Character Education for Developing State Police School Students' Bhayangkara Character Philosophy in the Society 5.0 Era

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Abstract: This study aims to describe the implementation of character education management as a solution for developing State Police School Students' Bhayangkara character philosophy in the society 5.0 era at West Java State Police School. This research applied a qualitative approach with a descriptive method. The subjects of this research involved 24 West Java State Police School Students, 1 instructor, and 1 Commander. The data collection technique was observation, document analyses, and in-depth interviews. The data analysis technique referred to interactive model data analysis, while the data validity technique is triangulation. The findings showed that: 1) character education and development process for West Java State Police School students was conducted through a series of sequential activities. These stages include material delivery, simulation, practice, formation of small groups, monitoring, and evaluation. 2) the character education program at West Java State Police School has several positive outcomes: a) Increased discipline and accountability. b) Improved communication and teamwork abilities. c)Enhanced decision-making capacity. d) Development of a Bhayangkara personality. The character education program helps students internalize the values and traits of the National Police. They are expected to exhibit commendable attitudes, such as honesty, discipline, responsibility, cooperation, and good ethics.

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Introduction

Character education plays a pivotal role in shaping the behavior and attitudes of individuals (Anugrahwanto & Nurhayati, 2020; Badawi et al., 2020; Nitte & Bulu, 2020; Rozi & Hasanah, 2021). In the evolving Society 5.0 era, marked by technological advancements and social transformation, the urgency of implementing robust character education programs especially for law enforcement personnel cannot be overstated (Pudjiastuti & Fadhal, 2012; Sarif, 2022). One of the core elements of effective policing in Society 5.0 is establishing and maintaining trust between the police and the community. Character education programs are instrumental in developing traits such as honesty, integrity, and accountability among police officers (Alfan Nugroho, 2022; Jaladriyanta, 2020; Samual & Kasim, 2020). These programs equip officers with the necessary tools to earn and retain public trust by emphasizing ethical behavior, transparency, and fair treatment. Police personnel with strong character traits are more likely to act in the community's best interests, fostering a sense of safety and cooperation (Boeriswati et al., 2023; Wardhana, 2020).

In the Society 5.0 era, community engagement is crucial for effective law enforcement. Character education empowers police officers to engage with diverse communities, understand their needs, and build positive relationships. Character education enhances officers' ability to connect with individuals from different backgrounds by

cultivating empathy, cultural sensitivity, and communication skills. It fosters mutual understanding, reduces biases, and enables collaborative problem-solving, thereby creating a sense of ownership and shared responsibility for community safety. As technology advances in Society 5.0, police officers face new challenges, including the responsible use of emerging technologies and data (Jaladriyanta, 2020). Character education programs can equip law enforcement personnel with a strong ethical foundation, enabling them to navigate complex situations with integrity and fairness (Dwi et al., 2023). By emphasizing principles such as respect for human rights, unbiased decision-making, and the responsible use of power, character education serves as a safeguard against abuse of authority and discriminatory practices. It promotes a culture of accountability and professional conduct, ensuring that policing practices align with societal values. The Society 5.0 era calls for policing that is unbiased, just, and free from prejudice. Character education programs can address implicit biases and prejudices that may exist within law enforcement agencies (Boeriswati et al., 2023; Wardhana, 2020).

The National Police's Morals Proficient, Commendable, Law-Abiding, and Superior ideology is where the bhayangkara character philosophy originated (Jarno et al., 2022). This idea is considered highly pertinent for usage in National Police character education since it can assist West Java State Police School students in developing moral character and responsibility. Students at West Java State Police School are taught to value national ideals like harmony and cooperation to develop their shadow character. Students are also instructed to take pride in doing police responsibilities with professionalism, morality, and great responsibility. The bhayangkara character-building program at West Java State Police School incorporates various activities into its execution, including mental coaching, scouting activities, physical training, character building, and religious coaching. These exercises help trainees develop into responsible police officers (Gigantara & Prasojo, 2021; Jaladriyanta, 2020). Creating capable and responsible National Police personnel to carry out police tasks is an advantage of bhayangkara character building. Police officers with strong moral character and a strong sense of patriotism can handle various jobs and obstacles with professionalism and integrit (Gigantara & Prasojo, 2021; Jaladriyanta, 2020; Samual & Kasim, 2020).

According to the academic calendar, State Police School students acquire what is known as bhayangkara basic character education (Dikdasbhara). The West Java State Police School provides this fundamental training, which lasts about two months. Of course, with Bhayangkara basic character education (Dikdasbhara) to students as priority, it is hoped that the students can develop a mental personality and the growth of the Bhayangkara character of faith, devotion to God the Almighty, understanding of democracy, discipline, hard work, professionalism, simplicity, empathy, honesty, sincerity, fairness, example, and integrity following the educational tenet of the National Police, namely proficient, praiseworthy, and law-abiding (Dwi et al., 2023).

Policymakers and law enforcement agencies recognize the urgency of implementing robust character education programs that instill honesty, integrity, and accountability to foster trust and cooperation between the police and the community. The research problem addressed in this study is the evaluation and effectiveness of the Bhayangkara character philosophy formation program for students at the State Police School Polda West Java, particularly concerning its impact on developing moral character, professionalism, and a strong sense of patriotism among future law enforcement personnel. Therefore, the implementation process of the bhayangkara primary character education in West Java State Police School and the program's results in developing students' bhayangkara character philosophy are the focus of

this research. The establishment of an educational philosophy for students at the State Police School plays a crucial role in shaping the future generation of the Indonesian National Police (Polri). This philosophy is significant in nurturing the core values and principles necessary for police officers to fulfill their responsibilities effectively and ethically, especially in this emerging society 5.0 era (Jaladriyanta, 2020; Jarno et al., 2022). to the National Police Education Institute in refining character education programs nationwide. The study of Bhayangkara character philosophy building at the West Java State Police School in this research is intended to provide a clearer knowledge of the Bhayangkara character philosophy development in police character education and the program's advantages. By assessing the effectiveness of the Bhayangkara character philosophy formation program, we can ascertain whether it successfully nurtures the desired traits and skills essential for effective policing in the current era. Understanding its impact on developing moral character, professionalism, and a strong sense of patriotism will not only benefit the State Police School but also contribute valuable insights to the National Police Education Institute in refining character education programs nationwide.

Research Method

This study employed descriptive research with a qualitative approach with a focus on the character education program implemented in West Java State Police School. Qualitative research should be conducted in a natural situation. Humans are used as research instruments in this sort of research, which tries to discover a basic theory, is descriptive, prioritizes processes above outcomes, and develops a set of criteria to verify its validity (Sugiyono, 2018). Sugiyono (2018) claims that the principal instrument, qualitative research, was carried out by the researcher directly. The character education program instructor, 24 students at State Police School of West Java, and 1 Police commander serve as the study's key informants. Techniques for selecting purposefully selected samples, or samples with specific goals, from purposive informants to evaluate the evolution of information. Observation, interviews, and documentation were the methods of data collection. Inductive data analysis was used in qualitative research to perform data reduction, data presentation (data display), and conclusion drafting or verification (Miles & Huberman, 1994).

The next step in the research process was to conduct a descriptive-qualitative analysis. This technique describes and interprets the meaning of the data collected through facts, properties, and relationships between the phenomena investigated. Qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviors; direct interviews with people about their experiences, attitudes, beliefs, and thoughts; and experts or entire passages from documents, correspondence, records, and case histories (Sugiyono, 2018). Qualitative data includes in-depth descriptions of circumstances, events, people, interactions, and observed behaviors; direct quotes from individuals about their experiences, attitudes, beliefs, and thoughts; excerpts or entire sections of documentation; correspondents; recordings; and historical cases. Detailed descriptions, including exact quotes, without attempting to adhere to program activities, data is gathered as an open narrative. The data validity technique in this study uses a triangulation source and a triangulation method.

Results and Discussion

According to the results of interviews, observations, and document studies, character education was conducted through a series of sequential activities shown in Figure 1. These

stages include material delivery, simulation, practice, formation of small groups, monitoring, and evaluation.

1) Stage 1: Material Delivery

At this stage, students at West Java State Police School are presented with material pertaining to the development of the bhayangkara character. The information presented includes national values, honesty, loyalty, justice, leadership, and discipline. The material was presented via various methods, including public lectures, presentations, and discussions. In addition, material instruction and bhayangkara character philosophy also pertain to the mental personality. This material was delivered by resource persons who are experts in their respective disciplines, such as National Police officials with the rank of IPDA, namely resource persons in the field of character education, IPDA AH.

As part of the presentation, the character education instructor, IPDA AH, conveyed a comprehension of the meaning, function, and significance of these values in the life of society, nation, and state. The dissemination of content also seeks to alter National Police students' perceptions of the nature of the bhayangkara character to a positive stance. Students at the West Java State Police School were expected to comprehend that the Bhayangkara character trait is an essential trait for members of the National Police and that this trait will aid them in performing their duties effectively. In addition, disseminating this material intends to raise National Police students' cognizance of the significance of fostering the bhayangkara character philosophy. According to the interview with the instructor of character education, IPDA AH, mental personality is one of the philosophies instilled in students. National Police students are expected to be more motivated to develop the Bhayangkara character when they comprehend its significance (AH, interview March 2023).
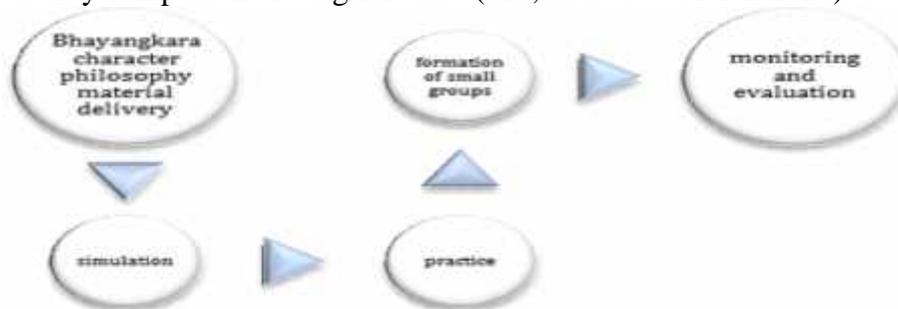

Figure 1. Implementation of character education process in West Java State Police School

2) Stage 2: Simulation

Following the presentation of the material, West Java State Police School students conducted simulations that simulated the actual situation. The purpose of this simulation, based on interview and observation results, is to teach West Java State Police School students how to conduct following the bhayangkara characters in real-world situations. At this stage, West Java State Police School students were assigned exercises and tasks to help them develop the Bhayangkara character trait. This habituation is accomplished in several ways, including through physical activities, simulations, and the assignment of special duties. Physical endurance and military training are examples of physical activity. This activity aims to teach West Java State Police School students' discipline, integrity, and bravery. In addition, physical activities can aid in developing traits such as persistence, tolerance, and physical endurance. During this phase, specialized duties are also assigned. This assignment may include social activities designed to teach West Java State Police School students'

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compassion and teamwork. Additionally, West Java State Police School students may be assigned academic duties that require discipline and integrity.

3) Stage 3: Practice

Based on the results of interviews, observations, and documentation, it is found that the practice stage was performed following simulation. At this stage, West Java State Police School students engaged in direct practice with real-world scenarios. In this phase, West Java State Police School students were exposed to various experiences that will help them develop a more nuanced understanding of the Bhayangkara culture. The students also received diverse types of training, including leadership skills, spiritual leadership, leadership in operational tasks, and ethical growth. In addition, West Java State Police School students received training in human rights, anti-corruption, and numerous legal aspects associated with police work. Through these experiences, West Java State Police School students learned to make the correct choices, deal with pressure, and act as good leaders. The students of the National Police reviewed the significance of ethics in daily life and how to maintain morality and integrity while performing police duties. By forming the Bhayangkara character at this stage, namely mental personality, the students are expected to become members of the National Police with high moral standards and practical leadership skills.

4) Stage 4: Formation of Small Groups

Based on interview results, after the practical stage, students at the West Java State Police School formed small groups to discuss and exchange information. This small group aims to assist West Java State Police School students in developing Bhayangkara character philosophy by deepening the material that has been delivered and discussing their experiences in simulation and practice. The students were given more special education about the character of Bhayangkara and how to implement it in police duties. They are expected to be able to fully understand the values of the bhayangkara character and able to apply them in everyday life and in police duties. Character Education at this phase includes various aspects, such as training in communication skills, mastery of information technology, especially in this era of society 5.0, and mastery of science and technology related to the police. In addition, West Java State Police School students are also given more specialized management and leadership skills training and are involved in activities oriented towards developing Bhayangkara characters, such as social activities, sports activities, or activities related to art and culture. Through these activities, they are informed on the importance of maintaining integrity and morality in police duties, as well as how to deal with various complex situations by upholding the values of Bhayangkara.

5) Monitoring and Evaluation

After all phases have been completed, the character education program at West Java State Police School continues to be evaluated to ascertain the program's efficacy. It ensures that West Java State Police School students can cultivate the Bhayangkara character and become good, educated National Police officers. Monitoring and evaluation are the final steps in developing the bhayangkara character philosophy of the students. After completing the preceding process of character development, this phase entails character development monitoring and evaluation. Trainers and character coaches conduct regular monitoring to determine how students have progressed in cultivating Bhayangkara character. The concluding outcomes of the character-building process are also evaluated. The student's progress in developing the bhayangkara character was collected as data for evaluation. The results of character education implementation are presented in Table 1 below.

Table 1. Average Score of Bhayangkara Character Philosophy students' test results per week

Week	Score
Week 1	70.18
Week 2	74.8
Week 3	75
Week 4	75.06
Week 5	75.16
Week 6	75.16
Week 7	75.30
Week 8	75.44
Week 9	75.61
Week 10	75.77
Week 11	76.04
Week 12	76.28
Week 13	76.43
Week 14	76.58
Week 15	76.81

The preceding table is the result of collecting evaluations from 15 student meetings over four months. Grades vary from student to student. Twenty-four students received an average score of 75.31 on the personality and mental character education test, which consists of mental spirituality, ideology, conflict, personal disposition, and leadership. It indicates that the acquisition of character values varies with every meeting the Coach leads. Students thoroughly understand the material presented and the National Police's character education philosophy if they can classify scores above 75 on the rating scale table.

From the interview results, the outcomes of the character education program at West Java State Police School include the following:
1) Increased student's discipline and accountability.

In character development, students become accustomed to daily duties and responsibilities that require discipline and accountability. It helps students develop a positive attitude, which positively impacts their personal and professional lives in the future. In constructing the Bhayangkara character philosophy, students are encouraged to recognize the significance of discipline in completing assigned tasks, both in the educational setting and in the future when they become National Police officers. Students are always instructed to maintain discipline, from small things like maintaining a clean environment to larger things like completing duties on time and according to procedure.
2) Develop students' communication and teamwork abilities.

Students are trained to communicate effectively and complete assigned tasks as a team to develop interpersonal skills that serve them well in their professional and social lives. The students are taught to develop effective communication and cooperation skills as part of developing their Bhayangkara character, such as listening, expressing opinions effectively, and communicating with good body language, as part of its implementation. They are also taught to work cooperatively with others to complete duties, both in groups and individually. Students with strong communication and collaboration skills are developed from constructing the bhayangkara character. With this training, the students are expected to communicate effectively with the community, their coworkers, and their superiors as they carry out their responsibilities. In addition, they must be able to work cooperatively with other members of the National Police to complete the assigned duties.
3) Enhance the capacity to make sound decisions.

During the character education program, the students were instructed to consider the repercussions of their actions and choose what is best for themselves and society. The students are also trained in decision-making through developing the bhayangkara character. That is because, when performing duties as a police officer, every decision must be correct and effective. Constructing a bhayangkara character that emphasizes developing critical and

analytic thinking skills assists students in identifying problems and locating effective solutions. They are trained to consider all relevant factors and the consequences of each decision. In the exercises and simulations conducted, students were allowed to make decisions in difficult and complex situations to learn how to make decisions swiftly and accurately without sacrificing ethical considerations and adherence to applicable legal regulations.

4) Creating Bhayangkara personality.

Bhayangkara character development aids the students in internalizing the values and traits of the National Police following the National Police's educational philosophy. This aids students in comprehending and applying the National Police's educational philosophy in their daily lives and future careers. Bhayangkara character development seeks to instill in West Java State Police School students a competent, commendable, and law-abiding demeanor. The students are expected to master and comprehend the knowledge and skills required to perform their duties as members of the National Police. When interacting and working with others, they are also trained to perform commendable attitudes, such as honesty, discipline, responsibility, hard work, cooperation, and good ethics. This attitude is crucial because it will affect the National Police's reputation and public confidence as an institution. The character education program also seeks to instill law-abiding values in its students. As members of the National Police, students are expected to uphold applicable laws and norms and serve as examples and role models when performing their duties. This law-abiding attitude is not limited to police duties but extends to all daily life aspects. By developing a law-abiding mindset at a young age, students are expected to demonstrate law-abiding behavior and refrain from engaging in harmful behavior. Through the Bhayangkara character education program that emphasizes proficient, commendable, and law-abiding attitudes, it is anticipated that West Java State Police School students can become qualified, tenacious, and professional candidates for membership in the Polri. In addition, students are expected to embody the National Police's philosophy and ethos and uphold police values in daily life.

The research findings align with several key principles and concepts of character education in previous research. Character education emphasizes intentionally cultivating positive character traits and values in individuals, aiming to develop their moral, ethical, and social capacities (Lickona, 1993; Lockwood, 2015; Priyanto, 2020). The findings also demonstrate that the character education process at West Java State Police School follows a well-structured approach consisting of material delivery, simulation, practice, formation of small groups, and monitoring and evaluation. The sequential activities allow students to develop and internalize the Bhayangkara character traits essential for their role as members of the National Police. The process includes disseminating relevant materials, simulations of real-world situations, direct practice with real-world scenarios, and group discussions to deepen understanding and exchange experiences. The sequential process of material delivery, simulation, practice, formation of small groups, and monitoring and evaluation aligns with the recommended framework for character education programs (Dwi et al., 2023; Erihadiana, 2019; Widodo & Nusantara, 2020). It aligns with the idea that character education is a step-by-step process that allows students to progressively develop their character traits through hands-on experiences and practical application (Abidin, 2019; Kapatan et al., 2022; Kurniawan & Faniyah, 2021).

The research results also prove the importance of habituation and practice in developing character traits. Through physical activities, simulations, and the assignment of special duties, students are given opportunities to practice and reinforce the desired character

traits. It aligns with the idea in character education research that character is not merely knowledge but a set of habits and dispositions that need to be cultivated through repeated practice (Apriliyanti et al., 2021; Setiawan et al., 2021; Veronika & Andriani, 2021). Similar stages have been observed in other character education initiatives, emphasizing the importance of experiential learning, practical application, and ongoing assessment (Baharun & Maryam, 2019; Suharto et al., 2021). From the results, it is also evident that the role of expert resource persons, trainers, and character coaches who serve as exemplars and role models for the students. It aligns with the idea in character education's previous research that positive role models significantly shape students' character development (Istiawati, 2016; Wahjusaputri et al., 2019). Students are encouraged to emulate their positive traits and behaviors by interacting with and learning from these individuals.

The character education program at the West Java State Police School aligns with the principles and goals of character education discussed in the existing literature. The positive outcomes observed in this research, such as increased discipline and accountability, enhanced communication, and teamwork abilities, improved decision-making skills, and the cultivation of the Bhayangkara personality, are consistent with the expected benefits of character education programs. The findings highlight the importance of values such as discipline, accountability, communication, teamwork, and decision-making. These values are consistent with the focus of character education in previous research, emphasizing the explicit teaching and reinforcement of core virtues and ethical principles. The program aims to shape students' understanding and internalization of the Bhayangkara character by presenting and discussing these values. It has been indicated from the research results that the character education program focuses on developing students' moral and ethical capacities. Through leadership skills, ethical growth, and human rights training, students are exposed to experiences that enhance their moral reasoning and decision-making abilities. It aligns with the goal of character education research, which seeks to foster students' ethical awareness and responsible decision-making (Chasanah et al., 2020; Dwi et al., 2023; Syafrizal & Suryono, 2018). Existing literature emphasizes the importance of character education in promoting ethical behavior, fostering positive attitudes, developing interpersonal skills, and instilling values that align with the organization's mission and goals (Dwi et al., 2023; Jaladriyanta, 2020; Putra & Prianggono, 2022).

Monitoring and evaluation are essential in the character education process. Regular monitoring helps trainers and character coaches track students' progress and assess the program's effectiveness. It aligns with character education research's ongoing assessment and feedback principle (Baharun, 2017; Muhtar & Dallyono, 2020). Regular evaluation helps identify strengths and areas for improvement, ensuring that the character education program is effective and responsive to students' needs. These findings highlight the importance of character education in preparing students to become competent, law-abiding, and professional National Police officers. However, it is essential to note that the findings of this research are specific to the context of the West Java State Police School and may not be directly generalizable to other educational institutions or cultural contexts. Further research is needed to explore the effectiveness of character education programs in different settings and with diverse populations.

Conclusion

Based on the research findings, it can be concluded that implementing the character development process for West Java State Police School students was conducted through a

series of sequential activities. These stages include material delivery, simulation, practice, formation of small groups, monitoring, and evaluation. Based on the research findings, the character education program at West Java State Police School has several positive outcomes: 1) Increased discipline and accountability: Students develop discipline and accountability through daily duties and responsibilities. It helps them cultivate a positive attitude that will benefit them personally and professionally in the future. 2) Improved communication and teamwork abilities: Students are trained to communicate effectively and work as a team, enhancing their interpersonal skills. This training prepares them to communicate effectively with the community, coworkers, and superiors and work cooperatively with other members of the National Police. 3)Enhanced decision-making capacity: The program emphasizes critical thinking skills and trains students to make sound decisions while considering ethical considerations and legal regulations. They learn to analyze problems, consider relevant factors, and choose the best solutions. 4) Development of a Bhayangkara personality: The character education program helps students internalize the values and traits of the National Police. They are expected to exhibit commendable attitudes, such as honesty, discipline, responsibility, cooperation, and good ethics. The program also instills a law-abiding mindset, ensuring students uphold applicable laws and norms in all aspects of their lives. Overall, the character education program at West Java State Police School aims to produce qualified, tenacious, and professional National Police officers who embody the institution's philosophy, uphold its values, and maintain public confidence.

Recommendation

Based on the research findings, the following recommendations can be made: 1) Continued improvement of the character education program: Regular evaluation and feedback should be incorporated into the program to identify areas for improvement and enhance its effectiveness. This can be achieved through open communication channels between trainers, character coaches, and students, allowing for ongoing adjustments and modifications. 2) Integration of practical experiences: While the current program includes simulations and direct practice, further emphasis on real-life scenarios and exposure to diverse experiences can enhance students' ability to apply the Bhayangkara character in different contexts. It can be achieved through collaborations with external organizations, involvement in community activities, and internships. 3) Strengthening ethical and legal education: Given the importance of ethical decision-making and adherence to legal regulations in police work, additional focus should be placed on providing students with in-depth training in human rights, anti-corruption, and legal aspects of police duties. It will further enhance their capacity to make sound decisions while upholding the values of the Bhayangkara character.

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