



IMPLEMENTATION OF THE DECENTRALIZATION POLICY FOR EDUCATION AND DEVELOPMENT OF SPECIALISTS FOR HARKAMTIBMAS AT THE SPN POLDA SULUT

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Abstract (English)

The aim is to improve the competence of civil servants in the Indonesian National Police so that they have knowledge, leadership attitudes and technical skills. In Specialist Development Education. However, there are still problems in the Participant Determination Process, the Learning Process, and the technical implementation are still less than optimal. Therefore, a study was conducted entitled Implementation of the Decentralization Policy for Specialist Development Education at the North Sulawesi Regional Police SPN. This research is a qualitative method research, where data collection is carried out using interview methods, observation, documentation and other sources which aim to find out, describe, analyze and Decentralize Specialist Development Education at the SPN Polda Sulut based on the Chief of Police Regulation No. 14 of 2015. The research location is at the North Sulawesi Police State Police School and the North Sulawesi Police Human Resources Bureau. The research found that there were problems in the implementation of the selection of participants and the implementation of specialist development education at the North Sulawesi Regional Police's National Civil Service Agency (SPN Polda Sulut) due to communication and resource factors. Therefore, it is necessary to optimize the implementation of the Decentralized Specialist Development Education at the SPN Polda Sulut by gradually building coordination and communication, as well as fully decentralizing the program.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

Decentralization is the process by which power, responsibility, and resources are transferred from the central government to regional or local levels of government. The primary goal of decentralization is to increase efficiency, accountability, and citizen participation in decisions that affect their lives.



The SPN Polda Sulut has functions in accordance with Formation Education, hereinafter abbreviated as Diktuk, is education that forms and equips students to become civil servants in Perkap Number 14 of 2015 article 1 paragraph 13, while Specialist Development Education (Dikbangspes) is further education after Diktuk which aims to improve the competence of civil servants in the Indonesian National Police so that they have knowledge, leadership behavior attitudes and technical skills in accordance with Perkap Polri 14 of 2015 1(14). This is a comparison of the Types of Vocational Education in the Indonesian National Police

The concept of public policy, Nugroho (2011: 93-94), discusses four definitions of public policy, namely: First, the concept of Laswell and Kaplan (1970: 71), which says that public policy is a program that is projected with certain goals, values and practices. Second, the concept of Easton (1965: 212), which says that public policy is the result of government activities. So the government carries out activities in the form of public policy. Third, the concept of Frederick which says that public policy is a series of actions based on the proposals of a person or group, where the proposal takes into account strengths, weaknesses, opportunities and threats. Fourth, the concept of Dye which says that public policy is everything that the government does accompanied by the reasons why something is done, (5)..

Nasucha's view discussed by Pasolong (2010: 39), states that: Public policy is the government's authority in making a policy that is used in legal regulations. The policy aims to absorb social dynamics in society which are used as a reference for policy formulation in order to create harmonious social relations. This opinion emphasizes public policy as a policy demand which is a public political demand and looks at the seriousness of the government as a policy maker to respond to public problems and the next action is to determine the priorities of the many problems. Meanwhile, Pasolong (2013: 38), policy is a series of alternatives that are ready to be chosen based on certain principles. Policy is a result of in-depth analysis of various alternatives that lead to decisions about the best alternative. This opinion emphasizes policy as a result of scientific analysis of various alternatives or the best choices in the form of alternative decisions that are ready to be chosen based on certain principles, (6).

Nawawi stated that public policy should reflect the following things: a) Purposeful, b) Related to decision making and testing its consequences, c) Structured and d) political in expressing the results of elections and executive policy priorities. Every public policy aims to implement specifically formulated state objectives, public policy is related to testing the logical and factual consequences of policies, public policy is formulated in a structured manner between policy makers and implementing actors and public policy expresses executive policy priorities obtained based on the results of general elections, (7).

Nugroho (2011: 66) views public policy as a dynamic form of political, legal, and management dimensions. Public policy from a political dimension views public policy as a choice based on a political system. This political system is the result of a democratic process built for the common interests of every citizen. Public policy from a legal dimension views public policy as a policy that has legal force that binds citizens, state administrators, and parties related to the public policy. Or it can be said that public policy from a legal dimension, if not complied with, will have legal consequences or result in sanctions for related parties who do not comply. Public policy from a management dimension views public policy as a managerial process where public policy goes through a process of planning, implementation, supervision,



and monitoring, and even evaluated for the level of success or failure of the policy. Furthermore, public policy can be described in something that will be done, ignored, made in the form of government regulations based on a hierarchy of laws decided jointly by legislative and executive institutions in the form of an agreement, (5a).

1.2. Public Policy Theory

Public Policy Theory is a scientific approach to understanding how policies are made, implemented, and evaluated. In public administration and political science, public policy theory helps explain the government's decision-making process and how policies affect society.

Public policy theory is a concept that explains how the government formulates, establishes, and implements decisions that concern the interests of the wider community. According to Thomas R. Dye, public policy is whatever the government chooses to do or not to do. Carl J. Friedrich added that public policy is a series of actions proposed by individuals, groups, or governments to achieve certain goals in the face of obstacles in a particular environment. Another opinion from Harold D. Lasswell states that public policy is a program to achieve goals based on certain values and practices for the benefit of society. Meanwhile, James E. Anderson sees public policy as a series of organized and purposeful actions, carried out by certain actors in addressing issues of public concern. William Dunn also emphasized that public policy is a series of interrelated choices, made by government agencies or officials, directed at achieving certain goals in specific situations. In Indonesia, Riant Nugroho stated that public policy is a form of government intervention—whether through regulations, incentives, or programs—to solve public problems. From these various opinions, it can be concluded that public policy theory includes a complex and strategic decision-making process, which aims to provide solutions to public problems by considering various social, economic and political aspects.

2.3. Stages of Public Policy

Stages of Public Policy The process of public policymaking is complex because it involves many processes and variables that must be studied. Therefore, several political scientists interested in studying public policy divide the process of public policy formulation into several stages. The purpose of this division is to facilitate our study of public policy. However, some experts may divide these stages in a different order. The stages of public policy according to William Dunn, as quoted by Budi Winarno (2007: 32-34), are as follows:

A. Agenda preparation stage

Elected and appointed officials place issues on the public agenda. These issues compete for inclusion on the policy agenda. Eventually, some issues make it onto the policy agenda of policymakers. At this stage, some issues may not be addressed at all, while others may become the focus of discussion, or some issues may be postponed for a long time for various reasons.

B. Policy formulation stage



Issues that have been included in the policy agenda are then discussed by policymakers. These issues are defined and the best solutions are sought. These solutions come from various alternatives or policy options available. During policy formulation, each alternative competes to be selected as the policy to address the problem. During this stage, each actor competes and strives to propose the best solution.

C. Policy adoption stage

Of the many policy alternatives offered by policy makers, ultimately one of these policy alternatives is adopted with the support of a legislative majority, consensus between agency directors or a judicial decision.

D. Policy implementation stage

A policy program will remain merely elite notes if it is not implemented, that is, implemented by administrative bodies or government agencies at lower levels. Policies that have been adopted are implemented by administrative units that mobilize financial and human resources. At this implementation stage, various interests will compete with each other. Some policy implementations receive support from implementers, but others may be opposed by implementers. E. Policy Evaluation Stage

At this stage, implemented policies will be assessed or evaluated to determine the extent to which they have achieved their desired impact, namely solving the problems faced by the community. Therefore, measures or criteria are determined to serve as a basis for assessing whether implemented public policies have achieved their desired impact or goals.

In short, the policy stages are as shown in the image below;

Figure 2.1 Stages of Public Policy

Policy Stages:

Policy formulation

Policy formulation

Policy adoption

Policy implementation

Policy evaluation



Source: William Dunn as quoted by Budi Winarno (2007: 32-34)



2.4. Public Policy Implementation

Wahab (1997:68) discusses the views of Denhard and Denhard who say that implementation is the action or action stage, where all plans formulated become operational policies. He further states that policy implementation is the implementation of basic policy decisions, usually in the form of laws, but can also take the form of important executive orders or decisions or decisions of judicial bodies, (8).

Santoso (2009: 43) states that policy implementation is the activities carried out to implement a policy effectively. Policy implementation here emphasizes the proper operationalization of the policy objectives that have been set in the form of temporary actions, (9). Nugroho (2011: 618) says that policy implementation is a way for a policy to achieve its objectives, which is implemented in the form of programs or derivatives of public policy. Public policy in the form of laws requires general guidelines or implementation guidelines, (5b).

Public policy implementation according to Van Meter and Van Horn defines public policy implementation as actions carried out by public organizations that are directed at achieving goals. These actions include operational actions within a certain time period in achieving large and small changes that are determined in decisions, (10).

Edward III (1980: 1) suggests considering four key issues for effective policy implementation: communication, resources, disposition or attitudes, and bureaucratic structures. Communication concerns how policies are communicated to organizations and/or the public, the availability of resources to implement the policy, the attitudes and responsiveness of the parties involved, and the organizational structure of the policy implementers. Important considerations in the communication process include the method of information delivery, clarity of information, and consistency in information delivery. Resources concern the availability of supporting resources, particularly human resources. This relates to the ability of public policy implementers to implement the policy effectively. Resource readiness encompasses the quality and quantity of implementing staff, the availability of information for staff, the breadth of authority granted to implementing staff, and the availability of supporting facilities for staff. Motivation is believed to be a fundamental prerequisite for government officials to effectively implement public policy. Disposition concerns the willingness of implementers to implement public policy. Ability alone is insufficient without the willingness and commitment to implement the policy. Bureaucratic structure is related to the suitability of the bureaucratic organization that carries out the implementation of public policy, (11).

RESEARCH METHODS

This research was conducted using a qualitative approach, because qualitative research emphasizes the process of searching for meaning, revealing meaning, behind the phenomena that arise in the research, with the aim that the problems to be studied are more comprehensive, in-depth, natural and as they are and without much interference from the researcher to the facts that arise. This research is also used to research the natural conditions of objects and the researcher is the key instrument, and indeed the results of qualitative research emphasize meaning more than generalization. According to Lincoln and Guba (2017: 198) the qualitative



research approach is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior.

In determining the location, there are various factors that must be considered by the researcher. In this regard, Moleong (2017:4) argues that the best way to determine the research field is by maintaining substantive theory; go and explore the field to see if there is a match with the reality on the ground. Geographical limitations, time, and energy also need to be taken into consideration in determining the research location. Based on the above references, this research took place at the North Sulawesi Regional Police State Police School and the North Sulawesi Regional Police Human Resources Bureau.

Data analysis techniques are carried out from the beginning until the research process takes place, using the Miles and Huberman model (1992:112) which has been modified with the following stages:

- a). Data reduction, Data reduction means that the data obtained is selected according to the focus and objectives of the research.
- b). Data presentation and data verification are intended to make it easier for researchers to see the results of observations, interviews and document data obtained during the research in the form of an overall picture or certain parts and to analyze and find meaning from the data collected.

RESULTS AND DISCUSSION

Implementation of the Decentralization Policy for the Development of Harkamtibmas Specialists in the SPN Polda Sulut.

Determination of Specialist Development Education participants is the initial stage of implementation before the activity is carried out. This stage greatly influences the implementation process of Education because the specified requirements and the selection process carried out have predetermined provisions. The study describes the process of determining Dikbangspes participants as the initial stage of the implementation of Specialist Development Education at the SPN Polda Sulut with the research location at Polda Sulut. Although at this stage it has been determined in accordance with the guidelines on the determination process and requirements of Education participants, there are still various problems that arise such as Delays in sending the names of prospective Dikbangspes participants from units/regions of the Polres ranks, Limited selection time, Lack of interest in certain functions and policy support that does not comply with the guidelines for requirements for Education participants.

The implementation of the decentralization policy for specialist development education has encountered several issues in the sub-focus of determining education participants, which does not comply with educational requirements guidelines. The research results and the table above indicate that the determination of specialist development education participants lacks technical clarity and mismatches the qualifications and classifications within the educational requirements.



Based on the implementation model of Brian W. Hogwoord and Lewis A. Gunn (1986), one of the aspects that influences the success of public policy implementation is: There is sufficient time and resources available for program implementation.. According to this theory, the impact of the delay in sending the names of prospective participants from the work units/regions of the police has an impact on the selection process stages, which results in the selection process not being able to be carried out comprehensively for prospective Education participants.

Based on the implementation model of Brian W. Hogwood and Lewis A. Gunn (1986), policy implementation has several requirements for success, one of which is the integration of necessary resources that are truly available. Based on this theory, the implementation of the activity of determining education and development participants must comply with the established qualifications and classification requirements. However, research results indicate a lack of interest/enthusiasm and that many members still have not completed undergraduate education.

According to the researcher's view on the findings of the determination of specialist development education participants on the delay in sending the names of prospective participants from the work unit/region of the police ranks, the steps that need to be taken by the implementer are to carry out a detailed schedule determination starting from the stage of notification of education and development, the deadline for distributing the names of prospective participants and sufficient time in the selection process. With a detailed schedule, the implementer can make sanctions for work units/regions of the police ranks that do not comply.

Based on the second finding related to the determination of specialist development education participants due to the discrepancy between qualifications and classification in the education requirements, the necessary step is to take

Compile data on members who have not yet completed specialist development education to facilitate coordination and conduct more in-depth coordination with management regarding the suitability of qualifications and classifications to education requirements by considering the conditions and situation of the organization.

This study presents data on the sub-focus of the research regarding the implementation process of specialist development education. This paper will discuss the findings related to questions posed by researchers to informants in the form of how the implementation process, how the learning process used by gadik and the course of the program and learning facilities received by Education participants during the implementation of the specialist development education decentralization activities at the North Sulawesi Regional Police SPN. Based on the questions posed by researchers to informants, it was obtained such as the level of focus that participants lack and the lack of coordination between gadik pusdik and gadik spn.

The first finding in the sub-focus of the implementation process activities is the lack of focus level of participants in the implementation of specialist development education. In the implementation process, several factors were found that influenced the focus of participants, there was no reciprocity when interacting with the Pusdik gadik with students and the wifi facilities that often experienced interference in receiving the material. Considering that the material delivered by the Pusdik gadik will be evaluated in the form of an exam, which is a graduation standard that must be met by participants. According to Edward III (1980) Policy



implementation has one of the main factors, one of which is Disposition: support and willingness of the implementer. Willingness based on Action will increase focus on something. Without having to rely on one source of knowledge, we can search and find other sources of knowledge.

Based on the second finding in the sub-focus of the implementation process, namely the lack of good coordination between the Pusdik Gadik and the SPN Gadik. This is due to the online learning system that covers all SPN in Indonesia which is difficult to coordinate and the time difference that makes it difficult for participants to adjust to the learning process. So that in the learning process sometimes there are unilateral schedule changes by the Pusdik Gadik without considering the adjustment of participants and time differences. According to Edward III (1980) Policy implementation has an important factor, one of which is Communication: Clarity of information between policy implementers. Poor coordination between Pusdik Gadik and SPN Gadik can affect the quality of students.

According to the researcher, the implementation of specialist development education requires explanations regarding other sources and media of knowledge used by SPN (National Education Supervisors) without having to rely on Pusdik (National Education Center) staff. Coordination is also necessary from the outset during the Zoom meeting prior to the commencement of specialist development education.

Determining Factors of the Decentralization Policy for the Development of Harkamtibmas Specialists at the North Sulawesi Regional Police's National Security and Public Order Agency (SPN Polda Sulut) *Infrastructure*

In this study, infrastructure is one of the factors influencing the implementation of the decentralization policy for specialist development education. In carrying out the specialist development education process, 70 percent of which is online through the education center (Pusdik), infrastructure is the main factor required. According to Edward III (1980), policy implementation is influenced by four variables, one of which is resources: facilities. The availability of infrastructure is crucial, considering its use during the learning process. This can affect the quality of students during the evaluation or examination stages.

This was also conveyed by HM educators that appropriate facilities and infrastructure are needed to minimize obstacles so that the implementation of the learning process can be carried out in accordance with existing guidelines.

Overall, it shows that the success of students in following the learning process is supported by adequate facilities and infrastructure so that the main objective of implementing specialist development education is achieved, namely to maketechnical professionalism of the police and expanding access to educational services for police personnel so that they can be relied upon to face the challenges of current tasks.

Human Resources

This study found that human resource determinants influence the implementation of the decentralization policy for specialist development education. Efforts to improve student quality



in specialist development education require maximum attention to the quality of human resources, particularly teachers/educators.

This study found findings related to the determinant factors in the implementation of decentralization of specialist development education at the North Sulawesi Regional Police's National Education System (SPN Polda Sulut). In implementing the decentralization policy for specialist development education, several supporting factors were identified, including the availability of adequate quality teaching staff and the availability of qualified personnel. Implementation of specialist educator training/specialist latkatpuan. However, research results show that the role of gadik is not optimal. Many students still lack focus in the learning process, and there has not been any specialist educator training/latkatpuan that could support the quality of gadik.

Delegation.

Delegation or regulations are crucial factors in supporting the implementation of the decentralization policy for specialist development education for security and public order. Efforts to implement the decentralization of specialist development education will not achieve their goals without the support of existing policies.

In this study, findings were obtained related to the determinant factors in the implementation of decentralization of specialist development education at the SPN Polda Sulut. Where in the implementation of the decentralization policy of specialist development education there are factors that support the policy, including clear technical regulations and organized policy changes. On the other hand, the inhibiting factor in policy implementation is the implementation of Decentralization in the ranks of SPN does not have comprehensive regulations so that it does not provide clear direction to the SPN Polda Sulut in managing education programs and can cause diverse interpretations of the rules so that there are differences in implementation between regions/between ranks of SPN which have an impact on inequality in the quality or quality of education.

Based on the discussion above, the steps and follow-up that can be taken to resolve regulatory issues in the implementation of the specialist development education decentralization policy are to communicate with the relevant leaders.

Conclusion and suggestions

Based on the research results, it can be concluded that the implementation of the decentralization policy for the development of public order and security specialist education at the North Sulawesi Regional Police's National Police Service (SPN) has been successful, but not yet optimal. This is influenced by several findings, namely:

1. In the implementation of determining participants, it was found that the implementation of determining participants experienced several obstacles and challenges, such as delays in sending the names of prospective participants from work units/regions within the police ranks and non-compliance with qualifications and classifications in the education requirements.



2. In the implementation process, there were findings in the form of a lack of activity on the part of the gadik in handling the level of focus of the participants in receiving the material and poor coordination between the gadik pusdik in the online learning method and the gadik spn in the face-to-face learning method.
3. The existence of determinant factors in the implementation of the decentralization policy for specialist development education, namely infrastructure, human resources and regulations.

Suggestion

Referring to the research findings, the researcher provides several inputs and suggestions in the context of decentralizing specialist development education, such as:

1. Determination of participants.

- To speed up the sending of participant names carried out by the work units/regions of the police and it is necessary to determine a detailed schedule starting from the education and development notification stage, the final deadline for distributing the names of prospective participants and sufficient time for the process.

implementation of selection. With a detailed schedule, implementers can determine sanctions for work units/regions within the police force that do not comply.

Compiling data for members who have not yet completed specialist development education to facilitate coordination and conduct more in-depth coordination with leaders regarding the suitability of qualifications and classifications to educational requirements by considering the conditions and situation of the organization.

Implementation Process.

The importance of girls' roles in fostering Will through Action will enhance students' focus on a particular topic. Without having to rely on a single source of knowledge, we can seek and discover other sources.

It is necessary to coordinate from the start during the Zoom meeting perception meeting before the start of specialist development education so that the implementation process can be carried out systematically and properly so as not to affect the quality of students.

Determinant Factors: carrying out coordination with the National Police Education and Training Institute regarding the provision of inadequate facilities and infrastructure and the implementation of capacity building/training of specialist educators so that there is equality in the implementation of policies that have an impact on equality in the quality of students.

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