

Capacity Building Strategies in Strengthening the Pedagogical, Professional, Social, and Personality Competencies of Indonesian Police Training Educators: A Literature Review

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Abstract

Improvement quality educators at institutions Police education and training (*diklat*) become prerequisite main for ensure the learning process is adaptive, relevant, and has an impact on performance participant educate in context task the police force is increasingly complex. This article aim identify effective capacity building strategies in strengthening competence pedagogical, professional, social, and personality educator training Indonesian National Police through review literature. The method used is a literature review with stages: determination focus study, research articles and documents scientific, selection based on relevance topics, data extraction, and synthesis thematic. For map form intervention, factors supporter inhibitors, and practices good. Synthesis results show that the most consistent capacity building strategy increase competence educator includes: (1) training sustainable based needs (TNA) and based on competency; (2) coaching–mentoring and community practice For strengthen reflection and collaboration; (3) strengthening digital literacy as well design learning based technology; (4) performance management through observation class, bait come back structured, and evaluation based evidence; and (5) strengthening culture organization and ethics profession For support competence social and personality. Implications study confirmed the need for an integrated capacity building model that unites human resource planning, development career, and system guarantee quality learning, so that improvement competence no nature sporadic, but sustainable and measurable in the environment training Police.

Keywords: Capacity building, Competence educator, Training Police, Review literature

Introduction

Change landscape security, dynamics social, and acceleration technology demand Indonesian National Police strengthen quality education and training in a way sustainable. Challenges This No only concerning curriculum and facilities, but especially competence educator training as actor key former competence serdik. In semi- military organizations, educators sued capable manage discipline, ethics profession, and continuous learning humanist. Strengthening capacity educator become prerequisites for learning strategies relevant with Police 4.0 context, including the use of smart classes and digital learning.

Transformation learning at SPN through smart classes and video conferencing shows opportunity improvement involvement learn, but also reveal need training more educators systematic findings the confirm that capacity educator is point decisive leverage quality results training. Therefore, a capacity building strategy is necessary positioned as a management agenda measurable quality. The literature also highlights that

modernization training police effective when supported framework clear instructions and coaching competence instructor. With Thus, the study literature This important for formulate operational and data-based capacity building strategies proof.

Capacity building in context education police need interpreted as a process of improvement ability individuals, groups, and systems for operate function learning in a way effective. This process covers improvement knowledge pedagogy, skills instructional, sensitivity social, as well as integrity personality educators. In practice, capacity building does not Enough in the form of training a moment, but rather series interventions that are designed, implemented, evaluated, and improved. Conceptual article about training professionals in institutions education Indonesian National Police confirm training as instrument strategic for strengthen capacity professional educators to be in tune with demands curriculum and organization.

Perspective the demand existence map competence clear educator as base need development. Without map competency, strengthening program capacity risky No appropriate target and difficult measured impact. In addition, the development capacity must accommodate character learners adults and a unique organizational culture. Development programs instructors in the police are also advised emphasize strengthening I men adult education for increase quality training, not just increase class hours. With Thus, capacity building is necessary designed as system learning oriented organization performance.

Strengthening capacity educator training Indonesian National Police need leave from framework recognized and standardized competencies. In Indonesian education, the competency model educator common covers realm pedagogical, professional, social, and personality as One mutual unity strengthen. The teacher competency model regulation confirms importance competency model update For push acceleration transformation education, including mapping competencies that can done in a way independent. Principle mapping This relevant applied to educators training Indonesian National Police For develop competency baselines and priorities development. Pedagogical domain demand ability designing learning, managing class, and evaluate achievements Study validly.

Professional realm demand mastery material police, compliance standard profession, and updates knowledge in accordance issue security contemporary. Social realm demand communication, collaboration, and skills build relation educational in structure command. Personality domain demand exemplary behavior, integrity, stability emotions, and consistency mark Tribrata and Chess Prasetya in practice teaching. Empirical evidence on education the police also confirmed SPN educators need to own competence pedagogical, personality, social, and professional so that the quality education increased. Therefore that, the ideal capacity building strategy map four realm competence. This into measurable indicators.

In context management training, capacity building needs must be based on gaps between ideal and practical competencies actual. A study on the Gorontalo Regional Police SPN shows existence distance between the ideal of active learning and practice learning that is still ongoing tends to be teacher-centered so activity and thinking critical serdik not optimal. The gap kind of This signify that problem No only on teaching materials, but also on competencies instructional educators and designers experience learning. The proposed problem-based learning model as strengthening instructor human resources emphasize shift from lecture going to learning based problems and scenarios. Shift This in line with demands modern policing that demands taking decision fast, reasoning situational, and communication effective.

When educators Not yet mastering facilitation strategies discussion, feed come back formative, and assessment authentic, then learning based problem difficult running. Therefore, capacity building is necessary

prioritize competence applicable pedagogy, not just knowledge theory teaching. Implementation innovation learning must also be supported support organization in the form of time, devices, and supervision learning. Without support said, intervention training risky stop at the level discourse. With Thus, the diagnosis of capacity building needs must be combining observational data class, reflection educators, and achievements Study serdik .

Pedagogical strategies, educator capacity building training Indonesian National Police must put digital transformation as core competencies. A case study at STIK Jakarta shows a transformation model education based digital technology impact positive on reinforcement competence professionals, including improvement skills analytical and investigative as well as readiness field. However, the same findings also confirm the need improvement training technology for educators so that the use of devices and simulations more effective. Condition This consistent with findings at SPN Bengkulu that smart class integration improves delivery digital materials and literacy, butstill restricted infrastructure and lack of training instructor.

This means that the digital capacity of educators No only ability operate device, but rather ability designing activity Study meaningful based technology. Competence This demand integration pedagogy, content, and technology so that technology No become a " decoration class" alone. Meta- analysis literature intervention TPACK -based assertion variety intervention appear, but effectiveness depends on clarity component targeted knowledge and suitability design with context learners. With Thus, educator capacity building Indonesian National Police need adopt principle integration knowledge, not training fragmented applications. Programs also need facilitate practice direct through digital microteaching, lesson study, and analysis recording teaching. Ultimately, a successful digital transformation determined by capacity educator For orchestrate experience study, not solely availability device.

Effective capacity building strategy must also be based on evidence about form development professionals who have an impact on practice teaching. TALIS places development professional as factor important related with teacher needs for renew competence in accordance demands learning. Update skills teach need combination formal and informal learning, including collaboration and reflection practice. Implications for educator training Indonesian National Police is a strengthening program capacity No Enough in the form of a seminar, but need facilitate on -site learning work. In the environment police, on- the-job learning Work can in the form of instructional coaching, observation peers, and bait come back data- based approach

This relevant Because educator face challenge contextual that is not always can completed past module generic. In addition, on - site learning Work allows internalization values and standards profession through practice repeated (Buhrig, 2024). Capacity building must also be notice availability time as source Power organization so that educators can Study without sacrifice quality service training. Settings time This become important Because burden operational education police often dense and oriented schedule. Therefore, the design of a capacity building strategy is necessary enter policy time learning, incentives, and recognition performance. With Thus, literature international about development professional give base that strengthening capacity must attached to practice daily educators.

Quantitative evidence about the effectiveness of coaching provides argument strong For enter coaching sustainable as the core of capacity building. Kraft, Blazar, and Hogan show through meta- analysis proof causal that teacher coaching improves practice instructional and achievement learn, even though challenge appear when the program scales. Important lessons from findings the is quality implementation determine results, so that mentoring must own standards, coaching curriculum, and monitoring mechanisms (Kraft, M. A., Blazar,

D., & Hogan, D., 2018). In education Police, coaching can adapted become coaching instructional assessment design scenario, quality facilitation, and accuracy bait back.

Coaching can also blend aspect pedagogy with aspect professional police, for example de- escalation, communication crisis, and decision making decision ethical. To be effective, coaches need to competence double, namely understand adult pedagogy and understanding demands competence police. Development program instructor who emphasizes I men adult education show direction similar, namely increase quality past strengthening capacity instructor, not only addition material. Coaching mechanisms are also necessary safe in a way psychologically so that educators No look at observation as inspection solely. In command culture, the aspect This it is important that reflection teach ongoing honest and improvement become habits. In addition, coaching needs to be linked to the indicator agreed performance so that evaluation No nature subjective. With Thus, coaching becomes a capacity building strategy that bridges formal training and change behavior teach.

In addition to coaching, professional learning communities (PLCs) offer development models. capacity based collaboration. Pandian, Awang, Ishak, and Ariff (2022) through a systematic literature review based on PRISMA confirmed that PLC is a strategy for increase teacher learning and providing dimensions of the model that can be guide implementation. Its relevance for educator training Indonesian National Police lies in the need build community practice instructional cross- unit sharing teaching tools, scenarios, and rubrics assessment (Page, et. al., 2021). PLC can also become a forum for agree standard quality learning, including standard facilitation discussion, standards simulation, and standards bait back.

In the context of police, PLC needs designed with respectful governance structure organization, but still give professional dialogue space. PLC meetings can utilizing evaluation data serdik, recording simulation, and results evaluation competence For identify areas for improvement. Strengthening competence social educators can also grow from practice regular and structured collaboration. In addition, PLCs allow diffusion innovation learning from One educator to other educators in general more quickly. So that it doesn't become meeting administratively, PLC must focus on practice teaching and its impact, not just report activities. Support leadership institution training become prerequisites for PLC to have legitimacy, time, and sources power. With Thus, PLC can positioned as a pillar of strengthening capacity building culture Study organization .

Capacity building for educators training The police also need to positioning mentoring as a strengthening strategy competence distinctive personality and professionalism. DCAF emphasizes mentoring in the workplace environment police can designed through framework that identifies factor critical as well as the implications for mentoring strategy design (DCAF, 2025). Relevant mentoring Because educator new often need support For navigating organizational culture, ethics profession, as well as practice appropriate teaching standards. Mentoring can strengthen internalization value, taking decision ethical, and consistency attitude as example for serdik. In practice, mentoring also helps educator build identity professional as instructor, not only as personnel operational. Law enforcement mentoring guidelines law emphasize the need training and support for personnel involved as a mentor so that the role the walk effective.

This lesson important because of the mentoring that is not structured risky changed become informal relations without objective clear competencies. Therefore, the mentoring program must set target competence, duration, mechanism meetings, as well as indicator success. Mentoring can also integrated with coaching, so that the mentor supports aspect identity and ethics, while the coach sharpens aspect instructional. In the organization police, mentoring governance is necessary guard confidentiality and fairness so as not to cause

perception favoritism. With Thus, mentoring becomes a strengthening capacity building strategy personality, social, and professional educator in a way simultaneous.

Capacity building strategies must be supported framework modern instructional methods for learning police in harmony with demands competence field. Susanto (2025) shows training contemporary policing emphasize readiness operational through scenario-based training, de-escalation modules, and tools digital learning. Implications from findings the is educator need competence designing authentic scenarios, managing dynamics simulation, and conduct debriefing based on reflection. Scenario-based training requires ability facilitate the decision below pressure, at the same time guard safety and ethics. Without capacity strong educator, simulation can changed become activity procedural that is not build reasoning critical. In addition, the use of technology in the scenario demand integrated digital literacy with objective instructional.

Development model instructor who emphasizes adult education also supports need educator for understand How serdik Study from experience, bait back, and practice repeated. Therefore, capacity building is necessary enter module design scenarios, debriefing facilitation, and evaluation performance based rubric. The program also needs practice educator managing assessment bias so that the assessment more fair and reliable. At the same time, educators need understand communication risk and de-escalation as current competencies the more crucial in the claim public. With Thus, the framework modern instructional giving direction concrete for educator capacity building content training Police.

Good capacity building is also a must confess that development professional is phenomenon bound complex practice. Professional learning as learning in and for practice, so learning educator understood attached to the job and context institutional perspective This relevant Because educator training Indonesian National Police Study No only from training, but also from experience teaching, evaluation serdik, and interaction with structure organization. With understand learning as practice, capacity building strategies are needed provide room structured reflection, not just knowledge transfer. Reflection can facilitated through journal teaching, discussion cases and analysis practice teach video- based. In police culture, reflection is also necessary linked to fix procedures and reinforcement standard profession to have legitimacy.

Perspective practice also demands attention to “architecture practices” such as rules, relations, and resources power that allows or hinder change. This means that capacity building must accompanied by repair system, for example policy evaluation learning, access devices and settings burden teaching. If not, educators who have trained can back to old habits because environment No support practice new. Therefore, capacity building strategies must be viewed as intervention socio technical involving individuals and systems. With Thus, the practice-based professional learning framework helps explain why training program often fail when no supported change organization.

Evaluation become component important for ensure that the capacity building strategy is truly increase competence educators. Critical review that the evaluation model training need Keep going developed and directed towards a more future agenda relevant. In many organization, evaluation often stop at satisfaction participants, even though change behavior and impact performance more determine. To education Police, evaluation need evaluate change competence educators in four realm, at the same time the impact to achievements Study serdik and readiness operational. Evaluation is also necessary utilize diverse data, such as observation class, results assessment performance, notes discipline, and bait come back serdik.

In digital learning, evaluation can utilise analytic learning for take pictures involvement and patterns interaction. However, the use of data must be balanced ethics management information so as not to damage

trust. In addition, capacity building evaluation must be consider context semi- military organization that has indicator performance distinctive and hierarchical command. Therefore, the indicator evaluation must agreed cross stakeholders interests to be seen fair and credible. Good evaluation also provides bait come back For program improvements, so that capacity building becomes cycle continuous improvement. With Thus, the discussion evaluation training need included in the introduction as base importance review systematic literature.

Literature about competence pedagogy show that strengthening ability teach still be the core of quality education. Mastery competence pedagogy important For designing learning effective and improve quality education, as well as influenced by limitations training and experience. Findings the parallel with challenge educator training The police often originate from background operational strong but no always have an adequate pedagogical basis. In education police, control pedagogy means capable compile objective learning, choosing strategies, and assessing performance in a way objective. Competence pedagogy also includes ability understand characteristics serdik as learners adults who carry experience, motivation, and pressure certain. Educators who master pedagogy capable facilitate discussion ethics, simulation tactical, and studies case in a way meaningful. On the other hand, educators do not control pedagogy tend depend on lectures and instructions One direction so that reduce involvement learning.

Therefore, capacity building is necessary prioritize module contextual pedagogy, for example design learning-based scenario, assessment authentic, and bait come back performative. Strengthening pedagogy is also necessary accompanied by microteaching and coaching practices to ensure transfer to class. In addition, pedagogy in training Indonesian National Police must connected with standard profession and values organization for learning No off context. With thus, the evidence literature about importance pedagogy strengthen argument the need for a comprehensive capacity building strategy.

Competence personality also becomes foundation Because educator training Indonesian National Police play a role as example values and ethics profession. Synergy competence pedagogy and personality determine success learning as well as demand strengthening through education and training sustainable. In the context of police, dimensions exemplary behavior become more strong Because serdik Study discipline, integrity, and compliance standard through observation behavior educator. Stable educator in a way emotional and consistent morally acceptable create climate safe learning However firm. Competence personality is also related with ability manage stress and conflict, especially moment manage simulation risky high. If the educator No capable controlling bias, anger, or practice demeaning communication, then learning can hurt dignity vicious and destructive culture professional.

Therefore, capacity building is necessary enter aspect development self, ethics profession and management emotions. The program can utilise reflection case ethics, mentoring, and supervision for strengthen dimensions this. Strengthening personality is also important for educators capable operate role double as teachers and mentors character. In addition, integrity educator strengthen credibility assessment so that serdik look at evaluation as a learning process, no punishment. With Thus, competence personality need placed as target explicit in educator capacity building strategies training Police.

Competence social educator become the more important Because learning police demand coordination, communication, and collaboration. Four competencies, including social, contributing positive to interest learn, confirm that dimensions social No complement solely. In education Police, competence social educator seen in ability build relation educational and respectful dignity serdik, at the same time guard discipline organization.

Competence social also includes ability communicate cross generation Because serdik now growing up in a different digital culture. In addition, educators need capable build communication professional with fellow educator for align standards and materials cross eye lessons.

Effective communication is also necessary when carry out learning based team, simulation cross roles and exercises combination. When competence social weak, coordination learning easy disturbed and bait come back become No consistent. Therefore, capacity building is necessary covers training communication instructional, dialogue facilitation, and management Conflict in the classroom. PLC programs and collaboration colleagues can also become vehicle real for hone competence social educators. With Thus, the dimensions social need viewed as competence strategic for increase quality of learning process and culture professionals in institutions training Police.

Competence professional educator training Indonesian National Police demand mastery content police at a time ability translate content become performance. Competence educators at institutions education police in context vocational, which emphasizes importance suitability competence teacher with objective produce graduate of professional. In education vocational police, content No stop at knowledge laws and procedures, but covers skills communication, safety, and decision-making decision. Therefore, professional capacity building need covers update material in accordance development crime, technology, and demands community. Updates this is also a must touch standard profession, for example de- escalation approach, procedural justice, and the use of technology in a way responsible answer.

Modern studies on training the police also showed de- escalation modules and digital learning can increase readiness operational when orchestrated with good. So, educators need competence professional For choose the most relevant content and link it with studies case real. Competence professionals also include literacy research so that educators capable use proof scientific for repair design training. On the other hand, strengthening professional must balanced with pedagogy for mastery material No changed become rigid and instructional teaching. With Thus, competence professional need understood as ability adaptive and user - based content proof.

Strengthening capacity educator training the police also need to consider demands quality training that impacts safety and confidence public. Brief research about training in-depth on the police show approach training certain can associate with decline crime and perception more public good in context intervention procedural and fairness. Findings This remind that quality training no purely internal issues, but related to better social outcomes wide. With Thus, educators own not quite enough answer strategic as guard quality learning that impacts practice service police. When educators no equipped with instructional strategies effective, risk error procedures and escalation conflict in the field can increased.

Therefore, capacity building is necessary prioritize related competencies direct with situation field, such as communication crisis and assessment situational. Training programs also need to be emphasize skills make bait come back corrective that is not demeaning However firmly, so that serdik Study repair performance. In addition, educators need understand How measure competence performative, not only memorization material. Measurement performative demand clear, standard rubrics reliability, and consistent debriefing procedures. Structured capacity building will help educator apply standard the in a way uniform cross class and generation. With Thus, the urgency of capacity building can understood as investment quality that influences safety, professionalism and legitimacy Police.

In the middle urgency said, many development programs capacity Still face problem fragmentation and disintegration. Programs often stand Alone as activity training, without map competence, without transfer mechanism to class, and without evaluation impact. Condition This make improvement capacity educator difficult proven in a way empirical and difficult accountable as policy. Literature evaluation training emphasize the need for a more detailed model strong For guide planning and measurement impact, especially at the behavioral and outcome levels organization (Martaindale, M.H., Sandel, W.L., Duron, A., & McAllister, M.J., 2024).

In the context of Police, gap evaluation can seen when institution only measure presence and satisfaction, but no evaluate change practice teaching. In addition, the program does not integrated risky ignore dimensions personality and social, even though they are two dimensions That crucial in police culture. The need integration also appears in digital learning, because training technology without design instructional produce shallow adoption. Therefore, capacity building is necessary designed as portfolio mutual intervention complete, for example training, coaching, mentoring, and PLC. Portfolio it is also necessary follow channel logical from needs diagnosis, program design, implementation, evaluation, and follow-up Continued. Approach This help institution avoid repetition material and ensure every intervention own clear role (Fabian, A., Backfisch, I., Kirchner, K., & Lachner, A., 2024). With Thus, the problem fragmentation become argument important for the need review literature that summarizes proven capacity building models and strategies .

Literature review is also important Because proof about development educator police Keep going developed and spread across various domains. Some studies appear from context education general, such as coaching and PLC, while some others appear from context specific police, such as scenarios, de- escalation, and smart classes. In addition, some literature shaped article scientific, partly in the form of report policies, and some in the form of practice Good institution training. Diversity This make institution training Indonesian National Police need synthesis that unites principles general with uniqueness context police. Study of development training through development programs instructor show practice Good can arranged become program design that can replicated, however still need adaptation context.

Mentoring report in the environment the police also confirmed the need framework design so that mentoring does not just informal relationships. On the other hand, evidence TPACK interventions show intervention technology must designed based on component clear knowledge to be effective. Therefore, uniting literature cross domain help formulate a capacity building strategy that is not biased towards one approach only. Synthesis also helps determine the most likely combination of strategies impact on four realm competence educators. With Thus, the introduction This put review literature as the right approach For building strategic and operational models. Ultimately, the study strong literature will help institution avoiding expensive and risky trial-and-error low impact.

Based on context said, research This focus self in capacity building strategies for strengthening competence pedagogical, professional, social, and personality educator training Police. Focus This chosen Because literature on education Indonesian police confirmed four realm competence the as need SPN educators in improving quality education. In addition, the focus four realm competence give structure clear analysis For study form interventions and mechanisms impact. Pedagogical domain will linked with strategies such as coaching, lesson study, microteaching, and design scenario. Professional realm will linked with update content, reinforcement standard profession, as well as integration digital learning based context.

Social domain will linked with PLC, collaboration cross- unit communication instructional, and dialogue facilitation. Personality domain will linked with mentoring, reflection ethics, coaching character, and constructive supervision. Framework This allows researchers evaluate whether an impactful strategy wide or only touch One realm competency. Framework this also makes it easier institution training prepare a development roadmap more educators directed. With Thus, the introduction direct readers on needs develop an integrated and resource-based capacity building strategy evidence. Next, the review literature will review capacity building models and synthesizing recommendation implementative for institution education and training Police.

Methodology

Study This use review literature systematic literature review (SLR) with approach synthesis thematic For identify, evaluate, and summarize capacity building strategies that contribute to strengthening competence pedagogical, professional, social, and personality educators at institutions Police education and training (diklat). The selection of SLR is carried out for increase transparency, reproducibility, and traceability of the selection process study, in line with principle methodological review rigorous literature.

Review and reporting procedures findings follow PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), especially at the stage identification – selection – eligibility – inclusion and reporting channel studies using the PRISMA diagram. Search article conducted on international databases and machines index relevant scientific with topic education, training and development competencies, including: Scopus, Web of Science, Google Scholar, and ERIC (optional) in accordance availability access). Search can also be plus with manual search (snowballing) through the bibliography article key for find studies that have not been indexed. Search strategy developed based on keywords and synonyms in Indonesian and English, with Boolean operators (AND/OR) to ensure coverage studies comprehensive.

Literature limited to 10 years last (2016–2025) for ensure relevance findings with dynamics modern training and digital transformation. Included documents covers article peer-reviewed journals, proceedings scientific, and reports institution relevant reputation (eg. guidelines or report policies in the sector training / education).

Criteria Inclusion and Exclusion

1) Criteria inclusion:

- a. Discussing capacity building/ development professional educator/instructor/widyaiswara (general) as well as in context police).
- b. Includes related strategies/interventions with strengthening competency (minimum one from four competencies: pedagogical, professional, social, personality).
- c. Published in the period 2016–2025.
- d. Own structure clear scientific (objectives, methods, results/arguments, and implications).

2) Criteria exclusion:

- a. Opinion article without methodology clear or without relevance directly on development competence educators.

- b. Study focused on participants educate/educate without discussion capacity educator/instructor.
- c. Duplication publication or version the beginning that has been replaced final version.
- d. Documents that are not can accessible text full (if access full become condition analysis).

Selection done in three stage:

- 1) Deduplication results search across all databases.
- 2) Screening of titles and abstracts For evaluate suitability with topics and criteria inclusion.
- 3) Full-text review for ensure suitability focus and quality reporting methods / findings .

Every Articles that pass the full-text stage are recorded on the sheet extraction, and flow amount studies on each stage reported using the PRISMA diagram.

Quality included articles assessed in a way critical using an assessment checklist customized quality with type studies (qualitative, quantitative, or mixed). Assessment quality focused on: clarity design and samples, transparency procedures, validity/ reliability instrument (when there is), and consistency between findings and conclusions. Approach This follow recommendation literature review methodology for increase rigor and reduce synthesis bias (Kirkpatrick, J.D., & Kirkpatrick, W.K., 2016).

Data extracted use matrix containing:

- 1) Identity study (author, year, country/context).
- 2) Research design and characteristics participants (educators/instructors).
- 3) Forms of capacity building strategies (training, coaching, mentoring, PLC, lesson study, TPACK/digital training, evaluation) performance, etc.).
- 4) Competence targets (pedagogical/professional/social/personality) and indicators used.

Findings main points and implications implementation in institutions training (especially relevant ones) For Police).

Analysis done through synthesis thematic, namely grouping findings studies into capacity building strategy themes (for example training based needs, coaching-mentoring, community practice, strengthening digital literacy, and evaluation-based evidence). After theme formed, done mapping connection between types of strategies and four realm competence for identify impactful strategies broad (multi-competency) or specific strategies (single-competency). Approach synthesis thematic This in line with guidelines study literature that emphasizes transparency stage coding, categorization, and organization narrative synthesis based proof.

For increase reliability, selection and extraction processes done with rule consistent decisions (decision rules), as well as recording reason exclusion at the full-text stage. Risk of publication bias minimized through snowballing and inclusion source relevant reputation (if required). Reporting channel study and search strategy made details according to PRISMA 2020 so that it can replicated.

Finding and Discussion

Literature shows that capacity building for training educators is effective when understood as a package of interventions that integrates individual competency strengthening (pedagogical, professional, social, and

personal), training system improvements, and a learning organizational culture. In the context of training institutions, approaches that emphasize governance, standards, and multi-layered evaluation tend to be more sustainable than one-off training. Cross-study findings emphasize the needs assessment and competency mapping stages as determining the relevance of educator strengthening programs. Without task-based needs mapping, educator training risks not being "connected" to the challenges of the training class, the characteristics of adult learners, and operational work situations.

The coaching-based development model stands out as a consistently impactful strategy for improving the quality of teaching practice. Meta-analyses of causal evidence indicate that coaching has a strong combined effect on instructional quality (approximately 0.49 SD) and impacts learning outcomes (approximately 0.18 SD), making it worthy of adaptation into structured "educator coaching". Literature emphasizes that competency strengthening is more effective when it takes the form of ongoing, collaborative, and practice-focused professional learning. These principles provide the foundation for building an ecosystem of educator development and training not just training in teaching methods.

Professional Learning Communities (PLCs) are portrayed as mechanisms for continuous improvement that foster reflection, share good practices, and standardize teaching quality. A systematic review of PLCs demonstrates the variety of PLC models and dimensions that can be selected according to the organizational context, enabling them to serve as collective learning engines for educators and training providers. Mentoring within the police force is described as a key strategy for transferring values, ethos, and professional competence—particularly through mentor selection, matching, clear objectives, and psychosocial support. A literature review and 12 police mentoring experiences highlight the need for a framework for program design, monitoring, and mitigation of pitfalls (e.g., overly informal relationships without targets).

The success of educator training is greatly influenced by the motivation and receptivity of participants (educators) to the program. The motivation-receptivity theory of training among educators emphasizes the importance of psychological factors (e.g., locus of control) and perceived benefits; this means that capacity building designs need to incorporate strategies to build educators' "learning readiness." Experimental evidence suggests that procedural justice training can change knowledge, on-the-ground behavior, and some public perceptions—particularly in the context of hot spots. This is relevant for strengthening the socio-personality competencies of training educators: educators need to teach fair, neutral, and respectful communication, then assess trainees' performance using observable behavioral indicators.

Large-scale field experiments in police departments (e.g., the RCT in Mexico City) demonstrate that procedural justice training has a positive impact on various measures of procedural justice and highlight the importance of managerial alignment for training transfer. These findings reinforce the importance of training educator capacity building, which must be integrated with the support of command structures and implementation policies. The de-escalation literature shows that its historical evidence base has been weak; systematic reviews of long periods have found minimal evaluation of de-escalation in policing during this period. The implication is that training programs for educators need to be based on rigorous evaluation (not simply claims of "best practice"). More recent de-escalation evaluative studies emphasize that training design, delivery, and evaluation should be treated as a single package. The CNA report emphasizes the importance of the design phase (internal champions, cross-unit input), delivery quality, and evaluation in understanding "why" training works.

The Tempe Smart Policing Initiative evaluation confirmed that customized (not "off-the-shelf") curriculum development, involving an internal curriculum team, instructional designers, and internal "top de-escalators," is a strong practice in capacity building. This suggests that strengthening training educators should ideally utilize local expertise and the institution's own field evidence. The literature also emphasizes that use of force is a relatively rare occurrence in police-citizen interactions; therefore, training evaluations cannot simply rely on the "force/injury" indicator. The Tempe study exemplifies the importance of expanding outcome indicators (communication, escalation, procedural compliance, decision quality) to more accurately assess the training's impact.

De-escalation training for specific situations (e.g., interactions with traumatized adolescents) showed increased knowledge, self-efficacy, and decreased anxiety among officers after a short training session. These findings support the strategy of micro-credentials, or short, recurring modules for training educators, with specific and measurable competency targets. Case-based learning is promoted as an andragogical approach that requires participants to apply knowledge through discussions of scenarios that mimic real-life situations. Studies on recruit training emphasize that scenarios/cases foster situational reasoning and decision-making—two core skills that training educators need to master when teaching.

VR studies in police training have shown that VR scenarios can elicit stress responses comparable to real-world situation-based training scenarios. This strengthens the argument that VR can be a "safe laboratory" for repetitive practice, rapid feedback, and standardized learning experiences. Research on VR for high-pressure operational communications concludes that VR is effective when it meets the requirements of realism, repetition, and reflection; it also highlights the need for a system to assist with communication performance evaluation/visualization. This means that VR-based training for educators must include performance assessment tools (rubrics + recordings + feedback).

VR training for mental health crisis response demonstrates the potential of using psychophysiological data and user experience to improve the design of de-escalation and communication exercises. These findings are relevant for enhancing the professional competence of training educators in designing evidence-informed learning. A scaffolded simulation study of police recruits showed that varying simulation formats can influence confidence and competence in dealing with mental health incidents. This underscores the need for a multi-level learning design—from simple to complex cases—as a framework for improving the pedagogical competence of training educators.

From the perspective of technology-based pedagogical competencies, a systematic review and meta-analysis of TPACK interventions emphasize the importance of integrating technology-pedagogy-content knowledge (not simply "using apps"). Consequently, capacity building for Indonesian National Police (Polri) training educators requires preparing them to design, teach, and assess simulation/VR/LMS-based learning while maintaining the quality of police content and character-building objectives.

Additional findings suggest that a blended learning approach can be a realistic capacity-building strategy when training institutions face limitations in face-to-face time, instructor capacity, and the need for continuous learning. Rapid evidence assessment-based studies on police learning development emphasize the importance of learning designs consistent with constructivism, social constructivism, communities of practice, and self-regulated learning theories. Synchronous and asynchronous components need to be combined to enable participants to build conceptual understanding while testing application in work contexts. The quality of the learning experience is also influenced by technological readiness, organizational support, and instructor

competence in facilitating discussions and feedback. In the context of the Indonesian National Police (Polri), these findings point to the need for upskilling of instructors in digital instructional design, forum moderation, and performance-based evaluation. Strengthening pedagogical competence is evident when instructors are able to orchestrate activities that require elaboration, reflection, and problem-solving. Strengthening professional competence is evident when digital materials are enriched with operational case studies and up-to-date standard procedures. Strengthening social competence emerges through collaborative interactions across units and secure knowledge-sharing practices. Strengthening of personal competencies is formed when the blended learning system fosters learning discipline, academic integrity, and personal responsibility for competency achievement (Belur et al., 2021).

The following findings confirm that After Action Review (AAR) is a powerful capacity-building mechanism because it transforms operational experience into teachable knowledge. The AAR guide for law enforcement emphasizes that AAR is not simply an evaluation, but rather a structured organizational learning process based on incidents and exercises. A good AAR begins with goal setting, the formation of a review team, evidence collection, and the engagement of relevant stakeholders. The analysis phase requires a focus on “what was planned, what happened, why it was different, and what needs to be improved” to avoid blame. The meta-analysis findings of AARs summarized in the guideline indicate a pattern of improvement areas such as command and control, external communication, cross-unit coordination, and implementation of recommendations (McManus, H.D., Engel, R.S., & Isaza, G.T., 2020).

In National Police (Polri) training, AARs can be institutionalized as a post-scenario learning routine to strengthen instructors’ pedagogy in providing evidence-based feedback. The impact on professional competence is evident when participants relate AAR findings to standard operating procedures (SOPs), personnel safety, and proportional decision-making. The impact on social competence is evident when AARs create a safe dialogue space that respects the roles of each function and reduces friction between roles. Its impact on personal competency is evident when participants are trained to honestly evaluate their actions, manage their emotions, and accept correction. Therefore, AAR is appropriately positioned as a “bridge for learning transfer” from the classroom to the field within the National Police training capacity building model (National Police Foundation, 2020).

Additional findings also highlight the contribution of virtual reality (VR) technology to enhancing the effectiveness of AARs and reflective learning in police training. Research on AARs in VR police training indicates that the way perspectives are presented during debriefings influences participants' learning efficacy. A bird's-eye perspective combined with a “suspect” perspective reportedly increases perceived learning effectiveness compared to bird's-eye perspective alone. This is important for instructor capacity building because digital AAR design can be directed to enrich participants' perspectives and reduce perceptual bias. In the context of pedagogical competence, instructors need to be trained in selecting replay features, camera angles, and reflective question structures that encourage tactical reasoning.

In the context of professional competence, VR-AARs help participants assess decision points, risks, and consequences of actions more objectively. In the context of social competence, recording-based debriefings reduce subjective debate and facilitate data-driven discussions. In the context of personal competence, this process fosters professional humility, self-control, and a readiness to improve practice. The VR literature on law enforcement training also emphasizes that replayable debriefings strengthen retention and behavioral change when combined with reflective practice. Therefore, VR-AAR can be mapped as a lever component in

a capacity building model that emphasizes experiential learning and performance verification (Kleygrewe et al., 2023; Murtinger et al., 2024).

Other findings reinforce the importance of training transfer as an indicator of capacity building success, not just training satisfaction. A three-wave study of the Dutch police on the transfer of self-leadership training confirmed that the transfer of skills to the job is a gradual process influenced by many factors. Transfer does not occur automatically even if participants report the training as beneficial, necessitating the design of post-training support. Implications for Indonesian National Police (Polri) training include the need for follow-up mechanisms such as individual action plans, coaching from superiors, and monitoring implementation in work units. For pedagogical competencies, instructors need to teach self-regulation learning strategies so participants can maintain new practices in the field.

For professional competencies, material needs to be tied to measurable work behavior targets so that transfer can be evaluated. For social competencies, peer support and team climate serve as reinforcements for the application of new competencies. For personality competencies, self-leadership fosters resilience, responsibility, and a continuous improvement orientation. The study also confirms that transfer is a "chain" from learning to performance that requires systemic support, not just individual motivation. Thus, the capacity building model for Indonesian National Police training needs to include transfer design as a core component, for example through post-training performance agreements and AAR reporting in units.

The following findings confirm that the quality of superior-subordinate relationships and participants' psychological resources are related to perceptions of learning opportunities and organizational commitment in the police context. Research on police officers shows that leader-member exchange contributes to satisfaction with training and, together with positive individual characteristics, can explain variations in affective commitment. This means that instructor capacity building cannot be separated from policies to strengthen line leadership and a work climate that supports learning. In National Police training, this leads to the need to synergize instructor training with leadership coaching training for controlling officers or participants' immediate superiors.

Strengthening instructors' pedagogical competence is more effective when accompanied by supervisor support, who encourages participants to apply the techniques learned. Strengthening professional competence is also more quickly seen when supervisors provide opportunities for practice, provide feedback, and protect learning time. Strengthening social competence is facilitated when trust-based working relationships encourage fearless discussion of field issues. Strengthening personal competence is enhanced when organizational norms value learning, not just procedural compliance. In other words, a robust capacity building model needs to position leadership support as a key enabler and include an indicator of "superior support for competency application" in evaluations. This finding broadens the focus from training delivery to a learning ecosystem that unites instructors, participants, and work unit leaders (Brunetto et al., 2017).

Additional findings from the Indonesian context demonstrate the relevance of Kirkpatrick's model-based training evaluation to strengthen the accountability and quality of Indonesian National Police (Polri) training. An evaluation study of the Polri non-commissioned officer training program used the reaction, learning, behavior, and outcome framework to identify weaknesses and opportunities for improvement. This approach helps separate the issue of "satisfied participants" from evidence of "increased competence" and "changed work behavior." In the capacity-building model, instructors need to be trained to develop evaluation instruments aligned with learning objectives, not just training administration.

Strengthening pedagogical competence is evident when instructors are able to design authentic assessments and performance rubrics. Strengthening professional competence is evident when outcome indicators are linked to task requirements, discipline, and decision-making accuracy. Strengthening social competence occurs when behavioral evaluations incorporate aspects of communication, cooperation, and public service. Strengthening personality competence occurs when assessments incorporate integrity, maturity, and emotional control in stressful situations.

These findings also highlight the importance of evaluation documentation as a basis for continuous improvement of curricula, modules, and instructional strategies. Therefore, Kirkpatrick can be used as a “capacity building evaluation framework” that combines instructor improvement and training graduate performance improvement (Canales et al., 2025). This finding is reinforced by a publication by Novika Adi Wibowo, which emphasizes literacy development as the program's primary objective. In his article, Wibowo stated that "the main objective of Adiwiyata schools is to educate students about environmental care, with an emphasis on fostering environmental literacy" (Wibowo et al., 2023).

The principles of "educating for caring" and "cultivating literacy" are relevant as analogies for capacity building design in Indonesian National Police (Polri) training. In the training context, the literacy in question can be mapped as pedagogical literacy, police professional literacy, and public service social-communication literacy. This quote suggests that competency building is not limited to procedural knowledge but must also shape professional dispositions and habits. Therefore, the capacity building of Indonesian National Police (Polri) training educators should ideally include explicit literacy objectives in each module and learning session.

Strengthening pedagogical competence can be achieved through reflective learning, evidence-based feedback, and authentic assessment. Strengthening professional competence can be directed at the ability to translate SOPs into proportionate situational decisions. Strengthening social competence can focus on communication that respects dignity and procedural justice in training interactions. Strengthening personal competence can be built through the cultivation of integrity, emotional control, and responsibility for the consequences of actions taught and modeled by educators.

Further findings from another evaluation study on NCO training in regional police indicate that the objectives of value and identity formation can also be systematically evaluated. Research in the context of the West Papua Regional Police (Polda Papua Barat) positions training as a medium for strengthening national behavior, discipline, and the character of officers. Consequently, the instructor capacity building model needs to combine a technical competency approach with the strengthening of values, ethics, and service orientation. In pedagogical competency, instructors require affective learning strategies such as guided reflection, ethical dilemma case studies, and rule-based discussions.

In professional competency, instructors need to ensure that national values are translated into visible work behaviors, such as orderliness, procedural compliance, and citizen protection. In social competency, value reinforcement impacts how officers interact respectfully with multicultural communities. In personality competency, value training strengthens moral consistency and resilience in the face of situational pressures. Formal evaluation of the value dimension also helps training institutions avoid normative claims without evidence of behavioral change. Therefore, instructor capacity building in Polri training needs to include competencies in values facilitation and behavioral indicator measurement, not just the ability to teach technical

material. These findings confirm that “personality and social competencies” can be designed, taught, and evaluated within a single training quality framework (Simangunsong & Purnomo, 2022).

Another finding from a study of the Gorontalo Regional Police's National Service (SPN Polda Gorontalo) shows that the effectiveness of academic services influences the quality of NCO formation and simultaneously reflects the capacity building needs of instructors. The study evaluated the effectiveness of educational services by highlighting goal achievement, inter-unit integration, and the institution's adaptability. The findings indicate a clear goal of developing competent and disciplined students, but achievement is still hampered by high levels of remedial work and unstable schedules.

Internal integration is considered to be working well, but external collaboration and the use of information technology are still limited, hampering learning innovation. In the adaptation dimension, instructor recruitment and placement reportedly do not fully consider academic competency, and responses to regulatory changes are considered slow. Implications for the capacity building model include the need to standardize instructor competencies, map instructor training needs, and improve the learning quality assurance system. Strengthening pedagogical competency is a priority to reduce remedial work through diagnostic assessments, learning differentiation, and rapid feedback.

Strengthening professional competency requires updating instructor materials and training to align with regulatory dynamics and task demands. Strengthening social and personal competencies also needs to be strengthened through a consistent, fair, and development-oriented academic service culture. Overall, this study supports the argument that instructor capacity building must run parallel with reforms in the governance of educational services at the Indonesian National Police training institutions.

Further findings indicate that a modern instructional framework emphasizing scenario-based training, de-escalation modules, and digital learning tools correlates with increased operational readiness. Studies at several police academies reported significant readiness improvements when training placed participants in simulated, complex situations requiring quick decisions. Qualitative results emphasized the role of mentoring, ongoing competency assessment, and blended learning in maintaining long-term adaptability. These findings are relevant to capacity building models because they clarify the instructor competencies needed to teach scenario-based instruction, rather than simply lecture.

Within pedagogical competencies, instructors need to master scenario facilitation techniques, high-level questioning, and performance assessment rubrics. Within professional competencies, instructors need to update content to reflect professional standards, threat dynamics, and public communication practices. Within social competencies, instructors need to incorporate components of community engagement and cultural sensitivity to ensure learning is not disconnected from societal realities. Within personality competencies, de-escalation and self-control training need to be modeled by instructors as behavioral role models. The study also noted challenges such as limited training time, unequal access to technology, and a lack of emphasis on emotional intelligence. Therefore, instructor capacity building needs to be designed as a package that includes scenario pedagogy, digital literacy, and emotional intelligence development to support the professionalism of the Indonesian National Police (Mehari, 2021).

The final findings emphasize that evidence of outcomes (e.g., reductions in use of force) is the strongest indicator of whether instructor capacity building has had a real impact. A large-scale trial of a specific police training curriculum reportedly linked it to a reduction in use of force, strengthening the argument that training design can influence field behavior (Davies, A., & Burnes, L., 2025). The implication for Indonesian National

Police (Polri) training is the need to link classroom learning to ethically and legally sound performance indicators, such as the quality of de-escalation, procedural compliance, and the safety of citizens and personnel. In pedagogical competencies, instructors need to be able to align learning objectives with observable and measurable behavioral indicators.

In professional competencies, instructors need to instill the principles of evidence-based policing so that participants become accustomed to interpreting practices based on data and evaluation. In social competencies, outcome indicators need to incorporate dimensions of public relations and procedural justice so that competency improvement is not merely technical (Orosco, C., White, M.D., & Sorensen, D., 2025). In personality competencies, outcomes such as emotional control and proportionality of actions can be mapped as explicit training objectives. These findings also encourage training institutions to develop post-graduation data and feedback systems so that evaluation does not stop at the end of training. Because access to the full article is limited to certain sources, interpretation of outcomes requires caution and triangulation with internal Polri data. However, conceptually, these findings reinforce the message that instructor capacity building will be most valuable if it leads to verifiable behavioral changes and increased public trust (Weisburd et al., 2022).

Conclusion

Review literature This conclude that the most effective capacity building strategy for strengthening competence pedagogical, professional, social, and personality educator training Indonesian National Police is an integrated, sustainable, and community-based strategy evidence, not training moment. Strengthening competence the most consistent pedagogy driven by instructional coaching, microteaching, learning based cases and scenarios, as well as after action reviews (AAR) that organize reflection and feedback come back in a way systematic. Strengthening competence professional strengthen when educator get update content-based demands tasks, standardization rubric performance, as well as development literacy research and evidence-informed training so that the materials and methods teach always relevant with dynamics security and service public. Strengthening competence social grow through community practice /PLC, collaboration cross- unit, as well as training communication that emphasizes justice procedural and de- escalation, so that educator capable implant pattern dignified and professional interactions. Strengthening competence strongest personality influenced by structured mentoring, coaching ethics profession, as well as design learning that grows control emotions, integrity, and exemplary behavior as the core of formation character apparatus.

The literature also confirms that the success of capacity building is not determined by the material training alone, but by the training transfer ecosystem: support leadership, climate safe learning, time For reflection, device valid evaluation, and action carry on post-training. Therefore, evaluation need move beyond satisfaction participant going to measurement change behavior teach educators, impact on achievement competence serdik, and indicators performance professionals who can verified. In overall, implications practical study This is the need for a capacity building model for educators training The Indonesian National Police combines Training Needs Analysis training-based competency coaching/mentoring PLC-AAR evaluation tiered, so that improvement competence educator become a consistent, measurable process that has an impact on quality service education as well as professionalism Police.

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