

Transforming PTIK into a Police University for Indonesian Police Education Reform

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Abstract

This study examines the transformation of PTIK into a Police University as part of Indonesian police education reform. Amid the increasing complexity of modern crime, digital public scrutiny, and growing demands for transparency and accountability, the Indonesian National Police requires an education model that is not only operationally competent but also research-based, multidisciplinary, and ethically grounded. This study applies a qualitative policy-analysis design through a narrative literature review, legal-policy document analysis, and a focused comparison of police education models in England and Wales, Finland, and Australia. The analysis shows that transforming PTIK requires more than a change of institutional nomenclature. It requires legal clarity, alignment with higher education quality assurance, curriculum redesign, research-capacity development, academic staffing, and collaboration with national and international knowledge networks. The study argues that a Police University can strengthen police professionalism and accountability by functioning as a knowledge-production institution, a policy laboratory, and a bridge between police practice and scientific research. Its contribution to public trust should therefore be understood as indirect and conditional: it builds the institutional preconditions for more accountable, evidence-informed, and publicly responsive policing, rather than automatically restoring public trust. The article offers a contextual transformation model and a phased roadmap for developing PTIK into a Police University within Indonesia's legal and institutional setting.

Keywords: police education reform, Police University, police professionalism, institutional accountability, policy analysis, public trust

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INTRODUCTION

Changes in the global security landscape over the past two decades have demonstrated a fundamental shift from conventional threats to unconventional threats that are complex, fluid, and technology-based. Digital technology has reshaped socio-economic life but also opened up new opportunities for the emergence of cybercrime, transnational organised crime, and disinformation practices that can disrupt social and political stability. Research on contemporary cybercrime and policing shows that networked environments require security institutions to strengthen data literacy, cyber awareness, policy analysis, and public accountability (Hadlington et al., 2021).

In this context, police institutions can no longer operate with a predominantly training-oriented and reactive model that emphasises operational response more than research-based problem-solving. Modern policing is required to develop analytical capacity, technology literacy, and predictive capability to address increasingly

sophisticated crimes. Contemporary policing scholarship increasingly links professional education with accountability, legitimacy, and research-based practice (Martin, 2024; Miles-Johnson, 2024).

However, in practice, police institutions in various countries, including Indonesia, face serious challenges related to declining public trust. This phenomenon cannot be separated from issues often identified in police reform literature such as abuse of authority, weak oversight, and an organisational culture that is not fully aligned with the principles of democratic governance. Research on procedural justice demonstrates that public cooperation is shaped not only by enforcement outcomes but also by perceptions of fairness, transparency, and equitable treatment. In other words, the crisis of public trust in the police is an indicator of fundamental problems in the relationship between the institution and society (Anrango Narváez et al., 2023).

In the Indonesian context, these dynamics are increasingly complex with increasing public exposure to police performance through digital media. Digital democracy creates online participation and public oversight for broad public participation while accelerating the spread of criticism of state institutions. The police are not only required to be effective in law enforcement but also to maintain social legitimacy amidst intense public scrutiny. This demands a paradigm shift from force-oriented policing to knowledge-based and service-oriented policing. In this article, digital democracy refers to the interaction between online public scrutiny, digital accountability, cyber-related risks, and the use of data in police governance; it is therefore treated as a contextual pressure on police education rather than as a separate variable.

This condition leads to the formal research problem: to what extent is the police education system capable of meeting these demands? Police education is a key foundation for shaping the character, competence, and value orientation of police officers. Problem-oriented and evidence-based policing research indicates that police effectiveness depends on analytical capacity to understand underlying problems rather than only technical responses (Bullock et al., 2022). This means that police education cannot simply emphasise operational aspects; it must also develop intellectual, critical, and reflective capacities. In PTIK curriculum design, this implies case-based training in problem analysis, social-conflict mapping, evidence-based intervention design, and evaluation of operational outcomes.

Unfortunately, the police education model in the Indonesian police education context still tends to be training-oriented rather than education-oriented. Recent police education research shows that training models that overemphasise procedural or operational routines without developing critical capacity can limit adaptation and integrity-oriented professional development (Koerner & Staller, 2021; Schuck & Rabe-Hemp, 2021). This situation poses a serious obstacle to efforts to reform police institutions. The relevant limitation in this article is therefore not discipline itself, but the limited integration of curriculum design, research output, lecturer development, and policy analysis into police education.

In the context of the Indonesian National Police (Polri), the Police Science College (PTIK) holds a strategic position as an educational institution that develops junior, middle, and senior police officers. This role is also connected to the statutory mandate of Polri to maintain public order, enforce the law, and provide protection, guidance, and service to the community under Law Number 2 of 2002 on the Indonesian National Police. However, PTIK's role still faces limitations in developing police science as an academic discipline, strengthening research capacity, and integrating with the national and global higher education ecosystem. As a result, police education has not yet fully become a centre of knowledge production capable of driving innovation in police policy and practice (STIK-PTIK, n.d.).

In fact, the experience of selected comparative models shows that strengthening university-based police education is key to fostering the professionalism and accountability of police institutions. Recent studies of higher police education show that police practices increasingly require a strong evidence base rather than relying only on experience or institutional tradition (Gardiner, 2021; Terpstra & Schaap, 2021). Within this framework, universities serve as spaces for knowledge production, critique, and innovation, which are crucial for the development of police institutions. The comparison in this article is limited to broad institutional lessons from the United Kingdom, Australia, and the Netherlands, rather than a full cross-national evaluation.

The transformation of PTIK into a Police University is legally and academically significant in this context. This transformation is not simply a change in institutional nomenclature, but an effort to reconstruct the paradigm of police education from a training model to an integrative, multidisciplinary, and research-based academic model. The Police University is expected to become a centre for the development of police science, security studies, and public policies related to law enforcement and national security. Its urgency rests on three institutional needs: legal clarity for higher education status, stronger research capacity, and a curriculum system that can be externally assessed through national accreditation standards.

This transformation also has strategic implications for strengthening the professionalism of police officers. Professionalism is measured not only by technical skills but also by intellectual capacity, moral integrity, and the ability to adapt to social change. Recent scholarship on police professionalism similarly connects professional authority with the development of knowledge, education, and competency standards (Martin, 2022). Therefore, strengthening police education through a university model is a crucial step in building the professional authority of the Indonesian National Police (Polri).

In addition, the transformation of police education is also closely linked to efforts to strengthen institutional accountability and legitimacy. Education based on democratic values, human rights, and professional ethics will produce a police force that is more responsive to the public and more sensitive to social justice issues. Research on procedural justice and legitimacy similarly indicates that legitimacy depends on how institutions exercise authority and how fairly the public perceives that authority (Anrango Narváez et al., 2023).

Therefore, the transformation of PTIK into a Police University is not merely an institutional necessity but also part of a broader reform agenda aimed at building a professional, accountable, and democratic police force (Martin, 2024). Without fundamental educational reform, police reform efforts will remain partial and fail to address the root of the problem. Conversely, by making education the basis for transformation, the Indonesian National Police (Polri) has the opportunity to implement more structural and sustainable changes.

In the context of the digital democracy era, marked by complex threats and increasing public demands, the Police University can be a strategic instrument in bridging the gap between police practice and scientific developments. This transformation is ultimately expected to not only enhance the capacity of police institutions but also contribute to the conditions that make public trust more likely, the primary foundation of legitimacy in a democratic system.

Research Gap

Several international studies have examined the relationship between police education and officer professionalism. Klose (2024) positions evidence-based policing as a decision-making process that integrates research evidence, professional judgment, and community values. More recent studies also show that higher-education-linked police learning can support the workplace use of evidence-based policing, although implementation depends on leadership, organisational culture, and the quality of police-academic collaboration (Rogers et al., 2022; Richards & Hammond, 2025).

However, recent developments indicate that policing challenges extend beyond conventional professionalism to contemporary issues such as the digitalisation of crime, cybersecurity, public transparency, and demands for accountability in an increasingly democratic and digitally connected society. In this context, most studies still focus on the experiences of Western countries and have not comprehensively examined how police education institutions in developing countries can adapt to these dynamics.

In Indonesia, in particular, studies on the role of police universities as centres for the development of contextual, adaptive, and locally-based police science are still limited. Existing Indonesian discussions on evidence-based policing underline the need for stronger research foundations within Polri, but they have not yet translated this need into a detailed institutional model for PTIK's transformation into a Police University

(de Fretes et al., 2024). Therefore, there is a significant research gap regarding how a police higher-education institution can be constructed and optimised as a key pillar in supporting Polri reform through legal-policy alignment, curriculum redesign, research laboratories, academic collaboration, and accountability-oriented governance.

Novelty

The novelty of this research lies in the development of conceptual ideas regarding the transformation of the Police Science College (PTIK) into Police Universities as a basis for developing police science within the framework of Polri institutional reform in the era of digital democracy. Unlike previous research that has focused primarily on the relationship between police education and officer professionalism or the application of evidence-based policing approaches, this study offers a more strategic perspective by positioning police universities as centres for knowledge production, policy research, and innovation in police governance.

Conceptually, this research proposes a framework arguing that the strengthening of professionalism, accountability, and public legitimacy of the police institution not only depends on structural reforms and operational policies but also requires fundamental transformation of the police education system. In this context, the Police University is positioned as an academic institution that integrates education, research, and security policy development in a multidisciplinary manner, thus producing police officers who are not only operationally skilled but also possess the intellectual, analytical, and ethical capacity to face the complexities of modern security.

Furthermore, this research also contributes novelty at the conceptual and policy levels by formulating a Police University model that goes beyond being merely an internal police educational institution, but also develops as a centre for the development of police science connected to the national higher education ecosystem and international academic networks. This approach positions the Police University as a knowledge hub capable of fostering integration between police practice, academic research, and the formulation of evidence-based security policies. Thus, this research not only expands the study of police education but also offers a strategic framework for educational reform and the strengthening of more professional, accountable, and democratic police governance in Indonesia. The term “beyond” refers to institutional criteria such as external accreditation, degree authority, research ethics governance, publication output, and academic partnerships outside the Polri internal training system.

Problem Formulation

1. Why is the transformation of the PTIK into a Police University a strategic necessity for the Indonesian National Police (Polri) in the era of digital democracy?
2. How can the Police University model strengthen the professionalism and accountability of the Indonesian National Police (Polri) through curriculum reform, research capacity, quality assurance, leadership formation, and governance accountability?
3. How does the transformation of police education contribute to the institutional conditions for strengthening public trust?

Research Objectives

1. Analyse the urgency of transforming the PTIK into a Police University.
2. Examine a model for developing police education that is adaptive to modern security challenges.
3. Formulate a strategy for transforming police education to strengthen professionalism and public trust.

This research uses a qualitative approach with a policy-analysis design to examine the urgency and model for transforming the Police Science College (PTIK) into a Police University in the context of Polri institutional reform. This approach was chosen because the research is not only oriented toward describing phenomena but also aims to generate conceptual and strategic recommendations relevant to policymaking. A qualitative approach is appropriate for interpreting policy documents, books, and previous research findings in relation to institutional change. In this study, policy analysis is used to connect the normative mandate of police education, the higher education regulatory framework, and comparative lessons from selected police education institutions.

Research Approach and Type

This research is qualitative-explanatory, focusing on analysing the relationship between police education, officer professionalism, institutional accountability, and public trust. A policy analysis approach is used to evaluate existing conditions, identify gaps, and formulate an institutional transformation model that is adaptive to developments in the strategic environment. The unit of analysis is the institutional transformation of PTIK, while the analytical focus covers curriculum governance, research capacity, accreditation readiness, academic autonomy, and the relationship between police education and public accountability.

Data Sources and Types

This research uses secondary data obtained through:

1. Literature review of books, international journal articles, and scientific publications discussing police education, democratic policing, and evidence-based policing.
2. Analysis of policy documents, including Law Number 2 of 2002 on the Indonesian National Police, Law Number 12 of 2012 on Higher Education, Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 on higher education quality assurance, and institutional information related to STIK-PTIK.
3. An international comparative study, examining selected police education models in England and Wales, Finland, and Australia, because these cases represent three different but relevant institutional lessons: university-linked police entry education, a dedicated Police University College, and executive police leadership education.

Data Collection Techniques

Data collection was conducted through:

1. A narrative literature review to identify relevant concepts, theories, and empirical findings. The review did not claim PRISMA-level systematic screening; instead, the selection emphasised conceptual relevance, institutional comparability, policy applicability to the Indonesian context, and preference for recent journal sources where available.
2. Document analysis to understand the policy framework and institutional conditions of police education in Indonesia. Each document was read for institutional mandate, curriculum authority, accreditation implications, governance structure, quality assurance, and research-development relevance.
3. Comparison of international models to identify transferable lessons rather than to copy foreign institutional forms. The comparison focused on institutional status, academic collaboration, curriculum orientation, research role, leadership development, and quality assurance mechanisms.

Data Analysis Techniques

Data analysis was conducted through several stages:

1. Descriptive analysis, to describe the existing state of police education and the institutional challenges facing the Indonesian National Police. The descriptive stage mapped current institutional issues against curriculum, research, governance, and accreditation dimensions.
2. Comparative analysis, to compare the Indonesian police education model with selected international practices. The comparative stage used the same dimensions across England and Wales, Finland, and Australia to avoid a merely narrative comparison.
3. Policy analysis, to formulate alternative models for transforming PTIK into a Police University that are contextual and applicable. The policy stage assessed feasibility, institutional authority, expected outputs, and risks of implementation.

In addition, this study also uses a conceptual approach to develop a framework for the Police University model as a centre for the development of police science and security policy.

Data Validity and Reliability

To ensure the credibility and reliability of the data, this study employed the following techniques:

1. Source triangulation, by comparing academic literature, Indonesian legal-policy documents, official institutional information, and comparative country references. Triangulation was conducted to ensure that claims about police education transformation were not based on a single type of source.
2. Conceptual consistency was ensured by referring to key theories in police studies and security governance. Consistency was assessed by matching each argument to the same conceptual matrix of professionalism, accountability, research capacity, and public trust.
3. Analytical linkages were ensured by aligning the problem formulation, theoretical framework, and analytical results.

Research Limitations

This research is limited by the use of secondary data and does not include field-based empirical data such as interviews or surveys. Therefore, the results of this study are more conceptual and normative in nature as a basis for policy formulation, which requires further testing through empirical research. Consequently, claims about institutional performance and public trust are presented as conceptual-policy propositions rather than empirically verified causal effects.

DISCUSSION

Institutional Drivers for Police Education Transformation

Changes in the strategic global and national security environment over the past two decades have demanded fundamental transformations in institutional, curricular, and research aspects of the police, including the education system that serves as the foundation for developing officer professionalism. The complexity of modern crime, the development of digital technology, and increasing public demands for accountability of state institutions have prompted the need for a paradigm shift in police education. In this context, the transformation of the Police Science College (PTIK) into a Police University is a strategic issue related not only to strengthening the human resource capacity of the Indonesian National Police (Polri), but also to broader institutional reform efforts to build a professional, accountable, and publicly trusted police force.

The urgency of this transformation can be understood through several interrelated key dimensions: police professionalism, institutional accountability within a democratic police system, the role of education in law enforcement organisational reform, the changing educational paradigm in the era of digital democracy, the institutional challenges facing the Indonesian National Police (Polri), and the limitations of the current police education model. These six dimensions demonstrate that the transformation of police education is not merely an administrative or institutional necessity, but rather a strategic imperative to address the dynamics of security

and the demands of modern society. These dimensions operate as an analytical framework: professionalism relates to officer competence, accountability relates to ethical and legal control, digital democracy relates to public scrutiny and data governance, and institutional reform relates to curriculum, research, accreditation, and collaboration.

Professionalism in the Police Institution

Professionalism is a fundamental principle in the organisation of modern policing. The police institution functions not only as a law enforcement agency but also as a public service institution with significant authority in maintaining social order and ensuring public security. Therefore, the quality of police professionalism is a crucial factor in determining the effectiveness and legitimacy of the institution.

Professionalism in the context of policing encompasses various dimensions, including technical competence, moral integrity, professional ethics, and analytical skills in addressing complex social issues. Recent research on police professionalism emphasises that professional authority is closely connected to the knowledge base and competency standards that underpin police practice (Martin, 2022). In the context of policing, this knowledge base includes police science, criminology, security studies, criminal law, and social science disciplines and policy studies relevant to law enforcement practice. In practical curriculum terms, these capacities should be translated into learning outcomes on cyber investigation, data literacy, intelligence analysis, community engagement, use-of-force accountability, ethics, and human rights.

However, in many cases, police professionalism is often perceived narrowly as operational capability in carrying out police duties. In fact, modern security challenges demand that police officers possess broader capacities, including critical thinking skills, policy analysis, an understanding of social dynamics, and sensitivity to human rights issues. From this perspective, academic-based police education is crucial in developing police officers who are not only technically competent but also possess strong intellectual and moral capacity.

The transformation of PTIK into a Police University can be a strategic step in strengthening police professionalism through the development of a more multidisciplinary, research-based curriculum integrated with developments in science and technology. The Police University will not only function as an internal educational institution but also as a centre for the development of police science capable of producing new knowledge relevant to modern policing practices. This improvement would depend on preconditions such as external quality assurance, qualified academic staff, research funding, clear degree authority, and transparent curriculum evaluation.

Accountability in Democratic Police Governance

In addition to professionalism, accountability is also a crucial principle in democratic police governance. The police, as an institution authorised to use state coercive power, must exercise its authority transparently, responsibly, and in accordance with legal principles and democratic values.

Democratic police governance requires accountability to legal standards, legitimate public authority, and the community. Research on police legitimacy further shows that public cooperation and institutional legitimacy are closely connected to perceptions of fair and accountable exercises of authority (Anrango Narváez et al., 2023). This principle demonstrates that the legitimacy of a police institution is determined not only by the effectiveness of law enforcement, but also by the extent to which the institution is accountable to the public for its actions and policies.

In the Indonesian context, the issue of police accountability often comes under public scrutiny, particularly when cases of abuse of authority or ethical violations involving police officers occur. This phenomenon not only impacts the institution's image but can also undermine public trust in the law enforcement system as a whole.

Police education plays a crucial role in building a culture of accountability within the police organisation. Through education that emphasises the values of integrity, professional ethics, and the principles of democratic policing, police officers can be shaped into professionals with a strong awareness of their public responsibilities. In this context, the Police University can serve as an academic and ethical-reflective space that instils the values of democratic governance while also serving as a centre for critical study of police practices. To protect critical inquiry within a police-affiliated university, the model should include research ethics review, academic senate oversight, publication standards, and safeguards for independent policy evaluation.

Police Education and Institutional Reform

Police institutional reform cannot be separated from reform of the education system that shapes the human resources within the organisation. Police education is a strategic instrument in developing the paradigm, values, and professional orientation of police officers.

Problem-oriented policing research demonstrates that police effectiveness depends on officers' ability to understand the social roots of the problems underlying crime (Bullock et al., 2022). This suggests that police education must develop the analytical and reflective capacity of police officers, enabling them to design more effective and sustainable crime prevention strategies.

However, in practice, police education in several police education systems still tends to be oriented toward operational training that emphasises discipline and technical skills. This approach often leaves little room for the development of intellectual and critical capacities of police officers. As a result, the institutional reforms envisioned through policy changes often fail to materialise optimally due to the lack of a paradigm shift in the education system (Koerner & Staller, 2021).

The transformation of PTIK into a Police University could be an important step in strengthening the role of education in police institutional reform. Through a university-based education model, the learning process not only focuses on operational training, but also includes the development of scientific knowledge, research, and policy analysis that can support innovation in police practice.

Police Education in the Era of Digital Democracy

The era of digital democracy has transformed the way the public interacts with state institutions, including the police. Digital technology has not only created new forms of crime, such as cybercrime and the spread of disinformation, but has also increased digital transparency and real-time public oversight of the performance of law enforcement officers.

In this context, police officers are required to possess new competencies that go beyond conventional law enforcement skills. Skills in digital data analysis, an understanding of cybersecurity, and strategic public communication skills are becoming increasingly important in carrying out police duties in the digital age (Cockcroft et al., 2021; Harkin & Whelan, 2022).

Furthermore, social media and digital platforms have created new spaces for the public to express criticism and aspirations towards state institutions. This situation requires police officers to possess strong communication skills and be sensitive to the social dynamics evolving in the digital public space. The transformation of PTIK into a Police University allows for the development of a curriculum that is more adaptive to technological developments and social dynamics. Study programs related to cybersecurity, criminal data analysis, public communication, and social conflict management can be developed as part of efforts to strengthen the capacity of police officers to face the challenges of the digital era. These courses should be linked to explicit learning outcomes, such as the ability to interpret digital evidence, assess data

governance risks, communicate with online publics, and design accountable cyber-policing responses (Wilson-Kovacs & Wilcox, 2023).

Institutional Challenges of the Indonesian National Police in the Era of Digital Democracy

In addition to changes in the security environment, the Indonesian National Police (Polri) also faces various internal challenges related to professionalism, integrity, and public trust. Several cases involving police officers in recent years have sparked sharp public criticism of the performance and integrity of the institution.

This situation demonstrates that police institutional reform is not only related to changes in policy or organisational structure, but also to more fundamental changes in organisational culture. Police education plays a crucial role in shaping this organisational culture through the internalisation of the values of professionalism, integrity, and public service.

The Police University can be a strategic space to encourage organisational culture change through pedagogy and assessment through a more open, critical, and democratic-based educational approach. Through academic interaction across various disciplines and collaboration with other higher education institutions, police officers can gain a broader perspective in understanding the social and political dynamics that influence law enforcement practices. Culture change should be supported through admissions standards, reflective pedagogy, field-based assessment, ethics mentoring, leadership incentives, and periodic institutional evaluation.

Limitations of the Current Police Education Model

Although the Police Science College (PTIK) has played a significant role in police education in Indonesia, the current educational model still faces several curriculum, research, and governance limitations. One major limitation is the dominant orientation toward operational training rather than the development of police science as an academic discipline. The relevant indicators to be examined include existing study programs, research centres, lecturer qualifications, publication output, accreditation status, and collaboration records.

Furthermore, research capacity in police science still needs stronger institutional support. Scientific research is crucial for producing evidence-based policing policies. Without strong research support, police policies are often based more on practical experience or bureaucratic considerations than on systematic scientific analysis (Bullock et al., 2022).

Another limitation is the suboptimal integration of police education with the national and global higher education system. Academic collaboration with other universities is crucial for enriching scientific perspectives and improving the quality of education and research.

Transforming PTIK into a Police University could be a strategic solution to address these limitations. With university status, if accompanied by governance and quality assurance, police education institutions can develop multidisciplinary study programs, strengthen research capacity, and forge broader academic collaborations with various higher education institutions at home and abroad. However, university status is not sufficient by itself; it must be accompanied by governance reform, sustainable resources, academic staffing, accreditation readiness, and quality assurance.

Overall, these findings and discussion indicate that the transformation of the Police Science College (PTIK) into a Police University is a strategic step with broad implications for strengthening the professionalism of officers, enhancing institutional accountability, and developing police science as a knowledge base for law enforcement practices. In the face of increasingly complex security challenges and growing public demands for good governance of state institutions, police education reform through the establishment of a Police

University can provide a crucial foundation for building a professional, modern, and democratic police institution.

The Police Science College (PTIK) holds a strategic position within the Indonesian National Police (Polri) education system, serving as an institution that prepares and develops police human resources at the middle and strategic leadership/professional development levels. Through education at PTIK, Polri officers are equipped not only with operational police knowledge but also with managerial and leadership skills, as well as an understanding of social dynamics and public policies related to security and public order. Therefore, PTIK plays a crucial role in shaping the quality of future Polri institutional leadership. In this context, strengthening the institutional capacity of PTIK is crucial for producing professional, adaptive police human resources with a strategic vision to address modern security challenges. In this article, PTIK is discussed primarily as a higher education and leadership-development institution within the Polri education ecosystem, not as a generic rank-training unit.

With the increasing complexity of security challenges and the development of digital technology, police education is no longer solely focused on technical and operational training. A strengthened academic and research foundation is needed to integrate various disciplines into the police education process. An academic approach enables police officers to understand security issues more comprehensively through scientific analysis, empirical research, and multidisciplinary studies encompassing law, criminology, security, information technology, and public policy. From this perspective, the transformation of PTIK into a Police University can strengthen the position of police education as an academic institution that not only produces law enforcement officers but also produces thinkers, researchers, and policymakers in the fields of security and law enforcement.

Furthermore, the development of police science as an academic discipline is crucial to supporting the professionalisation of the police institution. Police science is not only concerned with law enforcement practices but also encompasses the study of crime prevention strategies, security governance, police-community relations, and the development of evidence-based security policies. By establishing the Police University as a centre for police science, ethics, and policy development, the police institution can build a strong knowledge base to support more rational, effective, and accountable policymaking. In the long term, strengthening police science as an academic discipline can also contribute to the development of more comprehensive and contextual national security studies in Indonesia.

Table 1. Comparative Lessons for PTIK Transformation

Model/country	Main institutional lesson	Relevance for PTIK transformation
England and Wales	Police education is linked to higher education partnerships and evidence-based policing through workplace learning and professional education research (Rogers et al., 2022).	PTIK needs clearer academic collaboration, research-based curriculum, and professional standards beyond operational training.
Finland	Finland provides a higher police education model that connects police professional education with a dedicated academic structure and career development (Terpstra & Schaap, 2021).	PTIK can use this lesson to connect degree authority, research development, and leadership preparation in one police higher-education ecosystem.
Australia	Australian police education illustrates the continuing relationship between tertiary education, professional preparation, and leadership development (Miles-Johnson, 2024).	PTIK can strengthen strategic leadership education, applied research centres, lecturer capacity, and accountability-oriented curriculum outcomes.

Model/country	Main institutional lesson	Relevance for PTIK transformation
Implication for Indonesia	A Police University should not copy foreign models mechanically, but adapt governance, curriculum, research, leadership, and quality-assurance principles to Indonesian law and Polri institutional needs.	Transformation should be phased through legal clarity, accreditation readiness, academic staffing, research output, and accountable institutional governance.

Source: Author's synthesis based on academic literature, official institutional information, and selected legal-policy documents.

The transformation of the Police Science College (PTIK) into a Police University involves not merely a change in institutional form but also the reconstruction of a police education paradigm that is more adaptive to modern security dynamics and the demands of democratic governance. The Police University development model needs to be designed as an academic ecosystem capable of systematically integrating education, research, and security policy development. From a modern higher education perspective, universities function not only as teaching institutions but also as centres for knowledge production, policy innovation, and critical spaces for understanding and responding to various complex social issues. In this context, the Police University is expected to become a centre for the development of police and security science, contributing to increased professionalism of officers and strengthening democratic police governance.

Institutional Design of a Police University

The development of a Police University requires an institutional design that accommodates the complexity of policing and security studies from a multidisciplinary perspective. The university's institutional structure needs to be designed not only to support police professional education but also to develop various disciplines relevant to law enforcement and public security practices. Comparative research on higher police education supports the need to connect professional police education with broader academic structures and knowledge development (Terpstra & Schaap, 2021). Therefore, the institutional design of a Police University needs to reflect the integration of police science, law, technology, and social sciences.

One possible institutional design option is the establishment of several faculties directly related to the needs of a modern police institution. The Faculty of Police Science could serve as a centre for police science development, examining various aspects of police practice, including crime prevention strategies, public security management, and police-community relations. The Faculty of Law and Criminal Justice could focus on comprehensive studies of the criminal justice system, including criminal law, criminal procedure, and criminal policy. The Faculty of Security and Intelligence could develop studies on national security, intelligence analysis, and strategies for addressing unconventional security threats. The Faculty of Cybersecurity and Technology can play a role in developing police capacity to address digital technology-based crimes, including cybersecurity and criminal data analysis. Furthermore, the Faculty of Leadership and Public Policy can prepare police officers with strategic leadership skills and a deep understanding of governance and public security policy. Any faculty related to intelligence or cybersecurity should be governed through clear academic boundaries, ethical review, data protection rules, and separation between education/research activities and operational secrecy.

This multidisciplinary institutional design enables the Police University to become a centre for the integration of police science and practice. Thus, police education focuses not only on operational training but also on developing the intellectual and analytical capacity of police officers to address increasingly complex security issues.

Developing a Modern Police Curriculum

In addition to institutional design, curriculum development is a crucial aspect in establishing a Police University capable of addressing modern security challenges. The police education curriculum needs to be designed adaptively and responsive to technological developments, social dynamics, and public demands on law enforcement institutions. Recent police-training scholarship supports curriculum designs that connect learning objectives, pedagogical methods, and assessment with professional needs (Koerner & Staller, 2021). A curriculum matrix should connect each competency area with learning outcomes, course clusters, teaching methods, and assessment methods so the model can be evaluated academically.

In the context of police education, the curriculum needs to integrate the various competencies required by police officers in the modern era. These competencies encompass not only technical skills in law enforcement, but also criminal data analysis, an understanding of digital security, and ethical and effective public communication skills. Therefore, the development of the Police University curriculum needs to encompass various areas of study, such as digital security technology, criminal data analysis, human rights, police professional ethics, and social conflict management.

The integration of theory and practice is also a crucial aspect in police curriculum development. Through a problem-based learning approach, students are trained to analyse various real-life cases in police practice and formulate solutions based on scientific analysis. This approach enables police education to produce officers who are not only skilled in carrying out operational duties but also possess critical and strategic thinking skills in addressing various security challenges. Implementation may use documented cases, simulation exercises, supervised field practicum, mentoring by practitioner-academics, assessment rubrics, and ethical safeguards for sensitive police cases.

Integration of Education, Research, and Security Policy

Police Universities also need to be developed as institutions capable of integrating education, research, and security policy development. Evidence-based policing research emphasises that police practice and policy should be informed by systematic research and evaluation (Klose, 2024; Bullock et al., 2022). In the context of policing, academic research can therefore become a crucial foundation for formulating more effective, evidence-based security policies.

The integration of education and research allows for the development of an evidence-based policing approach, where police policies and strategies are based on systematic, ethical, and policy-relevant research findings. Through academic research, Police Universities can identify crime patterns, evaluate the effectiveness of crime prevention strategies, and develop policy innovations that are more responsive to community needs.

Furthermore, universities can also serve as centres for security policy studies, providing strategic input to the government and police institutions in formulating public policy. Thus, Police Universities function not only as internal educational institutions but also as strategic think tanks supporting the development of national security policies. To avoid overlapping mandates, the Police University should function as a research and policy-advisory hub, while formal policy decisions remain with authorised Polri and government policy-making units.

National and International Academic Collaboration

The development of Police Universities also requires strengthening academic collaboration networks at both the national and international levels. Police-academic partnership research shows that collaboration can strengthen knowledge exchange, professional learning, and research capacity (Martin & Wooff, 2020). Through international collaboration, universities can gain access to various academic resources, including student and faculty exchanges, research collaborations, and joint curriculum development. Collaboration should be prioritised through feasible mechanisms such as joint research, guest teaching, credit recognition, staff exchange, joint supervision, and policy laboratories, rather than only symbolic memoranda of understanding.

In the context of police education, collaboration with universities and security institutions in various countries can provide opportunities for police officers to learn contextually adaptable lessons in security management and law enforcement. Furthermore, academic collaboration also allows for the development of joint research that can enrich the study of police and security science.

At the national level, Police Universities can also collaborate with various universities and research institutions to develop multidisciplinary studies related to security and public order. This collaboration is crucial for broadening academic perspectives and improving the quality of research in the field of police science.

PTIK Transformation Implementation Strategy

The transformation of PTIK into a Police University requires a planned and phased implementation strategy to be effective and sustainable. Successful implementation therefore requires clear direction, strong leadership, stakeholder involvement, and sequenced institutional preparation. In the short term, PTIK should conduct legal and feasibility reviews; in the medium term, it should prepare governance, curriculum, accreditation, and research centres; in the long term, it should consolidate degree authority, international collaboration, and policy impact evaluation.

Table 2. Practical Roadmap for Transforming PTIK into a Police University

Stage	Main actions	Expected output
Short term	Conduct legal review, institutional feasibility study, curriculum audit, research-capacity mapping, and stakeholder consultation.	Clear policy basis, transformation feasibility map, and priority issues for institutional preparation.
Medium term	Prepare governance structure, degree authority requirements, accreditation documents, lecturer development plan, research centres, and curriculum matrix.	Accreditation-ready academic governance and a measurable Police University development blueprint.
Long term	Build national-international partnerships, strengthen publication output, establish research ethics governance, and evaluate graduate impact on policing practice.	Sustainable Police University ecosystem connected to police reform, accountability, and evidence-based policy development.
Risk control	Avoid symbolic name change without academic capacity; align transformation with funding, human resources, quality assurance, and external evaluation.	Transformation remains substantive, measurable, and institutionally accountable.

Source: Author's policy synthesis for PTIK transformation planning.

The initial stage in the transformation process is reforming police education policy, which provides the legal basis for the establishment of a Police University. This policy should include regulations regarding the institutional structure, educational curriculum, and university management mechanisms that align with national higher education standards. The legal pathway should cover higher education licensing, Polri internal regulation, institutional status, accreditation, degree authority, and coordination with the responsible ministry.

The next step is strengthening academic and research capacity by improving the quality of lecturers, developing research centres, and providing adequate educational infrastructure. Furthermore, the transformation must be accompanied by a shift in the organisational culture of police education to be more open to innovation, academic criticism, and the development of scientific knowledge. Measurable indicators

may include lecturer doctoral qualifications, teaching certification, research grants, Scopus/Sinta-indexed publications, international exposure, practitioner-academic balance, and annual policy briefs.

Overall, the integrative, multidisciplinary, and research-based development model of a Police University can serve as one institutional foundation for strengthening police professionalism and improving the quality of security governance in Indonesia. By making education the basis for institutional transformation, the Police University is expected to become a centre for the development of police science and security policies, supporting the creation of a professional, accountable, and democratic police institution in the future. The model therefore requires measurable milestones rather than general expectations: legal readiness, governance design, curriculum mapping, quality assurance, research-centre output, and public accountability linkage.

CONCLUSION

Based on the problem formulation and analysis presented in this study, it can be concluded that the transformation of the Police Science College (PTIK) into a Police University is a strategic step in responding to the increasingly complex global and national security landscape in the era of digital democracy. Developments in information technology, the rise in cybercrime, and increasingly open social dynamics demand that the police institution possess stronger professional, intellectual, and institutional capacity. In this context, the police education system is a key factor in developing the quality of Polri's human resources, capable of adapting to changes in the strategic environment while maintaining institutional legitimacy amidst growing public demands for transparency and accountability. The analysis identifies three main findings: the need for legal-institutional readiness, the need for curriculum and research governance, and the need to connect police education reform with accountability mechanisms rather than treating education as a stand-alone solution.

First, the transformation of PTIK into a Police University is proposed as a strategic necessity for the Polri in facing increasingly complex and multidimensional modern security challenges. These challenges relate not only to new forms of technology-based crime but also to the changing relationship between the police institution and society in an increasingly open democratic system. In this context, police education can no longer be understood solely as a technical training process, but rather as an academic process that shapes the intellectual capacity, strategic leadership, and value orientation of police officers. Thus, the transformation of PTIK into a Police University can strengthen the position of police education as an academic institution capable of producing professional, adaptive, and analytical police officers capable of addressing various contemporary security issues.

Second, the integrative and multidisciplinary development model of the Police University can play a crucial role in strengthening the professionalism and accountability of the Indonesian National Police (Polri). By developing an institutional structure encompassing various disciplines relevant to police practice, the Police University can become an academic space that integrates education, research, and security policy development. Strengthening the academic foundation of police education will enable police officers to gain a more comprehensive understanding of social dynamics, law, technology, and public policy related to public security and order. In the long term, this approach can foster a more professional, transparent, and accountable police organisational culture in carrying out their duties as law enforcement officers and public servants.

Third, the transformation of police education through the establishment of a Police University also has important implications for strengthening the institutional conditions of public trust in the Indonesian National Police (Polri). Public trust is a crucial factor in determining the legitimacy of police institutions in a democratic society. However, this study emphasises that public trust is not automatically restored by changing PTIK's institutional name. Trust can be strengthened only if the transformation produces measurable improvements in curriculum quality, research capacity, ethical leadership, transparency, and accountable policing practice.

Overall, this research demonstrates that the transformation of the PTIK into a Police University is a strategic policy option and institutional necessity in facing the increasingly complex and dynamic challenges of modern security. Police education reform provides a crucial foundation for strengthening the professionalism, accountability, and integrity of the Indonesian National Police (Polri) in carrying out its law enforcement and public service functions. Furthermore, the Police University can also serve as a centre for the development of police science and security policy studies, supporting the strengthening of more democratic, transparent, and knowledge-based police governance. Through this transformation, police education is expected to not only produce technically competent law enforcement officers but also police leaders with strategic vision, moral integrity, and the intellectual capacity to respond to future security challenges.

SUGGESTION

Based on the analysis of the urgency of transforming police education to address modern security challenges and the need to strengthen the professionalism and accountability of the Indonesian National Police (Polri), this study proposes several policy recommendations that can serve as a basis for developing police education in Indonesia. These recommendations are aimed at strengthening the role of education as the primary foundation for police institutional reform while supporting the creation of more professional, transparent, and responsive police governance.

First, initiate the institutional transformation of the Police Science College (PTIK) into a Police University through a clear legal-policy roadmap. The transformation needs to be prepared through institutional feasibility review, alignment with higher education quality assurance, curriculum audit, research-capacity mapping, and stakeholder consultation involving Polri, higher education authorities, and relevant academic partners.

Second, develop research-based police education and a multidisciplinary approach. Police education needs to be directed at strengthening academic capacity through the integration of teaching, research, and security policy development. A research-based educational approach enables police officers to understand various security issues more comprehensively through scientific analysis and empirical research. Furthermore, a multidisciplinary approach is also crucial for broadening perspectives in understanding the increasingly complex dynamics of crime and security. Therefore, the police education curriculum needs to integrate various disciplines such as criminology, law, information technology, social sciences, and public policy. The development of security and police research centres is also necessary to support evidence-based policing practices. Research governance should include an ethics committee, data-sharing protocols, research centres, annual publication targets, policy brief mechanisms, and clear funding and evaluation responsibilities.

Third, integrate police education with the national higher education system. To improve the quality of education and research, police education needs to be more closely integrated with the national higher education system. This integration can be achieved through academic recognition of police education programs, the development of study programs that align with national higher education standards, and improving the quality of teaching staff through collaboration with other universities. With this integration, police education will not only become an internal educational system of the institution, but will also become part of the national academic ecosystem that encourages the exchange of knowledge and the development of science. Integration should be understood as accreditation alignment, degree equivalence, curriculum standards, lecturers' career pathways, and access to competitive research funding under national higher education norms.

Fourth, strengthen national and international academic collaboration in the development of police science. The development of a Police University also requires strengthening academic collaboration networks at both the national and international levels. Collaboration with universities, research institutions, and security institutions in various countries can provide access to best practices in security management and police education. This collaboration can be realised through student and lecturer exchange programs, joint research, international curriculum development, and the holding of academic forums discussing global security issues.

Through extensive academic collaboration, the Police University can develop into a centre for the development of police science that is not only relevant nationally but also contributes to the discourse on security and policing globally. International references should be adapted to Indonesian law, Polri structure, public accountability needs, and the available institutional capacity, not copied directly as imported best practices.

Overall, the implementation of these policy recommendations is expected to contribute to strengthening the role of police education as a primary foundation for institutional reform of the Indonesian National Police (Polri). Through institutional transformation, strengthening the academic base, integration with the higher education system, and fostering academic collaboration, the Police University can become a strategic institution supporting the development of police science, enhancing officer professionalism, and strengthening more democratic and accountable police governance.

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