

The Influence of Lecturers' Caring Attitude on Cadets and Students' Disciplined Spirit at the Police Academy

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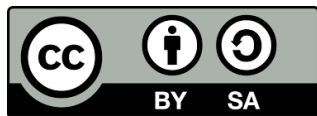
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ABSTRACT

Education at the Police Academy is not only oriented toward academic achievement but also toward the development of cadets' character, integrity, professionalism, and discipline. Lecturers' caring attitudes, demonstrated through attention, communication, motivation, and humanistic guidance, represent important factors in creating an educational environment that supports the development of cadets' internal discipline. This study aimed to examine the influence of lecturers' caring attitudes on the development of disciplinary attitudes and character among cadets and students at the Police Academy. This study employed a quantitative approach using a descriptive correlational method. The research participants consisted of 60 Police Academy cadets. Data were collected using instruments that measured lecturers' caring attitudes, as well as cadets' levels of discipline and character. The collected data were analyzed using correlation analysis and the coefficient of determination. The results showed a strong and significant relationship between lecturers' caring attitudes and cadets' discipline and character, with a correlation coefficient of 0.742 and a coefficient of determination of 0.551. These findings indicated that lecturers' caring attitudes contributed 55.1% to the development of cadets' discipline and character. This study demonstrated that a humanistic educational approach through lecturers' care could strengthen cadets' awareness of discipline, responsibility, integrity, and professionalism. Therefore, police education institutions should strengthen character development strategies that integrate institutional discipline with a humanistic approach throughout the cadet development process.



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INTRODUCTION

Education within the Police Academy has distinctive characteristics that differ from those of higher education institutions in general. The police education system focuses not only on academic achievement but also on the development of character, mentality, integrity, loyalty, and discipline among prospective professional law enforcement officers. In this context, lecturers and educators play an important role in shaping cadets' personalities and attitudes through educational approaches that emphasize humanistic values and character development. One important approach in this process is lecturers' attention and care toward cadets and students (Rispianti, 2026).

Normatively, Regulation of the Head of the Education and Training Institute of the Indonesian National Police (Peraturan Kepala Lembaga Pendidikan dan Pelatihan

Kepolisian Negara Republik Indonesia / Perkalem Polri) No. 1 of 2021 on Student Life at the Police Academy explicitly states that student life at the Police Academy (Akademi Kepolisian / Akpol) aims, among other objectives, to instill, cultivate, develop, and mature students' attitudes and behaviors so that they become police officers with integrity, morality, and ethical values. The regulation also establishes a Student Code of Honor (Kode Kehormatan Taruna) containing twelve mandatory character values: faith and devotion to God Almighty, love for the homeland, democratic spirit, discipline, hard and intelligent work, professionalism, simplicity, empathy, honesty and sincerity, fairness, exemplary conduct, and integrity. These values serve as the foundation for shaping the character of cadets and students in all aspects of life within the Akpol environment, including conduct, marching activities, communication, teaching, and training processes (Cheremisova, 2022; Le Van Nam et al., n.d.; Milošević-Stolić, 2024; Naghizade, 2025; Sonowal, n.d.).

Lecturers' caring attitudes can be demonstrated through attention to academic progress, encouragement, effective communication, emotional support, and moral guidance for students. This approach is expected to create a supportive educational environment in which cadets do not merely comply with regulations due to institutional pressure but also develop internal awareness of discipline (Febriani & Kwartama, n.d.).

Discipline is one of the essential values that must be possessed by every prospective member of the Police Academy. Discipline is not limited to compliance with regulations but also reflects responsibility, self-control, consistency of attitude, and readiness to perform future police duties. Normatively, Perkalem No. 1 of 2021 defines discipline as obedience to established regulations and procedures, respect for time, and the maintenance of activities according to applicable plans. The regulation governs various aspects of cadets' and students' daily lives, including sitting posture, walking procedures, communication patterns, personal belongings management, internet use, and interpersonal relationships. These aspects represent concrete manifestations of the discipline expected within Akpol.

The development of a disciplined spirit is a crucial element in police education because police institutions require personnel with high integrity, ethical standards, and professionalism. However, in semi-military educational environments such as the Police Academy, disciplinary approaches are often associated with strict and authoritative guidance patterns (Desideria & Kaur, 2021; Khine, 2024; Lado et al., 2025; Smith Jr, 2022). If not balanced with a humanistic approach, such conditions may create psychological distance between educators and cadets. Therefore, a balance between firmness and care is needed to ensure that the character-building process is implemented effectively. Lecturers' caring attitudes may serve as a supporting factor in developing emotional connections, enabling cadets to accept disciplinary guidance more positively (Romadhoni & Irawan, 2025).

Beyond student life management, the assessment system for cadet educational outcomes also has a strong regulatory foundation. Perkalem Polri No. 3 of 2021 on the Assessment of Police Academy Cadet Educational Outcomes establishes five comprehensive assessment domains: knowledge, skills, character, health, and physical fitness. The character domain is assessed based on twelve variables aligned with the Student Code of Honor, with an initial score of 70 points and mechanisms for adding commendation scores and deducting violation scores each month. This demonstrates that discipline and character are not merely moral expectations but also formally assessed components that

influence cadets' progression, promotion, and graduation as police officers (Barnwell, 2023; Larsson, 2025; Ohi & Nasif, 2025; Powell, 2025; Wang et al., 2024).

Several previous studies have indicated that positive interactions between educators and students influence learning motivation and character development. Research conducted by Sukarwoto et al. (2023) demonstrated that humanistic cadet development guidance at a vocational school under the Human Resources Development Agency of the Ministry of Transportation improved cadets' discipline and character. The humanistic approach, implemented through effective communication, exemplary behavior, and attention to cadets, increased students' awareness of the importance of discipline and responsibility. Furthermore, this approach contributed to the development of positive character traits, including integrity, cooperation, and self-control, thereby creating a more effective and conducive educational process. Similarly, Febriyanto et al. (2026) found that the implementation of Ki Hajar Dewantara's leadership values in shaping the character of Military Academy cadets positively influenced discipline, responsibility, and leadership qualities. The application of exemplary behavior, guidance, and motivation within the educational process contributed to the development of cadets with stronger integrity, independence, and dedication. This approach also improved relationships between educators and cadets, supporting a more effective character-building process (Febiyanti et al., 2022; Islam & Ansari, 2026; Mustofa & Hadi, 2024; Tate, 2016; Wade, 2016).

However, research specifically examining the influence of lecturers' caring attitudes on the development of a disciplined spirit among cadets within the Police Academy environment remains limited. The police education environment has unique dynamics and characteristics that differ from those of general educational institutions. Therefore, this study was important to determine the extent to which lecturers' caring attitudes influenced the formation of disciplined attitudes among cadets and students at the Police Academy. This study is expected to contribute theoretically to the development of character education and police education research, while also providing evaluation material for police educational institutions in establishing more effective, humanistic, and sustainable character development programs.

METHOD

This study employed a quantitative research approach with a descriptive correlational design to examine the influence of lecturers' caring attitudes on the development of discipline and character among cadets at the Police Academy. The quantitative approach was used to objectively measure the relationship between variables based on empirical data collected from the research participants.

The research was conducted within the Police Academy environment, an official educational institution that implements character and discipline development programs for cadets. The study focused on the relationship between lecturers' attentiveness, humanistic approaches, and cadets' disciplinary attitudes during the educational process. The data consisted of primary and secondary sources. Primary data were collected through field research examining cadets' perceptions of lecturers' caring attitudes and disciplinary guidance practices at the academy. Secondary data were obtained from relevant scientific literature, journals, institutional documents, and regulatory documents, including Perkalem

Polri No. 1 of 2021 on Student Life and Perkalem Polri No. 3 of 2021 on the Assessment of Educational Outcomes of Police Academy Cadets, as well as previous studies related to character education, discipline, and humanistic approaches in official education (Kepolisian Negara Republik Indonesia, 2021a, 2021b).

Data analysis was conducted quantitatively through instrument validity and reliability testing, followed by descriptive and inferential statistical analyses. The statistical analysis was used to determine the extent to which lecturers' caring attitudes influenced the development of cadets' discipline and character, particularly the character dimension assessed within the Perkalem Polri No. 3 of 2021 evaluation system. The findings were then interpreted to explain the relationship between the research variables and their implications for character development in the Police Academy educational process.

RESULTS AND DISCUSSION

This study aims to identify the impact of lecturers' caring attitude on the development of discipline and character among cadets at the Police Academy. This study involved 60 cadet respondents, focusing on the relationship between lecturers' humanistic approach and the level of cadets' discipline in both academic and cadet-life aspects. The results show that the majority of respondents consider that lecturers have shown an attentive attitude and a humane approach in education. Cadets' assessment of the various indicators of lecturers' caring attitude can be seen from the following.

Table 1. Cadets' Assessment of Lecturers' Caring Attitude

No	Indicator of Lecturers' Caring Attitude	Percentage (%)
1	Lecturers pay attention to cadets' academic progress	85%
2	Lecturers are friendly and communicative	82%
3	Lecturers provide motivation and moral support	88%
4	Lecturers provide guidance in a humanistic manner	84%
5	Lecturers are willing to listen to cadets' complaints and problems	80%
Average		83.8%

Based on Table 1, the aspect of lecturers providing motivation and moral support shows the highest indicator, at 88%. Meanwhile, the lowest indicator is found in lecturers' willingness to attend to cadets' complaints, at 80%. Nevertheless, all indicators fall into the good category, so it can be concluded that the approach taken by educators at the Police Academy reflects a communicative and humanistic pattern of guidance.

This finding is relevant to the mandate of Perkalem No. 1 Year 2021, which requires educators - including lecturers, trainers, and caretakers - to develop students' Bhayangkara character potential, among others through the value of empathy (tolerance, willingness to listen to complaints, and helping to resolve others' difficulties) and the value of professionalism (displaying a good work ethic and firmly upholding discipline and ethics in

carrying out duties). Thus, lecturers' caring attitude is not merely an informal pedagogical approach, but is part of an institutional mandate that is normatively regulated.

Attention, care, and good communication from lecturers create a more supportive guidance environment, so that cadets feel more valued and attended to during the educational process. This condition has a positive effect on cadets' psychological comfort in undergoing academic activities and character development, including in complying with the provisions of daily life in the Akpol barracks, which are regulated in detail in Perkalem No. 1 Year 2021, ranging from conduct and appearance, to roll call, relations among students, and rules on the use of communication and internet facilities. In addition to evaluating educators' attitudes, this study also assessed the level of discipline and character of students within the Police Academy environment.

Table 2. Level of Discipline and Character of Cadets

No	Indicator of Discipline and Character	Percentage (%)
1	Compliance with academy rules of conduct	86%
2	Punctuality in academic activities	84%
3	Responsibility in carrying out duties	87%
4	Respectful attitude toward lecturers and leaders	89%
5	Ability to cooperate and maintain ethics	85%
Average		86.2%

Based on Table 2, cadets' discipline and character are classified as high, with an average of 86.2%. The highest indicator was recorded for respect toward lecturers and leaders, at 89%, while the lowest indicator was punctuality in academic activities, at 84%. Each indicator in Table 2 has a clear regulatory basis. Compliance with rules of conduct, for example, corresponds directly to the value of discipline in the student Code of Honor under Perkalem No. 1 Year 2021, which requires cadets to obey all regulations and procedures, respect time, and always keep their activities in line with planning. Punctuality is also regulated in various articles on student life, including the obligation to be present in the examination room ten minutes before the exam begins (Article 51), the outing roll call held 15 minutes before departure (Article 31), and the obligation to return to the barracks on time after outings or leave (Articles 43 and 45). Responsibility in carrying out duties reflects the values of integrity (independence in resolving problems and taking responsibility) and professionalism, both of which are contained in the Code of Honor. Meanwhile, respect toward lecturers and leaders is regulated, among others, in Articles 62 and 64 of Perkalem No. 1 Year 2021, which require students to comply with every instruction and order from officials, superiors, and educators, and to show respect in accordance with the applicable regulations.

This data shows that a humane guidance method is related to the development of cadets' positive character. Cadets who receive good attention and guidance tend to have a

higher awareness of discipline, not merely out of fear of consequences, but also because of a personal awareness to carry out their responsibilities as cadets at the Police Academy.

Assessment of the Character Aspect in the Formal Evaluation System

The discipline and character aspects shown in this study cannot be separated from the formal assessment system regulated by Perkalem No. 3 Year 2021. Under this regulation, the assessment of cadets' educational outcomes covers five aspects: knowledge, skills, character, health, and physical fitness. The character aspect is specifically assessed through the cumulative monthly score of commendations and violations, supporting portfolios, and periodic sociometric assessment. The initial score for the character aspect is 70 points, with a graduation standard that increases according to level, from a minimum score of 70.01 at the basic Bhayangkara education level to a minimum score of 80.00 at Level IV.

The twelve character-assessment variables in Perkalem No. 3 Year 2021 - faith and devotion, love of the homeland, democratic spirit, discipline, hard and smart work, professionalism, simplicity, empathy, honesty and sincerity, fairness, exemplary conduct, and integrity - correspond exactly to the student Code of Honor in Perkalem No. 1 Year 2021. This shows that the Akpol education system is designed in an integrated manner, in which cadets' and students' daily life is simultaneously the object of formally assessed character measurement that affects level advancement and graduation.

The relevance of this study's findings to the formal assessment system can be seen from the rankings and awards given to cadets. Perkalem No. 3 Year 2021 establishes the Ati Tanggon award for cadets with the best achievement in the character aspect, and the Trisakti Wiratama award for cadets with the best cumulative ranking across all aspects. Thus, a lecturer's humanistic approach that succeeds in raising cadets' character scores directly contributes to the attainment of these awards.

Student Discipline in Everyday Life: Regulatory Context

Regulations governing student life also provide an important context for understanding cadets' discipline. Perkalem No. 1 Year 2021 comprehensively regulates the life of cadets and students, not only in the academic context, but also in daily life within the barracks. Several provisions relevant to this study's findings include the following.

First, in the aspect of the teaching and mentoring process, Article 47 requires students to take part in all activities with full awareness, sincerity, and responsibility; to play an active role in developing their potential in the fields of character, knowledge, skills, health, and physical fitness; and to show respect and appreciation toward lecturers, instructors, and caretakers. Lecturers' caring attitude, shown through attention, motivation, and effective communication, encourages cadets to voluntarily fulfill these obligations, rather than merely out of formal duty.

Second, in the aspect of relationships among students (Article 60), the regulation emphasizes the principles of guidance, affection, and nurture (*asah, asih, asuh*), as well as the obligation of senior cadets to provide exemplary discipline, guidance, and positive mentoring to junior cadets. Lecturers' exemplary caring attitude indirectly shapes a similar pattern in senior-junior relationships among cadets.

Third, in the aspect of internal regulations (Articles 28 to 46), various provisions on roll call, appearance, the use of communication facilities, social conduct, and environmental cleanliness reflect the high standard of discipline that students are required to meet every

day. Compliance with all these provisions is more easily achieved when lecturers and caretakers apply a humanistic approach that builds cadets' internal motivation, as demonstrated by the study's finding of an average compliance rate of 86.2%.

To determine the extent of the influence of lecturers' caring attitude on cadets' discipline and character, a statistical correlation and determination analysis was conducted, as follows.

Table 3. Results of the Analysis of the Influence of Lecturers' Caring Attitude on Cadets' Discipline

Variable	Value
Correlation Coefficient (r)	0.742
Coefficient of Determination (R ²)	0.551
Significance Level	0.000
Relationship Category	Strong and Significant

Referring to Table 3, a correlation coefficient of 0.742 was obtained, indicating a strong relationship between lecturers' caring attitude and cadets' discipline and character. The coefficient of determination of 0.551 indicates that 55.1% of cadets' discipline and character is determined by lecturers' caring attitude, while the remainder is influenced by other factors such as the educational environment, the academic regulatory system, guidance patterns, and the influence of the social environment.

The significance level of 0.000 indicates a statistically significant relationship. Thus, the better the lecturers' care, attention, and humane approach toward cadets, the higher the level of discipline and positive character developed among cadets at the Police Academy. This study's results indicate that lecturers' caring attitude is a crucial element supporting the success of character education within the Police Academy environment. In semi-military education, discipline truly is a core component that must be strictly applied. However, this study's results show that firmness combined with a humanistic approach proves more effective in building cadets' internal discipline (Siagian et al., 2025).

This study's findings are in line with the research of Sukarwoto et al. (2023), which states that cadet education oriented toward humanistic values can improve students' discipline and character through a persuasive and communicative approach. This approach helps students become more aware of discipline as a personal need, not merely a formal obligation. In addition, this study also supports the research of Febriyanto et al. (2026), which emphasizes the importance of role modeling, guidance, and an educative educational approach in developing the character of Military Academy cadets. In this context, educators serve not only as instructors, but also as ethical mentors and role models for students.

Therefore, the implementation of a humanistic approach in police education is one of the main strategies for shaping cadets who are disciplined, of good character, professional, and uphold integrity as prospective police officers in the future.

CONCLUSION

The results of this study showed that lecturers' caring attitudes made a positive and significant contribution to shaping cadets' discipline and character at the Police Academy. A humanistic approach demonstrated through attention, effective communication, encouragement, and supportive guidance enhanced cadets' internal awareness of discipline. Cadets and students did not merely comply with regulations due to coercion or sanctions, as stipulated in the character assessment mechanism and academic sanction system under Perkalem No. 3 of 2021, but also due to the development of responsibility and self-awareness.

The findings indicated that a human-centered educational approach contributed to the development of positive character traits among cadets, including responsibility, integrity, cooperation, respect, and self-control. These values corresponded with the twelve character indicators regulated in the Student Code of Honor (Kode Kehormatan Taruna) under Perkalem No. 1 of 2021 and served as the basis for assessing the character domain within the formal evaluation system of the Police Academy (Akademi Kepolisian / Akpol) under Perkalem No. 3 of 2021. Therefore, the advancement of police education should focus not only on the consistent implementation of disciplinary standards but also on strengthening humanistic approaches in interactions among lecturers, supervisors, and cadets or students.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest associated with this study. The research was conducted independently and in the absence of any commercial, financial, professional, or personal relationships that could be perceived as influencing the research process, interpretation of the findings, or publication of this article.

AUTHOR CONTRIBUTIONS

Djunaidi contributed to the conceptualization of the study, research design, data collection, data analysis, interpretation of the findings, and preparation of the original manuscript. Untung Komarudin contributed to the development of the research methodology, interpretation of the findings, critical review, and revision of the manuscript. Both authors contributed substantially to the intellectual content of the study, reviewed and approved the final version of the manuscript, and agreed to be accountable for the integrity and accuracy of the work.

GENERATIVE AI STATEMENT

The authors declare that generative artificial intelligence (AI) tools were used solely to assist in improving the clarity, grammatical accuracy, linguistic quality, and readability of the manuscript. Generative AI was not used to generate or fabricate research data, perform statistical analyses, determine the research findings, or replace the authors'

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