# EDITORIAL COMMENT: Police for the Community

Eko Suprihanto

Hady Winarno

Bhakti  Suhendarwan

Nugroho Ari Setyawan

Taufiq Syahrial

Muhammad Imam Farid

Jarot Muchtar

## ABSTRACT

*This editorial comment is the introduction for this collection with the title "Police for the Community". The police are for the community. The various practices on how the police deliver services to communities were presented in the articles. Community policing and problem-oriented policing are the terms that are closely associated with "the police for the community". The editors discuss the concept of community policing and problem-oriented policing. Afterwards, a brief explanation of the articles is given. There are several potential lessons to be learned from this collection for the future development of the police academy, ensuring that the police serve the community effectively.*

**Keywords:** Community-Oriented Policing, Police Academy Education, Police for the Community

## Introduction

In the morning, the editors were informed by the academy officer that we had a new project to create a collection of articles. The collection consisted of articles written by members of the police academy and its cadets. The deadline was before 1 July 2025. The academy expected the editors to create an editorial comment and review the articles for the collection. The editors were uncertain about the number of articles that would be available for review and publication. However, the editors recognised that this project was crucial for advancing the problem-oriented policing approach within the Indonesian National Police (INP).

Problem-oriented policing was still a new thing for the Indonesian National Police (INP). It was first mentioned by the Chief of the INP in his assessment by the parliament for his inauguration as the Chief of INP in 2021 (Prabowo, 2021). Afterwards, the editors and other members of INP obtained various sources discussing this approach. The editors agreed that POP could improve policing (e.g., Goldstein, 1979).

The theme of this collection is "the police for the community". The police indeed serve the communities through their functions (e.g., investigation and crime prevention). The communities are expected to be safer (Farrell and Pease, 2017) through the exertion of these functions.

The examples of police function delivery were explained in the articles of this collection. POP has been applied in the function deliveries. A proper evaluation of the success of function deliveries may not yet be available. However, at least the framework for the mechanisms that could lead to the potential success of implementing the POP application exists. Future research may delve further with more robust projects.

This editorial comment gives a brief introduction to those articles. Afterwards, discussing the implications of the brief findings of the articles for the police academy. The entity making this collection was the police academy. Any products should be given feedback to the academy. The police academy graduates are the products of the academy's business process. The police academy business process consists of 1) teaching, 2) formal training and 3) pengasuhan.

Training (including teaching and pengasuhan) in the police academy or other similar institutions is considered not to impact practices (e.g., Aas, 2016, p. 183). The academy must address this argument through its improvements and reports on the improvements. This collection can also serve as a response to the argument that training has no significant role in practice. At least, this collection informs that the academy is aware of this negative assumption and plans to address it.

This collection's editorial comment consists of five sections. The introductory section provides an overview of the collection's background. The second section is a brief overview of community policing and problem-oriented policing. Community policing was the closest concept to this collection's theme of "the police for the community". This second section also briefly explains problem-oriented policing, the approach that editors believe could improve the police's service to the community. The third section provides an overview of the articles in this collection, followed by the discussion section. The fifth section is the conclusion.

## Community Policing and Problem-Oriented Policing
### Community Policing
Community policing is a form of policing (Laycock, 2024, p. 15). In the implementation stage, it is similar to other policing approaches (e.g., with neighbourhood policing) (Laycock, 2024, p. 15). Community policing is considered a new orthodoxy (Tilley, 2008). It became a national mantra among American police (Tilley, 2008, p. 375). In Britain, it was also seen as a new model for policing in the police services (Tilley, 2008). Community policing is an approach to policing that aims to improve the police service and achieve customer satisfaction from the public (Tilley, 2008). Community policing refers to a policy approach in which the police collaborate with communities to develop and implement effective policies (Tilley, 2008).

Community policing aims to broaden the traditional police functions of enforcement and response to crime, an approach to policing that seeks to enhance the police service and achieve customer satisfaction (Tilley, 2008). Among these functions are maintaining peace, preserving public order, protecting the liberties of the people, ensuring security, resolving conflicts, assisting individuals in danger, addressing problems that threaten the people, and responding to emergencies (Tilley, 2008). The police depend on citizens to enforce their authority, gather information about issues and collaborate with communities to solve problems (Tilley, 2008). The police must apply their knowledge and skills to specific situations (Tilley, 2008). Discretion is necessary to address these exact situations, working with citizens and

other agencies (Tilley, 2008). Discretions are required to take this approach (Tilley, 2008). There are variations in the implementation of community policing from one place to another (Tilley, 2008).

Community policing was sometimes considered synonymous with problem-oriented policing (Tilley, 2008, p. 379). They share a similar view on applying a modern policing approach (Tilley, 2008).

**Problem-Oriented Policing**
Problem-oriented policing was introduced by Herman Goldstein in 1979 (Goldstein, 1979; Scott and Clarke, 2020). POP suggested that the police allocate resources effectively (Scott and Clarke, 2020). The police should not rely solely on merry-go-round activities. The police should not rely exclusively on the frequency of patrolling activities, the speed of response to public reports of incidents, or the effectiveness of detecting criminal activities (Scott and Clarke, 2020). The police must focus more on crimes and disorder (Scott and Clarke, 2020). Dealing with crimes and disorders is the police's primary business (Scott and Clarke, 2020). The crimes and disorders could be prevented or reduced (at least reducing the harms caused by these crimes and disorders) (Scott and Clarke, 2020). The most significant way to prevent and reduce crime and disorder problems is through the amendment of societal and environmental conditions that contribute to these problems (Scott and Clarke, 2020).

The success and ease of application of POP have been shown in various publications (Scott and Clarke, 2020). Academics have systematically reviewed POP, concluding that it is effective in reducing or preventing crimes and disorders (Scott and Clarke, 2020). Moreover, Herman Goldstein (the founder of POP) was awarded the Stockholm Prize in Criminology, which showed that this approach had been widely appraised and recognised by the most advanced global parties (Scott and Clarke, 2020).

The problem-oriented policing approach practically implements the SARA model in policing (Scott and Clarke, 2020). SARA is the acronym for Scanning, Analysis, Responses and Assessment (Eck and Spelman, 1987). The police agency or police unit must identify the most pressing issue that is compromising the safety of local communities (scanning). If it had been found, the problem would then be analysed to understand the causal factors (primarily environmental and social factors) that exist for this problem (analysis). The police then identify potential responses or interventions that could be implemented to mitigate these factors, utilising their resources or through the support of other parties (response). At the end of the POP process, the police, independently (because of the limited resources) or collaboratively with competent scholars, conduct an assessment to determine whether the POP project has successfully reduced the problem (assessment).

After a POP project ends, it is recommended that the police assess whether the problem recurs over time (Scott and Clarke, 2020). Scholars and a wider audience must be invited to consider the situation (Scott and Clarke, 2020). Therefore, after the project ends, there will be continuous support from them to keep the problem in the communities low (Scott and Clarke, 2020). If it increases, help from various parties will be available to support the police in reducing the problem (Scott and Clarke, 2020).

The potential implementation of POP has been incorporated into policing practices. Although not overtly stating POP, the practices may be applying the principles of POP. The articles

explaining INP practices will be briefly described in the next section.

**Brief introduction of the articles**

This collection comprises 13 articles that describe how the potential POP is applied in police practices. The editors highlight the distinct characteristics of the article clusters. The editors note that there are three clusters of articles based on 1) the internal and external dimensions of policing, 2) the digital or physical aspects of policing, and 3) the police functions, whether focusing on enforcement or community-oriented policing and prevention.

Police practices can be conducted toward internal and external communities. Internal communities refer to those within the organisation, while external communities comprise individuals outside the police organisation. The latter people group is often viewed as a legitimate policing practice. Internal policing is usually regarded as unimportant and uncool for police practices, despite its potentially significant contribution to police development. Most of the articles discussed the real policing practices. Only Girindra and Arsya seem to touch the internal aspect of policing: the cultural reform by the implementation of community policing.

Police practices are primarily applied in physical spaces. Of 13 articles, three discuss the digital space as an area of police practices. Muchtar argues that community-oriented policing is currently transforming from the street into cyberspace. Herlydiata et al. identify the opportunities and barriers to social media engagement between the police and the community. Setiawan et al. discuss the transformation of the driving licence to use a digital platform rather than a physical one.

Police practices can be viewed as functions. Community policing and crime prevention functions are the most discussed topics in the articles. Nine articles discuss community policing or crime prevention. Two articles focus on criminal investigation or enforcement: 1) Eko Budi S, and 2) Adianta et al. Meanwhile, the last two articles discuss the traffic police function: 1) Suprihanto and 2) Setiawan et al.  Focusely, Suprihanto's article outlines how traffic police also conduct criminal investigations or enforcement.

Mostly, the articles suggest the importance of prevention as the primary objective of policing rather than enforcement. Two articles discussing law enforcement highlight the importance of restorative justice. Suprihanto highlights the application of restorative justice in traffic policing and law enforcement. In the context of any investigation, Adianta et al suggest the importance of restorative justice. Restorative justice can be viewed as an approach that emphasises prevention as a primary policing objective. The enforcement is just the means. The end of the means (the objective) is whether the enforcement can create prevention in the communities.

**Discussion**

Police are for the community. That is what the taxpayers want. The question is whether the police are available to the communities in Indonesia.

The articles in this collection have shown the potential and drawbacks of how police deliver their services to various communities through their different functions.

The police academy plays a crucial role in equipping police officers to perform their duties effectively, thereby benefiting the community. Figure 1 illustrates how the police academy's teaching, formal training and pengasuhan (with POP practices) can potentially contribute to the improvement of police units for the benefit of communities in Indonesia.
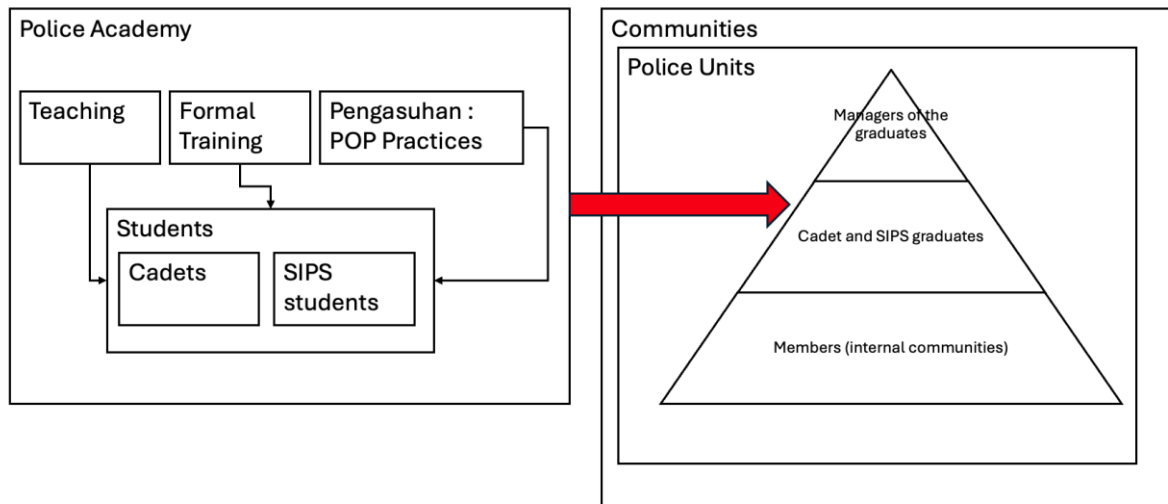
**Figure 1**: The police academy's teaching, formal training, and pengasuhan for improving police units to benefit the communities.

The police academy creates first-line supervisors both through the police academy undergraduate program (Akpol Program) and the police officers from the undergraduate sources program (SIPS Program).

Akpol should be the leading actor in providing examples of how to make these officers competent in leading non-commissioned officers in delivering services to the communities.

There are two communities: internal and external. The Akpol graduates were mostly posted in the units delivering services to the external communities. The SIPS graduates were more likely to be posted to the services for the internal communities (the police members). However, both graduates will serve the internal communities, specifically their subordinates. Problem-oriented policing is vital for serving the communities.

Problem-oriented policing skills are recommended to be embedded in these officers before they are deployed to the units, enabling them to deliver services to the communities. Therefore, the education programs in the police academy must ensure that these skills are trained.

The teachings in the classes and formal training activities delivered by the academy are insufficient to equip cadets and students with the skills necessary to provide effective community service. The pengasuhan program is the most vital part of embedding problem-oriented policing skills in police cadets and SIPS students. Day-to-day pengasuhan sessions must be created by the police academy to reflect the real-world application of problem-oriented policing (see Laksana et al., forthcoming, for an illustration of how POP may be potentially integrated into the Police Academy). To make this happen, the police academy must develop an integrated program of pengasuhan that incorporates problem-oriented policing.

Yes, this idea (making a POP practice integrated into Pengasuhan) does not yet exist, but this collection can serve as a starting point. Some members of the police academy

contributed their ideas and findings to this collection. They are the leading actors not only in teaching and training at the academy but also in pengasuhan. The cadets were the ones who were experiencing the teaching, training, and pengasuhan. They can learn whether the current pengasuhan has met the standard of problem-oriented policing. If the standard has not yet been met, they can give recommendations. Some of the cadets may also serve as Pengasuh, teachers, or trainers in the police academy for future cadets. Through this collection and future written products, the transition from pengasuhan to a problem-oriented policing approach has the potential to be achieved.

## Conclusion

This editorial comment introduces the aim of this collection and its articles. The collection theme is "the police for the community", which is more likely related to the concept of "community policing". The editors then introduced the problem-oriented policing approach, which appears to offer a practical way of enhancing the effectiveness of INP units in serving the communities. The editors then reviewed the articles, which were subsequently discussed in terms of the implications of this collection for the police academy.

The police academy, through this collection, states that it aims to help the INP become more effective in serving the communities. POP will be systematically applied in the academy. The pengasuhan sessions are the sessions that are more likely to make POP living among the cadets and SIPS students. Further review of this application is needed. Will the POP application in the police academy help improve policing practices? Future research projects may help prove the achievement of this aim. Time will tell.

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