

Optimizing the Role of Educators in Forming the Character of Bhayangkara in Police Brigadir Classes based on Precision at the Papua Regional Police State Police School

Harisman

Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: harismanspn@gmail.com

Abstract. *The development of Bhayangkara character based on the Tribrata and Catur Prasetya values is the primary goal of the National Police Brigadier formation education program. This is increasingly relevant given the National Police Precision (Predictive, Responsible, Transparency, and Justice) policy, which demands that every member of the National Police possess integrity, professionalism, and the ability to adapt to societal dynamics. Therefore, the role of educators extends beyond physical discipline to comprehensive mental, moral, and ethical development. The Papua Regional Police's National Police School (SPN), as the educational institution for the formation of Police Brigadiers, has a significant responsibility to produce graduates who are not only technically competent but also possess strong Bhayangkara character. Ideally, SPN graduates will be able to carry out police duties professionally, humanely, and with a focus on public service, in accordance with the principle of Precision. This aligns with the provisions of National Police Chief Regulation Number 11 of 2009 concerning the Principles of Implementation of Police Education and Training. However, based on the phenomena occurring in the field, the role of educators in character development has not been fully optimal. Various forms of disciplinary violations are still found by students, both inside and outside the educational environment, such as lateness to training activities, non-compliance with internal rules, and impolite behavior in interactions with each other and educators. In several cases, violations of ethical norms have also been found, such as a lack of responsibility for assigned tasks and a low awareness of maintaining behavior as prospective members of the Indonesian National Police. This phenomenon indicates that the character development process has not fully developed students' internal awareness as Bhayangkara who uphold the values of integrity, discipline, and responsibility.*

Keywords: Bhayangkara; Character; Educators; Police.

1. Introduction

Optimizing the role of educators in developing Police Brigadiers with precision-based Bhayangkara character is a strategic aspect of developing the Indonesian National Police's human resources. Educators play a crucial role not only in transferring knowledge and skills but also in shaping students' attitudes, values, and character through a focused, consistent, and sustainable educational process. In this context, educators are required to serve as role models, mentors, and supervisors of student development throughout the educational process.

The development of Bhayangkara character based on the Tribrata and Catur Prasetya values is the primary goal of the National Police Brigadier formation education program. This is increasingly relevant given the National Police Precision (Predictive, Responsible, Transparency, and Justice) policy, which demands that every member of the National Police possess integrity, professionalism, and the ability to adapt to societal dynamics. Therefore, the role of educators extends beyond physical discipline to comprehensive mental, moral, and ethical development.

The Papua Regional Police's National Police School (SPN), as the educational institution for the formation of Police Brigadiers, has a significant responsibility to produce graduates who are not only technically competent but also possess strong Bhayangkara character. Ideally, SPN graduates will be able to carry out police duties professionally, humanely, and with a focus on public service, in accordance with the principle of Precision. This aligns with the provisions of National Police Chief Regulation Number 11 of 2009 concerning the Principles of Implementation of Police Education and Training.

However, based on the phenomena occurring in the field, the role of educators in character development has not been fully optimal. Various forms of disciplinary violations are still found by students, both inside and outside the educational environment, such as lateness to training activities, non-compliance with internal rules, and impolite behavior in interactions with each other and educators. In several cases, violations of ethical norms have also been found, such as a lack of responsibility for assigned tasks and a low awareness of maintaining behavior as prospective members of the Indonesian National Police. This phenomenon indicates that the character development process has not fully developed students' internal awareness as Bhayangkara who uphold the values of integrity, discipline, and responsibility.

Furthermore, the current coaching approach tends to be militaristic, emphasizing physical aspects and formal discipline, reinforced by a culture of seniority that persists in the educational environment. In practice, this approach often positions students as objects of obedience without any room for critical reflection, resulting in a more instructive rather than educational relationship between educators and students. This situation has the potential to cause psychological stress and hinder the development of independent, humanistic, and adaptive character. Therefore, this research aims to find common ground between the application of strict police discipline and a humanistic educational approach, in accordance with the principles of Precision (Predictive, Responsible, Transparency, and Justice), so that character development is not only physically strong but also morally and emotionally mature.

Another emerging issue is the limited competence of educators in pedagogy, communication, and character development. Some educators still rely on practical experience without a systematic scientific approach. Furthermore, the imbalanced teacher-to-student ratio also hinders individualized guidance. This results in suboptimal supervision and support for student character development.

On the other hand, the culture of seniority that persists within the Indonesian National Police (Polri) training environment also presents a challenge. In some cases, this culture can cause psychological stress for students and potentially shape their character into a less independent and uncritical state. Yet, the current demands of Polri professionalism require every member to possess moral courage, integrity, and the ability to act humanely.

Another equally important phenomenon is the lack of a structured and sustainable character evaluation system. Assessments tend to focus on academic and physical aspects, while character aspects such as integrity, empathy, and responsibility have not received adequate attention.

2. Research Methods

This research uses a qualitative approach with a descriptive research type and a case study approach.

A qualitative approach was chosen because this study aims to deeply understand the phenomenon of optimizing the role of educators in developing the Bhayangkara character of precision-based police brigades. The research focuses not only on the results, but also on the processes, meanings, experiences, and social interactions that occur within the educational environment at the Papua Regional Police's National Service (SPN).

A case study approach was used because this research focuses on one specific location, the Papua Regional Police's National Police Service (SPN Polda Papua), as a representation of the

existing state of character development in police education. Through case studies, researchers can conduct a comprehensive assessment.

- a) Character building practices by educators
- b) Interaction between educators and students
- c) Dynamics of organizational culture
- d) Gap between ideal and reality (SWOT)

A case study approach was used because this research focuses on one specific location, namely the Papua Regional Police's National Police Service (SPN Polda Papua), as a representation of the existing character development within police education. Through the case study, researchers can comprehensively examine:

According to Sugiyono (2022), qualitative research aims to understand phenomena holistically, with the researcher as the main instrument, and produces descriptive and meaningful data.

3. Results and Discussion

3.1. Optimizing the Role of Educators in the Formation of Bhayangkara Character in Police Brigadiers Based on Precision at the National Police School of the Papua Regional Police

The Indonesian National Police is a state apparatus that plays a role in maintaining public security and order, enforcing the law, and providing protection, guidance, and services to the community in order to maintain domestic security. This is stated in Article 5 paragraph (1) of Law Number 2 of 2002 concerning the Indonesian National Police. In principle, the Indonesian Police were formed as agents of change. The Chief of Police stated that the police are expected to be agents of change when carrying out their duties, namely not only as a tool to eradicate crime, but also as good leaders through a process, and which is forged through various stages to produce leadership character. The challenges facing the Indonesian National Police in the future are also increasingly complex and complicated, therefore a leader is needed who is capable, rich in experience and brave in making decisions and has high integrity.

The most important role of the Indonesian National Police is as law enforcers, as this role is the standard for the progress and decline of any country in terms of human rights. Indonesia can be called a developed country if its law enforcement upholds human rights. The main problem with law enforcement is that the law is not in the scope of the characteristics perspective, informants consist of educational administration officials, planners, provosts, and mental coaches who are experienced in managing education and student development. The educational background of informants who come from the fields of social, education, law, and psychology provide a positive contribution to the multidisciplinary approach to character

development. This allows educators to understand students not only from a disciplinary aspect, but also from a mental, moral, and psychological perspective.

In terms of roles, informants emphasized that educators play a strategic role as character builders, behavioral monitors, and role models for Brigadier Polri students. Educators serve as bridges between educational policies and the implementation of Bhayangkara values in students' daily lives. The role of role models was the aspect most emphasized by all informants, as educators' attitudes and behaviors directly influence the formation of students' character.

Educators' duties include supervising students' daily activities, enforcing discipline, developing mental and personality skills, and providing guidance and coaching for any violations. Educators also play a role in coordinating with instructors, the provost department, and leadership to align character development strategies. These duties require educators to be firm, fair, and consistent, while still prioritizing a humanistic and educational approach.

The educator's responsibilities extend beyond teaching to fostering Bhayangkara values such as loyalty, discipline, responsibility, and integrity. Informants emphasized that the success of the Police Brigadier education program depends heavily on the quality of character development provided by educators. Therefore, educators are required to possess professionalism, integrity, and strong communication skills to become trusted and respected figures among their students.

Thus, the research results show that the characteristics, roles, duties, and responsibilities of educators at the Papua Regional Police's National Police Service (SPN Polda Papua) are interrelated and contribute significantly to creating Police Brigadiers with Bhayangkara character. Optimizing the role of educators is a crucial factor in realizing the National Police's educational goals, which are oriented towards developing human resources that are predictive, responsible, and transparent with justice.

In the educational learning process in the environment of the Indonesian National Police educational institution, the educational component is very necessary, and in accordance with the Regulation of the Chief of Police No. 20 of 2007 concerning the Standards of Educational Components for Formation Education and Development Education in the Environment of the Indonesian National Police Educational and Training Institution. The role of an educator in a police educational institution has duties such as planning, implementing and evaluating the learning process as well as conducting guidance, training and research in their fields so that educators are able to create superior human resources to produce professional, independent and moral Bhayangkara personnel. Meanwhile, the role of educators is to instill and develop thinking and creativity in order to realize the maturity of students as Bhayangkara personnel by acting as parents, as teachers, as superiors, and as partners.

The role of educators at the National Police School (SPN) in the education of Police Non-Commissioned Officers (Bintara Polri) is very significant, because educators provide the teaching to transform someone from a nobody into someone. In other words, educators are able to transform ordinary people like high school graduates into influential figures in society, namely, Bintara Polri who, with a simple wave of their hand, will immediately stop all passing vehicles.

The role of educators is expected to produce professional prospective Polri NCOs so that they are able to carry out their police duties properly in accordance with the Police ethics based on Tribrata and Catur Prasetya. In order for the educational process at the National Police School to run smoothly, educators must meet requirements such as having academic qualifications, having competence, having teacher certification from the Internal Polri certification agency, and being physically and mentally healthy. In order for the educational process at the National Police School to run smoothly, educators must meet requirements such as having academic qualifications, having competence, having teacher certification from the Internal Polri certification agency.

Based on the results of an interview with Rizal, S.Pd., as the Head of the Provost Unit of the Papua Regional Police SPN, it was obtained information that the role of educators in character formation of Brigadier students is not only limited to physical training and discipline enforcement, but more broadly includes mental, moral, and personality development of students. Educators are seen as role models, mentors, coaches, and supervisors who are responsible for instilling the values of Tribrata, Catur Prasetya, and the principle of Precision in the daily lives of students. According to informants, the formation of Bhayangkara character is carried out through a continuous process by instilling the values of integrity, responsibility, loyalty, discipline, and professional ethics of the police. The success of this process is greatly influenced by the example of educators in speech, attitudes, and actions because students tend to more easily imitate behavior they see directly rather than only receiving verbal instructions.

In practice, the Tribrata and Catur Prasetya values are integrated into all educational activities, from morning assembly, learning processes, training, and student life in the barracks. Each activity is directed at developing positive habits that reflect the professional and integrity-based character of Polri members. Informants explained that when disciplinary violations occur, educators not only impose sanctions but also explain the moral values and development goals to be achieved. This approach aims to ensure that students not only understand the rules formally but also are able to internalize the meaning of devotion, justice, and responsibility as Polri members. Thus, internalization of character values is carried out through a combination of role models, habituation, direction, and ongoing supervision.

Regarding the implementation of the Precision concept, the informant explained that the values of Responsibility and Fair Transparency are applied in the process of evaluating student

behavior objectively, consistently, and openly. Assessments are based on facts seen in students' daily lives, such as discipline, responsibility, attitudes towards others, and compliance with applicable rules. Every violation committed by students is handled through a coaching mechanism that provides students with the opportunity to explain the problems faced before taking action. In addition, the application of the Fair Transparency principle is realized through the imposition of sanctions based on applicable rules without discriminating against students' backgrounds. According to the informant, this approach is important for building a sense of justice while teaching students that every action has consequences for which they must be accounted.

In an effort to improve the effectiveness of character education, educators implement various more contextual learning methods, such as discussions, case studies, reflections, and discussions of problems frequently encountered by police officers in the field. These methods aim to ensure students not only understand theory but also connect police values to the realities of their future duties. Informants assessed that this approach can improve students' critical thinking skills and help them grasp the meaning of modern police values more deeply. Furthermore, fostering positive behavior and leading by example remain the primary methods for instilling the Precision-based Bhayangkara character.

However, the character building process still faces several obstacles. Informants stated that the diversity of student backgrounds and characters is a major challenge because each student has a different level of discipline, mindset, and habits. Furthermore, the number of teachers is not proportional to the number of students, making individual coaching less feasible. These limitations are exacerbated by the administrative and other official duties that educators must carry out. Informants also acknowledged that the influence of a culture of seniority and a militaristic approach can still be found in the educational environment, although current efforts have been made to adjust through a more educational, communicative, and humanistic approach. Therefore, it is necessary to increase the number of teachers, improve competency through pedagogical and educational psychology training, provide adequate facilities, and provide awards to outstanding educators to improve the effectiveness of character development for Brigadier students at the Papua Regional Police National Service.

Based on the results of the interview with AKP Wiji, SH, Information was obtained that the role of educators in the Papua Regional Police SPN is not only focused on physical training and discipline enforcement, but also plays an important role in shaping the character, mindset, and personality of students so that they become professional, integrity-based Polri members with the Bhayangkara spirit. According to informants, educators are responsible for instilling basic police values such as honesty, responsibility, discipline, loyalty, and concern for the community, which are sourced from Tribrata, Catur Prasetya, and the Precision principle. In the coaching process, educators are required to be role models through their attitudes, behavior, and daily decision-making because role models are considered one of the most

effective factors in shaping students' character. In addition, educators must be able to be firm, fair, consistent, but remain humane in building relationships with students.

The informant explained that the instillation of the Tribrata and Catur Prasetya values is carried out through habituation in various educational activities, from morning assembly, learning processes, training, and student life in the barracks environment. Each activity is directed at fostering an attitude of discipline, responsibility, and honesty as part of the implementation of the basic values of the police. When violations occur, educators not only impose sanctions but also explain the moral values underlying the rules so that students understand the meaning of truth, justice, and community service. Thus, the character development process not only emphasizes compliance with the rules but also encourages the internalization of the values that are the foundation of the police profession.

In implementing the Precision concept, informants stated that the values of Responsibility and Fair Transparency are applied through an objective student behavior evaluation process based on applicable regulations. Each student is encouraged to take responsibility for their actions, while the provision of guidance and sanctions is adjusted to the level of error. Furthermore, all decisions are explained openly so that students understand that the assessment is carried out fairly and not based on subjective considerations. Through this approach, students are expected to be able to develop honesty, discipline, and responsibility as prospective members of the Indonesian National Police (Polri). To strengthen students' understanding of modern police values, educators also apply learning methods such as case studies, discussions, evaluations, and reflections on various situations relevant to police duties in the field. This method is considered effective because it is able to connect theory with practice, making it easier for students to understand the application of the values of integrity, responsibility, and service to the community.

However, the character development process still faces various obstacles. Informants revealed that the diversity of student backgrounds, cultures, and characters is a major challenge in the process of forming Bhayangkara character. Furthermore, some students still view discipline as a formal obligation, rather than a matter of personal awareness. Another challenge is the limited number of educators compared to the number of students to be trained, so that an individual approach cannot be implemented optimally. Furthermore, the influence of a culture of seniority and a militaristic approach is still felt in several aspects of development. Although having a positive impact on developing discipline and resilience, this approach has the potential to foster obedience based on fear if not balanced with educational and humanistic development. Therefore, informants emphasized the importance of improving educator competence through education and training, particularly in the fields of pedagogy, Educator Skills and Abilities, communication, and character development, so that the effectiveness of educators' role in shaping Police Brigadiers with Bhayangkara character and oriented towards the principle of Precision can be continuously improved.

Based on the results of an interview with IPDA Rois Eko Nopjiantoko, SH, Information was obtained that the role of educators at the Papua Regional Police SPN is not only focused on physical training and discipline enforcement, but also has a greater responsibility in shaping the character and mentality of students so that they are ready to become members of the Indonesian National Police with integrity and the Bhayangkara spirit. According to informants, educators act as role models, mentors, and supervisors who are tasked with instilling the values of Tribrata, Catur Prasetya, and the principle of Precision into students' attitudes and behavior. The character building process is carried out by instilling the values of honesty, responsibility, loyalty, discipline, and concern for the community so that students not only have technical police skills, but also characters that are in accordance with the demands of the Indonesian National Police profession.

The instillation of the Tribrata and Catur Prasetya values is carried out continuously through various educational activities, both in the classroom, field activities, and in daily parenting patterns. Informants explained that before the evening roll call and other development activities, educators routinely provide an understanding of the meaning of Tribrata and Catur Prasetya and their relationship to the duties and responsibilities of members of the Indonesian National Police (Polri). Through this habituation, students are expected to be able to understand and internalize the basic values of the police in their daily lives.

In implementing the Precision concept, particularly in the aspects of Responsibility and Fair Transparency, educators strive to implement an objective, consistent, and open behavioral evaluation system. Assessments are based on facts and actual behavior demonstrated by students in their daily lives, such as discipline, responsibility, compliance with rules, and attitudes toward others. If a violation occurs, students are first given the opportunity to explain the problem before being given guidance according to the level of the error. Furthermore, all guidance actions and sanctions are carried out based on applicable regulations without discriminating against students' backgrounds, thus reflecting the principles of justice and transparency in education.

To enhance students' understanding of modern police values, educators employ a variety of participatory and contextual learning methods. Informants explained that the use of case studies, discussions, reflections, and discussions of problems frequently encountered by police officers in the field are effective methods in helping students understand the relevance of Precision values to police duties. Furthermore, exemplary behavior and habituation remain key strategies in instilling integrity, responsibility, and a service orientation to the community. Through these methods, students not only receive theory but are also encouraged to think critically and understand the meaning behind every rule and action.

However, informants acknowledged that the character-building process still faces various obstacles. One major challenge is the diversity of student backgrounds and characters, which prevents the development process from being carried out with the same approach for all

students. Furthermore, the influence of a culture of seniority and a militaristic approach is still felt in the educational environment. According to informants, a culture of seniority has a positive side in fostering obedience and discipline, but it also has the potential to lead to deviations if not properly monitored, especially when there are punishment practices that do not comply with applicable procedures. Another challenge is the limited number of educators compared to the number of students to be developed, so that the individual development and supervision process cannot be implemented optimally. This condition results in some students still not being monitored for their character development and psychological condition on an ongoing basis.

To increase the effectiveness of the role of educators in character building for Brigadier students, informants emphasized the importance of improving educator competency through ongoing training, particularly in the fields of pedagogy, effective communication, educational psychology, and character building techniques. Furthermore, institutional support is needed in the form of clear policies, opportunities to participate in regular education and training, provision of adequate facilities, and strengthening understanding of the learning materials established by the National Police Education and Training Institute. With this support, it is hoped that educators can carry out their roles more optimally in shaping professional, integrity-based, and Bhayangkara-characterized Police Brigadiers in accordance with the Precision principle.

Based on the results of interviews with Heriyanto, information was obtained that the role of educators at the Papua Police SPN is not only focused on developing physical abilities and discipline of students, but also plays an important role in building the mental and character of prospective Polri members. According to the informant, the formation of Bhayangkara character is carried out through instilling the values of responsibility, honesty, loyalty, discipline, and respect for others and the community. In its implementation, coaching is carried out through various activities such as roll calls, mental coaching, spiritual activities, mentoring students who commit violations, and direct communication in daily life. The informant emphasized that character building cannot be done only through punishment or physical training, but must be through role models, habits, and a humanistic approach so that the values of Tribrata, Catur Prasetya, and Precision can be deeply ingrained in students.

The instillation of the Tribrata and Catur Prasetya values is carried out by emphasizing understanding their meaning, rather than simply memorizing them. These values are integrated into various educational activities, such as morning assembly, mental development, spiritual activities, and handling student violations. When violations occur, educators not only impose sanctions but also provide an understanding of the relationship of such behavior to the Tribrata and Catur Prasetya values. Thus, students are expected to be able to understand and implement these values in their daily lives and in carrying out future police duties.

In implementing the Precision concept, the informant explained that the value of Responsibility is applied by building students' awareness to be responsible for every action and behavior they take. Each violation is not only seen from the error itself, but also from the student's willingness to admit, correct, and be accountable for their actions. Meanwhile, the value of Fair Transparency is realized through an objective, open, and rule-based coaching and evaluation process without discriminating against students' backgrounds. Before taking action, educators first listen to students' explanations so that the coaching process is not only oriented towards punishment, but also contains elements of education and learning. This approach aims to ensure students understand that the Precision principle is applied in real life in education at the Papua Police SPN.

To enhance students' understanding of modern police values, informants implemented a more varied learning method through discussions, case studies, simulations, showing motivational videos, and sharing assignment experiences from senior members. Learning materials were often linked to actual events and cases occurring within the Indonesian National Police (Polri) environment so that students could understand how the values of Precision, professional ethics, Tribrata, and Catur Prasetya were applied in real situations. Furthermore, a more humanistic and communicative approach was also implemented by providing space for students to express their opinions and challenges they faced during their education. According to informants, this method was more effective because it was able to improve students' understanding of the demands of the modern Polri, which prioritizes not only assertiveness but also service, communication, and professionalism to the community.

However, the character development process still faces several obstacles. Informants revealed that students' backgrounds prior to entering education are one factor influencing the success of the development. Some students still carry habits and behavioral patterns that are inconsistent with police values, requiring a challenging adaptation process. Furthermore, technological and social media developments also pose challenges, as students are easily influenced by information and external environments that do not always align with the character of Bhayangkara. Therefore, educators are required to be more active in supervising, coaching, and mentoring to ensure students remain on the desired path of character development.

Informants also assessed that the culture of seniority and militaristic approaches still influence the educational environment, although adjustments have been made. Firmness remains necessary to foster student discipline, but excessive application can lead to obedience based on fear, rather than awareness. Therefore, guidance is directed at balancing firmness and an educational approach through more open communication and personalized coaching. Furthermore, the limited number of educators compared to the number of students being mentored also poses a barrier to implementing character development. This suboptimal ratio prevents educators from providing intensive support to all students, especially those who require special attention in discipline, mental health, and adjustment.

In an effort to increase the effectiveness of the educator's role, the informant emphasized the importance of conducting training focused on character development methods, educational psychology, interpersonal communication, and student emotional management. According to him, the character development of the current generation requires educators to continuously improve their competencies and adapt their coaching methods to the needs of the times. Furthermore, it is necessary to strengthen understanding of the character development modules developed by the National Police Education and Training Institute (Lemdiklat Polri) so that all educators have a uniform understanding and ability in carrying out coaching duties. Thus, the process of precision-based character development of Police Brigadiers at the Papua Regional Police SPN can run more effectively and sustainably.

Based on the results of an interview with Dr. Rendy Chritian Lande, SH, MH, Information was obtained that character building is one of the most important aspects in the formation of the Indonesian National Police (Polri) education. According to informants, the goal of education at the National Police Service (SPN) is not only to produce members with technical police skills, but also to shape the character of Bhayangkara personnel based on the values of Tribrata and Catur Prasetya. These values are expected not only to be understood theoretically, but also to be embedded in the attitudes, behaviors, and actions of students during their education and after being inaugurated as members of the Indonesian National Police. Therefore, the role of educators is not only as teachers, but also as mentors, role models, and directors in the process of character building students. Informants emphasized that the success of character education is largely determined by the ability of educators to internalize the basic values of the police into the daily lives of students. The instillation of the values of Tribrata and Catur Prasetya is carried out through theoretical learning and practice in everyday life. In addition to special subjects that discuss the meaning and implementation of Tribrata and Catur Prasetya, educators also strive to provide real examples through attitudes and behaviors demonstrated during the education process. Role modeling is the primary method for internalizing values, as students tend to imitate behavior they observe more readily than simply receiving instructional materials. Therefore, the Tribrata and Catur Prasetya values are expected to serve as life and work guidelines for students once they become members of the Indonesian National Police (Polri).

In implementing the Precision concept, informants explained that educators play a crucial role in introducing and instilling an understanding of Polri leadership policies in students from the beginning of their education. Students are provided with an understanding of the organization's policy direction, including the importance of implementing the principles of accountability and transparency with justice in carrying out police duties. Student behavior is evaluated by assessing their level of understanding and readiness to responsibly apply these values. The goal is that after being inaugurated, students are able to carry out their duties in accordance with the demands of a professional, modern, and service-oriented Polri organization. Furthermore, to support the realization of a modern Polri, educators utilize parenting hours as an additional means to instill modern policing values and introduce

technological developments to students. Informants emphasized that future Polri members must have the ability to adapt to increasingly rapid technological developments and digital transformation. Therefore, mastery of technology and an understanding of digital police systems need to be introduced from the beginning of their education so that students have the competencies appropriate to the needs of their future duties.

Despite this, the process of character building for students still faces various obstacles and challenges. Informants stated that students enrolled in education come from diverse cultural, social, and cultural backgrounds. These differences present a challenge for educators in integrating students' characters to align with the values of the Indonesian National Police (Polri). Therefore, the character building process requires patience, an appropriate approach, and ongoing coaching. Educators strive to guide students to abandon habits inconsistent with police values and instill the character of Bhayangkara with integrity, discipline, and high dedication. Regarding the culture of seniority and a militaristic approach, informants argued that overly harsh and rigid educational patterns are no longer fully relevant to the current demands of the Indonesian National Police (Polri), which prioritizes a humanistic approach in providing services to the community. However, firmness and discipline are still necessary in the educational process, as long as they are implemented proportionally according to applicable regulations and do not lead to arrogance. Therefore, education at the National Police Service (SPN) needs to be able to balance firm coaching to instill discipline with a humanistic approach that aligns with the spirit of Precision and the demands of modern society on the Indonesian National Police (Polri) institution.

3.2. Obstacles of Educators in the Formation of Bhayangkara Character in Pre-Secession Based Police Brigadiers at the Papua Regional Police State Police School.

Based on the research results, the main obstacle faced by educators in the formation of the Bhayangkara character of the Police Brigadier based on Precision at the Papua Regional Police SPN is the diversity of student backgrounds originating from different traditional, cultural, social, economic, and parenting environments. This condition causes each student to have different characters, levels of discipline, mindsets, and habits, thus requiring different coaching approaches. Educators are required to be able to adapt coaching methods to the characteristics of each student so that the values of Tribrata, Catur Prasetya, and Precision can be internalized effectively. To overcome these obstacles, it is necessary to improve the competence of educators in the fields of educational psychology, interpersonal communication, and character building techniques to be able to better understand the needs and conditions of each student.

Another obstacle is the limited number of educators compared to the number of students they need to mentor. The less-than-ideal teacher-to-student ratio means that individual supervision, mentoring, and character development cannot be implemented optimally. This situation is exacerbated by the dual duties educators must fulfill: carrying out official duties

while also fulfilling their role as educators. Consequently, the time available for character development is limited. Possible solutions include increasing the number of certified educators, managing workloads more proportionally, and implementing a tiered mentoring and coaching system to strengthen the effectiveness of student character development.

Furthermore, limited educational facilities and infrastructure also pose a barrier to supporting the learning process and character development. Several educators have stated that inadequate learning facilities can impact the effectiveness of material delivery and student competency development. Therefore, improved support for educational facilities, the development of technology-based learning media, and the utilization of digital platforms such as Google Classroom, instructional videos, and interactive learning media are needed to support a more modern and adaptive educational process.

Another obstacle is the continued influence of a culture of seniority and a militaristic approach in educational settings. While this culture has positive aspects in fostering discipline and obedience, excessive implementation has the potential to foster obedience based on fear, rather than awareness. This situation is inconsistent with the spirit of the Precision Police, which prioritizes professionalism, transparency, and a humanistic approach. Therefore, a balance is needed between firmness in enforcing discipline and an educational approach oriented toward development. Educators need to prioritize effective communication, role models, and persuasive guidance so that students understand the meaning of discipline as a form of responsibility and self-awareness.

The development of technology and social media also poses challenges in shaping students' character. The rapid and open flow of information exposes students to various influences that do not always align with Bhayangkara values. Therefore, educators need to increase supervision, provide education on digital ethics, and equip students with the ability to filter information critically and responsibly. Furthermore, technology can also be utilized as a learning tool and character development through the use of digital media that supports the educational process.

3.3. Bhayangkara Character Building Strategy

Based on interviews with educators, caregivers, students, and alumni, it was found that the formation of Bhayangkara character at the Papua Regional Police National Service (SPN Polda Papua) is implemented through various strategies integrated into the educational process. The main strategy implemented is role modeling from educators. Informants consistently stated that students are more likely to imitate behavior demonstrated by educators than simply receiving material or verbal instructions. Therefore, educators are required to demonstrate discipline, integrity, responsibility, honesty, and professionalism in all educational activities. This role modeling is an effective means of internalizing the values of Tribrata, Catur Prasetya, and Precision into students.

The next strategy is to instill Bhayangkara values in students' daily lives. The values of discipline, loyalty, responsibility, caring, and professional ethics are not only taught through theory in the classroom, but are also implemented in various activities such as morning assembly, teaching and learning activities, field training, mental development, religious activities, and life in the barracks. Through this continuous process of habituation, students are expected to be able to make these values part of their character and daily behavior.

Furthermore, character-building strategies are implemented through the continuous instillation and internalization of the Tribrata and Catur Prasetya values. Educators not only teach the Tribrata and Catur Prasetya normatively, but also explain their meaning and implementation in police duties and community life. Values are instilled through theoretical learning, discussion, reflection, case studies, and the provision of concrete examples relevant to the duties of Polri members. Thus, students not only understand these values conceptually but are also able to implement them in real life.

To support the implementation of the Precision Police (Polri Precision), educators employ a humanistic yet firm coaching strategy. This approach prioritizes communication, guidance, and motivation for students without eliminating the element of discipline. Sanctions are administered proportionally according to the level of violation and accompanied by an explanation of the coaching objectives to be achieved. This strategy aims to build students' awareness that discipline is not simply an obligation to be obeyed for fear of punishment, but rather a form of responsibility as prospective members of the Indonesian National Police (Polri).

Another strategy is strengthening educator competence and professionalism through training in pedagogy, educational psychology, interpersonal communication, and character development methods. Improving educator capacity is considered crucial because the success of student character development depends heavily on the quality of educators in carrying out their coaching function. Furthermore, a mentoring system is being implemented between senior and junior educators to continuously improve the quality of teaching and development.

To address the challenges of modern developments, the Papua Regional Police National Service (SPN Polda Papua) has also implemented a strategy of utilizing technology in its learning and character development processes. The use of digital media such as Google Classroom, WhatsApp Groups, educational videos, and technology-based materials is intended to enhance learning effectiveness and introduce students to the demands of a modern, information-technology-based police force. Through this strategy, students are not only shaped into individuals with Bhayangkara character but also develop the ability to adapt to technological developments and the digital transformation that are part of the implementation of Precision Police.

Overall, the research results show that the strategy for forming the Bhayangkara character of the Police Brigadiers based on Precision at the Papua Regional Police National Police (SPN Polda Papua) is carried out through exemplary educators, habituating Bhayangkara values, internalizing Tribrata and Catur Prasetya, implementing educational and humanistic discipline, strengthening educator competencies, and utilizing learning technology. This strategy is implemented in an integrated manner to form Police Brigadiers who are professional, have integrity, are responsible, humanistic, and are able to implement Precision values in carrying out police duties.

3.4. Precision-Based Educator Role Optimization Strategy

Based on the research and discussion results, a strategy to optimize the role of educators in the formation of Bhayangkara character in Police Brigadiers in the Papua Regional Police SPN needs to be implemented through a comprehensive, integrated, and sustainable approach. This strategy was formulated as a solution to various problems found in the field, including limited educator competence in pedagogical and character development aspects, an unbalanced ratio of educators to the number of students, the persistence of a militaristic-oriented coaching approach, and a less than optimal character evaluation system based on Precision values.

The first step that needs to be taken is to strengthen educator competency through ongoing education and training programs. Educators need to be equipped with skills in educational psychology, leadership, interpersonal communication, discipline management, mental development, and character-building methods appropriate to the current generation. This competency-building should be accompanied by a mentoring system between senior and new educators to facilitate the transfer of experience, increase professionalism, and ensure uniformity in the application of character-building methods.

Furthermore, institutions need to strengthen their coaching systems by increasing the number of teachers in accordance with the ideal teacher-to-student ratio so that coaching, supervision, and mentoring can be carried out more intensively and individually. Furthermore, a more systematic Standard Operating Procedure (SOP) is needed for character development, from the planning, implementation, evaluation, and follow-up stages, so that all educators have the same guidelines for carrying out coaching. The use of information technology also needs to be developed through the use of digital media to monitor student behavioral development, document coaching results, and support the objective and ongoing character evaluation process.

4. Conclusion

Based on the results of research regarding the optimization of the role of educators in the formation of Police Brigadiers with a precision-based Bhayangkara character, several things can be concluded as follows:

1. The Role of Educators in the Formation of Bhayangkara Character

The role of educators in the Papua Regional Police National Service (SPN Polda Papua) has been well-established and plays a strategic role in shaping the character of Bhayangkara. Educators serve not only as teachers but also as mentors, caregivers, role models, motivators, and evaluators in the educational process. Character building is carried out through role models, habituation, discipline enforcement, mental development, and internalization of the Tribrata, Catur Prasetya, and Precision values in all educational activities. Research results show that educators' role models are the most effective method in instilling the values of integrity, responsibility, loyalty, discipline, and professionalism in Police Brigadier students.

2. Obstacles in Precision-Based Character Formation

Optimizing the role of educators still faces several obstacles, including the diversity of student backgrounds that require different coaching approaches; the limited number of educators compared to the number of students, which results in suboptimal individual coaching; and the persistent influence of a culture of seniority and a militaristic approach that has the potential to hinder the formation of humanistic character. Furthermore, the competency of some educators in pedagogy, educational psychology, communication, and character development still needs to be improved. The character evaluation system is also not fully structured, so comprehensive measurement of student character development has not been conducted.

3. Precision-Based Educator Role Optimization Strategy

The strategy for optimizing the role of educators is carried out through continuous improvement of educator competencies, particularly in the fields of pedagogy, leadership, educational psychology, interpersonal communication, and character development. The learning approach is directed to be more participatory, contextual, and humanistic through the use of case studies, discussions, reflections, simulations, and experiential learning. Furthermore, it is necessary to strengthen the implementation of Precision values throughout the educational process, refine the character evaluation system, increase the teacher-to-student ratio, and provide support in policies and infrastructure from the institution so that Bhayangkara character formation can take place optimally and sustainably.

5. References

Journals:

- Akhmadi, A., Saihu, S., Hatta, M., & Rosyad, R. (2024). Fostering inclusive law enforcement: Integrating multicultural education and Islamic character development at Indonesia's Police Academy. *Shahih: Journal of Islamicate Multidisciplinary*, 9(1). <https://doi.org/10.22515/shahih.v9i1.9230>
- Campbell, R. (2026). Police values, ethics, diversity, and inclusion: How good is the force at building, developing, and looking after its workforce. In *Building an Outstanding Police Service: Understanding the Police Effectiveness, Efficiency, and Legitimacy (PEEL) Inspection Framework* (pp. 105-116). IGI Global. <https://doi.org/10.4018/979-8-3373-2757-0.ch008>
- Dizon, R. M. (2024). Impact of training practices on police misconduct in Pampanga Police Provincial Office. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(2), 340-355. <https://doi.org/10.11594/ijmaber.05.02.15>
- Jacob, Y. K. (2024). Christian character building for police cadets: A community service program at SPN Polda Sulut, Manado. *Jurnal Pengabdian Masyarakat (JPPM)*, 2(3). <https://doi.org/10.erapublikasi.id/2081/1328>
- Kurniawan, A., et al. (2025). Professional ethics in law enforcement: Fostering professionalism, integrity, and credibility within the Indonesian National Police. *Uniska Law Review*, 6(1). <https://doi.org/10.31234/uniska.v6i1.8200>
- Nilawati, C., Kurniawati, D. T., & Azzuhri, M. (2026). Transformational leadership and innovative work behavior in police organizations: The mediating roles of digital competence and digital culture. *Jurnal Ilmiah Institut Bisnis dan Informatika Kesatuan (JIMKES)*, 14(1). <https://doi.org/10.37641/jimkes.v14i1.4791>

Books:

- Bass, B. M., & Riggio, R. E. (2021). *Transformational leadership*. Routledge.
- Bratasena, I. G. N. (2023). *Servant leadership Polri dan budaya yang memengaruhinya*. Deepublish.
- Hughes, O. E. (2021). *Public management and administration: An introduction* (6th ed.). Bloomsbury Publishing.
- Jauhar Rizqullah Sumirat, S. T. K. (2021). *OMAH JAGONGAN: Pemolisian masyarakat ala Jepara*. Samudra Biru.
- Jones, T. (2022). *Transformational policing leadership: Building integrity and public trust in modern law enforcement*. Criminal Justice Press.

- Lickona, T. (2019). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Lickona, T., Schaps, E., & Lewis, C. (2020). *Character education framework*. Character Education Partnership.
- Nucci, L. P. (2022). *Core ethical values and moral development*. Cambridge University Press.