



Performance of Governance in Indonesian Army and Police Academy Based on Good Governance

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Abstract. One of the goals of national development is an effort to educate the life of the nation which is a national responsibility as stated in the 1945 Constitution, which is one of the ideals of independence to improve human resources so that they are able to achieve prosperity for all Indonesian people in various aspects, including the Army and the Police in Republic of Indonesia. To that end, the holding of integrative basic education of the Army Academy and the Indonesian National Police with the support of adequate education components, especially the support for the different needs of the army and police, but with one goal, to have cohesiveness without losing their respective characteristics. It's just that, in its implementation, there are still many problems that arise, both problems within the internal scope of each party and friction between the 2 (two) parties. This research uses literature study. The purpose of this research is to know how the Governance between Indonesian army and police on their integrative academy.

Keywords: Governance · Good Governance · Integrated Academy · Integrative Basic Education · Military Indonesian Academy

1 Introduction

Today, one of the important aspects of a country's development program is the aspect of education. Education is an important thing, with the aim of improving the quality of human resources better at every level. This is in accordance with what is stated in the Law of the Republic of Indonesia of 2013, which states that education functions to increase the intelligence of the nation's next generation by increasing and developing capabilities and forming a dignified national character.

Development in this aspect of education is in all spheres of society, including in the Indonesian military and police education system. This aims to fulfill the demands of the duties of the TNI and POLRI institutions with a focus on improving performance and professionalism to support the security and defense system of the Republic of Indonesia. On this basis, integration education has been carried out between the two security and defense institutions. The existence of this integrated education system has the expected output in the form of producing human resources from these two institutions who have

an independent, competitive and quality spirit in the form of elements of skills, effective, efficient and productive thinking.

For military and police education, it was recorded that in 2021, the number of applicants to attend the TNI academy was 15,761 people with a total of 779 people accepted [1]. Where as in 2022, there was an increase in registrants of 22,553 people with the acceptance of 1,028 prospective cadets [2]. Meanwhile, for the POLRI academy, there were 10,605 applicants with a total of 175 people accepted [3]. Meanwhile, in 2022, there will be 250 POLRI academies who are members of integrative education [2]. From the findings of these data, it can be seen that there has been an increase in the number of enthusiasts both at the military academy and the police academy in the last 2 years. This increase is as a result of ensuring education is held for both the TNI and POLRI which greatly affects the career paths of Cadets in the future.

With the condition of the development of the number of academy members above, it is necessary to develop a governance model that can maximize the expected results of education. Good governance or good governance is the whole process of regulating all aspects of life in the form of law, politics, economy and social in an institution [4]. It can be said, good governance can have an impact on an institution where by implementing good governance, a pattern that adheres to the principles of justice, efficiency, and accountability will be created. In looking at governance in the integrative education system of the TNI and POLRI, it will be seen how participation exists, the forms of transparency that are carried out and accountability in this education system [5].

For this reason, this study aims to see how governance exists in the integrative education system of the TNI and POLRI academies in Indonesia. As the purpose of the existence of an education system is contained in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, in article 1 paragraph 1 it can be interpreted that this education system seeks to support student learning in developing all their potential. Included in the integrative education system of the TNI and POLRI which is aimed at realizing education that is in line with developments in the strategic environment which is systematically arranged to sharpen the relevance of the education held.

2 Research Methods

The research conducted by this researcher used the library study method. The focus of this research is to find out the governance that exists in the integrated education system between the TNI and POLRI from the aspects of participation, transparency and accountability. The data collection technique used was to search various journals and news articles available on the Internet and the Chandradimuka TNI library in Magelang.

The flow of literature studies used by researchers can be seen in the following Fig. 1.

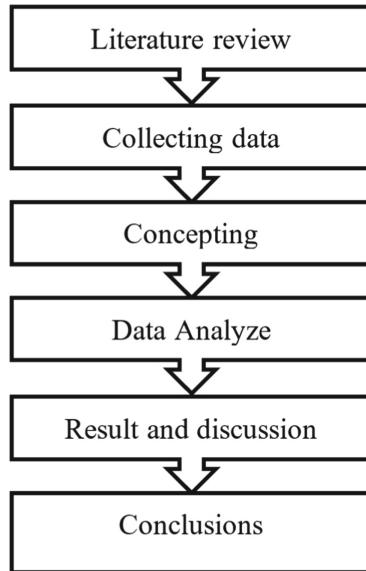


Fig. 1. Flow of literature study.

3 Governance in the TNI and POLRI Integrative Education System

Based on the theory of good governance [5], the dimensions of good governance are:

3.1 TNI and POLRI Participation in the Integrative Education System

Broadly speaking, participation can be interpreted as participation or taking part [6] both in the form of statements and actions [7] in all forms of activity. In the theory of good governance, participation is a dimension that looks at how the participation of various parties in carrying out their responsibilities and roles in achieving the desired governance of an institution [5]. Participation itself is divided into 2 classifications, namely direct participation and indirect participation.

In the integrative education system, the TNI and POLRI academies are housed in the Chandradimuka Regiment, Magelang. In this integrative educational process, there is active participation by both parties. Based on a research report from Pantow [8], the involvement of these two parties starts with the preparation of the educational curriculum. The involvement of the police can be seen from the press and the police in compiling an integrative education curriculum in stage 1. As for stages 2 and 3, the curriculum used is the TNI curriculum. And in stage 4, curriculum development is left to each institution [8].

From the findings above, it can be seen that the more dominant participation in compiling this integrated education curriculum lies with the TNI. This is because the discipline possessed by the TNI is better in terms of character building and individual discipline [8, 9]. However, Pantow [8] and Muradi [9] found the same problem that

integrating several different disciplines resulted in less effective achievement of tasks in the field of knowledge and skills. More specifically, Muradi [9] emphasized that determining the curriculum in integrated education is not based on professional teaching standards, but is more focused on the need for educational attainment desired by the institution.

This situation has an impact on the imbalance of knowledge possessed by cadets. Curriculum development based on institutional needs, not educational needs, can cause difficulties in the process of transferring knowledge. This is also due to the fact that the teaching staff who carry out the duties and functions of teaching do not come from professional teaching staff. So that the method of providing the knowledge needed in educational academy activities does not run optimally.

3.2 Transparency of the TNI and POLRI Integrative Education System

In a broad sense, transparency can be translated as the principle of openness which can provide access to all parties related to the information contained in these activities. The importance of the element of transparency in various conditions is directly related to how the quality of the ongoing system is, given the purpose of enacting the element of transparency, the trust in stakeholders will increase the support provided.

In the theory of good governance, one of the dimensions needed to create a good system is transparency. Transparency is needed in the order for every government process, institution and various information that can be accessed by various parties who have an interest in the process. Transparency carried out by an institution can show a sound governance system so that all general information contained in these activities can be known and understood by all groups.

Mardiasmo [5] state that transparency arises on the basis of rights and freedoms to obtain information relating to the public interest. The importance of the element of transparency in good governance is due to the existence of authority in making decisions related to the interests of the general public.

For transparency carried out by the Indonesian Armed Forces and Police academies, researchers found several publications presenting activities carried out in an integrated education system through several existing website pages, including the website page owned by the Indonesian military academy, namely akmil.ac.id. One example is the existence of news about the integration of combat activities carried out by the TNI academy and POLRI academy in an integrated manner through the page <https://www.akmil.ac.id/berita/taruna-akademi-tni-dan-akademi-kepolisian-berintegrasi-dalam-piktar-ke-26-di-akademi-militer.html>.

However, in the implementation of this integrated education, researchers did not find all information about how the integrated education system of the TNI and POLRI academies works through various internet search media. The following is also about the policy that specifically regulates the integrated education of the TNI and POLRI (Fig. 2). So that researchers can conclude that there is a lack of transparency related to information prepared through various news media regarding the process or information on this integrated education program.



Fig. 2. Display of integrated TNI and POLRI academies news reports.

3.3 TNI and POLRI Integrative Education System Accountability

Accountability has the meaning of being accountable. Thus, accountability relates to the obligations possessed by individuals, groups or institutions to carry out actions and policies that are determined to be accountable to the public. Thus, each institution or organizer has a moral burden to carry out their duties responsibly, so that honesty and structure are the main characteristics of this accountability dimension.

In the aspect of accountability, the government through the Ministry of Defense has provided a policy foundation in the form of Regulation of the Minister of Defense of the Republic of Indonesia No. 16 of 2017 concerning the Performance Accountability System for Government Agencies within the Ministry of Defense and the Indonesian National Armed Forces. In this policy, in article 5 it has been stated that the implementation of SAKIP (Government Agency Performance Accountability System) for the TNI consists of (1) Strategic Plan (Renstra); (2) Performance agreement; (3) Performance Measurement; (4) Management of performance data; (5) Performance reporting; and (6) performance review and evaluation.

Following up on the policy decided by the Ministry of Defense of the Republic of Indonesia above, the Military Academy Institute has established their strategic plan in the form of a Decree of the Governor of the Military Academy No. Kep/47/VI/2002 concerning Non-Academic Standards for Military Academy. In the file it has been stated that in order to be responsible for all its activities to the Ministry of Defence, the 6 elements of SAKIP mentioned above are carried out through this Non-Technical Standard, as a file for evaluation which is carried out annually and known and approved by the Ministry of Defense of the Republic of Indonesia.

In this standard, it is stated that planning activities have been carried out in all aspects of the institution of the Military Academy. There are 7 non-academic aspects that have been listed, namely: (1) Aspects of organizational management; (2) Student Aspects; (3) Human Resources Aspect; (4) Aspects of Infrastructure; (5) Cooperation Aspect; (6) Financial Aspects; and (7) Welfare Aspect.

However, the researchers did not find any files related to the integrated basic education system between the TNI and POLRI, so it can be said that the accountability carried out

by the military academy is not optimal. Considering the statements made by Mardiasmo [5] stating that one of the main things that must be implemented in order to achieve good governance is an element of transparent accountability. Comprehensive accountability for every activity, program or policy is the basis for institutional accountability.

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4 Conclusion

From the various findings on the implementation of good governance in the integrated basic education of the TNI and POLRI Academies which took place at the Chandradimuka Regiment, Magelang, it can be concluded that:

- To get good quality education, there must be the participation of professional teachers, so that the material provided in this integrated basic education can be carried out to the fullest.
- There must be complete transparency in all aspects, from the legal basis, planning, implementation, to the results of evaluating the program every year. With this transparency, the greater public trust will be obtained by all existing stakeholders.
- There needs to be a special policy that regulates this integrated basic education program so that program implementation can be accounted for, moreover the Military Academy is within the scope of the Ministry of Defense of the Republic of Indonesia, which has been confirmed through policies that have been established for each institution within the scope of the Ministry of Defense of the Republic of Indonesia must be accountable for all activities and programs in a transparent manner.
- There needs to be more in-depth research, so that the development of this integrated education program is growing through scientific input for the future.

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