Police Research for the Indonesian National Police Cadets

Nugroho Ari Setyawan

The Indonesian Police Science College

Abstract

This paper aims to explain police research. The study for this paper is conducted through a narrative literature review. The study finds that police research is a new field. The research is initially critical but later enriched with an evidence-based view. Police research is challenging because of the difficulty of the researchers collaborating with the police and translating research into practice. There are some steps (for a police researcher) to conduct research in policing successfully. The police cadets are inside researchers. They may have less difficulty entering the police organisation. Some points are suggested for the police cadets to be potential practitioner-academics (pracademic) in improving policing.

Introduction

This paper is based on a request from the police academy for the writer to share knowledge on police research. The police cadets will conduct research. The research involves a research seminar. A paper is needed for this seminar. The seminar aims to make the cadets consider the available literature on police research. Through this understanding, their research may be elevated higher for not just complying with the requirement of submitting dissertations for the police cadets for being undergraduate degrees. The content of their research may be expected to align with the current direction of police research worldwide.

This study is executed through a narrative literature review. A narrative review is distinguished from a systematic review. The narrative review follows the themes found in the selected literature when discussing the targeted topic and answering a determined research question.

This paper aims to answer the question of the nature and extent of police research. The answer is required by police research researchers (especially the cadets as undergraduate police researchers). The

earlier they understand the nature and challenges of conducting police research, the more beneficial it will be for them in executing their forthcoming research projects.

Knowledge about police research may be helpful for cadets once they complete their education at the Police Academy. These cadets will become police officers and academic practitioners within the police force (inside-insider [Brown, 1996]). They will be capable of conducting research (particularly action research [Rosenbaum, 2010]) during their careers. The policing practices they implement as police officers will improve as they work using the action research paradigm. The body of literature on Indonesian policing will expand as they create it. Future generations of police officers can utilise it to address policing challenges in their practices.

This paper consists of five sections. The first section introduces the paper and mainly explains the background of this paper. The second section elucidates the research method used. The third section describes this study's findings. The fourth section discusses the implications of this paper's findings for the cadets. Lastly, the fifth section gives the conclusion of this paper.

Method

The method of the study for this paper is the narrative literature review. Articles that are familiar to the writer are selected. Afterwards, the writer snowballs into the other associated articles. The narrative of the sourced articles is used to explain police research. This method is chosen because of the writer's limited time. The study can be better with a more comprehensive and rigorous method (e.g., systematic review) than this narrative literature review. Despite its weakness, the articles used in this paper's review can be used for the cadets' research.

Finding

Police research

Police research in the social sciences is relatively new (Cockbain and Knutsson, 2015, p. 1; Banton, 1964; Skolnick, 1966; Wilson, 1968). It started in the 1960s (Cockbain and Knutsson, 2015, p. 1). Critical tradition is the primary field of police research (Cockbain and Knutsson, 2015, p. 1). It has background on the context of mainstream events in Western Europe and America (e.g., industrial strikes, civil rights, and anti-war protests) (Cockbain and Knutsson, 2015, p. 1; Skogan and Frydl,

2004; Reiner, 2010; Renier, 1992). Police research from this critical perspective focuses on police discrimination, corruption, and abuses of power (Cockbain and Knutsson, 2015, p. 1). This research perspective has a role in making the police accountable to the laws and the principles of democracy (Cockbain and Knutsson, 2015, p. 1).

Another expected role of police research is crime reduction (Cockbain and Knutsson, 2015, p. 1). Crime reduction is vital since it has a straightforward application for parties involved in policing, discussing the everyday realities of policing, engaging with the police partitioners, making the police and researchers cooperate in solving the problem of policing, and not just focussing on the negative aspects of policing (Cockbain and Knutsson, 2015, p. 2; Weisburd and Neyroud, 2011; Bradley and Nixon, 2009). The crime reduction perspective accompanies the dominant conventional criminology, which prefers to solve the root cause of crime (e.g., poverty or injustice causing people to commit crimes) (Cockbain and Knutsson, 2015, p. 2).

The crime reduction perspective is associated with developing the applied police research tradition (contrasting to the critical research tradition) (Cockbain and Knutsson, 2015, p. 2). Applied police research focuses on developing theories, frameworks, and empirical evidence to support policy and practice (Cockbain and Knutsson, 2015, p. 2). The applied research tradition emerged from policing-related organisations and outside research groups (outside of the traditional universities) (Cockbain and Knutsson, 2015, p. 2). Several of the organisations are: 1) the police executive research forum (the US), 2) the police foundation (the US), 3) the police research group (the UK), and 4) the National Council for Crime Prevention (Sweden). The tradition introduced experimental design in police research (e.g., Kelling et al. [1974] on *The Kansas City Preventive Patrol Experiment)* (Cockbain and Knutsson, 2015, p. 2).

This applied research tradition was developed further with problem-oriented policing (POP) (Goldstein, 1979) in the US and situational crime prevention (SCP) (Clarke, 1980) frameworks in the UK (Cockbain and Knutsson, 2015, p. 2). Problem-orientated policing suggests defining the problems, designing and implementing interventions, and measuring their effectiveness (Cockbain and Knutsson,

2015, p. 2). Meanwhile, SCP sees that offending is the product of the interaction between individuals and their environment (Wortley, 2012; Cockbain and Knutsson, 2015, p. 2). Potential offenders can be deterred from committing crimes by manipulating the crime environment (immediate physical and social conditions) (Cornish and Clarke, 2003; Homel and Clarke, 1997; Cockbain and Knutsson, 2015, p. 2). SCP has empirical evidence that it effectively prevents crime and does not create crime displacement (Bowers et al., 2011; Guerete, 2009; Clarke, 1997; Weisburd et al., 2006; Guerette and Bowers, 2009; Cockbain and Knutsson, 2015, p. 2). These two frameworks suggest that evidence is central to making police strategies and deciding resource allocation. Other similar frameworks (focussing on evidence for police effectiveness) were also created afterwards, such as the pulling levers model (Kennedy, 1996), evidence-based policing (Sherman, 1998), and intelligence-led policing (Ratcliffe, 2002).

The frameworks accompanied the increasing impetus for police accountability, transparency, and cost-effectiveness (Weisburd and Neyroud, 2011; Bayley and

Shearing, 1996) (Cockbain and Knutsson, 2015, p. 2). In Europe, many countries tried to professionalise their police (Cockbain and Knutsson, 2015, p. 2). For example, they transform their police training academies into higher education institutions (Cockbain and Knutsson, 2015, p. 2). By transformation, the institutions are closer to police research, which may inform policy and practice in policing (Cockbain and Knutsson, 2015, p. 2).

In applied police research, the primary debate is about using only solid evidence in policing (Cockbain and Knutsson, 2015, p. 3). The first camp argues that the police should only use solid evidence. This champ disregards the police reliance on heuristics, untested traditions, or folk theory (Cockbain and Knutsson, 2015, p. 3).

However, this first camp is challenged by the second camp, which raises the question of what shall be considered solid evidence (Cockbain and Knutsson, 2015, p. 3). The first camp relied on a randomised control trial as the ultimate gold standard (e.g., Sherman, 2013; Weisburd and Neyroud, 2011; Sherman et al., 1997) of the method to determine solid evidence (Cockbain and Knutsson, 2015, p. 3). The second camp argues that only relying on a randomised

control trial (the evidence-based movement) is unrealistic, reductive, prescriptive, and scientifically problematic (e.g., in its argument about the generalisability of the research findings). Moreover, the first camp's view is thought of as detaching from the realities of policing and crimes (Bullock and Tilley, 2009; Sparrow, 2011; Tilley, 2006; Tilley, 2009; Cockbain and Knutsson, 2015, p. 3).

The second camp suggests a more pragmatic and inclusive approach to evidence, its generation, evaluation, and application (Cockbain and Knutsson, 2015, p. 3). Rigorous experimental design has an essential role. However, the other methods (e.g., action research or case study methods) are also crucial to developing evidence (Cockbain and Knutsson, 2015, p. 3; Rosenbaum, 2010). Moreover, the police officers' experience and knowledge can be the source of evidence (Cockbain and Knutsson, 2015, p. 3). Researchers interested in improving policing must consider the parameters of real policing (Bradley and Nixon, 2009; Cockbain and Knutsson, 2015, p. 3). This second camp is convinced that crime and policing are complex and context-sensitive (Cockbain and Knutsson, 2015, p.

3). Crime and policing could not be tackled only with the use of one method (i.e., a randomised control trial) (Cockbain and Knutsson, 2015, p. 3; Pawson and Tilley, 1997; Eck, 2002; Tilley, 2006).

This second camp includes all research methods for policing (Cockbain and Knutsson, 2015, p. 4). There is no hierarchy of methods (in which a method [the RCT] is higher than the others) (Cockbain and Knutsson, 2015, p. 4). Research methods complement each other (Cockbain and Knutsson, 2015, p. 4). Academic integrity and high-quality design are a must. However, they shall be compatible, flexible, imaginative, adaptive, and responsive to the police's interests, needs, and priorities (Cockbain and Knutsson, 2015, p. 4; Laycock, 2004). Researchers collaborate to find practical solutions (Cockbain and Knutsson, 2015, p. 4). They shall not become distant critics or elite scientists imposing top-down prescriptions, disregarding varied temporal, spatial, organisational, and social contexts (Cockbain and Knutsson, 2015, p. 4). Quantitative and qualitative methods of analysing crimes and evaluation interventions (in the short, medium, and long terms) (Tilley, 1995) are welcomed

(Cockbain and Knutsson, 2015, p. 4). There is no best method (Cockbain and Knutsson, 2015, p. 4). All research methods, as long as they are sensitive to the needs and demands of the project givers, are essential (Cockbain and Knutsson, 2015, p. 4).

Police research faces the challenge of a lack of collaboration between researchers and police (Cockbain and Knutsson, 2015, p. 6; Cordner and White, 2010). The police are likelier not to apply research findings (Bayley, 1998; Weisburd and Neyroud, 2011; Cockbain and Knutsson, 2015, p. 4). The priorities of the police and scholars are different (Canter, 2004; Sheptycki, 2004; Foster and Bailey, 2010; Cockbain and Knutsson, 2015, p. 6). The police want their jobs done effectively (e.g., crime can be reduced, crime can be prevented, and cases can be solved), while researchers want to contribute to the literature. The emergence of applied police research may reduce this problem (Cockbain and Knutsson, 2015, p. 6). Applying research in practice can be enhanced (Cockbain and Knutsson, 2015, p. 6). Evidence can be translated (Lum, 2009) through training, used in strategic decision-making, and implemented in field operations (Cockbain and Knutsson, 2015, p. 6; Greene,

2014). The scholars may be more concerned with the police's needs, priorities, and practical benefits (Cockbain and Knutsson, 2015, p. 6). A flexible, reciprocal research project can enhance mutual understanding and respect between the police and scholars (Cockbain and Knutsson, 2015, p. 7). Therefore, police research will benefit the police (see a collection of articles edited by The George Mason Police Research Group and Weisburd, 2022) in successfully reducing crime and disorders.

Conducting police research

Cockbain (2015) suggests several steps for conducting police research. The steps can be considered so that the planned research may be effectively accomplished with minor problems.

Firstly, the researcher shall select appropriate academic institutions, supervisors, and mentors (Cockbain, 2015, p. 28). The entities may facilitate the researcher's collaboration with the targeted research organisations (Cockbain, 2015, p. 28). The cadets have achieved this step. The police academy is the most appropriate institution for the cadets conducting studies

in the Indonesian police offices (from the headquarters to the local police post).

Secondly, the researchers shall create networks within the office (Cockbain, 2015, p. 28). The police are inaccessible institutions (Cockbain, 2015, p. 28). However, the cadets are insiders (Brown, 1996) researchers. It would not be difficult for them to create networks with the police officers in the field (see also Hogersson, 2015; Kleemans, 2015; Laycock, 2015 to understand the challenges as insiders or outsiders in conducting police research).

Thirdly, the researchers must select a topic that can be executed on time and is relevant to the targeted offices (Cockbain, 2015, p. 29). The cadets may have chosen their topics (or they may have been determined by the academy or agreed with the supervisors). The cadets may contact the officers in the relevant, targeted units (e.g., the investigation unit). Significant people may be interested in the researchers' topics in these units.

Fourthly, the researchers shall meet (face to face) with the essential office contacts (Cockbain, 2015, p. 30). This step will be conducted by cadets required to do fieldwork in the targeted researched offices.

Fifthly, the researchers shall point out clear research aims and contents (data) requested (Cockbain, 2015, p. 31). Academic jargon shall be avoided when interacting with the field officers (Cockbain, 2015, p. 31).

Sixth, the research projects must benefit the officers (Cockbain, 2015, p. 31). The researchers will benefit by obtaining data for the research reports. The officers in the field will benefit from the study. For example, the officers will get practical solutions to their problems in policing (Cockbain, 2015, p. 31).

Seventh, the researchers shall be responsible for protecting the data obtained from the research (Cockbain, 2015, p. 32). Confidential materials may be given to the researchers. The researchers shall ensure the materials are not accidentally delivered to other parties.

Eighth, the researchers shall be open-minded when discussing things with the contacts (Cockbain, 2015, p. 32). The cadets are first-line supervisors' candidates perceived as higher in their positions than the sergeants and constables in the field. The field officers may not feel comfortable discussing the questions (of the researchers) if the cadets (as researchers) feel the contacts

are not equal with the cadets. The cadets shall treat the low-level officers as persons who are not based on their ranks.

Ninth, the researchers shall persevere (Cockbain, 2015, p. 33). The contacts may have routine duties from the offices. The researchers may disturb their jobs. The cadets shall be capable of understanding the timetables of the contacts and finding the proper time to interact with the contacts. This endeavour needs strong perseverance from the cadets.

Tenth, the researchers should be resilient enough to finalize their research (Cockbain, 2015, p. 34). There is time to collect data, analyze it, and write a report. The researchers shall keep their resilience in executing this journey. The research report is the end product. There might be a time when the researchers are bored and tired. Keeping resilience is the solution to keep going.

Discussion

Police cadets do research. This condition was unavailable years ago, at least when the writer was a cadet. The writer did not submit a dissertation for a graduation requirement from the police academy. The cadet graduate is currently an undergraduate. This condition was not for me as a cadet in my time. Cadets had only diplomas at that time.

A police academy graduate with a diploma has a consequence. A diploma is appreciated differently by modern organisations than an undergraduate. The writer might have had this consequence years ago. The writer was recruited by *Komisi Pemberantasan Korupsi (*KPK) in 2007 as an administration officer. This position (administrator officer in KPK) was given to me since the writer had only a diploma (the degree the writer obtained from the police academy). An administration officer in KPK is similar to a sergeant in the INP. A police academy graduate is an inspector, not a sergeant.

The writer thanked God for hearing that the police cadets no longer have diplomas (they have been undergraduates). Therefore, the cadet graduates recruited in the KPK (or other institutions) will not be put in the administrator position as the writer was years ago. They will be functional officers (see the importance of functional positions discussed by Prasetyo et al. [2024] and Prasetyo [2020]) in the KPK.

Furthermore, because they are undergraduates, cadet graduates can immediately pursue master's programs in Indonesia and foreign countries (e.g., the UK).

Since 2016, cadet graduates capable of getting English certificates (e.g., IELTS or TOEFL) can continue master's degrees in foreign countries. As a diploma, this condition was impossible for me (and other cadet graduates).

I am currently assigned to the PTIK. PTIK is a police science college. Maybe the cadets have a question: what is the difference between the police science discussed in the police academy and PTIK? There is an opinion that the PTIK is for police science, and the Police Academy studies applied police science. Opinion differs from research, even though it is just a narrative review. To learn about Indonesian police science, the cadets can read a review by Ismail (2020).

This school (PTIK) is seen by the Indonesian National Police (INP) as a program for leadership development. The cadets will obtain the program (PTIK) after being deployed as first-line supervisors for some time. The cadet graduates will be promoted to the next level of supervisors (the supervisors of supervisors). They shall pass this program (PTIK), which is similar to the first-level leadership school (Sekolah pimpinan pertama [SESPIMA]) program (see the complete rule of police education in *Peraturan Kepala Kepolisian Negara Republik Indonesia tentang Sistem Pendidikan Kepolisian Negara Republik Indonesia* 2015).

The central concept is that the police organisation is a pyramid of workers addressing multiple problems. The workers include the top apex managers, middle managers, first-line managers, and field workers (see Mintzberg, 1979 for additional understanding). Before being promoted to the next level of managers, workers shall be trained to be managers (see the challenges from Mintzberg [1979] of this framework). The current rule states that cadet graduates must enrol in the PTIK program despite being undergraduates of applied police science (the police academy graduates). If not, they will not be promoted to the middle managers of this organisation. Even if only the cadet graduates have graduated from master's programs in foreign countries, they must follow this PTIK program.

This situation is beneficial for the cadet graduates. They will get an understanding of the view of police science from Jakarta. PTIK is in Jakarta, whereas the scholars involved in the study differ from those in Semarang. The view may enrich the cadet graduates. The state still allocates money to finance this program (PTIK). The cadet graduates are encouraged to be grateful for this. The graduates will get a free, financed program to conduct another undergraduate program, in which a research method module will also be given.

Research is an important skill. A research method is a module (or subject) focussing on developing research skills. This subject may also be covered in other police programs (e.g., SESPIMMA, SESPIM, SESPIMTI, specialist training for investigation [*pendidikan kejuruan reserse criminal*], specialist training for intelligence [*pendidikan kejuruan intelijen*]). However, it may not be as structured as the module given to the police academy or the PTIK. Because the Ministry of Education assesses the police academy and the PTIK, the modules (including the research method module) may have complied with the national standard for educating scholars. This situation can be seen as a challenge for the INP. The INP can make the other education and training programs accredited similarly to higher education institutions. So, the universities can acknowledge their modules for the officers who want to get a formal degree (e.g., undergraduates, masters, doctors). The modules obtained from a program (e.g., SESPIM) can be followed up to be assessed and included as part of undergraduate or master's programs at universities (e.g., Indonesia University). The modules can be counted as students pursuing part of the education program (e.g., undergraduates or masters). Therefore, the students will need fewer university modules to get the degrees. If the research method module in the programs (e.g., SESPIM) has been accredited as a nationally accepted standard, assessed by the Ministry of Education, the graduates of the program may not need to get the same module in the university degree programs (see the need for police education accreditation discussion in other countries, for example, in Stanislas, 2014).

The Ministry of Education distinguishes between internal and higher education institutions in Indonesia. The former is regulated by *Peraturan Pemerintah*

tentang *Pendidikan Kedinasan* (*Peraturan Pemerintah tentang Pendidikan Kedinasan* 2010) while the latter is regulated based on *Peraturan Menteri Pendidikan dan kebudayaan Republik Indonesia tentang Standar Nasional Pendidikan Tinggi* (*Peraturan Menteri Pendidikan dan kebudayaan Republik Indonesia tentang Standar Nasional Pendidikan Tinggi 2020).* Uniquely, the Indonesian police academy and police science college (PTIK) are internally managed. They shall be categorised into internal education departments. Nevertheless, they follow the national higher education standards. Making other internally managed police education and training programs have the same standard as higher education programs may professionalise the police (Fielding, 2018). Not only the police academy and PTIK graduates will be familiar with the research, but also other Indonesian police officers if the other internal programs are standardised (the modules) to higher education standards.

If we hear research, we may think it is conducted by researchers (natural science researchers) in the laboratory. Social scientists bring research that can be performed in the social sphere despite its limitations (compared to natural science settings). Randomised control trials may not be perfectly applied in the social context (compared to natural science laboratories) (e.g., Neal et al., 2022; Ivanova et al., 2019; Braga and Bond, 2008). However, the principles of natural science can be brought into the social context.

Because of past research in the social sciences, societies worldwide have obtained benefits. Many practices can be codified and studied for the next generation of societies addressing similar problems in their time. Democracy, for example, has been studied for a long time, so we can have this type of democracy in this era, despite research on how its effectiveness is still in progress.

In policing, the research on this topic has benefited the police and societies worldwide. Many practices in policing (e.g., community policing, investigation, crime prevention) can be applied to save the public, which is written well and researched by many scholars interested in this subject.

The Indonesian police officers have obtained this benefit in developing our beloved Indonesian National Police and the practice of policing conducted by the other actors in Indonesia (e.g., the private sectors

[e.g., the G4S] [see e.g., Button, 2002; Button, 2007], the military [see e.g., Easton, 2017] [through operations other than wars], and other third parties [Mazerolle and Ransley, 2005] [e.g., *system keamanan lingkungan* by a community]).

In this paper, the writer is assigned to give a paper to the police cadets, who will do research as a program of the police academy. This time is essential for me to deliver my understanding of police research. Cadets and other persons interested in Indonesian policing practice can use this paper. Other people who did not attend this event may see my writing. The cadets and other parties can see the subject and challenge my view, producing more literature on Indonesian policing. This process will benefit us as Indonesian National Police officers. Many people can use research to improve our organisation and policing practice in Indonesia.

The writer knows the time for the cadets to conduct research is limited. Cadets have to do fieldwork in advance. They can still revise the conceptual framework chapter (literature review) to include sources in this paper with their projects. Alternatively, the cadets can add other literature relevant to

their projects in the discussion (if any) or conclusion chapter. If the cadets do not have a chance to do that, they can pursue master's and doctoral degrees after graduating from the police academy.

Despite the limited time, through the research experience (at least the knowledge discussed in this paper), the cadets will understand the significance of research in policing. The research skills of the cadets (who will be police officers) can improve the organisation (e.g., Stanko, 2009). Be prepared to be an INP practitioner. Go to the field as a practitioner with academic power, the practical academic (pracademic) (Madensen and Sousa, 2015).

On the contrary, cadets can abandon their research skills after graduating and becoming police officers (*Perwira Polri)*. Cadets can just hear, listen, and do what is already in the field without the critical thinking cadets obtained in cadets' research at the police academy. Cadets may think that what they have learnt in the academy is only theory and inapplicable in the field. Cadets may not believe that there is a realist evaluation perspective (Pawson and Tilley, 1997) that sees theory and practices in policing as being integrated through research.

Cadets may think that what they learn in the field (not in the academy) may be more effective ways to deal with real problems police officers encounter than theories they obtained in the academy. Various literature has discussed this view (e.g., Perez and Shtull, 2002; Cordner and White, 2010; Rojek and Smith, 2012).

Before deciding, cadets can critically assess this view (the view that practice is more important than theory). Instead of fully accepting the view, the cadets can consider the other view. The view is that field experience and insight can be extracted and transformed into a practical theory (see Eck, 2015).

Conclusion

Police research is an emerging field. Evidence-based views (including the crime reduction perspective) have successfully expanded this field. The significant challenges to police research are 1) the collaboration of researchers (primarily external scholars) and 2) translating research into practices. Steps are suggested to be successful police researchers. Police cadets are insider researchers in policing. If they are capable of conducting police research and collaborating with external scholars, the improvement of policing in Indonesia may be accelerated.

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