



The Rise of Police Science and Crime Science in Indonesia: The Police Journals

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ABSTRACT

Crime science and police science have been well-developed in English-speaking countries, as evidenced in the literature. The two sciences are lacking in discussing Indonesia. This research will reveal crime and police science in Indonesia through the literature review. The method of this study is a narrative review. Articles, books, book chapters, and other grey literature (e.g., public documents) are examined to unearth the rise of crime science and police science in Indonesia. The themes used to investigate crime science and police science in Indonesia are constructed from a global literature review. The study concludes that crime science and police science exist in the literature. Nevertheless, the development is still lacking. This condition is caused by the lack of well-organized institutions facilitating the creation of literature. The police journals operated by the INP may become facilitating institutions for enhancing crime science and police science in Indonesia. Similar to the global literature, the development of the sciences is associated with police professionalisation, police education, and police research. Further studies are suggested to explore and assist the development of crime science and police science in Indonesia.

Keywords: Indonesian police science, Indonesian crime science, Indonesian police journals, police education, police research.

ABSTRAK

Ilmu kejahatan dan ilmu kepolisian telah berkembang dengan baik di negara-negara berbahasa Inggris, sebagaimana dibuktikan dalam literatur. Kedua ilmu tersebut kurang membahas tentang Indonesia. Penelitian ini akan mengungkap ilmu kriminalitas dan kepolisian di Indonesia melalui tinjauan literatur. Metode penelitian ini adalah review naratif. Artikel, buku, bab buku, dan literatur abu-abu lainnya (misalnya dokumen publik) diperiksa untuk mengungkap kebangkitan ilmu kejahatan dan ilmu kepolisian di Indonesia. Tema yang digunakan untuk mengkaji ilmu kejahatan dan ilmu kepolisian di Indonesia dikonstruksi dari tinjauan literatur global. Studi ini menyimpulkan bahwa ilmu kejahatan dan ilmu kepolisian ada dalam literatur. Namun, perkembangannya masih kurang. Kondisi ini disebabkan oleh belum adanya lembaga yang terorganisasi dengan baik dalam memfasilitasi penciptaan karya sastra. Jurnal kepolisian yang dikelola oleh Polri dapat menjadi lembaga yang memfasilitasi peningkatan ilmu kriminalitas dan ilmu kepolisian di Indonesia. Serupa dengan literatur global, perkembangan ilmu pengetahuan dikaitkan dengan profesionalisasi polisi, pendidikan polisi, dan penelitian kebijakan. Penelitian lebih lanjut disarankan untuk menggali dan membantu pengembangan ilmu kejahatan dan ilmu kepolisian di Indonesia.

Kata kunci: ilmu kepolisian Indonesia, ilmu kejahatan Indonesia, jurnal kepolisian Indonesia, pendidikan kepolisian, penelitian kepolisian

INTRODUCTION

Crime, similar to obesity and global warming, is one of the side effects of (economic) development (Tilley, 2012). Lightweight, expensive, and enjoyable consumer products are suitable to steal (Clarke, 1999; Tilley, 2012). The expansion of consumerism has created many self-service shops, which are attractive for shop theft (Tilley, 2010; Tilley, 2012). The benefits of cell phones for communication impact their use for committing crimes and as attractive crime targets (Harrington & Mayhew, 2001; Tilley, 2012). The crowds at famous artists' concerts and port events are the best conditions for pickpocketing and ticket touting (Kurland et al., 2010; Tilley, 2012). The economic growth created higher job opportunities for women, making houses easier to burglarize (Felson, 2002). The developments create more social benefits but have crime as a side effect. Crime is thought of as pollution (Farrell & Roman, 2006; Lynch et al., 2015; Eck & Eck, 2012; Tilley, 2012; Mazerolle & Ransley, 2012; Roman & Farrell, 2002), despite the advance of developments.

Crime is a type of conflict (Pease & Farrell, 2011). It can produce carbon footprints, impacting climate change (Pease & Farrell, 2011). Crime prevention can reduce climate change (Pease & Farrell, 2011).

A science concerning crime prevention is crime science. Crime science urges new ways to cut crime and increase security (Wortley et al., 2019). It is evidence-based, employing empirical research to solve crime problems (Wortley et al., 2019). It comprises details of what crimes are reduced, where, when, by whom, and how the reduction is exerted (Wortley et al., 2019). Scientific methods are used to study crime and security problems to reduce harm (Cockbain & Laycock, 2017).

Crime science, particularly scientific experimentation, is suggested to be integrated into policing policy and practice (Laycock, 2014). From this point of view, crime science seems similar to police science. The difference is the focus of the study. Police science only focuses on the police. In contrast, crime science focuses on crimes involving various actors (not just the police) (Scott, 2017).

The outcome of police work is similar to the outcome focused on crime science (Laycock, 2003). Crime science is about reducing crime, either by stopping crime from happening (prevention) or catching offenders (detection) (Laycock, 2003). Crime science is multidisciplinary (Laycock, 2003). As long as they are relevant to controlling crime, all other sciences may be included in crime science (Laycock, 2003). Crime science is also cross-disciplinary. It does not mean involving all the people from various disciplines to deal with crime science (Laycock, 2003). Some people in multiple disciplines might be interested in tackling crime (Laycock, 2003). They will be collaboratively involved in reducing crimes through the lenses of their respective disciplines (Laycock, 2003).

Police science is hard to distinguish from criminology (Williams, 2007). Police science initially focused on technical aspects of policing, such as police administration, police management, crime analysis, and law enforcement (Williams, 2007). Meanwhile, criminology was often used to solve policing problems by identifying informal structures and relationships among actors in the criminal justice system (not just the public police) (Williams, 2007). Moreover, police science is concerned with policing in a broad sense, from individual behaviours to global policing (Bowling & Sheptycki, 2012; Greene, 2007).

Police science originated in early-modern Europe before the existence of uniformed police (Dubber & Valverde, 2006). It explored various disciplines, which became public administration and municipal law (Dubber & Valverde, 2006). Afterwards, police science is spread to international audiences, influencing the body of sociological and political science literature on "governmentality studies" (Dubber & Valverde, 2006). This police science is considered pre-disciplinary, dating from the eighteenth century (before the universities developed various science disciplines) (Nucleous, 2006). Another view of pre-disciplinary police science is that it is interdisciplinary (Nucleous, 2006). This latter view considers police science as a combination of theories and concepts from various disciplines (Nucleous, 2006). This latter view exists after the era of the division of disciplines by the universities (Nucleous, 2006). Despite the difference, both views see police science as more than

just the study of the public police (the narrow view from the law, criminology, and criminal justice disciplines) (Nucleous, 2006). Policing (including the public police's activities) cannot be isolated from the other entities of power (the government, society, and so on), which shall be the primary concern of political science (Nucleous, 2006).

Police science as a scientific discipline is still contested (Nagel & Vera, 2020). The institutionalisation of the science is taken partially in only a few Western countries (Nagel & Vera, 2020). The failure of institutional development is caused by the lack of an agreed definition of the field, fewer inter-organisational contacts, and the lack of flow of information (among agencies having institutionalised police science) (Nagel & Vera, 2020). A recent global endeavour to institutionalise police science is the establishment of the European Police College (CEPOL) (Jaschke et al., 2007). This body is expected to be the centre of accumulating research findings and good policing practice and the central institution for police science (Jaschke et al., 2007).

The institutionalisation of police science will succeed if the ownership of police science shifts from the universities to the police agencies (Weisburd & Neyroud, 2011). Evidence-based practices and policies in policing will be enhanced, whereas research and practice in policing will become integrated (Weisburd & Neyroud, 2011). Universities will respect police science because of the solid application of scientific methods in researching police practices (Weisburd & Neyroud, 2011). Moreover, universities will be involved in police centres to improve policing (Weisburd & Neyroud, 2011).

The recent debate on police science concerns the best research method to make the field "scientific" (Greene, 2014). Experimental design is the gold standard (Sherman, 1998) to find the best policing tactics to deter and prevent crimes successfully. This view is challenged by the other group (Greene, 2014), which sees that all research designs are essential in developing police science (Sparrow, 2011). All designs are complementary to developing police science (Tilley, 2009). They shall be used by various researchers so that the police, what the police do, and the outcomes of policing can be scientifically revealed (Greene, 2014) and afterwards improved.

Police research is abundant in the UK, instigated by the number of scandals and controversies in the British police (Reiner, 1992). In the USA, police practitioners and researchers have been linked since 1967, with roots in the old recommendations of the President's Commission on Law Enforcement and the Administration of Justice (Rojek et al., 2012). Social science is suggested to be used to assist law enforcement agencies in understanding and addressing community problems better (Rojek et al., 2012).

However, the research findings are rarely used by law enforcement agencies in practice (Rojek et al., 2012). The lack of research utilisation is assumed to be caused by the poor relationship between the researchers and the police practitioners (Bradley & Nixon, 2009; Rosenbaum, 2010).

Research combining action research and policy evaluation traditions is suggested (Rosenbaum, 2010) to fix the problem of practitioners' lack of use of research. The police can learn the significance of systematic analysis of issues and programmes and the continuous feedback loops of evidence-based learning organisations (Rosenbaum, 2010). Meanwhile, the researchers will get access to the police data to test their theories (Rosenbaum, 2010). The researchers may also learn about the contextual factors and constraints of the police in conducting the decision-making process (Rosenbaum, 2010). Moreover, researchers may be able to produce timely, policy-relevant, and readable research findings for police officers (Rosenbaum, 2010).

Improving police education may also increase research use in policing practices (Bartkowiak-Theron, 2019). Nevertheless, police education has been debated in the academic literature for a long time (Bartkowiak-Theron, 2019). The discussions, among a few, focused on the themes of 1) the directions and the purpose of education, 2) how, 3) by whom, and 4) the disciplines and subjects given (Bartkowiak-Theron, 2019). Although police tertiary education could not be concluded to be successfully articulated and embedded in policing, it has helped the policing and professional development of police officers (Bartkowiak-Theron, 2019). Police education in Australia, Europe,

the United Kingdom, and the United States converged on the importance of higher education for the police (Bartkowiak-Theron, 2019).

Police education and training substantially rose globally during the twentieth century and were deemed crucial for the professionalisation and modernisation of police forces (Cordner & Shain, 2011). Training in police agencies is viewed as a critical component of police administration, significantly impacting individual performance and organisational change (Cordner & Shain, 2011). Externally, training was commonly perceived as a method for addressing police wrongdoing and restructuring the entire police organisation (Cordner & Shain, 2011). Police training in the international arena aims to enhance technical skills and facilitate the dissemination of community policing, human rights, the rule of law, and democratisation to emerging nations (Cordner & Shain, 2011). Educated police officers (through higher education) are better at communication, more flexible and adaptive, perform better (Carter et al., 1989; Smith & Aamodt, 1997), or are more professional.

Police professionalism is an essential issue in the history of policing (Treiber & Gelsthorpe, 2018, ix). Police professionalism can be achieved with the support of academic researchers, the establishment of police science or police studies, and proper police training (Fielding, 2018). Professional police are reflected in the work of the police officers (in practice), which results from police class training and the officers' interaction with the police occupational culture (experience) (Fielding, 2018; Gundus, 2013).

Police professionalism in the UK originates from Sir Robert Peel's nine principles (Fielding, 2018). The standard of professionalism of the nine principles stresses that police effectiveness is indicated as the success of crime prevention above the detection of crime and punishment of the offenders (Fielding, 2018). Unlike other established professions, police professionalism emphasises excellent relations with communities (Fielding, 2018). The contrasting perspective is that the professional police must be independent of the communities and emphasise reactive policing (Sklansky, 2011). Although it has yet to be agreed on which is the best perspective, 1) recruiting the best talents, 2) decent education and training, and 3) solid academic research are considered plausible strategies for professionalising the police (Fielding, 2018).

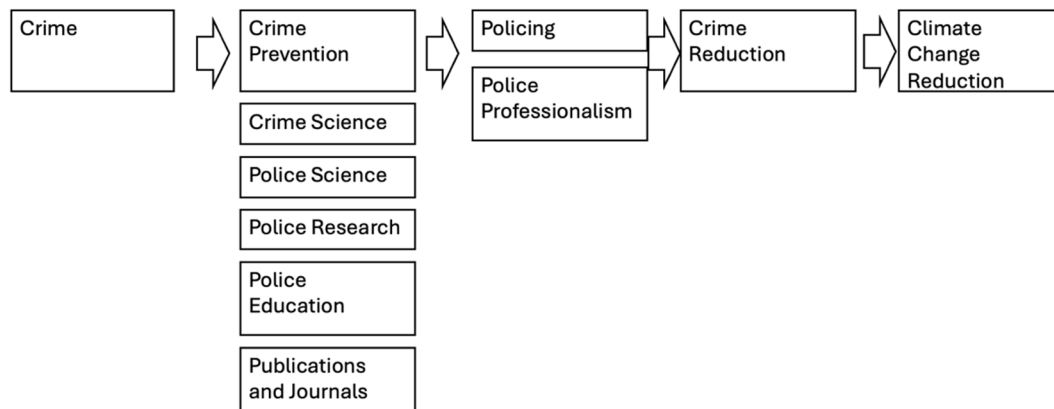


Figure 1. Police Science, Crime Science, and Associated Themes in the Global Literature. (Source: developed from Pease and Farrell, 2011 and other sources.)

A police university is a place for police officers to be trained or educated (Wood & Tong, 2009) to be professionals (Fielding, 2018). The university can be run by the police (usually as an academy, training centre, or internal university) or by an outside university (Wood & Tong, 2009; Macvean & Cox, 2012). In the UK, training for officers has been shifted from internally managed to university-based (Wood & Tong, 2009; Heslop, 2011; Lee & Punch, 2007). Meanwhile, some other police forces still maintain independent training centres, police academies, or internal

universities for their officers (Chappell, 2008; O'Neill et al., 2019; Wright et al., 2011; Sloan III & Paoline III, 2021; Bykov, 2014; Marion, 1998; Makin, 2016). However, in the case of the latter, there is an awareness of improving the internally managed police training to be more adaptive to current challenges by adopting new competencies (e.g., community policing [Chappell, 2008]; community-oriented policing, problem-solving, interpersonal skills, and decision-making skills [Bradford & Pynes, 1999]).

The establishment of academic journals indicates the development of a new scientific discipline (Nagel & Vera, 2020). The police professionalism movement since 1960 is signalled by the vast number of journal articles, books, and dissertations about policing (Uchida, 2004). These publications reveal evidence of the importance of the relationship between police and researchers (Cordner & White, 2010; Willis & Matrofski, 2018; Neyroud, 2017), police research (Wilkinson, 2010), and police education (e.g., management development [Aguilar-Moya, R. et al., 2014], police leadership [Pearson-Goff & Herrington, 2014]; and crime analysis [Guerette et al., 2021]) for improving policing (Goldstein, 1979; Stanko, 2009).

Because of their potential importance in preventing and deterring crimes, police science and crime science are suggested to be established in Indonesia. The two sciences are associated with police research, police education, and police professionalism. The establishment may pave the way for realist evaluation (Pawson & Tilley, 1997) by scientists (or make the scientists realistic) to help prevent and deter crimes in Indonesia. The rhetoric for handling crimes in Indonesia shall be transformed into more realistic endeavours for stopping crimes. Global experts in police and crime sciences shall be invited to participate in this endeavour. They may guide Indonesian scientists in establishing faster avenues for tackling crimes and disorders in Indonesia.

Also, Indonesian scholars, especially officers and civil servants of the INP, who have a fortunate chance of getting masters and PhDs in foreign countries, are suggested to contribute to developing police science and crime science in Indonesia. They can conduct research and publish it in English in police and related journals. They may conduct joint research with senior police officers (active or retired officers). The senior officers may have excellent experience that can be extracted. The extractions (combined with the existing literature) may improve Indonesian police and crime sciences. This endeavour may invite scholars from various disciplines in Indonesia and foreign countries to contribute to advancing police and crime sciences in Indonesia. Building up the police and crime sciences in Indonesia may help Indonesia improve its policing.

This paper consists of four sections. The first section introduces the scope of the paper based on reviews of the global literature on police and crime sciences and other related themes. The second section explains this study's method, which is narrative review. The third section describes the research findings on police science and crime science in Indonesia using nine themes. The fourth section concludes this paper's elaboration and suggests recommendations.

METHOD

This study utilised narrative review (Bullock, 2020; Petticrew and Roberts, 2006; Fraser and Davies, 2019; Cartwright and Hardie, 2012; Gough et al., 2012) as the data collection and analysis method. Articles, book chapters, websites, and other materials (sources) are examined to understand the establishment of police and crime sciences in Indonesia. The global literature review in the introduction section constructed the framework to examine the literature on police science and crime science in Indonesia (see Figure 1).

The framework is as follows. Crimes and disorders can be reduced through crime prevention (Ekblom and Pease) and policing (Karn, 2013). Crime prevention (Farrington and Welsh, 2002) and policing (Goldstein, 1979) can be improved. The improvement is associated with the police professionalisation agenda (Holdaway, 2017). The improvement is documented by crime science (Laycock, 2014) and police science (Weisburd and Neyroud, 2011). Crime science (Laycock, 2012) and police science (Nagel and Vera, 2020) are developed through research. The research can be

published in the police journals (Cordner and White, 2010; Rojek et al., 2012). Potential promising research findings shall be implemented in policing (Cordner and White, 2010; Perez and Shtull, 2002). The application of excellent research findings in practice can be enhanced by improving police education (Bartkowiak-Théron, 2019; Smith and Aamodt, 1997; Roberg and Bonn, 2004). Reducing crime and disorders (Farrell and Pease, 2011) may help minimise climate change.

The framework is used to determine themes. The determined themes are 1) police science, 2) crime science, 3) police research, 4) police education, 5) police professionalism, 6) police universities, schools and training centres, 7) internal education and national higher education standards, 8) research functions of the INP and 9) police journals. The themes are used to investigate police science and crime science in Indonesia.

The sources are searched in Google Scholar using the nine themes (but focusing only on Indonesia). The sources are selected purposively (Kurland et al., 2017) based on the relevancy of the sources to the themes. The results of the investigation are discussed in the findings section.

FINDINGS

The findings of this study are based on the nine themes mentioned above. The themes are investigated in the Indonesian context, as described in the nine subsections below.

Police science in Indonesia

Police science in Indonesia is reflected in the historical development of the Indonesian national police (INP) (Ismail, 2020). The police (i.e., policing) has become a profession in Indonesia (Ismail, 2020). This profession is supported by scientific research (Ismail, 2020), creating special skills in policing. Police science in Indonesia is considered an applied science because the knowledge and skills in policing are used to help (Roll-Hansen, 2009) the lives of the Indonesian people (Ismail, 2020). It works in security and public order (or public safety), preventing dangers disturbing public order and the community's peace (Ismail, 2020). The dangers (or threats) are defined as unlawful acts (against the laws), violating the Indonesian social norms (misconducts but not crimes), and the setting of those dangers (Ismail, 2020).

The Indonesian police science as an applied science is supported by the other pure sciences (e.g., natural sciences, social sciences and humanities) (Ismail, 2020). The sciences give their concepts, theories, and research findings to be used as the conceptual framework for police science in solving policing problems (Ismail, 2020).

Criminology and forensic science are among a few associated applied sciences to the police science (Ismail, 2020). They use concepts, theories and findings from the natural sciences (e.g., physics, chemistry, biology and mathematics) to construct the applied sciences of criminology and forensics (Ismail, 2020).

Similarly, police science in Indonesia also takes the concepts, principles (Ismail, 2020), perspectives, paradigms and methodologies of other sciences and disciplines (Syah and Prasetya, 2023), for example, the science of administration and management for police management science (Ismail, 2020). Another example is that criminal law concepts and theories are adopted by police science to define crimes (unlawful acts). At the same time, social science theories and ideas are also used to understand the community's problems as the targets for policing (Ismail, 2020). Police science, as an applied science, is used in criminal investigation, public order policing, and the protection of citizens (Ismail, 2020) by the INP as the public police in Indonesia.

Foreign countries such as Japan and the UK have affected the development of police science in Indonesia, particularly in the context of policing by the INP. Japan provides aid to the Indonesian national police via the Japan International Cooperation Agency (JICA). JICA aids in enhancing the governance of the INP through JICA initiatives that emphasise community policing (Tanigaki, 2022). The United Kingdom provided Indonesia with management training and support courses for the Indonesian National Police (INP) between 1983 and 1996, as documented in the

literature by Evans et al. (1999). The courses successfully transitioned the INP from a militaristic form of policing to a more community-based approach (Evans et al., 1999).

Crime science

Crime science in Indonesia has not been revealed in the literature. Some articles analyse the application of crime science (similar to global literature). For example, there is a study that applies Crime Prevention Through Environmental Design (CPTED) to reduce crime in a residential neighbourhood in Aulia and Mahwani (2020) and Yogyakarta, according to Sakina (2020). Another instance involves data mining to generate up-to-date crime statistics from online news sources (Wijaya et al., 2019). Although the study does not disclose crime patterns in different locations in Indonesia, it can stimulate more research on utilising data mining for crime prevention.

Another example is using interviews with offenders to comprehend the various reasons for criminality during the COVID-19 pandemic (Hamsir & Fuady, 2022). The study indicates that criminals perceive COVID-19 as a chance to engage in criminal activities, with economic pressure being a motivating factor for their actions (Hamsir & Fuady, 2022).

Crime science in Indonesia has not been discussed explicitly in the literature (compared to Indonesian police science, which is discussed explicitly by Ismail [2020] and Syah and Prasetya [2023]). Nevertheless, some articles show that discussions of crime science similar to global literature are available. Crime science in Indonesia requires further studies to elaborate on its development in Indonesia.

Police research

Researching policing in Indonesia is various. Among of few of the researched themes are the human resource (Tjahyono et al., 2015; Kristanto & Soeling, 2022; Raharjo, 2021; Batilmurik et al., 2019), leadership (Sitepu & Said, 2022; Batilmurik et al., 2020), traffic policing (Utomo, 2018; Efendi et al., 2021; Kusumaningsih et al., 2019; Yahya et al., 2013; Handayani et al., 2020), security sector (Jansen, 2019), policing in Pandemic Covid-19 (Warganegara, 2022), policing conflicts and public order (Mutmainah & Utomo, 2023), criminal investigation (Hartanto, 2020; Djanggih & Ahmad, 2017; Muniroh & Heydon, 2022), crime prevention (Sitorus & Akmal, 2022), military and policing (Sukma & Prasetyono, 2003), education (Putri et al., 2021) capacity building (Indrayanti, 2017; Hidayat & Wirawan, 2019) and training (Husnurofik et al., 2019; Kadarmanta and Yasin, 2021), fraud (Srinetri et al., 2020; Zulyadi, 2020), corruption (Djanggih et al., 2017; Hutahaean & Indarti, 2020), cyber related crimes (Sakban et al., 2018; Trislianto et al., 2021), narcotics (Laila, 2021), police integrity (Lumingkewas et al., 2019; Baker & Nasrudin, 2024; Davies et al., 2015; Davies et al., 2016; Setiyadi & Kusriyah, 2019; Buttle et al., 2016; Riyadi et al., 2020), good governance (Setyadi et al., 2021; Yuliawati et al., 2019), restorative justice (Umam et al., 2022), and professionalism (Harryarsana, 2019; Mayastinasari & Suseno, 2020; Widijowati, 2023; Prabowo, 2021; Prasetyo, 2021; Davies et al., 2014; Mayastinasari et al., 2019; Dong et al., 2019; Bolang & Perdhana, 2023; Arqon et al., 2019; Supriyanto et al., 2021; Villaveces-Izquierdo, 2020; Indarti, 2020).

The vast array of the studied topics indicated that Indonesian policing is an emerging issue. Integration and enhancement of the research in Indonesian policing may impact practice, similar to the global literature. The intense research in Indonesian policing might be associated with the role of education in policing.

Police Education

Education in Indonesian policing is discussed in various issues. The issues are, such as 1) the management and governance of the police education (Mastoro et al., 2020; Panese, 2023; Ratnasari & Prasojo, 2020), 2) police teachers improvement (Kadarmanta & Yasin, 2021; Simamora, 2022); Asngari et al., 2023, 3) police education and working performance (Batilmurik et

al., 2019; Timonora & Ariyanto, 2022; Arqon et al., 2019), 4) police specific education and training module (e.g., the nationalism [Simangunsong & Purnomo, 2022]; English in police education [Gishbaugher, 2015]), 5) police foreign education (Putri et al., 2021), 6) police education and career management (Kuncoro et al., 2019; Raharjo, 2021), and 7) police education in Covid-19 pandemic (Kryswulandari et al., 2021).

Police education is regulated by Indonesian police law (*Undang-undang Republik Indonesia tentang Kepolisian Negara Republik Indonesia* 2002, article 32). 1) Education, 2) training and 3) tiered and continuous assignments are used to improve knowledge and experience in policing techniques as part of professionalising the police. Afterwards, police education is detailly regulated by the INP by the Chief of INP regulation (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem Pendidikan Kepolisian Negara Republik Indonesia* 2015).

This study focuses on police education for INP officers. Education in the INP is provided internally by the education and training agency (*Lembaga Pendidikan dan Pelatihan Polri* [Lemdiklat Polri]). The agency has various units managing different types of education and training. The INP has two national standard universities: the police academy (*Akademi Kepolisian* [Akpoll]) and the School of Police Science (STIK-PTIK). There are some provincial-level police schools attached to the regional police offices that educate the constables and sergeants. Some centres focus on police techniques training (e.g., criminal investigation education centre, traffic policing education centre, community policing/neighbourhood policing education centre, public order policing education centre). Police techniques are competencies that shall be acquired by officers to do police activities (e.g., criminal investigation, intelligence, traffic policing, community policing or neighbourhood policing, and public order policing), which are usually rendered by special police units (e.g., the criminal investigation department, security intelligence department, traffic police, and order maintenance agency). Lastly, the agency has managerial schools to promote INP constables and sergeants into from first-line supervisors (inspectors) (SECAPA); inspectors into middle managers (assistant superintendents) (SESPIMA, SESPIIMMEN); and middle managers into police generals (SESPIMPTI).

The types of programmes for internal education delivered by units under the Lemdiklat Polri are designed and directed by the education and training policy division (Bagian Kebijakan Pendidikan dan Pelatihan [Bagjadiklat]) of the research and strategy bureau (Biro Pengkajian dan Strategy [Rojianstra]) of the human resource department (SSDM Polri). SSDM Polri is the department that makes the HR policy and renders the management of the officers of the INP (e.g., recruitment, rotation and promotion). The SSDM Polri standardises the competencies of the officers. The education and training by the Lemdiklat Polri shall be able to support the competencies development of the officers. Therefore, SSDM Polri (i.e., Bagjadiklat) designs the officers' standard competencies, which shall be followed up on by the Lemdiklat Polri.

The INP also has programmes for university education for its officers, whether self-funded or through scholarship. Undergraduate or postgraduate education can be used as consideration for promotion. The reason is that a university education may professionalise the police.

Police professionalism

The issues in police education are associated with the INP endeavour in professionalising the police (Mastoro et al., 2020). The INP professionalism is assessed by the capacity of the police to execute its functions (Wijaya et al., 2023), such as 1) preventing violent crimes (Sitorus & Akmal, 2022), 2) flying police plane (Timonora & Ariyanto, 2022), and 3) education and training (Kadarmanta, 2021). The other indicator of police professionalism is the level of corruption and misconduct by the police officers (Setyadi & Kusriyah, 2019; Setio, 2023; Idy, 2022; Puhi et al., 2023; Ahmad, 2022; Setyawadi et al., 2016; Hayqal, 2022). The fewer officers who breach crimes and ethical conduct, the more professional the police are (Hayqal et al., 2023). The INP professionalism is not just achieved through the work of the police (sworn) officers but also the civil

servants working in the INP (Nugroho et al., 2023). The civil servants support the police officers in executing the police functions (Nugroho et al., 2023), mainly in the police administration activities.

The assessment of police professionalism, among a few, is executed through the bureaucracy reform evaluation (Saputri, 2022; Herlambang et al., 2023). The assessment of the INP professionalism is conducted toward the police performance shown among few in the exertion of the police functions, the human resource management, the regulations and supervision (Septiyanto et al., 2023; Herlambang et al., 2023).

Police professionalism issue in Indonesia is associated with the security reform in Indonesia (Baker, 2015). The security sector's responsibility was shifted from previously under the military before 2002 to under the INP (Baker, 2015; Muradi, 2017). The shifting is expected to divide the role of the military and the police. The military executes defence, while the police render the domestic security (Baker, 2015). The police are expected not to bring the military authoritarian culture to handle security in the civilian sphere (Muradi, 2017). However, the professionalism of the police has not yet met the public's expectations due to the lack of police reform (Baker, 2015) (significantly yet successfully transforming the structure, system and culture of the military characteristics organisation of the INP).

Police universities, schools and training centres

The INP professionalise the police through its education system (Sisdik Polri) (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem Pendidikan Kepolisian Negara Republik Indonesia* 2015), which includes rendering the internal higher education. The INP internal higher education is executed by the Police Academy (Akpul) (Widada et al., 2018a; Widada et al., 2018b; Erlyanti, 2019; Yuniawati et al., 2021) and the Police Science College (STIK-PTIK) (Dahniel, 2018; Kurniasih & Badry, 2022). The two institutions are the INP's universities, whereas the Ministry of Education controls and evaluates their education standards.

The police have other internal institutions managing training activities and education on policing. The most important institution is the Staff and Leadership School (SESPIM) (Karnama, 2016; Ardiansyah, 2024), which provides managerial education for police officers to be promoted to police managers and leaders (the middle and top management of the police). The leaders and managers are promoted from within the INP. The candidates are the graduates of the police academy (Akpul), the police inspector school (SIP), and the inspector school for graduate degree (SIPSS). Managerial education is allocated to these graduates. They are prepared to be the managers from the first line to the strategic apex of the INP. The first-line officers entering the higher level manager position in the police need mandatory training held in the police schools. The STIK-PTIK (a national university standard education) and the officers' continuation school / *sekolah lanjutan perwira* (SELAPA) are schools for low-middle managers. The middle leader school for high-middle managers is the middle leader school (SESPIMMEN). The school for top managers is the high leader school (SESPIMTI).

Other than the officers, the INP has constables and sergeants. They are trained and educated in the state police school (SPN) (Kadarmanta & Yasin, 2021). SPN exists in every regional police. Indonesia has 34 regional police offices. Some of the sergeants are promoted to police inspectors through SIP. SIP is managed by the police officer candidate school (SECAPA).

Police have internal training for specialists. The police specialists are 1) detectives, 2) intelligence officers, 3) uniform police officers, 4) community police officers, 5) mobile brigade police officers, and 6) traffic police officers. The specialists are trained in education centres. For example, the detectives are trained in the criminal investigation training centre in Bogor, West Java, and the intelligence officers are trained in the intelligence training centre in Bandung, West Java.

The mentioned training centres and education schools (e.g., SESPIMMEN, SESPIMTI, SELAPA, SECAPA) are operated independently by the police. They do not have to meet a national higher education standard. This condition differs from the Akpul and STIK-PTIK (the police

universities). Evaluation and accreditation of the schools and centres might be the challenges faced by the INP's leaders. The schools and the centres can be accredited to meet the national education standard similar to the other two police universities.

Internal education and national higher education standard

The INP is unique since it has its internal promotion standard for the officers (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem Pembinaan Karier Anggota Kepolisian Negara Republik Indonesia 2016; Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem, Manajemen, dan Standar Keberhasilan Pembinaan Sumber Daya Manusia Kepolisian Negara Republik Indonesia yang Berkeunggulan 2020*). The INP seems to accept that education is essential for the officers to be competent in handling their work and performance. However, the INP has an internal exclusive education standard (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem Pendidikan Kepolisian Negara Republik Indonesia 2015*). Officers promoted to higher level or managerial posts (which also obtain a higher rank) shall have an education certificate from the INP's schools (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Seleksi Pendidikan Pengembangan bagi Pegawai Negeri pada Kepolisian Negara Republik Indonesia 2019*). The university certificate may be used for the promotion scheme, but only in addition to the internal certificate (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Administrasi Kepangkatan Anggota Kepolisian Negara Republik Indonesia 2016; Peraturan Kepolisian Negara Republik Indonesia tentang Perubahan Kedua Atas Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 3 tahun 2016 tentang Administrasi Kepangkatan Anggota Kepolisian Negara Republik Indonesia 2018*). The argument is that the subjects and modules for the internal managerial education of the police differ from those of the universities. The skills required to be an INP manager are different from the competencies given by the universities. INP internal managerial education is vocational, not academic. Vocational means that internal INP education focuses on enhancing the applied INP managerial skills rather than just understanding theories and concepts in different subjects (not INP management-related subjects) in the universities. Even though some universities provide management and leadership subjects, they do not focus on INP management. They are management and leadership subjects in other industries (not relevant to the INP).

A university education is considered inadequate for the officers to handle the work of the police managers. The police officers who graduated from the universities still need police managerial skills. Therefore, they need to get adjustment programmes (*Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Penyesuaian Lulusan Program Pendidikan Strata Dua dan Strata Tiga Kedinasan dengan Lulusan Sekolah Staf dan Pimpinan Menengah dan Sekolah Staf dan Pimpinan Tinggi di Lingkungan Kepolisian Negara Republik Indonesia 2023*) to get certificate of the police managerial skills. The STIK-PTIK (the internal police university) has master's and doctoral degree programmes for police officers. The graduates from the master's and doctoral programmes need to enrol in adjustment leadership programmes in the SESPIMMEN (for master) and SESPIMTI (for doctor). If not, the masters and doctors cannot be promoted within the INP, similar to the SESPIMMEN and SESPIMPTI graduates.

Conversely, the SESPIMMEN and SESPIMTI have the challenge of whether their programmes have met the higher education standard (compared to STIK-PTIK and Akpol). To meet the national higher education standard, the two programmes need to define the core knowledge and skills given by the programmes. "The Middle Staff and Leader School" (SESPIMMEN) and "The High Staff and Leader School" (SESPIMTI) indicate that the core subject of the programmes is leadership or management. There have been some master's and doctoral programmes in management (Dent, 2002; Baschung, 2010; Payne & Brannen, 1990) and leadership (Promsri, 2020; Tolskitov-Mast et al., 2018; Hackman & Price, 1995) in the universities, even though not focusing on policing. The distinct characteristic of the two programmes might be the policing subject: The leadership or

management in the policing context. However, the knowledge and skills of leadership and management in policing might have been included in the study of policing, criminology, and criminal justice (see, for example, Davis & Silvestri, 2020; Cordner, 2023; Gaines et al., 1991; Ruiz & Hummer, 2008; Swanson et al., 2019; Isenberg, 2010). SESPIIMMEN and SESPIIMI (the schools) may become more specialist programmes studying police administration, management, and leadership. Bringing the schools accredited by the Indonesian Ministry of Education (to meet the national education standard) will be the future challenge for the INP.

Whatever the type of police education (internal or external), it shall make the officers capable of conducting research on and for the police (Fyfe & Wilson, 2012). Or at least, the educated officers will be the research users who can interpret various research findings (Fyfe & Wilson, 2012) to improve practice.

Research functions of the INP

Research by the INP is mainly conducted by the Centre for Research and Development (Puslitbang Polri) (*Peraturan Kepala Kepolisian Republik Indonesia tentang Susunan Organisasi dan Tata Kerja Satuan Organisasi di Tingkat Markas Besar Kepolisian Negara Republik Indonesia* 2017). Puslitbang Polri is a research centre that directly reports to the Chief of the INP (Kapolri), led by a one-star general. This centre conducts research, reviews, and development in law enforcement, public order, and the service and protection of the public. This centre also cooperates with other research functions of the INP and external institutions.

The second unit mandated to conduct research in the INP is the STIK-PTIK (*Peraturan Kepala Kepolisian Republik Indonesia tentang Susunan Organisasi dan Tata Kerja Satuan Organisasi di Tingkat Markas Besar Kepolisian Negara Republik Indonesia* 2017). STIK-PTIK renders higher education (undergraduate, master, and doctoral programs) in police science, including researching policing problems.

Additionally, research functions are also available in other units of three departments: the operational department (SOPS Polri), the planning department (SRENA Polri) and the human resource department (SSDM Polri) (*Peraturan Kepala Kepolisian Republik Indonesia tentang Susunan Organisasi dan Tata Kerja Satuan Organisasi di Tingkat Markas Besar Kepolisian Negara Republik Indonesia* 2017). Each department's Bureau of Research and Strategy (Biro Pengkajian dan Strategi [Rojianstra]) renders the research functions for the interest of its department.

All internal research units can be categorised as inside insiders of police research (Brown, 1996). They can do research but are limited in critically evaluating the police practice.

From all units of the INP mandated for research, only Puslitbang Polri and STIK-PTIK are obligated to publish articles through journals (*Peraturan Kepala Kepolisian Republik Indonesia tentang Susunan Organisasi dan Tata Kerja Satuan Organisasi di Tingkat Markas Besar Kepolisian Negara Republik Indonesia* 2017). This obligation has benefits in enhancing police and crime sciences in Indonesia.

Police journals

Other than conducting research, *Puslitbang Polri* and the STIK-PTIK also manage journals. The *Puslitbang Polri* (the centre) has the *Jurnal Litbang Polri* (*Jurnal Litbang Polri*, no year). Meanwhile, STIK-PTIK has the *Jurnal Ilmu Kepolisian* (*Jurnal Ilmu Kepolisian*, no year).

Additionally, the police academy (Akpul) also has journals. They are 1) Indonesian Journal of Police Studies (*Indonesian Journal of Police Studies*, no year); 2) Advances in Police Science Research Journal (*Advances in Police Science Research Journal*, no year); 3) Police Studies Review (*Police Studies Review*, no year); and 4) Tanggon Kosala (*Tanggon Kosala*, no year).

The journals are essential to accumulating knowledge on policing, similar to other high-ranking global policing journals. Nevertheless, if the INP's journal articles are not written in English, they may not reach an international audience. This condition needs improvement. The journals need

authors who are not just interested in Indonesian policing topics but are also competent in English writing.

The INP has a policy of sending officers to foreign countries, especially English-speaking countries (e.g., the United Kingdom, the United States of America, and Australia) (Putri et al., 2021). The INP may utilise the skills acquired by the officers to enhance publication on Indonesian policing in English. The more the foreign graduate officers contribute to writing English (Fokkema, 1999; Langdon-Neuner, 2008) articles in the Journals, the more the global audience knows the more Indonesian policing. Global scholars may see the development of Indonesian policing. They may criticise Indonesian policing literature. Through this process, Indonesian policing may be improved incrementally and complement the global policing literature.

Discussion

Police science in Indonesia, even though it has not been discussed extensively in global literature, has been written in by some scholars. This situation is different from the crime science. Literature does not yet discuss crime science in Indonesia specifically. Nevertheless, special topics of crime science in Indonesia that are similar to global literature are found.

Indonesian policing or crime prevention may have existed since 1945 (the year of independence for Indonesia) when the Indonesian government was established. Indonesian police science (and crime science) can be researched on various topics and from multiple disciplines (see, e.g., Baker, 2012; Muradi, 2014) from the early establishment of the republic (or before) until recently. Further research conducted by scholars is needed.

Research on the police and policing shall be enhanced to develop a complete understanding of the sciences of police and crime in Indonesia. The effort could not be successful without improving Indonesian police education. The police officers exposed to research and education (Cordner and Shain, 2011) may be more capable of interpreting and translating research into practice. They shall also be more cooperative in developing literature on policing (collaborating with the universities' scholars). The Indonesian police professionalism and the development of literature on policing and crime science may be incrementally achieved through this process.

Police universities/higher education (Rogers and Frevel, 2018; Terpstra and Schaap, 2021) are facilitating entities for police education and police research. The police or external institutions can manage the universities (i.e., police universities). Nevertheless, in Indonesia, the police universities are managed by the INP (not external parties, as in some other countries). This situation has challenges in inviting external parties (external from the position of the INP) to be involved in improving policing through education and research.

The other countries' universities (e.g., the UK [Brunton, 2011]) at least have criminology and criminal justice programmes which may develop literature in policing or crime science. Moreover, there are some criminology, criminal justice, policing, and crime science journals that are internationally acknowledged (e.g., *Policing* [Oxford University Press, 2024a], *Policing; An International Journal* [Emerald Publishing Limited, 2024], *Policing and Society* [Informa UK Limited, 2024], the *Police Journal* [SAGE Publications, 2024], *Crime Science* [BioMed Central Ltd, 2024], the *British Journal of Criminology* [Oxford University Press, 2024b]). Police and crime sciences may have been well-developed in English-speaking countries.

Meanwhile, Indonesia does not have many internationally acknowledged external (of the INP) universities that operate programmes similar to those in foreign countries. Also, fewer Indonesian journals focus on criminology, criminal justice, policing and crime science, which have rankings similar to the examples of English international journals. These factors may make Indonesian policing and crime science literature not yet well-developed.

The INP may be the most interested in improving Indonesian policing through research similar to that of English-speaking countries. This interest may only be thoughtfully applied by the

INP scholars familiar with research. Nevertheless, the number of INP scholars interested in executing research may be limited.

Meanwhile, some non-INP scholars might be interested in Indonesian policing or crime science. Involving scholars from external (of the INP) universities in research on criminology, criminal justice, policing, and crime science may improve policing and crime science in Indonesia. However, without solid institutions (facilitated by journals focusing on police or crime science), there is no place for them to produce various excellent articles discussing policing and crime issues in Indonesia.

Journals discussing policing and crime science in Indonesia can be the facilitators (institutions) for the sciences' development. They can be the platforms for debating the police and crime sciences. Other journals (not specifically on policing or crime science) might have discussed topics associated with policing or crime science. However, the focus and scope of the journals might not be as focused as those specially made for police and crime sciences.

The non-INP researchers may not yet interested in studying Indonesian policing. However, revealing research in policing and crime journals managed by the INP can invite them to contribute. This situation is similar to the development of crime and police sciences in foreign nations (e.g., the UK). External researchers may collaborate with the police to help improve policing through action research and other research designs. The best policing measures conducted by specific actors (i.e., the police officers as practitioners) at particular times, places and contexts may be extracted by the researchers. Their works may enhance the literature on Indonesian policing and improve Indonesian policing.

The research can be published through formal organisation publications (e.g., in research reports) or in police and crime sciences-related journals. The Police Science Journal, *Jurnal Litbang Polri*, *Tanggong Kosala*, and other journals (operated or not operated by the INP) can be part of academic platforms that disseminate the works concerned with policing and crime. If the articles of the journals are written in English, they may reach global audiences. Global authors may be interested in contributing to the journals. The journals may be enhanced by the involvement of international scholars as authors, reviewers, or editors. The debate on policing and crime in Indonesia may be accelerated through their contribution.

CONCLUSION

This study shows that police science and crime science are rising in Indonesia. The INP possesses police journals that may aid in disseminating policing and crime research. The publications can serve as places to establish police science and crime science in Indonesia. Cooperation between the INP and universities is required to accelerate the development of police and crime sciences in Indonesia. Likely measures include: 1) establishing police science and crime science associations, 2) regularly releasing special issues pertinent to police science or crime science, and 3) organising international seminars or conferences on topics related to police science and crime science. The measures shall be documented and made public, at least in the police journals managed by the INP. Enhancing the journals may effectively promote the development of police and crime sciences in Indonesia and document Indonesian policing improvement.

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