

Embarking the Republic of Indonesia National Police (POLRI) Investment on Overseas Postgraduate Education Eminence

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ABSTRACT

The Republic of Indonesia National Police (Polri) is infested with a prominent function for maintaining public order and safety for Indonesian livelihood. Yet during the swift flux of world order and development challenges evolving in the technological and industrial revolution, Polri postures a prevailing strategy for its designated future leader of investment in the overseas postgraduate education program. This research intends to see and analyze Polri's program initiative set off for developing its human capital through cross-national education by using qualitative descriptive methods that refer to the analysis of data. The data's discourse is served between Polri official statements and published documents with established international common practice and preceding theoretical research. This study shows that Polri tends to implement this cross-national education program as a means of knowledge and value transformation in the organization, as well as policy modernization and streamlined adaptation of the developed country. This educational investment indeed involved time-consuming, proper financing, and a decent, rewarding system within. Looking closer to this outset point may contribute to the human capital management strategy cultivation within Polri's cross-national education program, primarily to bolster the Police 4.0's Era.

Keywords: *Investment on Education, Human Capital Management, Polri, Cross-National Education, Professionalism.*

1. INTRODUCTION

Human capital has been a rising notion over the last few decades, with it centered on humans as an essential capital and asset within the organization. First introduced in the mid-twentieth century, human capital plays a major role in putting humans as intangible assets, which can contribute to organizations to attain benefits through their skills, knowledge, idea, and innovation to achieve competitive advantage. Notably, it emphasized the better return on the investment of human capital in education and training instead of the physical capital investment [1]. Regarding the Indonesian government, education is likewise the main supporting factor to improve the quality of human capacity, including the Republic of Indonesia National Police (Polri).

According to the Chief of Polri Regulations number 14 of 2015 generally states that Polri requires

professional, moral, modern, and superior human resources, which is implemented through programmed, integrated, systematic, and sustainable education [2]. Furthermore, the Chief of Polri Regulations number 6 of 2013, that in carrying out its roles and functions for law enforcement and policing duties all over Indonesia, Polri may conduct its education and training program through initiating cooperation with foreign parties who have a strategic role [3]. Broadly, these two regulations have shown an accentuation and cultivation in the direction of education policies for the human capital within Polri, which are receptive and adaptive to the acceleration of global challenges. Generally, as a well-established institution, Polri already has its solid and official educational institution on the national scale, i.e., the Police College of Science or STIK – PTIK, which provides its official various academic studies to pursue in the undergraduate and postgraduate level program. It immensely accommodates officers who want to

intensify their knowledge and skills, either driven by self-motivation or organizational-motivation.

Gradually, the steady throne of STIK - PTIK since 1946 is replaceable by overseas postgraduates ever since the emergence of the follow-up on preceding regulations by Polri's officials. The Vice Chief of Polri in 2015 stated that "The Republic of Indonesia National Police will send 70 members of its best graduates of the Police Academy (AKPOL) to postgraduate schools abroad, specifically to anti-corruption countries or developed countries. In this case, the Republic of Indonesia National Police Education and Training Institute (Lemdiklat Polri or Lemdikpol) is appointed to be the holder and the executor of the task" [4]. In another opportunity, the Chief of Polri in 2018 stated that "In the last three years, the Republic of Indonesia National Police has collaborated with the Indonesia Endowment Fund for Education Institute (LPDP), the Ministry of Finance in providing postgraduate education scholarships abroad for the AKPOL graduates"[5].

Postgraduate education programs abroad are basically nothing new for the members of Polri. It has been a long-time practice since Polri officers chose to continue their postgraduate education abroad even before the 21st century. The current study highlights this was very small and sporadically through various forms of independent or international funding. Therefore, the researcher sees the need for an in-depth study related to the shift in developing Polri's human capital management policy. The purpose of this research is to find out the policy initiative set off through cross-national postgraduate education investment to evolve Polri's human capital amid the Police 4.0's Era.

1.1. Theory Study

1.1.1. Connection between Human Capital and the Investment in Higher Education

The scientific study of human capital development mentioned by Theodore W. Schultz states that investment in human resources through the education sector is directly proportional to developing a country [6]. The time and funding allocated by the state in building human capital impact the knowledge value-added, which is in line with the increase in cognitive and incognitive development needed to create effective management and innovation in a country's development goals. Thus, the Rate of Return (RoR) of these investments does not only impact the individual micro-level but also on the macro-level of the organization, company, and country.

The concept of RoR is extended to be more specific based on the level of education. At the level of higher education, RoR is divided into two main levels are individual- and national/organizational levels. Higher education was initially thought of as an individual-level investment, where the dedication of time and financing

yields rewards in improved skills and higher earnings. Nonetheless, scholars found that productivity spillover, long-term positive effects for later generations, faster growth through technological innovation, and lower crime levels—likewise become valuable advantages in the macro-level [7].

To develop the human capital, it is believed that human capital management (HCM) serves the organization as a guideline to obtain, analyze, and report the data information regarding value-added strategies to evolve the human capital. In Particular, Jay Khatzel stated that HCM is not invariably emphasized on the measurement and the assessment but also on the management and development to obtain higher employee capabilities to significantly improve performance [8]. HCM offers the human resource management policy choices, which are affected by employee influence, human resource flow, reward systems, and work systems.

Human capital development is mainly derived by four factors, i.e., (1) the lack of labor knowledge and skills on their responsibility work; (2) There are changes that occur in the work environment and job orientation because of the adaptation process of new working method and utilization of the new job support technology as an effort to minimize employee obsolescence; (3) To elevate company competitiveness to restore work productivity; (4) To adapt to the current applicable law and regulations [9]. This atmosphere could draw the shifting paradigm presently from labor- and capital-intensive to knowledge-intensive labor necessity. The current 21st century demands a very different set of skills and competencies in labor to function effectively at work. Therefore, the newest reforms in educational policy are required to respond [10].

1.1.2. Education's Policy Borrowing in Transformative Leadership and Its Relations with Modernization

Understanding the comparative international education system, it presents a policy lending theory as policy adaptation practices by a country, which is learned from another country's practices by determining the home-state interest. Many educational policies are not innovations— contrary, they are intentionally borrowed or adopted from other countries. The policy-makers are usually interested in learning about how effective others' educational systems experience, especially from those considered to have been successful. In the case of policy-makers, it is immensely linked to a leader and leadership style. The study of transformative leadership is influential in transforming the way of the policy-making process. The basic premise is that leaders believe that everyone can lead, contribute to, and co-create the world we live in [11]. Transformative leadership invites everybody to ask what kind of world they create through their thoughts,

beliefs, actions, and interactions. Therefore, it emphasizes a participatory process of creative collaboration and transformation for mutual benefit within the organization. Specifically, education is used to stimulate creativity and evolve the participation of the organization members. The expectancy of the leader and organization is comprehended by its motivational force, consisting of expectancy, instrumentality, and valency [12].

Borrowing successful education policies or practices is expected to solve problems in their home country [13]. Two key concepts in research on policy borrowing and lending that are often used to explain why and how educational reforms travel across national boundaries, i.e., reception and translation. The studies on reception analyze the variables, such as political, economic, religious, and cultural reasons that account for the attractiveness of reform from elsewhere. Translation in turn, captures the act of local adaptation, modification, or re-framing of an imported reform. As a complex matter, an emulated policy will only be a disaster if there is no critical adjustment in its implementation. The attractiveness of others' policies and the existing home country motivation are combined to produce a compatible policy. Three key propositions to be concerned with to obtain a successful borrowing practice, i.e., sufficient information about policy formulation and implementation, intact information about the whole policy business, and pay attention to attributive differences between two countries [14].

Commonly, developing countries are motivated and tend to do this practice by adopting a developed country's policy. The main objective of the comparative education investigation is to identify and implement "good practice" and to what extent be applied when they have gone through the policy formulation and implementation process. To amplify the developing-developed countries relations previously, modernization theory presents its main assumption that development is a shared and collective goal that originated from progress and modernization in developed countries [15]. All countries, both developing, and developed countries, set along a unitary, linear path to modernization through their own domestic (internal) process. The gradual development process within modernization is commonly called Westernization. The shared goals contain democracy, industrialization, modern society, capitalism, high enrolment, good health indicators. The affluence study on modernization elucidates the number

of factors affected during its path, i.e., savings and investment, protestant ethics, achievement drive, five stages of development, non-economic factors, and modern man [16]. Those factors assist scholars in investigating and analyze modernization from various angles.

1.2. Research Methods

The research method used in the preparation of this research is the descriptive analysis method, which aims to describe and interpret objects as they are. Descriptive methods are used to interpret and describe a phenomenon, such as relationships and conditions, developed by using scientific procedures to answer the research question. Combined with narrative methods by constructing a series of historical documents and statements to identify reasons which are associated with a particular change [17]. The units of analysis in this study are the respective official documents and media interviews that correspond with Polri's overseas postgraduate program. It might be cross-institutional and multi-stakeholders affirming and expected to provide information. Determination of the information was obtained by applying the representative stakeholders who were involved in this study. Data are selected based on their entanglement with the program initiative or application. This research is aware that this program demands the integrity of existing government and intergovernmental collaboration. Based on this, the data to be chosen are:

- a. The Chief of Polri Regulations
- b. The Chief of Polri and Other Polri Stakeholders Official Statements
- c. The Chair Assistant, Division, Institute, and School of Polri Official Statements
- d. The Polri Official Website Posts
- e. The Ministry of Republic of Indonesia Regulations

Data collection techniques in this research using observation and documentation. Observing the online media include the media interviews with the chief and chair from Polri and others's which produce official statements, the image of scholarship awardee, the existing Memorandum of Understanding (MoU), and published events. The documentation of the law includes the state, Polri, and ministerial regulations. Hereafter, the data analysis is conducted through several phases. (1) processing and clearing obtained data and adapted to the research needs; (2) adjustment to the documents; (3) verifying the data through grouping, reduction, and validation; (4) interpret the findings of the research results using argumentative explanation; (5) criticizing the findings of research results with relevant theories.

2. RESULTS AND DISCUSSION

2.1. Motivations and Expectations of the Polri's Overseas Postgraduate Program

The outset of program development was begun in June 2015 by the statements of the Vice Chief of Polri, Commissioner General of Police Budi Gunawan, *"This year, Polri sends 70 AKPOL superlative alumni to continue their study in an overseas university. This program is an attempt by Polri to increase competency*

improvement within its young prospective leaders" [18]. In July 2016, the upcoming successor, the Chief of the Republic of Indonesia National Police, General of Police Tito Karnavian, strengthened the existing program by establishing the foundation and vivid path to maximize the effectiveness of the program. Tito stated "to create humanist and non-corrupt police, we will provide good education and curriculum ... including sending the junior staff to the postgraduate overseas program through LPDP scholarships provided by the Ministry of Finance in various eminence countries... We expect quick regeneration through knowledge and skills adoption from low corruption index countries, so that the non-corrupt mindset and culture can be carried home later and adapted to" [19]. In the following year, December 2017, Tito further clarified with, "... in the upcoming 10 years, this program alumni is expected to be able to be a mastermind and conveyor of the new cultures gained from abroad" [20]. On another occasion, in July 2018, Tito stated that "... in the upcoming 10 years we will have 1,500 overseas graduate intellectual Commissioned Officers (Perwira)" [5]. In May 2019, The Chief of Lemdikpol, Commissioner General of Police Arief Sulistyanto, in his speech instructed, "... after completing the study duty, the LPDP awardee may disseminate the constructive thoughts and initiate innovation and transformation within Polri" [21]. In the following year, January 2020, Arief added a clear explanation, "... the cooperation with LPDP aims to enhance Polri's performance and service quality, which harmonizes the Republic of Indonesia mission to advance the state through human capital development" [22]. Arief's successor, The Chief of Lemdikpol, in 2021, Commissioner General of Polri Rycko Amelza Dahniel, stated that "... police's LPDP awardee is part of the priority program for The Polri Education and Training Institute (Lemdikpol) ...".

Measuring from the existing sequence of statements by Polri leaders, the inception of Polri's overseas postgraduate policy is mainly developed by Polri's leader notion and determination. Shifted leadership models to the transformative one, affecting the primary intention to escalate its human capital to be more proactive, to participate and contribute to the organization's transformation, regeneration, and modernization. The spokesperson transitioned this program to the media in 2019 into the lower-rank officers of Polri, as a sign and witness of how the program has been internalized. Also, the program portrayed the investment in education for the Polri's Commissioned Officers, which in the point of view of transformative leadership, is a means to stimulate thoughts, beliefs, actions, interactions, participation, and creativity of the employee through obtaining new experience, knowledge, and skill from education.

The vision of the program was introduced firstly by Tito Karnavian in 2015, when he was the Chief of

Metro Jaya Regional Police, and confirmed in 2017, once Tito became the Chief of the Republic of Indonesia National Police, *"... this program was adopted from Singapore which provided scholarships for their prospective police leader to study in the United States and the United Kingdom, which both states have healthy bureaucracy and low level of corruption ... then, they become a developed country now"* [23]. Interpreting these statements, the policy borrowing which is implemented will work in two manners. First, Polri borrowed the policy from the success concept of Singapore. Second, Polri expects their officers one day they could borrow the applicable policy from where they studied before. With their ability in policy reception and translation, they have the ability to modify, adapt, and re-frame foreign practices and values to the local rules and Indonesian values.

2.2. The Effect on the Modernization and Professionalism of Polri

Modernization vastly occurs in the transformation from a traditional society to a secular and industrial society. It challenges both society and government institutions to catch up mainly in developing countries; otherwise, they are getting left behind. In comparison, professionalism is an attitude or condition in doing work that requires special skills obtained through certain training and education. Linked to this policy, Polri, in particular, should overtake modernization quality standards by increasing professionalism to do their job effectively. Tito in 2016, introduced a tagline, i.e., "Police Promoter", as professional, modern, and reliable police [24]. It emphasized that police have to be professional, and police professionalism will not happen without the support of police modernization. Polri's performances and services to the community are strongly influenced by the quality of its members. Modernization through this program produces ready-to-work police officers who can adapt to the swift change in the unstoppable modernization era.

The number of LPDP scholarships awardee and other kinds of scholarships deliver the image and approximate rate of return to modernize Polri institution. The LPDP awardees in 2017 to 2019 successively are 16, 11, and 24 awardees out of 150 provided slots per year. The trends in LPDP also tend to prioritize and encourage the awardee's choice to select three big countries, i.e., the United Kingdom, the United States, and Australia, as their host universities. The majority of them are taking the police's general program of studies, such as criminology, forensic, international affairs, and transportation. Under the MoU with the Institute of Technology Bandung (ITB) and the Korea International Cooperation Agency (KOICA), there are 20 graduates from Korea National Police University in cyber-crime program study [25].

Realizing organizational transformation needs amid the Police 4.0 era operational transformation, public

service transformation, and supervisory transformation should be the officers' focus while they study abroad. It yields to improving the quality and professionalism of Polri itself. To encounter the Industrial Revolution 4.0, which applies the concept of automation carried out by machines without the need for human labor in its application. Polri requires skilled and intellectual human capital. To do so, the Polri 4.0 program was carried out by the Chief of Polri in 2021, Commissioner General of Police Listyo Sigit Prabowo [26]. Polri 4.0 had been approved by the Republic of Indonesia House of Representatives (DPR) and had been supported by various parties. One of them is the Ministry of Industry, which supported the electronics and telematics section to support Polri modernization, e.g., thermal imaging for vision in the dark, biometrics, fingerprints, and DNA, as well as facial recognition for identification and analytics. Digital transformation in the police will positively impact the innovation and growth of the hardware and software for artificial intelligence (AI). In line with that, all-digitalization will certainly reduce the police's task load on criminal cases and provide more optimal services to society. Therefore, Polri needs to be supported by competency-based human resource training so that the application of police technology can continue and providers in the industrial sector continue to innovate by the needs of services of the police.

2.3. Programs on the Human Capital Development in the Overseas Postgraduate Education

The newest working methods and utilization of the job support technology are currently emerging extensively as an effort to minimize employee obsolescence. The establishment within Polri is mainly triggered by the agile adaptation of the top-down model's policy strategies. HRM-performance link models of Guest describe that the essential HRM strategy is the availability of innovation, quality, and adequate funding, which can accommodate the whole HRM process, including the practical process, such as conducting training, reward, and program design [27]. In particular, the perceptible strategies conducted by Polri are carried out through cross-divisional and -institutional in an attempt to succeed the program, as follows:

2.3.1. Training and Preparatory Program Support

According to the Chief of Polri Regulations number 14 of 2015, Article 1 (19), training is defined as a set of programs that aims to provide, maintain, and improve employee's knowledge and skills through a certain method that prioritizes practical activities. Regarding

education and training, Polri's Education and Training Institute, also known as Lemdikpol, is assigned as the coordinator to organize, provide, and integrate education and training management. At the first stage, training and preparatory work are conducted among divisional cooperation inside Polri institution. First, Lemdikpol has organized an annual LPDP scholarship coaching clinic since 2019. The event is designed as a mandatory agenda and consists of English proficiency and psychology assessment of scholarship awardee candidates. Lemdikpol works with the Republic of Indonesia National Police Language School (Sebasa Polri) and Psychology Bureau under the Republic of Indonesia National Police Human Resources Assistant. To cultivate the coaching clinic in 2021, Lemdikpol re-organizes a similar program, collaborated with invited speakers from the LPDP committee, and was complemented by the sharing session from Polri's four LPDP scholarship awardees [28]. Hence, an English short-term training is held for approximately 3-months. They are allowed to choose two optional advanced courses provided by two collaborating institutions, i.e., Sebasa Polri and Cambridge Assessment English. Training and preparatory programs are essential due to the big gap in quota fulfillment. Merely, the police awardee is under 25 out of 150 prepared scholarships quota every year.

2.3.2. Initiate National- and International-level Strategic Cooperation

Polri conducts its education and training programs by initiating cooperation with national and international parties, which have a strategic role in attaining the institution's goal. The Memorandum of Understanding (MoU) becomes the legal umbrella to address each point of rights and obligation between each party. Specifically, Polri set a limitation to guide the institution to conduct cooperation as follows: (1) domestic parties: state institutions, government agencies, law enforcement, educational and training institutions, other legal entities; (2) international parties: government/non-government, international organizations/institutions/agencies [29].

Firstly, the cooperation with LPDP in providing a full scholarship in master and doctoral degree programs overseas. This cooperation covers 150 slots of scholarship every year since 2015 [5]. This cooperation has graduated many police officers from eminent countries such as the United Kingdom, the United States, and Australia. Secondly, the cooperation under the MoU with the Institute of Technology Bandung (ITB) and the Korea International Cooperation Agency (KOICA) about cyber-security issues since 2018 [30]. This cooperation covers the Double Degree program in the Master of Electrical Engineering Management and Information Security Engineering Options. The long-term plan likewise accommodates doctoral degrees and prioritizes the 30 best students in AKPOL, so that Polri

is able to send 50-100 best graduates per year until 2025 [31]. In particular, this MoU has successfully graduated 20 police officers through the program in 2021. These two collaborations are instances of governmental and intergovernmental cooperation.

In the area of inter-organizational -institution and -agency cooperation, Lemdikpol did an MoU in 2019 with the Cambridge Assessment English, which focuses on the English proficiency intensive training [32]. The development is concentrated on selected Polri officers who pursue postgraduate degrees overseas. Another collaborated institution is the National Graduate Institute for Policy Studies (GRIPS) which also provides opportunities for Polri officers to fetch many various scholarships for a Master's degree with the following majors: Master of Public Policy; Master of Public Administration; Master of Arts in Public Policy [33]. Looking at these collaborations, the tendency to select developed countries as the host is a definite and significant issue to focus on, clearly portray the situational factors which immensely affect the program.

2.3.3. Training and Preparatory Program Support

According to the Chief of Polri Regulations number 11 of 2018 about the stratification administration for Polri member act 16 (3), that promotion acceleration is applied once in one rank class and cumulative under the following condition (a) Commissioned Officer who hold bachelor/master/doctoral degree certificates from the overseas university through LPDP scholarship, will obtain 1-year acceleration [34]. A regular (4-year) promotion period might be accelerated to only 3-years. It necessarily escalates the officers' interest, as it accounts for the individual rewards applied for those who succeed in passing the LPDP scholarship and graduate from overseas. These rewards cover an adequate credit to the officer who invests their time and efforts to meet the scholarship and host university requirements, likewise, overcome the adaptation, gain knowledge and skills, which are beneficial and adjustable in the Indonesia context.

3. CONCLUSION

The Republic of Indonesia National Police has now directed its human capital development to focus on programmed, integrated, systematic, and sustainable education through the investment of the overseas postgraduate program. That has been begun by the collaboration with LPDP under the Ministry of Finance to provide considerable slots of scholarships for the Polri's commissioned officer since 2015. By means of intense regulations to bolster the program implementation, Polri's human capital management performs an essential role to achieve the organization's transformation, regeneration, and modernization through investment in cross-national education. This

program is expected to escalate the human capital to be more proactive to participate and contribute to the innovation establishment, using their ability to modify, adapt, and re-frame foreign practices and values to the local practices. Remarkably, the knowledge and skills development simultaneously equip all-digitalization amid the Police 4.0 era to serve professional and optimal services to the society.

The program implementation, which is coordinated by Lemdikpol encompasses specified strategic programs, such as training and preparatory program support, national- and international-level strategic cooperation, and decent rewarding systems. This educational investment is time-consuming, costs money, and requires corresponding cooperation with strategic parties and stakeholders, which aims to accelerate Polri's human capital, especially commissioned officers who pursue their high level of studies, particularly postgraduate programs abroad. There is still a need to conduct comprehensive management, notably measuring the effectiveness of the scholarship's quota fulfillment, field equalization, and the program output assessment. By having it, the program is expected to gain its optimum returns and be sustainably executed.

AUTHORS' CONTRIBUTIONS

Conceptualization: B.O.P., V.T.P.S., N.P.F.; methodology: B.O.P., V.T.P.S.; validation: B.O.P., N.P.F.; formal analysis: B.O.P.; writing-original draft preparation: B.O.P., V.T.P.S.; writing-review and editing: N.P.F.

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