


Strengthening Instructor Human Resources Through the *Problem-Based Learning* Model at the Gorontalo Regional Police Academy

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A B S T R A C T

Police education in the modern era faces increasingly complex challenges, requiring instructors to have pedagogical and professional competencies that are in line with the values of Tribrata and Catur Prasetya. However, there is still a gap between the ideal of active learning and the practice in the field, which tends to be teacher-centered, where the level of activity and critical thinking skills of students (Serdik) at the Gorontalo Regional Police Academy (SPN Polda Gorontalo) is still low. This study aims to analyze the implementation of Problem-Based Learning in improving the activity and critical thinking skills of Serdik. The method used is descriptive qualitative, with data obtained through interviews, observations, and document analysis. The results of the study show that the application of PBL has begun to change the learning paradigm to be more reflective and participatory, although it still faces challenges in the form of instructor pedagogical readiness, training gaps, and infrastructure limitations. It is concluded that institutional support and continuous development of instructor competencies are the keys to the successful application of PBL in police education.

Keywords: *Police Education, Problem-Based Learning, Instructor Quality*

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INTRODUCTION

Police education in the modern era faces increasingly complex challenges, both in terms of social dynamics, information technology developments, and the escalation of threats to public security and order. Non-traditional security phenomena such as cybercrime, digital radicalism, and transnational crime require a fundamental repositioning of the police education paradigm. The *Interpol Global Crime Trend 2024* report confirms that the threat of *cyber-enabled crime* and *transnational organized crime* has increased sharply in more than 150 countries, while UNODC (2023) data shows a 27% escalation in cross-border crime over the past decade. This situation has prompted global police education institutions, such as *the European Police College (CEPOL)* and *the FBI National Academy*, to transform from being mere technical training institutions into centers for the intellectual, ethical, and social capacity building of law enforcement officials.

A similar transformation is also urgently needed in Indonesia. Data from the National Cyber and Crypto Agency (BSSN, 2023) recorded more than 310 million cyber attack attempts throughout the year, while the National Counterterrorism Agency (BNPT, 2024) reported a significant increase in digital radicalism activity on social media. This reality reinforces the urgency for police education institutions such as the SPN Polda to adopt a *problem-based learning (PBL)* model, which not only emphasizes technical skills but also fosters analytical, reflective, and adaptive abilities in response to social dynamics.

Thus, modern police education must be positioned as a *center of ethical and intellectual excellence*, where officers are not only trained to enforce the law, but also shaped into leaders capable of reading, interpreting, and responding to social changes with a vision of humanity and justice. To achieve this, the quality of *human resources (HR)* or educators, referred to as instructors in the police force, is one of the determining factors that directly influence the

quality of graduates (Yanti, 2023) . Thus, instructors not only play a role as conveyors of material, but also as role models of police professionalism who shape technical competencies in the field of law enforcement, hone critical thinking skills in decision-making in dynamic field situations, and instill moral integrity in line with the values of Tribrata and Catur Prasetya. (Romiko, 2024) .

In line with the strategic role of educators or instructors, strengthening the competence of instructors at the National Police Academy (SPN) is a key indicator in producing graduates who not only master technical police procedures, but are also capable of thinking adaptively, responsively, and solution-oriented when facing problems in the field. Therefore, the need to implement innovative learning models has become urgent, with one highly suitable approach being *Problem-Based Learning* (PBL) (Prihartini et al., 2024) .

Problem-Based Learning (PBL) is a learning approach that utilizes real-world problems in learning, enabling police officers to develop learning outcomes while gaining conceptual understanding and basic knowledge related to a topic or subject (Manaf et al., 2022) . *Problem-Based Learning* (PBL) aligns with the characteristics of police work, which demands quick thinking, data-driven decision-making, and sensitivity to the social and cultural dynamics of society.

Through the application of PBL, instructors can hone students' skills in identifying the core of a problem, exploring alternative solutions, and making the right decisions under pressure. For instructors themselves, this model requires increased competence in designing contextual learning scenarios, managing discussion dynamics, and conducting objective performance-based assessments.

From the above explanation, we can understand that *Problem-based Learning* (PBL) is a constructivist approach that facilitates student learning through contextual and collaborative problem solving. In learning activities, an educator will, of course, prepare a series of lessons well, whether it be learning models or other learning supports. The appropriate learning model for students also influences learning activities in the classroom. Using innovative learning models (Suryani, 2021:66) . From the various types of innovative learning models, the learning model that will be applied in this study centers on problems or issues that arise, namely the *problem-based learning* model (Purwadhi, 2019:23.)

The learning process for cadets at the Gorontalo Regional Police Academy (SPN Polda Gorontalo) shows that the level of cadets' activity and critical thinking skills is still low. Observations of the learning process for cadets at SPN Polda Gorontalo show a gap in the aspects of activity and critical thinking skills. Of the 100% of Serdik, only 20% showed adequate critical thinking skills, while the majority were still at the level of remembering (C1) and understanding (C2) based on Bloom's taxonomy. This symptom was clearly evident during the learning process, where Serdik tended to be passive, only listening to the explanations of Gadik (educators), and rarely asked critical questions. The questions that arise are mostly factual, not analytical, while the answers given emphasize the reproduction of information rather than meaning and evaluation.

Pedagogically, this condition indicates that the learning process applied is still dominated by a *teacher-centered learning* approach, with limited lecture and question-and-answer methods, so that the role of Serdik as active learners has not been optimally facilitated. In fact, the theory of *Problem-Based Learning* (PBL) according to Savery & Duffy emphasizes that learning oriented towards real problems can encourage active engagement, hone critical thinking skills, and shape independent learning(Nurhidayati, 2017) . The disconnect between theory and practice is further highlighted by the findings of interviews with Gadik, who acknowledged that there is no learning design that explicitly integrates the development of critical thinking skills into learning materials, activities, or evaluation instruments.

Consequently, in police duties, this creates a fundamental weakness, given that critical thinking is a strategic asset for Serdik to analyze situations, make quick and accurate decisions, and anticipate potential risks in the field. Thus, the low percentage of active and critical Serdik at the Gorontalo Regional Police Academy is a strong indicator that the ongoing learning

process has not fully prepared them to face the real challenges of the police profession, such as handling complex cases, mediating conflicts, and making decisions under high pressure.

Therefore, the purpose of this research and intervention is to design and implement a learning model that can increase the activity and critical thinking skills of cadets through interactive, contextual, and real-world experience-based strategies. This model is expected to shift the orientation of learning from *teacher-centered* to *learner-centered*, where Gadik acts as a facilitator and guide for the critical thinking process, rather than merely a conveyor of material. Thus, education at the Gorontalo Regional Police Academy will be able to produce graduates who are not only technically skilled, but also have high analytical skills, moral integrity, and readiness to face the complexities of police work in the modern era.

METHOD

This research uses a *qualitative approach* with a narrative-descriptive research type. According to Creswell (in Kusumastuti & Khoiron, 2019), qualitative research aims to understand the values and meanings of social issues that arise from the experiences of individuals or groups. The narrative type was chosen to describe and interpret the experiences of instructors (Gadik) in implementing *Problem-Based Learning* (PBL) in police education at the Gorontalo Regional Police Academy. Primary data was obtained through in-depth interviews with instructors who had at least two years of teaching experience and had implemented PBL, as well as through direct observation of the learning process in the classroom. Secondary data was obtained from document analysis in the form of Lesson Plans (RPP), teaching modules, learning evaluation reports, and scientific references such as books, research results, and journals related to the topics of PBL and police education.

Data analysis used the interactive analysis technique from Miles & Huberman (1992), which includes: (1) data reduction, which is the process of selecting, focusing, simplifying, and abstracting data from interviews, observations, and documents; (2) presentation of data in the form of narrative descriptions, matrices, and direct quotes from participants; and (3) drawing conclusions/verification to find patterns, themes, and meanings relevant to the research focus.

FINDINGS AND DISCUSSION

Implementation of Problem-Based Learning (PBL) by Instructors at the Gorontalo Regional Police Academy

The implementation of problem-based learning in the Gorontalo Regional Police Academy reflects an important phase in the transformation of police education practices in Indonesia. The application of this learning model is not merely a form of adopting a new pedagogical approach, but also represents an institutional paradigm shift from an instructional and command teaching model to a reflective, collaborative, and adaptive learning approach to the complex security and social challenges facing the Gorontalo community. In a police education tradition that has been dominated by a top-down approach, the implementation of PBL is a step forward that requires changes not only in terms of methods but also in the instructors' perspective on the learning process itself ().

Field findings show that the implementation of PBL at the Gorontalo Regional Police Academy has been attempted through various case-based learning scenarios, adapted from the realities of police work. Some of the learning scenarios observed include simulations of handling mass demonstrations, negotiating horizontal conflicts, criminal investigations, and tactics for securing large-scale public events. In each session, students are no longer mere recipients of material, but become active subjects who must identify the core of the problem, analyze the contributing factors, design response strategies, and make tactical decisions under time constraints. This pattern demonstrates the integration of the principles of constructivism as described by Jean Piaget and Lev Vygotsky, namely that knowledge is not transferred linearly, but is constructed through active interaction between individuals, context, and situational experiences. (Bustomi et al., 2024).

Furthermore, this learning process shows a shift in the role of the instructor from teacher to facilitator. In this context, instructors no longer hold the position of sole source of truth, but become dialogical partners who guide participants' thinking processes towards logical, contextual, and procedural problem solving. The results of the study show that in most classes, instructors sought to create an open discussion space, provided reflective questions, and facilitated participants in making collective decisions on case scenarios. This approach fosters a discursive culture that erodes the old practice of instructors dominating the learning space with lectures and commands, moving towards a more participatory learning model that builds learning autonomy (Hidayat et al., 2024).

In its implementation at the Gorontalo Police Academy, problem-based learning does not stop at the cognitive level. After discussion and case analysis sessions, participants are directed to carry out field simulations (*drills*), which require the tactical application of the decisions that have been formulated. For example, in a demonstration response scenario, groups of participants are tasked with developing tactical plans for security, negotiation, and evacuation, then implementing them in the field with predetermined roles. This process allows participants to experience the transfer of learning from the discussion room to the real practice room, which is the core of contextual learning. This is in line with John Dewey's thinking that authentic learning experiences will form meaningful knowledge that is strongly attached to individuals (Hasbullah, 2020).

Another equally important finding is the difference in the level of competence of instructors in managing the PBL process. Some instructors have demonstrated good pedagogical skills in designing case scenarios, asking critical questions, and building participatory interactions. They are able to facilitate the participants' thinking process systematically until they arrive at logical tactical decisions. However, others still use conventional instructional approaches: one-way lectures, technical instructions, and rigid evaluations. This gap not only reflects differences in the backgrounds and experiences of instructors, but also highlights institutional challenges in standardizing pedagogical practices in the SPN environment. In many studies on the implementation of PBL, facilitator competence is a major determinant of the success of this model (Murdilah et al., 2025).

In addition to instructor competency, field findings also reveal the strategic role of learning infrastructure in supporting PBL effectiveness. In several sessions, physical facility limitations such as cramped simulation rooms, limited tactical equipment, and a lack of supporting technology meant that the scenarios did not fully reflect the complexity of real-life situations. As a result, participants tended to lose depth in the process of reflection and tactical analysis. This reinforces the findings of (Budiarti et al., 2024), which states that adequate infrastructure is an absolute prerequisite for the successful implementation of PBL, especially in professional education that requires the realistic reconstruction of real situations.

Furthermore, field findings indicate a change in the dynamics of interaction between participants and instructors. In problem-based learning spaces, interactions are more equal and dialogical. Participants no longer simply listen to instructions but ask questions, challenge assumptions, and construct arguments to support collective decisions. This type of interaction encourages the growth of a *sense of agency*, which is the awareness of participants' roles and responsibilities in the learning process and decision-making. This sense of agency is very important in the context of police education because it shapes the professional habitus of , which is not only procedurally compliant but also capable of independent thinking and rational action in the field (Susanto, 2018).

However, the implementation of PBL at the Gorontalo Regional Police Academy has not been entirely consistent. There is a gap between macro policy design and micro practices in the classroom and in the field. Normatively, the academy's learning policy has adopted PBL as the main approach in the curriculum. However, at the implementation level, the understanding and readiness of instructors still vary, infrastructure resources are limited, and evaluation mechanisms are not yet fully aligned with PBL principles. This confirms that the application of PBL is not just a matter of teaching methods, but also concerns the institutional ecosystem involving policy, organizational support, resources, and institutional culture.

These findings also provide an important lesson: the success of PBL in the police education environment is largely determined by the synchronization between curriculum design, instructor capacity, participant readiness, infrastructure support, and institutional leadership. Without holistic and integrated support, PBL has the potential to become nothing more than a methodological jargon without any substantive impact on the professional competence of students. Therefore, continuous policy learning is needed through instructor pedagogical training, academic supervision, and an adaptive monitoring and evaluation system.

Thus, the implementation of PBL at the Gorontalo Regional Police Academy can be concluded as a pedagogical transformation process that is moving in the right direction but is not yet fully established. This transformation reflects a shift from command-based learning to more participatory and contextual reflective learning. In a broader framework, this practice not only supports the improvement of learning quality but also shapes the professional character of Polri members to be resilient, critical, adaptive, and ready to face the complexities of social-security dynamics in society.

Factors Influencing the Implementation of Problem-Based Learning (PBL) by Instructors at the Gorontalo Regional Police Academy

The implementation of Problem-Based Learning (PBL) at the Gorontalo Regional Police Academy is not only determined by policy and curriculum design but is also greatly influenced by the readiness of the instructors as the spearhead of the learning process. PBL is not just an ordinary teaching method but a learning approach that places students as active subjects in solving real problems through critical thinking, reflection, and collaboration. In the context of police education, the success of PBL greatly depends on the extent to which instructors are able to play the role of learning facilitators, rather than merely delivering material. However, in practice, the readiness of instructors at the Police Academy still faces significant challenges.

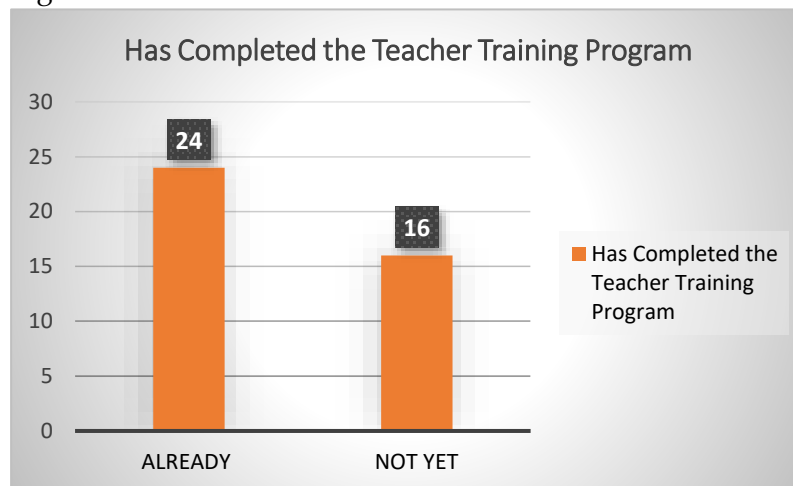


Figure 1. SPN Polda Gorontalo instructors who have participated in the Educator Training Workshop

Based on field data, 24 instructors have participated in Latkatpuan (Educator Training), while 16 others have not. Simply put, this figure shows that the majority of instructors already have basic training experience. However, upon closer inspection, this difference in numbers indicates that there is still a capacity gap among instructors. Those who have received training certainly have a better understanding of modern learning approaches, including PBL. Meanwhile, those who have not participated in training have the potential to lag behind in terms of mastering more participatory learning strategies. In the framework of innovation diffusion theory, this condition reflects that the process of innovation adoption at SPN is not yet evenly distributed. Some instructors are already at the stage of accepting innovation, while others are still in the early stages of adaptation.

This condition is even more evident when compared with the following data on the certification of SPN Polda Gorontalo instructors:

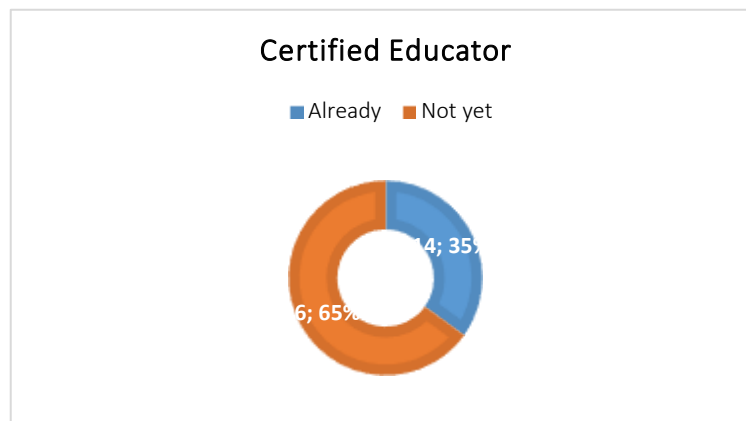


Figure 2. Gorontalo Regional Police Academy Instructors Who Have Been Certified as Educators

Of the total number of instructors, only 14 (35%) have been certified, while 26 (65%) have not. This means that more than half of the instructors do not yet have formal legitimacy as professional educators. In fact, certification is not just a formality, but proof of pedagogical and andragogical competence. Certified instructors tend to have the skills to design problem-based learning scenarios, guide discussion processes, and conduct reflective learning evaluations. Conversely, instructors who are not yet certified often rely more on conventional lecture methods, so that the learning process tends to be one-way and does not provide enough space for students to construct their own knowledge. These findings are in line with John Dewey's (2022) thinking, which emphasizes that meaningful learning can only be created when educators are able to relate the teaching material to the real experiences of the learners (Nasrudin et al., 2025).

The gap in training and certification is not merely a matter of statistics but concerns the overall quality of the learning process. In the PBL approach, instructors act as facilitators guiding critical thinking processes. However, if most instructors do not yet have adequate skills, this approach risks becoming nothing more than a slogan on paper without any real practice (). One of the key figures in the development of PBL emphasizes that the success of this approach depends heavily on the readiness of educators to design authentic, open, and challenging learning situations. In the context of SPN, this means that instructors must be able to design real cases that reflect challenges in the police world, such as scenarios involving quick decision-making in the field, handling social conflicts, or resolving cases with a humanistic approach.

From an institutional perspective, this gap in training and certification indicates that the SPN still needs to strengthen its instructor capacity development strategies. PBL requires a significant transformation in teaching methods. Not only in terms of technical skills, but also in terms of perspectives on the learning process (Turhindayani & Halim, 2020). The success of a policy's implementation is determined by four main factors: communication, resources, the disposition of the implementers, and organizational structure. In the case of SPN, human resources are clearly one of the main determining factors. If the majority of instructors are not yet trained and certified, it will be difficult to implement the PBL policy optimally. The policy may exist on paper, but its implementation in the classroom will fall far short of expectations.

In addition to technical factors, organizational culture also has a major influence. As a police institution, the SPN essentially has a hierarchical and command-based organizational culture. This model is not entirely in line with the spirit of PBL, which demands horizontal, dialogical, and participatory interaction. Instructors who are accustomed to teaching with a top-down instructional pattern often experience difficulties when they have to act as discussion facilitators. This is where the importance of transformational leadership as described by Bass & Riggio (2023) lies. Leadership that is able to inspire, set an example, and encourage a change in perspective will be the key to changing the learning culture (Dewi & Aslamiah, 2025).

When viewed more broadly, the factors that influence the implementation of PBL at SPN can be grouped into internal and external factors. Internal factors include instructor competence, student readiness, and the availability of supporting learning tools. External factors include institutional policies, certification systems, and other structural support. Currently, the main obstacles appear to be stronger on the internal side, especially in relation to instructor competence. Disparities in training and certification have created a gap in teaching quality that directly impacts the success of PBL. On the other hand, institutional support has not been fully responsive to the needs of this pedagogical change.

It is important to emphasize that PBL is not just a teaching method, but a learning paradigm that requires a change in mindset from both instructors and students (Marziana et al., 2025), the success of an educational innovation depends on the extent to which the change is understood, accepted, and implemented by the actors in the field. In the case of SPN, if most instructors do not yet have strong competencies, then PBL innovation will be difficult to internalize in daily teaching practices. As a result, learning may revert to the old patterns of lectures, one-way instruction, and minimal dialogue.

Understanding this situation, SPN needs to take more comprehensive strategic steps. The instructor training program needs to be expanded and strengthened with a sustainable approach. Educator certification needs to be accelerated so that more instructors have equivalent pedagogical competencies. In addition, SPN also needs to build an organizational culture that is more open to dialogue, collaboration, and reflection. The success of an innovation is largely determined by transformational leadership, professional networks, and consistent institutional support. PBL will be successful if there is synergy between policy, competent instructors, and a supportive learning environment (Nashir et al., 2025).

The successful implementation of PBL in SPN does not depend on a single factor, but is the result of a combination of human resource readiness, institutional policy, and organizational culture. If one of these components is weak, the implementation of PBL will face serious obstacles. Therefore, strategies to strengthen instructor capacity must be a top priority. When instructors have strong pedagogical competencies, are certified, and are accustomed to participatory approaches, PBL is no longer just a buzzword, but a learning practice that truly comes alive in the classroom. This is the key to developing SPN graduates who are not only technically smart, but also critical, adaptive, and capable of strategic thinking in facing real-world challenges.

CONCLUSIONS

The main findings of this study indicate that the implementation of Problem-Based Learning (PBL) at the Gorontalo Regional Police Academy has brought about positive changes from conventional learning to a more participatory model. Students have begun to play an active role, while instructors function as facilitators. However, the effectiveness of PBL is still hampered by gaps in instructor competence, low teacher certification rates, limited facilities, and a hierarchical organizational culture. As a result, student engagement and critical thinking skills are not yet optimal. Therefore, improving the effectiveness of PBL requires strengthening instructor capacity through continuous training, accelerating certification, and providing adequate institutional and facility support. This approach is expected to produce graduates who are not only technically competent but also critical and adaptive to the dynamics of police work.

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