Strategic Management of the Police Academy (*Sekolah Polisi Negara*) *Polda* Bengkulu in Enhancing Student Quality

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Article Information

ABSTRACT

Background. This study aims to explore and analyze the implementation of strategy management at the Police Academy (Police College) of Bengkulu Regional Police (SPN POLDA Bengkulu) in its efforts to improve student quality and its impact on graduate outcomes. The objective of this study is not only important for the development of education at the Bengkulu Regional Police Academy, but also contributes to a broader discourse on strategic management practices in other educational institutions. Therefore, these findings are expected to serve as a reference in decision-making and policy formulation aimed at improving the quality of education in law enforcement institutions.

Methods. The methodology used in this study is descriptive qualitative with a case study approach. Data were obtained through observational interviews and document studies from 12 key informants over a period of three months (May-July 2023). Thematic analysis was conducted through coding and categorization, with data validity ensured through triangulation, member checking, and peer debriefing, as well as based on research ethics. This study aims to analyze and describe the implementation of strategic management in SPN administration, particularly in efforts to improve the competence and readiness of students as prospective police officers.

Results. Research findings indicate that strategic management at the Bengkulu Regional Police Headquarters is implemented through focused vision and mission planning, strategic environmental analysis, and active leadership involvement in the decision-making process. These strategies have had a positive impact on the quality of graduates, as evidenced by improvements in professionalism, discipline, and operational readiness in task forces. Policy and strategy evaluations show that program implementation is relatively effective, although challenges remain in areas such as supervision and sustainability.

Conclusion. This study recommends strengthening the monitoring system, continuing character development programs, and optimizing the role of instructors to further improve student quality.

1.   INTRODUCTION

Strategic management in education is a structured and planned approach used to improve the quality of education and student learning outcomes (Fumasoli & Hladchenko, 2023). This process involves a series of strategic actions, including planning, implementation, monitoring, and evaluation (Graves & Erickson, 2024). The main focus is to ensure that every policy and program implemented contributes to improving the quality of education, especially the quality of students (Garad et al., 2025). From a broader perspective, education is important for everyone, everywhere, because becoming mature(Altaf Syauqy Iqbal Saifani et al., 2024) , knowledgeable, and wise is a fundamental freedom (Decembrie 1918 University of Alba Iulia et al., 2024). This implies that education occurs in all types, structures, and levels of environments, from family-friendly microclimates to broader regional climates, and continues as an ongoing process (Kumara et al., 2025).

Education and training in the police environment play a strategic role in developing high-quality, professional, and ethical human resources (Huschbeck et al., 2022). The Police Academy (State Police School (SPN)) functions as an educational institution responsible for equipping police cadets with the knowledge, skills, and attitudes needed to carry out their duties. Given the increasing public demand for quality public services, improving the quality of students at the SPN has become an urgent need. According to Dessler, strategic management plays an important role in ensuring that an organization achieves its goals effectively and efficiently. Therefore, the application of strategic management at the Bengkulu Regional Police SPN is a highly relevant topic for study, especially in understanding how policy planning, implementation, and evaluation contribute to improving student quality.

Recent research highlights the importance of a strategic framework that contributes to policing, as implemented by the Abu Dhabi Police. This study presents a strategic framework that links specialized training programs with the development of technological capabilities, human resource development, and police performance, which can help police departments prepare personnel to improve police performance (Abboud AlYammahi & Robani, 2024). In addition, another study also investigated the influence of strategic management practices on police performance in Uganda. The results showed a positive and significant relationship between the implementation of strategic management and the improvement of police performance(Okurut & Deya, 2023; Vandersmissen et al., 2024).

In the military sphere, research focuses on the role of leadership in military human resource management combined with capability-based planning, which is considered key in the process of developing and implementing HR management strategies, developing the quality, capabilities, and behavior of effective strategic leaders (Holota & Tytkovskyi, 2023).

This research also discusses efforts to reform military education through the development of programs and curricula that adopt strategic management and planning, which aim to

address dynamic international challenges that are an important part of military officer training and human resource development. Strategic management in military institutions is also an important part of increasing personnel motivation through incentive strategies (Saffrudin et al., 2024) and promoting communication skills (Sari & Kautsar, 2021).

The quality of human resources is a crucial factor that indicates the success of a police institution in carrying out its duties optimally (Kulachai & Cheurprakobkit, 2023; McIntyre et al., 2023). As a police education institution, the Bengkulu Regional Police Academy (SPN) has the responsibility to produce police personnel who are not only technically competent but also have high character and integrity. The quality of education provided by the academy contributes directly to the development of the competence, skills, ethics, and behavior of police officers who will later serve as protectors and servants of the community.

However, to improve the quality of education, the Bengkulu Regional Police SPN faces various challenges related to strategic management and the availability of educational facilities and infrastructure. Environmental dynamics, policy changes, and resource constraints are factors that have the potential to hinder the achievement of student quality in accordance with the expected standards (Kleygrewe et al., 2022). Student quality is a key indicator of the success of police education institutions in developing professional personnel who are ready to carry out police duties (Fisher et al., 2024).

In this context, strategic management is a crucial approach to improving the performance and capabilities of police education institutions on an ongoing basis. As explained by Barney, effective strategic management can strengthen the competitiveness and capabilities of an organization (Barney et al., 2021). The implementation of appropriate strategic management practices at the Bengkulu Regional Police Academy is believed to contribute significantly to improving the quality of education and the quality of police personnel produced.

Therefore, this study aims to analyze in depth and evaluate the strategic management implemented at the Bengkulu Regional Police Academy as an effort to improve student quality. The research also identifies supporting and hindering factors in the strategic management implementation process and provides more effective recommendations for the development of educational management in police institutions. Thus, this research is expected to contribute significantly to both theoretical and practical aspects of human resource development in the police academy environment.

2.   METHODS

This research uses a qualitative descriptive approach. The purpose of qualitative descriptive research is to describe and explain in depth the phenomena that occur in the field (Creswell & Poth, 2018), particularly related to how strategic management is applied at the

Bengkulu Regional Police Academy to improve student quality. The qualitative approach allows researchers to explore the processes, dynamics, and factors that influence the implementation of educational strategies. This type of research is well-established in the social sciences and is conducted with originality.

A qualitative case study approach was adopted in this research. The case study method was chosen because it allows researchers to explore the application of strategic management in a specific and detailed case, namely the Bengkulu Regional Police Academy. This approach facilitates a more holistic understanding of the dynamics of the real world in a structured context (Yin, 2018). This research was conducted at the Bengkulu Regional Police Academy over a sufficient period of time to obtain comprehensive data in accordance with the research requirements. The duration of the research refers to the time taken to collect data using various techniques applied systematically.

The primary data sources included key informants consisting of the Head of SPN, Gadik (teachers and trainers), instructors, administrative staff, and students directly involved in the strategic management implementation process. Informants were selected purposively to provide relevant and in-depth information about strategic management practices at SPN. Data were collected using the following techniques:

a.   In-depth Interviews

Semi-structured interviews with key informants aimed to explore their views, experiences, and the dynamics of strategic management implementation in detail.

b.   Observation

Direct observation was conducted to observe the actual implementation of strategies and educational processes at SPN.

c.   Document Study

Analysis of official documents such as strategic plans, policies, quality evaluation reports, and other related documents is used to support the research findings.

The number of respondents in this study was 12 people, consisting of:

a.   Head of SPN Polda Bengkulu (1 person).

b.   Deputy Head and management staff (2 people).

c.   Educators/instructors (4 people).

d.   Education administration staff (2 people).

e.   Students of the Bengkulu Regional Police Academy (3 people).

Informants were selected purposively based on their roles and involvement in the implementation of strategic management at the Police Academy. The research was conducted over a period of 3 months, from May to July 2023, covering the stages of preparation, data collection, analysis, and report writing.

The collected data were analyzed using thematic analysis, which involved several stages: data collection, data reduction, coding, categorization, and drawing conclusions. This analysis focused on identifying the main themes of strategic management, such as planning, implementation, and evaluation. To improve data validity, several triangulation techniques were used:

a. Data source triangulation (informants, documents, observation)

b. Triangulation of data collection techniques (interviews, observation, document study)

c. Member checking by confirming interview results and analysis with informants

d. Peer debriefing involves education management experts to review the research results (Lincoln & Guba, 1985; Patton, 2015).

This study followed scientific ethical principles, including obtaining official permission from the Bengkulu Regional Police Headquarters, maintaining the confidentiality of informant data, and ensuring that informant participation was voluntary and obtained informed consent was obtained before data collection was carried out.

3. RESULTS AND DISCUSSION

Implementation of Strategic Management at the Bengkulu Regional Police Academy (SPN) in Improving Student Quality

The application of strategic management at the Bengkulu Regional Police Academy (SPN) has resulted in significant improvements in three main aspects of graduate quality, namely competence, police technical skills, physical and mental resilience, and professional integrity. These results stem from a combination of adaptive planning, hybrid leadership, and outcome-based education (OBE) that has been consistently implemented. Analysis indicates that this success is influenced by several factors. The first factor is the use of SWOT analysis, which enables the SPN to respond to external dynamics, such as addressing cybersecurity challenges and quickly adapting the curriculum. The second factor is the transformational, instructional, and militaristic leadership style that creates a balance between semi-military disciplines and learning innovation. The third factor is the integration of Total Quality Management (TQM) and OBE, which are used to ensure that graduate achievements can be measured objectively and continuously improved.

In educational institutions, especially vocational education institutions or government training institutions such as SPN, strategic planning is very important to direct the comprehensive and measurable development of student quality in line with the vision and mission of the institution (Kanyakan et al., 2024).

a. SWOT Analysis and Program Development at SPN Polda Bengkulu

SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is a strategic tool used to identify internal and external factors that influence student development (Awuzie et al., 2021;

Gödde et al., 2023). The Bengkulu Regional Police Academy, which is responsible for training prospective police officers (especially non-commissioned officers), must comply with the national curriculum set by the Police Education and Training Center (Lemdiklat Polri) while formulating contextually adaptive strategies. SWOT analysis forms the basis for the development of systematic, measurable, and results-based work programs (Stefan et al., 2021)

Based on the SWOT analysis, the Police Academy (SPN) developed a strategic work program focused on improving graduate quality through learning, character development, and technological innovation:

1)   Setting Strategic Goals

a)   Improving graduate quality in tactical, ethical, and social competencies.

b)   Improving technology-based educational infrastructure.

c)   Fostering a culture of active learning and positive discipline.

2)   Formulation of Priority Programs

Table 1. Activities of Regular training

No	Program	Main Activities	Success Indicators
1	Improvement of Instructor Capacity	Regular training using the andragogy model	Increase in the number of certified instructors
2	Modernization of Learning	Implementation of blended learning and digital simulations	Students can access independent online learning
3	Character and Ethics Training	Professional ethics training, empathy training, anti-violence training	Improvement in evaluation scores for attitude/empathy
4	Facility upgrades	Renovation of classrooms, computer labs, and tactical fields	Percentage of facility needs met
5	Student Performance Monitoring and Evaluation	Competency-based assessment system and portfolio	Quarterly student progress reports

3)   Implementation And Supervision

The program is implemented with the involvement of the SPN management team, curriculum division, instructors, and internal quality assurance committee. Evaluations are conducted monthly and quarterly to provide input for future program improvements.

4)   Synchronization With The Police Education And Training Center And The Bengkulu Regional Police

The programs are aligned with the direction of the Indonesian National Police Education and Training Center (Lemdiklat Polri) and the needs of operational personnel in Bengkulu, so that graduates are ready to enter the field.

Through in-depth SWOT analysis and systematic program planning, the Bengkulu Regional Police Academy optimizes internal and external potential to produce professional

and outstanding non-commissioned officers who are ready to face modern challenges. This approach improves the quality of students and the reputation of the institution.

Programs derived from the SWOT analysis include:

a)   Strengthening character education and integrity.

b)   Improving digital and information literacy.

c)   Leadership and conflict management training.

d)   Sustained physical and mental development.

According to Steiss (2003), effective strategic planning involves problem identification, priority setting, and continuous evaluation (Steiss, 2003).

b.   Integrating Organizational Needs with Individual Development

Student development planning must be aligned with the needs of the organization, in this case, the police education institution (Buehler, n.d.; Hoogesteyn et al., 2025). This ensures that graduates' outputs are in line with the competencies required by the organization. This approach is based on the Human Capital Development theory, where investing in individuals will provide added value to the organization (Al Dulaimi et al., 2022; Memon et al., 2022).

Integration includes:

1)   Designing competency-based training curricula aligned with institutional needs.

2)   Conducting needs assessments and integrating them into training.

3)   Aligning student success indicators with organizational performance metrics.

The implementation of quality improvement strategies at the Bengkulu Regional Police Academy focuses on strengthening educational competencies and teaching method

innovation to produce graduates who are mentally and professionally resilient. Control and monitoring of strategy implementation

These findings have an impact on police education, especially at the Police Academy (SPN). Strategic management should not be understood as a static document but rather as a dynamic and continuous process. For the Indonesian National Police, police education strategies need to emphasize strengthening human resources, innovating the curriculum, and modernizing facilities in response to increasingly complex needs in a digital society. From a theoretical perspective, this study reinforces the view that in semi-military organizations, the success of strategies is greatly influenced by mediation mechanisms in the form of strong leadership and a culture of quality.

The findings in this study are in line with a number of international studies. Comiskey et al. (2021) state that modern police education must prioritize ethical, social, and tactical competencies (Comiskey et al., 2021). These aspects have been successfully adopted through curriculum modernization and character training that has been adopted by the Bengkulu Police Academy. In similar research, See and Davies (2024) argue that simulation-based training is an effective method for improving tactical skills; this approach is also applied at the

Police Academy through the use of e-learning and case simulations(See & Davies, 2024). Furthermore, research by Eshaq and Zainol (2022) at Dubai Police shows that TQM and innovation only have maximum impact if mediated by organizational culture (Allah Saeed Eshaq, 2022). This is reflected in the Bengkulu Police Academy, which emphasizes the internalization of the Tribrata and Catur Prasetya values as part of its quality strategy. Thus, the experience at the Bengkulu Police Academy has successfully enriched the global discourse by emphasizing the importance of integrating local organizational culture into police education. The results of this study can be explained through the following conceptual model:

| Input | Strategic Process | Mediation Mechanis | Output | Outcome |

Figure 1. Conceptual model

a. Input: SWOT analysis, human resources (instructors & trainers), curriculum, facilities & technology.

b. Strategic Process: Planning, implementation, monitoring & evaluation.

c. Mediation Mechanism: Leadership (transformational, instructional, militaristic), TQM, OBE.

d. Output: Technical competence, physical and mental resilience, professional integrity.

e. Outcome: Public trust, legitimacy of the National Police, and operational professionalism.

This model emphasizes that success is not only determined by the quality of inputs and processes, but primarily by the effectiveness of mediation mechanisms that connect strategy with tangible achievements.

This study contributes to the literature on strategic management and police education based on three main aspects. The first aspect shows the relationship between structural discipline and pedagogical information combined by semi-military institutions in an effort to produce adaptive graduates. The next aspect is to strengthen the theory of strategic fit and dynamic capabilities by emphasizing the importance of strategic flexibility in responding to external dynamics. The last aspect is the affirmation of leadership and organizational culture as key mediators that connect formal strategy with police education outcomes.

4.   CONCLUSION

This study examines the implementation of strategic management at the Bengkulu Regional Police Academy through three main stages, namely strategy formulation, implementation, and evaluation. Strategy formulation is based on the vision and mission of the Indonesian National Police and the contextual needs of the region, namely the " which emphasizes improving the quality of graduates. This strategy includes strengthening the

curriculum, recruiting competent instructors, competency-based training, and information technology-based integration. Furthermore, evaluation is carried out through tiered supervision and structured performance assessments. Theoretically, the findings in this study reinforce the strategic management model in the context of educational institutions, particularly in integrating the organization's vision with local needs and modern technology. The methodology of this study also emphasizes the importance of continuous evaluation as part of the strategic management system.

The practical impact of implementing this strategic management can be seen in the increased competence, discipline, and professionalism of graduates, which are relevant to police duties in various regions. More broadly, the practical implications show that adaptive and context-based strategic management can be applied to other police education institutions or agencies in Indonesia to improve the quality of police human resources nationwide. Additionally, the importance of innovation in learning methods and measurable reward systems is a strategic recommendation for sustainable development in the police education sector.

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