

THE COMPETENCY OF EDUCATORS OF STATE POLICE SCHOOL IN EDUCATING NON-COMMISSIONED OFFICERS OF INDONESIAN NATIONAL POLICE

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ABSTRACT

Education programs for non-commissioned officers of Indonesian National Police held in state police school aim at improving the knowledge and skills of the non-commissioned officers as well as their capabilities. One of the most important factors in educating the non-commissioned officers is the educators so that they cannot even be replaced by modern tools. The purpose of the study is to analyse the competency of the educators of state police school establishments. The author employs the concept of educators, educational theory, competence and motivation theories. The author also uses the qualitative approach using descriptive method. Data is obtained through interviews, observations and study of the document. Then the data is analysed by means of data presentation and verification. The results of the research reveal that the capability of the educators is determined by their competencies.

Keywords: *competency, non-commissioned officer, police educators, state police school*

1. INTRODUCTION

One of the programs to organize and form the personnel of Indonesian National Police, also known as Polri, is to conduct a formal police education. Such education aims at developing police human resources so that they are able to carry out police duties properly and can achieve maximum results. Police education has a transformation function so that prospective Polri personnel can develop their abilities, attitudes, behaviour, and have responsibilities in the community where they live and carry out their duties. For this reason, it is very important to restructure basic police education, ranging from planning, organizing, implementing, to supervising so that the implementation of Polri education is carried out effectively.

Police education is a conscious and planned effort to create an atmosphere of learning, training, and nurturing processes in order to form and develop the knowledge, attitudes, and skills of students who are competent in Polri education unit. Competence has a function to increase a person's capacity in accordance with the advantages she or he has so that those who have competence can use their intellectual thinking and emotions as needed by the organization. Consequently, she or he can have excellent achievement at work. Police education is carried out by integrating the aspects of knowledge which is an emphasis in terms of education so that it will look more perfect, that is, the existing knowledge is applied in police duties. The education held has the aim of forming human resources who have certain skills such as communication and negotiation so that they will have an effect on social life and also aims to

equip Polri's human resources with the knowledge, skills and behaviour required in accordance with the demands of the tasks in the field.

In line with the efforts to increase Polri's professionalism towards excellence and as part of the Polri human resource management cycle, the State Police School (SPN) has a very prominent role in forming professional, modern, and trustworthy Polri personnel. Education programs held at SPN are the starting point in the formation of Polri's non-commissioned officers, also known as NCOs. Such programs are the gateway for the prospective NCOs before serving in the field as the State *Bhayangkara* who deals directly with the community.

Talking about education cannot be separated from its supporting elements. One of the most important elements of education is educators or teaching staff. Based on the Regulation of the Head of Indonesian National Police Education and Training Department No. 2/2009 concerning the Appointment of Educators, it is known that in the learning process at Polri educational institutions, educators are qualified educators as teachers, lecturers, counsellors, *widyaiswara*, tutors, instructors, facilitators and other designations according to their specificity and participate in the implementation of Polri education. The educators or teaching staff are importance that their presence cannot be even replaced by modern tools. The educators are not only teachers with the task of providing and explaining learning materials, but also as trainers in the mastery of certain skills and expertise as well as mentors, motivators and encouragement of students so that they are actively able to form themselves as a professional

NCOs in protecting, nurturing and serving community as well as state law enforcement officers.

So far, the tasks of SPN educators in forming Polri's NCOs are still faced with various obstacles, especially regarding the image and abilities possessed by the educators. This can be seen from the impression among Polri personnel themselves that someone assigned as an educator at SPN is not because of his or her achievement. It is just a stepping stone so that psychologically it can reduce his or her commitment to duty. The number of educators or teaching staff of SPN of East Kalimantan Police Region is still inadequate in accordance with the requirements of educators as regulated in the Regulation of the Chief of Polri Number 14/2015 concerning Police Education System. In addition, in terms of quality, most of the educators or teaching staff have not yet completed their bachelor's degree and have certification qualifications from Professional Certification Agency of Polri. This, indeed, has the implications for the graduates of NCOs produced by SPN of East Kalimantan Police Region.

2. LITERATURE REVIEW

2.1 Educational theory

Burchus Frederic Skinner in Nur Irwantoro is famous for his conditional active learning theory, which states that rewards or reinforcement have a very important role in one's learning process (Irwantoro: 60). Furthermore, Skinner explains that reinforcement consists of positive and negative reinforcement. Positive reinforcements are, for

example, rewards or praise given to students. Meanwhile, negative reinforcements are usually indicated by proportional punishment if students make mistakes. However, it is important to remember that reinforcement will leave an imprint on students, so we as educators must be careful in providing such reinforcement. Do not let students become addicted to gifts from their educators or maybe students will hate them even more because of the punishment they receive. Do not also provide reinforcement for student responses if the response is not actually needed. The core of Skinner's theory of behaviourism is operant conditioning. Operant conditioning is a form of learning in which the consequences of behaviour result in a change in the probability that the behaviour will be repeated.

For educators, studying and exploring science will be very useful in developing their professionalism as an educator because the mastery and comprehension of this material and its application will also increase their insight and knowledge to carry out the teaching learning process in the classrooms. They should pay attention on the level of the concept as well as the breadth of the materials that will be given to students. They must be adjusted to the students' ability level. Besides, the way of the delivery of the materials should also be considered. Educators must be able to know the level of mental development of their students and how learning must be carried out in accordance with these stages of

development. Teaching learning processes that do not pay attention to the stage of students' mental development will most likely cause students to feel difficult because what is presented is not in accordance with their ability to absorb the teaching materials given.

2.2 Competence

Competence is what people can do in the workplace by showing work standards at a certain level, which shows the knowledge and skills needed by each individual to carry out their respective duties and responsibilities (Aedi: 4). In this context, it should be underlined that the competencies possessed by each individual will also affect the level of achievement of the organizational goals. The success or failure of an organization will be greatly influenced by the competencies possessed by each individual in the organization. In connection with the competencies that must be possessed by educators, in accordance with the Regulation of the Chief of the Indonesian National Police Number 14/2015 concerning the National Police Education System, the fifth part: Standard for Educators and Education personnel, Article 36 (2) states that educators should have four basic competencies, namely: pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

2.3 Motivation theory

Herzberg in (Irham Fahmi, 105) suggests that his theory of motivation rests on the study side: first, motivational factors—factors that affect the level of job satisfaction based on the fulfilment of high-level needs such as achievement, rewards, responsibility and opportunities for growth. The motivational factors include one's job, success achieved, opportunities for growth, advancement in career and recognition from others. Second, hygiene factors—factors that see how working conditions, working environment and the like have an influence in encouraging someone to have a strong motivation in building morale.

Based on the Regulation of the National Police Chief Number 14/2015 concerning the National Police Education System, the fourth part of the Standard, Article 33 paragraph 1 mentions that the learning process referred to in the regulation must be carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to interests, talents and physical and psychological development of students.

2.4 State Police School

State Police School (SPN) is a police education institution that functions and has the tasks of educating, forming, and developing candidates for the personnel of Polri with the rank of NCO and almost all over Indonesia. Based on the Decree of the National Police

Chief Number: Skep/490/XII/1995 dated December 28, 1995, SPN is developed to be tasked with organizing formation education for Volunteer Police Officers (pre-service training) with the aim of forming National Police Officers who have an ethical mental attitude and physical fitness and master police technical and tactical skills as a general duty non-commissioned officer.

3. METHODS

The study employs the qualitative approach using the descriptive method. Primary data is obtained by the researcher directly from the first source or the place where the object of the research is conducted. Secondary data is obtained through a study of documents or literatures that are directly related to the data/information to be obtained. These documents or literature are mainly obtained from SPN of East Kalimantan Police Region. In addition, this study will also seek data from other sources such as the internet, newspapers, magazines, research reports, and so on. Data sources are also obtained through direct observation and observation. For the purposes of data analysis, the researchers need a number of supporting data. Therefore, the researcher uses several data collection methods, such as library or document study, observations or monitoring and interviews with the organizers of both educators and instructors.

4. RESULTS & DISCUSSIONS

In line with the efforts to increase Polri's professionalism towards excellence, educators at SPN have a very hard job to produce professional, modern, and trustworthy Polri's personnel. The quality of educators greatly determines the quality of students as the Polri's prospective personnel. Therefore, it is necessary to have qualified human resources for educators so that they can produce high quality NCO graduates in order to realize a professional, modern and reliable Polri's posture. The results of the author's analysis are as follows:

Based on the Decree of the National Police Chief Number Pol. Skep/490/XII/1995 dated December 28, 1995, SPN is developed to be able to carry out formation education for Voluntary Non-Commissioned Officers (preservice training) with the aim of forming Polri's personnel who have an ethical mental attitude and physical fitness and master technical and tactical skills of the police as a general duty Non-Commissioned Officers. In this context, SPN of East Kalimantan Police Region has a vision of implementing a change in mind-set and culture set for all Polri's personnel and realizing Polri's personnel who understand their identity as public protectors and public servants, have high moral integrity, master science and technology as well as being professional and upholding human rights in implementing them being supported by good physical condition and realizing Polri's personnel and civil servants who are able to support the implementation of Polri's duties in accordance with their field of duty.

Table 1
Number of Educators of SPN of East Kalimantan Police Region in 2007

NO.	GROUPS	TOTAL			TOTAL
		ORGANIC	NON-ORGANIC	NON-POLRI	
1	Middle-rank officers	25	2	-	27
2	First-rank officers	10	1	-	11
3	NCOs	45	4	-	49
4	Civil Servants	2	-	1	3
TOTAL		82	7	1	90

Source: SPN of East Kalimantan Police Region

Table 1 shows us that the East Kalimantan Police Region SPN has 90 educators. Most of them are NCOs (49 persons/54%). The others are middle rank officers, first rank officers, and civil servants. Most of them are permanent educators, meaning that their home base is the SPN (82 persons/91%) and the others are non-permanent educators (7 persons/9%).

Table 2
Data on Educators' Educational Background

NO.	LAST EDUCATION	MIDDLE RANK OFFICERS	FIRST RANK OFFICERS	NCOs	CIVIL SERVANT	TOTAL
1	Master	4	-	-	1	5
2	Bachelor	14	-	7	2	23
3	Diploma III	1	-	-	-	1
4	Senior High School	8	11	42	-	61

Source: SPN of East Kalimantan Police Region

Table 2 shows us that there are 61 (68%) persons are senior high school graduates; there is an educator (0.01%) who holds a diploma three certificate; there are 14 persons (16%) holding bachelor or undergraduate degrees; and there are four educators (0.04%) holding master degrees.

Table 3
Data on Educators having Certifications of Education

NO.	CERTIFICATION	MIDDLE RANK OFFICER	FIRST RANK OFFICER	NCO	CIVIL SERVANT	TOTAL
1	BNSP	4	1	9	2	16

Source: SPN of East Kalimantan Police Region

Based on Table 3, it is known that there are 16 educators have already obtained a certification of education issued by the National

Professional Certificate Agency (BNSP). They are four middle rank officers, 1 first rank officer, nine NCOs, and two civil servants.

Based on Table 4, it is known that there are still educators who only have a course once. Moreover, there are 21 (35%) educators who have never attended any education or course programs. Most of them are from the NCO group. Besides, most of them have just been transferred to SPN of East Kalimantan Police Region in order to increase the strength of the personnel involved in the SPN. By looking at the vocational education data and the general education of the SPN's educators that have been described previously, it can contribute to the limited competence of educators in educating the prospective police officers of Polri at the SPN.

According to Spencer and Spencer, competency consists of three characteristics including knowledge, skills and attitude. Knowledge is a competency that measures the ability of participants to choose the most correct answer but it cannot see whether someone can do the job based on the knowledge they have. Educators at the SPN carry out their daily duties and obligations based on orders from the leadership. This can be seen from

the weak understanding of the educators of East Kalimantan Police Region SPN on software as it is stipulated by the Regulations of Polri Chief Number 14/2015 concerning the Education System as well as the Regulation of the head of the East Kalimantan Police Region SPN Number 05/2013 regarding the Standard Operational Procedures in Teaching and Learning Processes. Due to the fact that the educators still have a limited understanding on the education implementation materials within the SPN which contains materials on Inter Personal Skills, Mental Revolution, Leadership, and Strategic Environment as well as the limited understanding of the same educators on learning tools in the form of instructional tools used to assist in the implementation of education and training activities so that lessons are easily absorbed and digested by students. The tools must also be easy to apply and can have the implications for the competencies possessed by students.

Table 4
Data on Educators' number of courses

NO	NUMBER OF COURSES	MIDDLE RANK OFFICER	FIRST RANK OFFICER	NCO	CIVIL SERVANT	TOTAL
1	Never	-	-	21	-	21
2	Once	2	1	9	-	12
3	Twice	9	3	5	-	17
4	Three times	10	5	10	2	27
5	Four times	6	2	4	1	11
6	Total	27	11	49	3	90

Source: SPN of East Kalimantan Police Region

Skills are the ability to carry out a certain task both physically and mentally. Currently, the skills possessed by the SPN educators are still limited. This is based on the facts found in the field which show that several educators are still lacking in improving their abilities.

Self-concept or attitude is a person's attitudes and values. Attitudes and values are measured through tests to respondents to find out the value a person has and what is interesting for someone to do something. The research findings reveal that psychologically educators lack strong teaching motivation, lack confidence, and are lazy because their positions are 'unpopular' because they are not profitable and they still have a negative impression of their placement as educators. In addition, mentally educators are generally not ready to continuously serve in educational institutions because they are less profitable due to the low welfare guarantee and limited career development. If you have an attitude like this, it will have implications for students not being able to imitate the actions and behaviour of the educators even though in the process of carrying out their duties an educator has the task of transferring knowledge.

The Regulation of Polri Chief Number 14/2015 concerning the Indonesian National Police Education System has stipulated that a Polri educator must have a basic competency comprising of several aspects, including pedagogic competence, personality competence, social competence and professional competence. The pedagogical competence possessed by the SPN

educators is still lacking in developing curriculum, syllabus and teaching materials, lacking ability in designing, processing, implementing educational learning processes so that they are less able to improve the quality of learning, lack the ability to master technology in the learning processes and lack of ability in carrying out analysis and evaluation on the process and learning outcomes. Based on the regulation, the pedagogic ability of educators must be able to understand the foundation of education, be able to develop curriculum and syllabus, design learning, evaluate learning outcomes and be able to develop students to actualize their various potentials. This pedagogic ability is the highest ability that must be possessed by educators because they must have the ability to communicate with the surrounding environment, especially students. In this case, the SPN educators must know the background of their students, the characteristics of their behaviour, the level of intelligence, and the personal potential of them. In addition, educators must have broad skills regarding the objectives of education and teaching. The goal to be achieved in the educational process in the formation of the NCOs is to help students reach maturity in thinking, acting and behaving, related to the competencies expected in the education program.

Social competence includes skills and behavioural attitudes on aspects of cooperation in work as well as personal and human relationships. The SPN educators in communicating with students and their environment have been going well. However, in terms of cooperating well with fellow educators, the peerage and superiors are still less able to implement it. Ideally, an educator

must be able to work with superiors, be able to negotiate, and have social concerns. The social environment plays an important role because educators are part of the community who use oral and written communication as a means of carrying out their duties and obligations. Social competencies that must be developed in education for the formation of the Polri NCOs so that the quality of students when entering the world of work can be applied, especially in the context of social skills provided by educators.

Personality competency is the ability of educators to present themselves as the role models for their students in the context of attitude and behaviour. Based on several observations, the author thinks that the SPN educators do not fully have personality competencies as stated in Regulation Number 14/2015, stating that an educator must be stable in managing emotions, has authority, has noble character and is a role model for his or her students and the community and can evaluate his or her own performance.

Professional competency is the ability of educators to master broad and deep learning materials that can lead students to meet competency standards. The condition of the professional competence of educators at the SPN shows that: (1) there are still several educators who have not mastered the learning materials; (2) there are still several educators who have not mastered the competency standards of subjects taught; (3) there are still several educators who lack creativity in developing learning materials; and (4) there are still several educators who are less willing to use the

information and communication technology. These professional competencies need to be improved by each educator because of the relationship between the applications of scientific concepts possessed by educators in everyday life which is always related to students.

According to the Regulation Number 14/2015 concerning the Indonesian National Police Education System, Polri personnel who will be assigned to teach at an SPN must have an education certificate. An education certificate is formal evidence as an acknowledgment given to educators and can be obtained by an educator who meets several academic qualifications and passes the competency test. The competency test for the SPN educators has so far been carried out. There are only 16 educators who have passed the certification tests.

In order to anticipate the shortage of certified educators, the SPN has organized trainings or courses to improve the ability of educators and shared perception which is carried out before the opening of education for the formation of the NCOs. The implementation of trainings to improve the ability of educators and share the same perception is organized so that the educators have the same view about the teaching and learning activities that will be carried out at the SPN. The implementation of trainings to improve the ability of educators and share perceptions is carried out considering that most of the educators do not have education certification. The materials provided for the training are as follows:

- a. SOP (Standard Operational Procedure) of the SPN based on the Regulation of the head of the SPN Number 5/2013 concerning the

SOPs for teaching and learning processes, which contains:

- 1) the rights of educators;
 - 2) the obligations of educators; and
 - 3) the prohibitions for students and educators during teaching and learning processes.
- b. Educators must understand the learning strategies with the following stages:
- 1) Preparation includes the preparation of teaching materials/modules, syllabus and learning design.
 - 2) Pre-implementation includes the preparation of educational facilities, class preparation, learning media.
 - 3) Implementation or class management;
 - 4) Evaluation of learning.
 - 5) Educators understand how to make learning designs that must be made by every educator before carrying out the teaching and learning process both in class and in the field as a guide and reference for educators so that the material provided still refers to competency standards and indicators of learning outcomes to be achieved.
 - 6) Educators understand about the assessment of learning outcomes, namely:
 - Making a grid of questions and make details of questions related to pre-test and post-test that must be made by educators who are in charge of subjects and test results will be corrected by evaluation.

- Understanding written tests, observations and practices as learning evaluation materials.
- Submitting exam questions in at least six days before the exam.

Based on the results of the study, it can be seen that there are still a few certified SPN educators which will have the implications for the competency of students in education for the formation of NCOs. The lack of educators with undergraduate backgrounds will affect the implementation of the learning processes by educators because a person's educational background will affect the surrounding environment, in this case students of the NCOs education program who will receive materials from the educators. Therefore, the implementation of improving the ability of educators and this common perception is expected to complement the competencies that all educators should have.

There is a tendency that the educators' duties and responsibilities is only transferring knowledge without paying attention to the moral values contained in the science. Moreover, the current learning conditions are very oriented towards obtaining numbers as standardization of the quality of education. The fact that the educators' motivation is less than the expectations can be seen in the processes of teaching and learning activities. Therefore, it is necessary to do the following things:

- a. There must be a revitalization of the training process of educators, which is specifically focused on improving the performance of educators in improving the quality of education and not merely increasing teaching certification.

- b. There must be a control mechanism for the implementation of the training of educators in order to maximize its implementation.
- c. There must be a systematic and periodic assessment system in order to determine the effectiveness and impact of trainings for educators on the quality of education.
- d. There must be a reorganization and reconceptualization of school management supervision activities so that this activity can be an alternative means of improving the quality of educators.
- e. There must be a stricter requirements conducted by Polri in selecting the prospective educators.

Education can never be good if the support system is not good. One of the supporters of the system is teaching staff. If we want to have a good education, first thing that must be done is to improve the quality of teaching staff. Improvements are not only in the financial realm, but more importantly in the affective and psychomotor domains. How is it possible for an educator to understand good teaching, if the knowledge of educating alone is not known by the educator? One of the keys to staying professional is to continue to discipline the existing educators. Motivation and belief alone are not strong enough to put an educator in a strategic position. It requires high skills and professionalism, both of

them must be adapted to the needs of the organization and both need to be upgraded. In order to have educators that possess the ability to educate prospective personnel of Polri in the future the following things must be done:

- a. **Assessing yourself**—It would be nice if an educator first does his or her own assessment of his or her performance before moving on to the next stage. Self-assessment must also be carried out objectively and realistically according to the circumstances at hand.
- b. **Keeping on learning**—Knowledge is needed to improve professional competence and abilities. Therefore, knowledge must be sought and studied because it is with knowledge that someone can show their performance.
- c. **Being responsible**—Even though they are under the auspices of an educational organization, educators are responsible and ensure that they take all opportunities to improve the professional skills of educators.
- d. **Being able to accept assignments**—Maintain performance in completing professional tasks in addition to being responsible.
- e. **Maintaining working relationship**—Good relationships with co-workers are necessary to develop the quality of the performance of educators. This will affect the ability to work together in a team or a certain field professionally.
- f. **Creating a network**—In addition to building an internal network at the office, building a network or relationship in the external office environment is also very important. For example, through membership of an educator professional organization

- that will support the process of improving the competency and performance of educators.
- g. **Looking for a mentor**—A mentor or advisor is needed by an educator to guide him or her so that he or she is able to master certain fields with his or her abilities.
 - h. **Preparing for the future**—through the ability of an educator to think visionary this educator will be one step ahead of others.
 - i. **Improving a skill**—it is very important to measure the abilities possessed so that SPN educators can develop more and more. Improving one's abilities can be done through certain trainings or ability tests
 - j. **Do not forget technology**—there are several social networks that will improve the ability of educators, such as the ability to negotiate, when joining a particular community, or sharing or discussing with others through the internet.

Based on Skinner's educational theory, effective teaching is marked by, among other things, the success of students in learning. Thus, for a successful teaching, considerations about how students learn are the first step that must be considered. In an effort to do this, several basic principles are needed which are the implications of the learning theory that has been put forward by Skinner as follows:

- a. *Students are actively involved*—This principle is based on the view that the active involvement of students in a learning activity allows them to gain in-depth

- experience of the material being studied and provided by educators and in the end it will be able to increase students' understanding of the teaching material.
- b. *Pay attention to the initial knowledge of students*—Pre-requisite knowledge of learners is the most important thing that must be considered in learning.
- c. *Develop students' communication skills*—One of the requirements for the development of interaction skills between one individual and another is to develop these abilities, among others, by providing opportunities for students to explain and argue orally or in writing, ask or answer questions, and discuss both in small groups and in class.
- d. *Develop students' metacognitive abilities*—Metacognition is a form of students' ability to look at themselves so that what they do can be controlled optimally. With this kind of ability, students are expected to be able to develop their abilities optimally.
- e. *Develop an appropriate learning environment*—Learning environment should be created in accordance with the needs of students in learning. The creation of a good learning environment can help students achieve their potential development.

5. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

- a. Educators are vital elements for Polri organization, especially in the field of education because the quality of the graduates of the SPN is the result of the hard work process carried out by educators.

- b. Educational outcomes are strongly influenced by inputs and processes. The higher the quality of the inputs and processes, the higher the quality of the learning outcomes.
- c. Educators at the SPN must really have the ability in their field. The capabilities possessed by educators will greatly determine the output that will be produced, namely the professional, superior, modern and dignified NCOs.

5.2 Recommendations

- a. SPN of East Kalimantan Police Region should carefully pay attention on its educators, especially on their skills and knowledge.
- b. SPN of East Kalimantan Police Region should pay attention on its quality of the inputs and processes.
- c. SPN of East Kalimantan Police Region should pay attention in the quality of the inputs and processes.

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