchers want to get broad information from a population. The reason researchers use a quantitative approach is to test a theory related to the issues raised and to show the influence of preliminary data from psychological selection (X1) and Foster Officercounseling guidance (X2) on the successful formation of the women's police school (Y) student's cultural character.

3.2. Operationalization of Variables

Operationalization of variables according to Suryabrata (2005: 29-30) is a definition based on the nature of the defined things that can be observed. The operationalization of variables in research is an element of research related to the variables contained in the research titles or those included in the research paradigm in

accordance with the results of the problem formulation. The operationalization of the variables of this study is as follows:

Preliminary Psychological Selection Data (X1), the growth and development of a person in a certain different environment will show a pattern of behavior that is typical of the environment earlier. In addition, various patterns of activities and learning can also affect a person's activities as seen from his behavior that can be measured. The behavior is an embodiment of aspects of cognitive, affective, and psychomotor development which then becomes a benchmark for students in women's police school to be treated according to their ability levels. By using the women's police school Psychology Selection guidelines, the indicators for this variable are: Intelligence, Personality, Preference, Work Attitude

Foster Officer counseling guidance (X2), Prayino, et al (in Luddin, 2010: 4) state that indicators of guidance and counseling, i.e. Accept yourself, Get to know and accept the environment positively and dynamically, Directing yourself effectively and productively in planning for a better life in the future.

Character of "Kebhayangkaraan" (Y), the value of kebhayangkaraan character consists of 12 values, including: Faith, Love of the Motherland, Democratic, Discipline, Hard Work, Smart Work, Professional, Simple, Empathy, Honest and Honest, Being in the Middle, Example, and Integrity.

3.3. Population and Samples

3.3.1 Population

One study certainly has limitations in presenting sources of information or research subjects. In addition, research whose results can be generalized certainly has a proportional sampling process so that the conclusions can be generalized. Sugiyono (2015: 80) states that the population is a generalization area that consists of objects / subjects that have

certain qualities and characteristics that are determined by researchers to study and draw conclusions.

3.3.2 Samples

The sample is determined by the researcher based on consideration of the problem, objectives, hypotheses, methods, and research instruments, in addition to consideration of time, energy, and funding. As explained above, the sample consists of research subjects (respondents) who are selected data sources from the results of the work of the sampling technique (sampling technique). The sampling method that the author will use is saturated sample that is $N = n$, because the population to be studied is small so the possibility to be taken entirely is very large for a sample of that population, by examining the entire population the research will be more valid because all are represented. This is expected to provide the real answer.

So based on this explanation, with a small population of 47 people, the total sample used is 47 people.

3.4 Data Collection Techniques,

Data collection techniques in this study with a questionnaire. Data collection tools in this study refer to the Likert Scale. Sugiyono (2010: 93) states that the Likert Scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert Scale, the measured variables are translated into indicator variables. Then the indicator is used as a starting point for compiling instrument items which can be statements or questions. Each statement item distinguishes alternative answer choices that are arranged based on a Likert Scale with a range of five scales (1 to 5) that describe the level of conditions, namely certain categories that represent respondents' choice of answers. Then weighting is done on each alternative answer on each statement item chosen by

the respondent, namely: Value 5 (Strongly Agree), Value 4 (Agree), Value 3 (Doubtful), Value 2 (Disagree), Value 1 (Strongly Disagree)

3.5 Data Analysis Techniques

351 Normality Test, Data requirements test conducted by researchers is a normality test to find out whether the population data is normally distributed or not. Normality test is a test to measure whether the data has a normal distribution, so it can be used in parametric statistics. Sample normality test is intended to test whether or not the sample is normal. The test is held with a view to seeing whether or not the data to be analyzed is normal. In this study using the Kolmogorov-Smirnov parametric test technique.

352 Hypothesis Test

Multiple Regression Analysis, The process of data analysis in this study uses multiple linear regression analysis methods. Multiple linear regression is a method for studying an event that is affected by more than one variable. The equation of multiple linear regressions in this study is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon \quad (1)$$

Information:

Y: Variable character of kebhayangkaraan in women's police school students

α : Constants

β_1 : Variable regression coefficient for initial psychological examination data

X1: Initial data variable of psychological examination

β_2 : Regression coefficient of Foster Officercounseling guidance variable

X2: Foster Officercounseling variable

ε : Residual (other variables not examined in the study)

4. RESULT

4.1 Description of Variables

Description of the research variable contains an overall overview of the research variables relating to data collection obtained from respondents' answers to the questionnaire that has been distributed as a data collection tool. The general description in question is about the answers that have been chosen by respondents to the statements given in the whole questionnaire, so that from these answers can be described statistics of respondents' choice of answers to the statements contained in the questionnaire as an instrument for measuring variables used in this study. Descriptions of the variables presented in this study include the description of the character variables of kebhayangkaraan, Foster Officer counseling guidance and preliminary psychology data. From the results of the data conducted, it can be seen that all respondents filled out all statements on the questionnaire given. Then to find out the responses of respondents the researcher determined the criteria for interpreting the score and its intervals. Criteria consists of 5 (five), namely Very High, High, Medium, Low, and Very Low. Researchers use the interval interpretation of the score according to Riduwan (in Pramono, 2016: 107), as seen in table 4.6 below:

Table 1 criteria score of Interpretation

No	Interval	Criteria
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Moderate
4	21% - 40%	Low

5	0% - 20%	Very Low
---	----------	----------

Source : Pramono, 2016

a). Descriptive Analysis of the Variable Character of Kebhayangkaraan in women's police school Students

From the results of data processing, it can be seen that all respondents

answered all statements given in the questionnaire of kebhayangkaraan characters to women's police school students. Respondent's answer data related to these statements can be seen from the following table:

Table 2 Frequency Distribution of Cultural Characteristics to women's police school students

	Frequency	Percent	Valid Percent	lative Percent
51-63	15	31,9	31,9	31,9
64-76	7	14,9	14,9	46,8
77-89	8	17,0	17,0	63,8
Valid 90-102	12	25,5	25,5	89,4
103-115	4	8,5	8,5	97,9
116-128	1	2,1	2,1	100,0
Total	47	100,0	100,0	

Source : Output SPSS 19

Based on the frequency distribution of the score of kebhayangkaraan characters in women's police school students in the table above, it is known that respondents who received scores in answering the questionnaire of kebhayangkaraan characters in women's police school students were in the range of 51-63 with 15 respondents or 31.9%. Or on average, the score of the women's police school Students' Abstinance Character variable is $78.47 / 30 = 2.61$, while the median is $79/30 = 2.63$, which means that the value of "Women's police school's" Abstinance Student Character is below the average level.

b). Descriptive Analysis of Foster OfficerCounseling Guidance Variables

From the results of data processing can be seen that all respondents answered all statements given in the Foster Officer counseling guidance questionnaire. The Foster Officer counseling questionnaire consisted of 12 statements given to 47 respondents. Respondent's answer data related to these statements can be seen from the following table.

Table 3 Frequency Distribution of Foster Officer Counseling Guidance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-26	1	2,1	2,1	2,1

	27-32	13	27,7	27,7	29,8
	33-38	15	31,9	31,9	61,7
	39-44	14	29,8	29,8	91,5
	45-50	4	8,5	8,5	100,0
	Total	47	100,0	100,0	

Source : Output SPSS 19

Based on the frequency distribution of Foster Officercounseling score in the above table, it is known that the respondents who got the score in answering the Foster Officercounseling guidance questionnaire were mostly in the range of 33-38 with the number of respondents 15 people or 31.9%. Or on average, the score of Foster Officercounseling guidance variable is $36.28 / 12 = 3.02$, while the median is $36/12 = 3$, which means that the value of Foster Officercounseling guidance is above the average level. The calculation results show that Foster Officercounseling guidance is in the low category.

c. Descriptive Analysis of Early Psychological Data Variables

Based on data obtained from the results of psychograms, it is known that preliminary psychology data for women's police school students that processing by the author.

Based on tabulation data obtained from the personnel section, it is known that most of

the women's police school students scored in the good category, namely 27 people (57.45%), while 20 people (42.55%) of them had scores in the sufficient category. Although most of the preliminary psychology data scores are in the good category, the reality is that as long as the students study in women's police school are different. Like students women's police school who get a score of "Good" in the dimension of intelligence, but when education actually violates by not doing exam questions. Likewise, women's police school students who score in the good category, but still commit violations, such as sleeping when PBM, difficulty adapting, PU violations, even severe violations.

4. 2 Tests for Data Normality

Testing for normality through graph analysis Probability plot can be seen from the point of spread around the diagonal line. Normality test results can be seen in the following tabel.

Table 4 Test Normality

	Character of yangkaraan" Student	Early logical Data	Foster icerCounseling Guidance
Normal Parameters ^{a,b}	N	47	47
	Mean	78,47	78,45
	Std. Deviation	19,012	5,191
Most Extreme Differences	Absolute	,152	,263
	Positive	,152	,169
	Negative	-,127	-,263
	Kolmogorov-Smirnov Z	1,044	1,803
	Asymp. Sig. (2-tailed)	,225	,003

Output : Output SPSS 19

The normality test results in the table above show that:

The cultural character of women’s police school students is normally distributed with Kolmogorov-Smirnov value $Z = 1.044$ $p = 0.225$ ($p > 0.05$). Initial psychology data were not normally distributed with Kolmogorov-Smirnov value $Z = 1.803$ $p = 0.003$ ($p < 0.05$).

Counseling guidance is normally distributed with Kolmogorov-Smirnov value $Z = 0.521$ $p = 0.949$ ($p > 0.05$).

4.3. Hypothesis testing

A. Multiple Linear Regression Effect of Preliminary Data Psychological Selection and Foster

Table 5. Results of Multiple Regression Analysis Effects of Early Psychology Data and Foster Officer Counseling Guidance on Character Student’s on the Successful Formation of the Characteristics of Kebhayangkaraan women’s police school Students

Model	standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	-11,382	39,337		-,289	,774
1 Preliminary Data Psychological	,097	,426	,027	,228	,820
oster OfficerCounseling Guidance	2,266	,396	,665	5,719	,000

Source : Output SPSS 19

Based on table ,5 mathematical equations can also be made as follows:

$$\hat{Y} = 0.027 X1 + 0.665 X2$$

The regression coefficient value of the Early Psychology Data (X1) is 0.027. It shows that every increase in the initial data of psychological selection results, the character of the women’s police school students can increase by 0.027 or 2.7%, assuming other independent variables (guidance Foster Officercounseling) remains of value.

OfficerCounseling Guidance on the Successful Formation of the Characteristics of Kebhayangkaraan women’s police school Students

The results of multiple linear regression effect of initial data on the results of psychological selection and guidance of Foster Officercounseling on the success of shaping the character of the women’s police school students' happiness can be seen as follows.

The regression coefficient value of the Foster Officercounseling guidance variable (X2) was 0.665. This shows that each increase in Foster Officercounseling guidance, the character of the women’s police school students' happiness can rise by 0.665 or 66.5%, assuming the other independent variables (Preliminary Psychological Data) remain of value. Based on the comparison of the value of $\beta X1$ with $\beta X2$ it can be seen that the coefficient value $\beta X2 > \beta X1$, which means that the Foster Officercounseling counseling variable has a more dominant

influence on the character of the women's police school students' happiness compared to the influence of preliminary psychology data.

B. Coefficient of Determination

To determine the percentage of the effect of the independent variable on the dependent variable the determinant coefficient is used as seen in the following table:

Table 6 Coefficient of Determination

Model	R	R Square	Adjusted R Square
1	,660a	,435	,410

Source : Output SPSS 19

The coefficient of determination is used to test the goodness-fit of the regression model. A value close to one means the variation in the ability of independent variables to provide almost all the information needed to predict the variation of the dependent variable (Ghozali, 2011: 97). From the table above shows that adjusted R2 is 0.410. This shows that 41% of Women's police school students' cultural character variables can be explained by these two variables, namely preliminary psychology data and Foster Officercounseling guidance. Both of these variables are determinant variables of Women's police school students' cultural character variables, while the remaining 59% are explained by other variables outside the research model, such as internal factors, including instincts or instincts, customs or habits, wills or wills, conscience, conscience, heredity or heredity, as well as external factors, including education and environmental factors (Gunawan, 2012: 19).

5. DISCUSSION

A. Analysis of the Effect of Preliminary Data on Psychological Selection Results on the success of Forming the Characteristics of women's police school Students

Based on the research results obtained $\beta = 0.027$ ($p = 0.820$). This shows that each increase in the initial data from the results of psychological selection, the character of the women's police school students' happiness can increase by 0.027 or 2.7%, assuming the other independent variables (guidance of Foster Officercounseling) remain of value. The results also showed the value of T count $< T$ table ($0.228 < 2.015$) with a significance level of 0.820 (greater than 0.05). This means that partially the preliminary psychological examination data (X1) does not affect the formation of the women's police school (Y) student's kebhayankaraan character (Y) or even though the initial psychology data is improved, it cannot improve the women's police school students' kebhayankaraan character.

Based on data collection through post-research interviews with one of the guiding officer in women's police school on 29 April 2017, it is known that there is a learning process from women's police school students on various forms of psychological measurement and because the series of tests given each year are the same, preliminary psychology data from women's police school students are less able to reflect the character of students in the form of dimensions of intelligence, personality, or accuracy of each student women's police school. The situation

makes guiding officer always carry out evaluations in the educational process of women's police school students, so that the formation of a cultural character can be realized. The preliminary data of psychological examination is not absolute and primary as a benchmark for shaping the character of the women's police school students' happiness.

The results of this study are also supported by the results of descriptive analysis of the initial psychology data variables. Based on the results of descriptive analysis, it is known that most of the women's police school students scored in the good category, namely 27 people (57.45%), while 20 people (42.55%) of them had scores in the sufficient category. Although most of the preliminary psychology data scores are in the good category, the reality is that as long as the students study in women's police school are different. Like students women's police school who get a score of "Good" in the dimension of intelligence, but when education actually violates by not doing exam questions. Likewise, women's police school students who score in the good category, but still commit violations, such as sleeping when PBM, difficulty adapting, PU violations, even severe violations. These results illustrate that the results of the initial psychological data examination are less able to predict the character of kebhayangkaraan students women's police school, that students who score in the Good category, in fact have not been able to show the character of kebhayangkaraan seen from the violations committed.

The results of the study according to the author's analysis are due to the process of memorizing / memorizing or structured from women's police school students on various forms of Psychology tests used in the initial selection, so the results given are not in accordance with the actual conditions of the women's police school students. Psychologists should be able to be more intense in conducting the initial

examination of women's police school students, because the data from the psychological selection examination will be used as a reference in shaping the character of happiness during the women's police school students undergoing education.

B. Analysis of the Effect of Foster Officer Counseling Guidance on the Success of Forming the characteristics kebhayangkaraan of women's police school Students

Based on the research results obtained $\beta = 0.665$ ($p = 0.000$). This shows that every increase in Foster Officer counseling guidance, the character of students' women's police school could increase by 0.665 or 66.5%, assuming other independent variables (Preliminary Psychology Data) remains of value. $t_{hitung} > t_{tabel}$ (5,719 > 2,015) with a significance level of 0,000 (less than 0.05). This means that partially there is a positive and significant influence between guidance counseling caregivers (X2) on the formation of the character of kebhayangkaraan student's women's police school (Y). This is supported by the description of respondents 'data which shows that most of the respondents' description data shows that most or 76% can be percentage or the average Foster Officer in women's police school is occupied by women. The nature of the woman who has patience in providing guidance has an effect on the openness of the women's police school students to tell each problem experienced to caregivers, so that solutions can be found for these problems. Guidance and counseling provided by female caregivers can increasingly improve the formation of the character of kebhayangkaraan to women's police school students. In other words, if the Foster Officer counseling guidance variable is improved, then the character of kebhayangkaraan in women's police school students will also increase.

The results of this study are in line with Article 59 of the Republic of Indonesia National Police Chief Regulation Number 20 of 2007 concerning Education Component Standards for Formation Education and Development Education within the Republic of Indonesia National Police Education and Training Institute, that the teaching staff of the National Education Institute must have some competencies according to the requirements One of them is being able to carry out guidance and counseling. In the guidance of Foster Officer counseling, various problems experienced by women's police school students will be identified, so that an effective solution can be found, so that these problems do not interfere with the education of women's police school students. The ability of caregivers to provide guidance and counseling can make students focus on education and have a good character of *kebhayangkaraan* The results of this study are in line with the opinion expressed by Battistich (in Eliasa, 2015) that the position of education as an input of knowledge about morals and goodness to students, clearly becomes an important reference for the formation of expected student character. And one of the educational programs arranged for that is Guidance and Counseling which aims to encourage the birth of students who behave well. Students who grow in good character, then do things right and tend to have a purpose in life. Effective character education will be found in schools that allow all learners to show their potential to achieve very important goals. Guidance and counseling provided by caregivers to women's police school students will be able to support the formation of the women's police school students' cultural character. That is because through guidance and counseling, women's police school students will increasingly understand every form of good and right behavior, and be able to reduce various

forms of violations committed by women's police school students.

Article 10 Head of Police Regulation No.

2. In 2007 concerning Psychological Support in the Care Patterns of the Students of the National Police of the Republic of Indonesia National Police explained that the stages of handling problems for women's police school students included the stages of diagnosis and treatment. At the diagnostic stage interviews, observation and documentation are carried out. In the event that the diagnosis results indicate that women's police school has problems in the mild and moderate category, the psychologist provides recommendations for caregivers to be able to provide guidance and counseling. Guidance and counseling by caregivers for students with "problem" Women's police school ", will be able to provide a perspective for students" Women's police school "that every problem can be overcome without having to take action on actions that do not reflect the character of *kebhayangkaraan*. Through the guidance of Foster Officer counseling, women's police school students will increasingly be able to undergo the education process in women's police school without feeling burdened and in the end will be formed Policewomen who have the character of *kebhayangkaraan*.

The results of this study are in line with previous research conducted by Megalia (2016) which shows that there is an influence in the implementation of Cognitive Behavior Therapy (CBT) counseling with Self Control techniques in reducing aggressive behavior. Cognitive Behavior Therapy (CBT) counseling is a counseling approach based on conceptualization or understanding of each counselee, namely the counselee's specific beliefs and counselee's behavior patterns. Cognitive-Behavior Therapy (CBT) counseling is inviting the counselee to challenge wrong thoughts and emotions by

presenting evidence that contradicts their beliefs about the problem at hand. Cognitive-Behavior Therapy (CBT) is able to reduce the negative behavior of the counselee. The process of guidance and counseling is based on the counselor's conceptualization or understanding of specific beliefs and behavior patterns of the counselee. Guidance and counseling given to student's women's police school is able to help the problems that arise during women's police school students undergoing education. Guidance and counseling given with a good approach will be able to shape the character of kebhayangkaraan in accordance with the goals to be achieved women's police school. The results of a descriptive analysis of the age level of caregivers in women's police school showed that 46.81% of the average caregivers in the women's police school Police had more than 40 years of age. The age of the Foster Officer determines the level of maturity that is owned and the response shown in providing counseling to women's police school students. Maturity that has been formed when someone enters adulthood makes caregivers able to position themselves as good listeners and as a source of information for every problem faced by student's women's police school. Calmness and patience in providing guidance will further enhance the quality of behavior of women's police school students, so that women's police school students can increasingly show the character of "kebhayangkaraan".

Based on the analysis it is also known that the majority of caregivers in women's police school have an education level of S1 (44.68%) and high school (46.81%). Different levels of education will affect the level of competency of the individual (Bloom, in Azwar, 2007: 60). Differences in the level of education owned by caregivers in women's police school will determine the ability possessed in completing each task which is his responsibility in providing guidance and

counseling. A lower level of education will result in a lack of knowledge and skills in implementing guidance and counseling to women's police school students. Conversely, the higher the level of education from caregivers, the more it will support the formation of the cultural character of the women's police school students, due to the more extensive knowledge possessed. Caregivers will also have a different perspective on the various problems of women's police school students, and assume that these problems must be overcome and the goal of shaping the character of happiness will be achieved.

C. Analysis of the Effect of Preliminary Data on Psychological Selection and Foster Officer Counseling Guidance on the Success of Forming the Characteristics of women's police school Students' Treasures

Based on the results of the study note the simultaneous influence (together) of the initial data variables of psychological selection and Foster Officer counseling guidance on the successful formation of the women's police school students' happiness character seen from the results of the F test stating the F number calculated between the initial data variables of the results of psychological selection and guidance Foster Officer counseling on the success variable of the formation of the women's police school students' happiness character characteristics with a significance value of 0,000 is smaller than the significance level of 5% or 0.05, which means that simultaneously (together) the initial data variables of the results of psychological selection and Foster Officer counseling influence on the formation of the women's police school student's cultural character. The results of this study are in line with the opinion expressed by Rotal (2014), that the factors that influence character formation are the presence of innate and environmental factors. These factors will

shape the character of children both positive and negative characters. This depends on environmental factors where children live, because the environment is a very dominant factor in the formation of children's character. A good environment will be able to shape the positive character of children, as well as a bad environment will form a negative character of children. The character of students can be improved if the neighborhood and school environment supports the improvement of student character. In women's police school education, counselor is one part of women's police school student life. A series of assistance from counselors to members of the women's police school students to solve problems or topics that occur in general and actual terms, can help shape the character of happiness in the women's police school students.

The results of this study are in line with previous studies conducted by Satryawati and Saniah (2012) which show that there is a positive relationship between the results of psychological testing with the placement of employees in the Samarinda State Polytechnic Office. Psychological testing is a psychological activity that uses certain psychological testing tools as a measurement tool (in the form of test questions) created by psychologists. This test aims to measure a person's conditions related to intellectual abilities, emotions, interests, talents, and personality. Psychological tests are used to measure the possibilities of various mental abilities and what supports them, including achievement and ability, personality, intelligence, or even neurological function. Psychological testing can be done in a variety of settings including recruitment in women's police school.

The results of psychological examinations from women's police school students should be used as a basis for shaping the women's police school students' cultural character.

The results of this study are also in line with previous research conducted by Rotal (2014) which shows that group guidance services with sociodrama techniques can improve student character in manners with teachers and neatness in uniform. The role of group guidance services is to equip students with a variety of knowledge and understanding of various things that are useful for getting to know you, planning and developing patterns of life as students, family members, and society. The understanding gained through group guidance is used as a reference material to improve character education.

Based on the results of the study note that the magnitude of the influence of the initial data on the results of psychological selection is equal to $\beta = 0.027$ ($p = 0.820$). These results indicate that the preliminary data from the results of psychological selection have a positive but not significant effect on the formation of the women's police school student's cultural character. The magnitude of the influence of preliminary data on the results of psychological selection on the formation of the women's police school students' cultural character is 2.7%.

Human resources / apparatus are a factor that is very influential in an organization. Sutrisno (2009: 3) states that human resource management (HRM) is a strategic field of organization. Human resource management must be seen as an extension of the traditional view of managing people effectively and for that requires knowledge of people and the ability to manage them. For the achievement of organizational goals, human resources have an important role. Therefore, to get competent human resources that are appropriate to the needs of the organization, psychological selection in accepting women's police school students should be able to provide accurate data. Preliminary data from the results of psychological selection on women's police school students can support the pattern of nurturing women's

police school students while undergoing education, so that the formation of imaginary characters will be increasingly achieved.

As explained in Head of Police Regulation No. 2 of 2007 concerning Psychological Support in the Care Patterns of Students of the Police of the Republic of Indonesia State Police Article 2, that psychological support in care aims to assist in the formation of mental personality through providing input, participating in psychological care activities, and dealing with problem students. Preliminary data from the results of psychological selection on women's police school students are products of psychologists, namely Psychology graduates who have the competence to carry out diagnoses, prognoses, and treatments as an effort to solve psycho-psychological problems. Preliminary data from the results of psychological selection on women's police school students should be able to give "kebhayangkaraan" in accordance with the objectives to be achieved women's police school.

A description of the character of the women's police school students, so that it can provide clues in the formation of the women's police school student's kebhayangkaraan character. However, in this study the preliminary data from the results of psychological selection on women's police school students did not significantly influence the formation of the women's police school students' cultural characteristics. According to the author's analysis, this can be caused by the women's police school students who have learned either in a patterned or structured way (by practicing) beforehand about psychological tests, so the results of psychological tests are less accurate and less able to provide a true picture of students " Women's police school ". The existence of the learning process carried out by women's police school students on these psychological tests results in the lack of influence of the initial data on the

results of the examination of the formation of the character of kebhayangkaraan. Based on descriptive analysis of aspects of the character kebhayangkaraan of the women's police school students, the aspect of believing with the statement, that is, women's police school students are diligent in worshiping "have the highest score. That means the women's police school Students have high faith in God Almighty. Religious life becomes important in shaping the women's police school students' cultural character, because with the religious basis in women's police school students, they can form a policewoman responsible, trustworthy in their words or deeds. In addition, it can form a figure of Policewomen who can work in accordance with the SOP, avoiding practices of fraud and indiscipline. That is because faith in God can make student's women's police school avoid negative things, as is the case with religious teachings. Based on descriptive analysis, the empathy aspect with statement number 19, namely "Student" Women's police school "is able to understand the colleague's sad romance" has the lowest score. This means that student's women's police school lacks closeness with colleagues in women's police school, Empathy as the ability to understand the feelings of others is important in an interaction in women's police school. High empathy can strengthen the determination and hard work of women's police school students because of a sense of togetherness and mutual ownership among women's police school students.

Based on the results of the study note that the magnitude of the effect of Foster Officer counseling guidance on the successful formation of the character of the women's police school students' happiness is equal to $\beta = 0.665$ ($p = 0.000$). These results indicate that caregiving counseling has a positive and significant effect on the formation of the women's police school student's cultural character. The magnitude

of the influence of Foster Officer counseling guidance on the formation of the women's police school student's cultural character is 66.5%. Luddin (2010: 11-12) states that guidance and counseling is interpreted as giving advice, giving advice and talking with exchanging ideas. Through counseling guidance provided by caregivers, students will increasingly understand the problems faced, and together find a solution to these problems, thus supporting the formation of the character of kebhayangkaraan in student's women's police school.

Based on the results of the study it was also known that the adjusted R2 value was 0.410. This shows that 41% of the women's police school students' cultural character variables can be explained by both variables, namely preliminary psychology data and Foster Officer counseling guidance, while the remaining 59% is explained by other variables outside the research model such as internal factors, including instincts or instincts, customs or habits, wills or wills, conscience or conscience, heredity or heredity, as well as external factors, including education and environmental factors (Gunawan, 2012: 19). Women's police school students who think that the guidance and counseling of caregivers are able to increase their capacity will increasingly show the character of happiness. In addition, caregivers who also consider preliminary psychological examination data will have some form of description of the character of the women's police school student. In providing guidance and counseling, caregivers will be easier to handle and provide solutions to problems faced by women's police school students.

6. CONCLUSION

By paying attention to the analysis and discussion of research findings that have been carried out, the conclusions obtained

are the answers to the problems raised in this study as follows:

- 1) The character of "kebhayangkaraan" students women's police school is positively but not significantly influenced by the results of the preliminary data on psychological selection, the meaning of the initial data results of the psychological evaluation of the character of "kebhayangkaraan" cannot increase significantly this preliminary results because the psychological selection can be studied patterned and the final result of psychological selection data there is a tendency forced gets a "C" value even though it is given a "K and KS" value. Thus Hypothesis "1" is rejected. This is different from Head of Police Regulation No. 2 of 2007 and research by Satryawati and Saniah (2012).
- 2) The character of "kebhayangkaraan" is positively and significantly influenced by the guidance of Foster Officer counseling with a coefficient of 66.5% where the most dominant formation is able to know the formation of the most dominant is able to know the mood change with a coefficient of 34.1%, meaning that if the Foster Officer counseling guidance is improved then the character of kebhayangkaraan can increase significantly this is in accordance with research Battistich (in Eliasa, 2015) and Megalia (2016). So thus Hypothesis 2 can be accepted.
- 3) The character of "kebhayangkaraan" is influenced by the guidance and counseling of caregivers and the results of the preliminary data on psychological selection simultaneously and significantly with a coefficient of 41%, meaning that if the guidance and counseling of caregivers and the initial data of the results of psychological selection are improved, the character of kebhayangkaraan can increase significantly, this is in accordance with Rotal research results (2014) and

Luddin (2010: 11-12). So thus Hypothesis "3" is accepted.

7. IMPLICATION

Based on the results of research conducted on the influence of preliminary data on the results of psychology selection and Foster Officer counseling guidance on the successful formation of the women's police school students' cultural character, the suggestions made by the authors of the research conducted include:

- 1) It is recommended to caregivers women's police school in order to improve their competence by attending various trainings related to guidance and counseling, so that the quality of the guidance provided can be of higher quality and support the formation of the women's police school student's cultural character.
- 2) It is recommended that each Regional police improve the quality of the initial psychological selection data through a change in the psychological test model that portrays personal character, so that

the results of psychological selection can be accounted for and provide a true picture of prospective women's police school students.

It is recommended to each Regional police that in conducting psychological tests, the test materials provided are not structured or patterned, meaning that every year psychological tests are not always the same. This is intended to prevent learning (practicing) of women's police school students which results in inaccuracies in the initial psychological examination data. It is recommended to women's police school in preparing personnel who will become caregivers by providing training to improve the quality of Foster Officer guidance and counseling so that caregivers can help students to solve problems encountered during education at women's police school.

It is recommended to women's police school in order to further improve the quality of education provided to students, by paying more attention to the values of "kebhayangkaraan" in women's police school students.

REFERENCES :

A. Books/Journal:

- Anastasia dan Urbina, 1997, *Tes Psikologi, Edisi Bahasa Indonesia*, Jakarta: PT.Prenhalindo
- Anwar Prabu Mangkunegara, 2013, *Manajemen Sumber Daya Manusia Perusahaan*, Bandung :PT Remaja Rosdakarya
- Bibit Samad Irianto, 2006, *Pemikiran Menuju Profesi Indonesian Police yang Profesional, Mandiri, Berwibawa dan Dicintai Rakyat*, Jakarta: Restu Agung.
- Deni Darmawan, 2014, *Metode Penelitian Kuantitatif*, Yogyakarta: Remaja Rosdakarya.
- Danang Sunyoto, 2010, *Uji Kuadrat dan Regresi Untuk Penelitian*, Yogyakarta:Graha Ilmu
- Duwi Priyatno, 2012, *Cara Kilat Belajar Analisis Data Dengan SPSS 20*, Yogyakarta: Andi
- _____, 2013, *Analisis Korelasi, regresi dan Multivariate dengan SPSS*, Yogyakarta: Gava Media
- Doni Koesoema, 2007, *Pendidikan Karakter, Strategi Mendidik Anak di Zaman Global*, Jakarta: Grasindo
- Driyakara. 2006. *Karya Lengkap Driyakara*. Penyunting: A. Sudiarja, G. Budi Subanar, St. Sunardi, dan T. Sarkim. Jakarta: PT Gramedia Pustaka Utama.
- Faustino Cordoso Gomes, 2003, *Manajemen Sumber Daya Manusia*, Yogyakarta: Andi

- Fred N Kerlinger, 2000, *Asas-Asas Penelitian Behavioral*. Yogyakarta: Gajah Mada Univ. Press
- Gregory, 2004, *Psychological Testing: History, Principles, and Applications*, Boston: Allyn and Bacon
- Hamdani, 2011. *Strategi Belajar Mengajar*, Bandung: Pustaka Setia.
- Harsuko Riniwati, 2011, *Mendongkrak Motivasi dan Kinerja Pendekatan Pemberdayaan SDM*. UB Press, Malang
- J. Supranto, 2003, *Statistik Teori dan Aplikasi*, Edisi Lima, Penerbit Erlangga, Jakarta
- Ki Hadjar Dewantara, 2013, *Ki Hadjar Dewantara: Pendidikan: Pemikiran, Konsepsi, Keteladanan, Sikap Merdeka*. Yogyakarta: Majelis Luhur Persatuan Tamansiswa.
- Masyhuri & Zainuddin, 2008, *Metodologi Penelitian: Pendekatan Praktis dan Aplikatif*, Refika Aditama, Bandung
- Murphy, K.R., & Davidshofer, C.O., 2005, *Psychological Testing, Principles and Applications sixth Edition*, New Jersey: Pearson Education International
- Paul Suparno, 2015, *Pendidikan Karakter di Sekolah*, Yogyakarta : Kanisius.
- Pudi Rahardi, 2014, *Hukum Kepolisian (Kemandirian Profesionalisme dan Reformasi Indonesian Police)*, Jakarta : Laksbang Grafika
- Ronny R Nitibaskara, 2009, *Polisi dan Korupsi*, Jakarta: Rajawali Press
- Sambas Ali Muhidin, 2011, *Panduan Praktis Memahami Penelitian*, Bandung: Pustaka Setia
- Sugiyono. 2011. *Metode Penelitian Kuantitatif kualitatif dan R&D*. Bandung: Alfabeta
- Slameto, 2003, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta : PT.Rineka Cipta
- Surya Dharma. 2005, *Manajemen Kinerja*, Jakarta: Pustaka Pelajar
- Syofian Siregar, 2014, *Metode Penelitian Kuantitatif Dilengkapi dengan Perbandingan Perhitungan Manual dan SPSS*, Jakarta : Kencana Prenadamedia.
- Thomas Lickona, 2015, *Character Matters*, Jakarta: Bumi Aksara
- Ulber Silalahi, 2012, *Metode penelitian Sosial*, Refika Aditama, Bandung

B. Regulation:

- Peraturan KaIndonesian Police Nomor 2 Tahun 2007 Tentang Dukungan Psikologi Dalam Pola Pengasuhan Siswa Non-commissioned officer Kepolisian Negara Republik Indonesia
- Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 20 Tahun 2007 Tentang Standar Komponen Pendidikan Untuk Pendidikan Pembentukan Dan Pendidikan Pengembangan Di Lingkungan Lembaga Pendidikan Dan Pelatihan Kepolisian Negara Republik Indonesia
- Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 14 Tahun 2015 Tentang Sistem Pendidikan Kepolisian Negara Republik Indonesia