

## Evaluation of the Quality of Learning Outcomes Reviewed from the Learning Motivation of Students in the Specialization Development Education for Women and Children Criminal Investigators at the National Police Education and Training Center (Lemdiklat Polri)

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### Abstract

*This study aims to analyze the role of learning motivation on the quality of learning outcomes in the Specialization Development Education Program for Women and Children Criminal Investigators at the National Police Education and Training Center. Using a qualitative approach with observation techniques, in-depth interviews, and documentation studies, this study found that learning motivation has a significant influence on participants' success in absorbing training materials. The main findings indicate that intrinsic motivation—such as a sense of responsibility, concern for victims, and commitment to duty—is the dominant factor that drives active participant involvement. On the other hand, extrinsic motivation such as institutional incentives and support from superiors' act as a booster for learning enthusiasm. A conducive learning environment, contextual teaching methods such as case studies and simulations, and support from instructors and colleagues also strengthen the effect of motivation on learning outcomes. This study confirms the relevance of the Self-Determination theory, learning ecology, and social learning in the context of police education. The results of this study contribute to the design of curriculum, instructor training, and institutional policies that are oriented towards improving the quality of training for police investigators, especially in handling cases of violence against women and children.*

**Keywords:** Learning Quality, Learning Motivation, Specialization Education, Investigators, Research Training

### INTRODUCTION

Education is the foundation for developing quality human resources, including within state institutions such as the Indonesian National Police (Polri). Through education, every member of the Polri is not only trained in technical skills in law enforcement, but also in character development, fostering social sensitivity, empathy, and high professionalism in carrying out their duties in the community (Sardiman, 2018). In the context of investigating crimes against women and children, specialized education plays a central role in equipping investigators with the knowledge and skills relevant to the complexities of cases involving these vulnerable groups.

Investigators with specialized training are better able to identify psychological elements in cases of violence against women and children, which are often invisible to the naked eye. Inappropriate handling can lead to further trauma for victims, so a contextual approach is essential. This is where quality education, which focuses not only on transferring knowledge but also on building

students' moral commitment, becomes crucial (Uno, 2011).

However, the reality on the ground shows that the learning outcomes from the training provided are not always satisfactory. Some training participants experience difficulty understanding the material or applying the skills they have learned when faced with real-life situations. One of the main causes is suboptimal motivation to learn. Motivation is the primary driving force in the learning process, and without it, students will struggle to maintain concentration, enthusiasm for learning, and integrate knowledge into work practices (Santrock, 2017).

Learning motivation is influenced by several factors, both internal to the individual, such as interests, values, and expectations, and external to the individual, such as the learning environment, instructor quality, and delivery methods. When these factors are not synergistic, trainees will exhibit a passive attitude and lack active engagement, resulting in poor learning quality. Therefore, it is important to identify and understand the key factors that shape learning motivation in the

context of police specialty education (Slavin, 2020).

The low learning motivation of investigator training participants at the National Police Education and Training Institute (Lemdiklat Polri) is a fundamental problem that impacts the effectiveness of the training. When learning motivation is low, participants tend to show minimal participation, exhibit a lack of enthusiasm for the material, and are reluctant to explore the learning material in depth. This directly impacts the professional competency required when handling complex and sensitive cases such as violence against women and children (Deci & Ryan, 2000).

This problem is further exacerbated by the lack of adaptation of learning methods to student characteristics. Overly rigid and one-way teaching models tend to leave participants bored or disinterested. Similarly, a lack of good interpersonal relationships between participants and instructors can also hinder motivation. In formal, highly disciplined police education, an overly authoritarian learning environment can hinder participants' initiative in exploring the material (Robbins & Judge, 2019).

Furthermore, high work pressure and varying backgrounds in fieldwork contributed to the heterogeneity of training participants' motivation. Some participants were highly motivated because they felt the training was highly relevant, while others viewed it as merely a formality. This disparity highlights the need for a personalized approach to understanding each participant's individual circumstances and adapting the teaching strategies used (Hamzah B. Uno, 2011).

The urgency of this research lies in the need to improve the quality of investigator education so they are better able to face the challenges of fieldwork professionally and ethically. Without strong learning motivation, students will struggle to internalize important values such as social sensitivity, patience, and empathy for victims of violence. This will impact the effectiveness of their performance and the credibility of the Indonesian National

Police in the eyes of the public (Sardiman, 2018).

The results of this study can also serve as a basis for designing education and training strategies that better meet the needs of students, both psychologically, socially, and professionally. By understanding the factors that encourage or hinder learning motivation, education providers within the Indonesian National Police (Polri) can make comprehensive improvements to the learning system. This will positively impact learning outcomes and the preparedness of investigators to deal with real-world cases (Slavin, 2020).

Furthermore, this research is important considering that violence against women and children is a national issue that requires careful and humane handling. With thoroughly trained and highly motivated investigators, the quality of legal services and victim protection will significantly improve (Uno, 2011).

Previous research has largely focused on the motivational aspects of learning within formal educational contexts, such as schools or universities. However, very few studies have been conducted within the context of vocational education in the police force, particularly those targeting specialized training such as women and child crime investigators. Yet, the learning environment within police training has unique characteristics that differ significantly from general education (Santrock, 2017).

The highly disciplined educational environment, command structure, and high psychological pressure create distinct motivational needs for police trainees. Aspects such as trust in the instructor, perceived urgency of the training, and prior work experience can significantly influence the learning process. This has not been explored in depth in the existing literature (Robbins & Judge, 2019).

Therefore, this study seeks to fill this gap by exploring in depth the factors that shape the learning motivation of investigator training participants at the Research Training Center. With a contextual approach, this study is

expected to provide new, more relevant and applicable insights (Deci & Ryan, 2000).

This research offers a novel contribution in terms of a multidimensional approach to learning motivation in police investigator specialty education. Its primary innovation is the integration of various motivational theories—such as Maslow's theory of needs, Vroom's expectancy theory, and self-determination theory—into a single analytical model tailored to the context of police education (Maslow, 1987).

Furthermore, this research also makes a practical contribution by offering empirically based intervention strategies to increase learning motivation. These strategies include improvements in teaching methods, training instructors, and strengthening a learning climate that supports active participation and critical reflection among students (Slavin, 2020).

Thus, this research not only contributes to the development of motivation theory in police education, but also serves as a practical guide for Detective Training managers in formulating policies to improve the quality of training based on participant motivation (Uno, 2011).

## RESEARCH METHOD

This research uses a qualitative approach with a case study method to evaluate the quality of learning outcomes in terms of student motivation in the development program for specialization in criminal investigation of women and children at the National Police Research Training Center (Lemdiklat Polri). This approach was chosen because it allows researchers to deeply understand the experiences and perspectives of students and educators in the learning process within the context of the police institution. As explained by Yin (2018), case studies are suitable for exploring complex dynamics in a real-life situation to gain a comprehensive understanding of the ongoing process.

The subjects in this study consisted of students, instructors, and educational staff who were selected purposively based on their involvement and relevance to the educational

process in the specialization program of *purposive sampling*, this method is used to ensure that the informants involved truly understand the context and can provide in-depth information regarding learning motivation and its relationship to learning outcomes (Creswell, 2014). Primary data were collected through in-depth interviews to explore participants' perceptions, motivational drives, and reflections on the effectiveness of their learning. In-depth interviews are considered effective because they allow informants the freedom to share their experiences and opinions openly and in detail (Bogdan & Biklen, 2007).

In addition, field observations were also conducted to directly observe the learning dynamics, including interaction patterns between participants and instructors, the teaching methods applied, and participants' responses to the material presented. These observations provided a factual picture of how learning motivation was reflected in participants' behavior during the training process (Patton, 2015). This research also involved document reviews, such as training curricula, learning assessment reports, and student development policies, to complement the data obtained from interviews and observations. This document analysis strengthened the research findings and increased the validity of the data (Bowen, 2009).

The collected data were analyzed using the interactive model of Miles and Huberman (1994), which includes data reduction, data presentation, and conclusion drawing. Data reduction was performed to sort relevant information, while data presentation was organized into descriptive narratives and a theme matrix to facilitate the identification of patterns in the findings. The conclusion-drawing process was carried out systematically, considering the interrelationships between data from various sources. To ensure the validity and credibility of the research results, source and method triangulation was conducted by comparing data from interviews, observations, and document analysis (Denzin, 2012).

Through this approach, the research aims to provide a complete and contextual picture of how students' learning motivation influences the quality of learning outcomes in special education for investigating women and children's crimes, as well as providing input for improving learning strategies and training policies in the Research Training environment (Fullan, 2007).

## RESULTS AND DISCUSSION

### A. Research result

This study reveals that learning motivation plays a significant role in influencing the quality of learning outcomes of students in the Women and Children Criminal Investigation Specialization Development Education program at the Indonesian National Police Research and Development Institute (Lemdiklat Polri). These findings are classified into four main aspects, namely: (1) Intrinsic and Extrinsic Motivation, (2) Learning Environment, (3) Teaching Methods, and (4) Instructor and Peer Support.

1. Intrinsic and Extrinsic Motivation  
Students with high intrinsic motivation demonstrate active engagement in the learning process. This motivation stems from internal drives such as interest in the material, a sense of responsibility as prospective investigators, and a desire to provide maximum protection to women and child victims. In some cases, students with this drive have higher learning evaluation results than those whose motivation is dominated by external factors. On the other hand, extrinsic motivation also plays a significant role. This form of motivation includes hopes for job promotions, institutional recognition, and encouragement from direct superiors. Students who feel supported by their superiors or institutions are more enthusiastic

and demonstrate high dedication during training. Furthermore, it was found that participants with a balance between intrinsic and extrinsic motivation tend to perform better. They learn not only because of the responsibility and incentives, but also because of the personal values inherent in their duties as investigators protecting vulnerable groups.

Strong learning motivation, both intrinsic and extrinsic, has proven to be a key factor in the success of the specialized education program for women and children's criminal investigators. Students with a combination of intrinsic and extrinsic motivation tend to be more consistent in their learning, actively participate in discussions, and demonstrate initiative in understanding complex cases. They are able to connect training material to real-world situations, making the learning process more meaningful. This also positively impacts the quality of evaluation results and their readiness to carry out future investigative tasks.

"I feel a moral responsibility to truly understand this material, because the victims we face are women and children who need protection. That's what keeps me motivated to learn. My motivation also comes from my superior's expectations. He said this training is important for my future career development, so I don't want to waste this opportunity. If it's just about getting a promotion, motivation can wane if it doesn't get there. But if you also have a personal desire to be a good investigator, that becomes a stronger asset

*"Interview Results with Students)*

## 2. Learning Environment

A conducive learning environment is a crucial factor in supporting learning motivation. Research has found that clean, comfortable classrooms equipped with digital learning tools such as projectors, internet access, and e-learning platforms significantly increase student motivation. Furthermore, a classroom atmosphere free from excessive pressure also creates a supportive psychological space. Participants feel safe asking questions, discussing topics, and making mistakes as part of the learning process. Socially, support from fellow students has been shown to encourage more in-depth discussions. Interaction between participants facilitates collaborative learning, which helps strengthen understanding and skills in analyzing cases of violence against women and children. Facilities that support practical activities, such as interrogation simulation rooms and digital documentation tools, also increase participant enthusiasm and actively participate in the training.

The procurement request for a sound system, demonstration equipment, and training equipment was submitted because much of the existing equipment was unusable and disrupted the smooth running of training activities. The old sound system was often inaudible in the field, while training equipment such as vests and backpacks was outdated. The submission process was conducted through the logistics department, compiling a proposal based on

actual needs, but was still hampered by budget constraints and long procurement times. One trainer stated,

*"If we rely on the old sound system, it often can't be heard clearly, especially during activities in open fields." (Interview Results with the instructor)*

Therefore, the instructors hope that the procurement process can be expedited and made more responsive to ensure effective and safe training. Based on the research results, it can be concluded that the procurement of sound systems, demonstration equipment, and complete training materials is a crucial and urgent need to support the success of education at training institutions. Although the application process has followed established procedures, obstacles remain in the procurement process. Therefore, improved cross-unit coordination and an accelerated procurement system are needed to ensure a smooth educational process.

## 3. Teaching Methods

The use of case studies and real-life simulations has proven to be more effective in increasing student engagement. Simulations allow participants to experience the investigative process firsthand, fostering a sense of responsibility and improving material retention of *Problem-Based Learning*. Problem-Based Learning (PBL) also demonstrated a significant impact on improving critical thinking and problem-solving skills. Given real-world problems, students were more motivated to find solutions independently or in groups, reflecting actual work conditions in the field. Flexible



teaching methods responsive to student needs were also found to be more desirable than one-way approaches. The use of interactive learning media and technology were also contributing factors to successful learning.

Based on interviews with students, several suggestions were made to improve the effectiveness of learning. Participants suggested that each subject be accompanied by a learning video that concretely illustrates the investigation process, so that students can better understand the flow and techniques used in real-life practice. They also emphasized the importance of closer supervision during the learning process to ensure students remain focused on the material being presented. In practical lessons, they also proposed the use of substitutes for participants who are unable to attend, so that the simulation process can continue to run smoothly and provide a realistic picture of the situation and the actions that must be taken.

"I think it would be very helpful if each subject included a video showing the investigation process in action. That way, we could better understand the steps that need to be taken in the field. We also hope for stricter supervision during learning activities, so we can stay focused and not get distracted by other things. If possible, during practical lessons, we could have substitutes available if a classmate is absent. This way, the simulation process remains intact, and we can see for ourselves what to do in an investigative situation.

### *"Interview Results with Students)*

#### 4. Instructor and Peer Support

Instructors who are able to build positive communication and provide regular feedback significantly impact participants' learning motivation. A humanistic and professional relationship between instructors and students creates a supportive learning environment. Instructors who are considered competent and understand the challenges of investigating women's and children's cases inspire participants to be more enthusiastic about participating in the training. Furthermore, interactions between students, particularly during group work, help strengthen social bonds and collective spirit in completing learning tasks. Group discussions are an important medium for deepening understanding of the training material of *Peer teaching* or peer-to-peer learning is also beginning to be effective in helping students who have difficulty understanding the material. This model creates solidarity and a participatory learning atmosphere.

The impact of a communicative and participatory instructional approach is not only evident in participants' enthusiasm for learning but also reflected in their increased self-confidence and analytical skills. Instructors who are able to present material in a contextual and relevant manner to fieldwork encourage students to be more open in discussions, ask questions, and express their opinions. When participants feel heard and valued, the learning process is no longer a one-way

street but becomes a constructive dialogue. Strong relationships between participants also create a safe collaborative space where they can share experiences and strategies for handling real-life cases.

One of the students said,  
 "Our instructor not only taught, but also listened. Every time we had a discussion, he always provided feedback that made us feel valued and motivated. The group work was very helpful. Sometimes, something I didn't understand could be explained in easier-to-understand language of *Peer teaching*" This makes us closer, but also more active. So we learn not only from the instructor, but also from our fellow participants."  
*(Interview Results with Students)*

## B. Discussion

The findings of this study confirm that learning motivation, both intrinsic and extrinsic, plays a crucial role in determining the quality of student learning outcomes. In the context of police training, intrinsic motivation is a fundamental factor because it relates to the values of devotion and responsibility to protecting citizens.

These results align with Deci and Ryan's (2000) self-determination theory of motivation, which emphasizes that when individuals have control over the learning process and perceive their work as meaningful, their engagement and achievement will be higher. In this regard, students who have a personal commitment to the research task demonstrate superior evaluation results.

Extrinsic motivation, while not the primary motivator, serves as a reinforcement. Support from superiors and a clear career path are driving factors that encourage participants to

seriously participate in training. The implication of these findings is the need for synergy between institutional reward systems and strengthening students' internal motivation.

A supportive learning environment provides physical and psychological comfort and fosters a productive academic atmosphere. Based on Bronfenbrenner's (1979) ecological learning theory, the interaction between individuals and their surroundings significantly determines the learning process and outcomes. Therefore, providing adequate facilities and infrastructure, as well as fostering a collaborative academic culture, is essential in police education.

Active teaching methods such as case studies, simulations, and PBL have been proven to improve the quality of learning. This aligns with the constructivist approach, which emphasizes that knowledge is built through direct experience and reflection. Instructors should be encouraged to develop a contextualized approach to make training materials easier to understand and relevant to fieldwork.

Support from instructors and fellow students is a key driver in maintaining learning motivation. Bandura's (1986) social learning theory explains that individuals learn through observation, imitation, and social interaction. Therefore, enhancing instructors' social and emotional competencies and facilitating interactions between participants are essential aspects.

### 1. The Significance of Intrinsic Motivation in the Context of Police Professionalism

Intrinsic motivation is a key element in a meaningful learning process. The results of this study indicate that students who possess internal drives, such as

concern for victims and a desire to provide fair legal protection, demonstrate high engagement and achieve better learning outcomes. This finding is consistent with Deci and Ryan's (2000) Self-Determination Theory, which states that engagement and academic achievement will increase if an individual feels autonomous, competent, and connected to their learning goals. Previous research by Kusumawardani & Sutisna (2019) in the context of civil servant training also showed that intrinsic motivation has a significant impact on commitment and post-training work performance.

## 2. The Role of Extrinsic Reinforcement as a Support for Learning Enthusiasm

Extrinsic motivation arising from superior support, career potential, and institutional incentives exerts a reinforcing influence on participants' learning process. Although not as strong as intrinsic motivation, extrinsic elements can strengthen participants' enthusiasm and consistency in participating in training. Research by Supriyanto & Gunawan (2021) in a police training environment showed that career rewards and leadership assessments positively contributed to members' learning enthusiasm. Therefore, the findings of this study are relevant and reinforce previous studies on the importance of combining internal and external motivation.

## 3. A Learning Environment That Encourages Collaboration and Focus

A comfortable, conducive, and digitally facilitated learning environment has been shown to

support participants' concentration and motivation. In addition to physical factors, social aspects of the learning environment, such as peer support, also increase engagement in discussions and simulations. This aligns with Bronfenbrenner's (1979) ecological learning theory, which emphasizes the interaction of individuals with their environment influence development and learning processes. These findings also confirm the results of a study by Wibowo et al. (2020), which found that a supportive physical and social environment increases the success of police technical training.

## 4. Effectiveness of Contextual Learning in Investigator Training

Active learning methods such as case studies and real-life simulations strengthen participants' understanding and foster hands-on experience in solving relevant cases. Problem-Based Learning (PBL) has also been shown to be effective in improving analytical and problem-solving skills. This approach aligns with constructivism theory (Vygotsky, 1978), which emphasizes learning as an active process based on experience and social context. These results align with Lestari's (2021) research, which found that the PBL approach in investigative training significantly improved investigative competence.

## 5. Social and Professional Relations between Instructors and Students

The interpersonal relationship between instructors and participants plays a crucial role in building a sense of security and



motivation in learning. Instructors who are communicative, supportive, and provide structured feedback have been shown to boost participants' self-confidence. Bandura's (1986) social learning theory emphasizes that learning occurs not only through direct experience but also through observation, modeling, and social interaction. This finding is reinforced by a study by Nurhadi & Ramadhan (2022), which found that quality interactions between trainers and participants significantly impact the effectiveness of civil service training.

#### 6. Group Dynamics as an Effective Learning Medium

Interaction and group work have proven to be crucial tools for strengthening conceptual understanding and developing social skills. Group discussions allow participants to exchange perspectives, collaboratively solve problems, and foster a sense of shared responsibility. These findings align with research by Prasetyo & Astuti (2020), which emphasized that collaboration-based learning in professional education promotes higher-order thinking skills and character building.

Overall, the results of this study not only align with but also enrich the findings of previous studies on the determinants of successful learning in vocational and professional training, particularly in the context of police education which demands synergy between technical, ethical, and humanitarian competencies.

### C. Implications of Research Findings

#### 1. Contextual and Participatory Curriculum Design. Police

training curricula should be designed to integrate active and contextual learning approaches such as simulations, case studies, and problem-based learning. These approaches allow students to experience the investigative process firsthand, thereby enhancing their understanding, practical skills, and motivation to learn.

2. **Instructor Competency Improvement.** Training institutions need to provide advanced training to instructors, particularly in interpersonal communication skills, providing feedback, and utilizing learning technology. Supportive instructors who create a positive learning climate will improve participant motivation and learning outcomes.
3. **Developing a Holistic Learning Environment.** Physical facilities such as comfortable learning spaces, learning technology devices, and access to digital platforms need to be improved. Furthermore, the social environment must be addressed by fostering a collaborative culture that encourages discussion, group work, and mutual support among students.
4. **Institutional Policies that Support Learning Motivation.** Police training institutions need to establish clear incentive and reward systems, including career development opportunities, promotions, and institutional recognition. This policy will strengthen participants' extrinsic motivation and commitment to the training process.
5. **Holistic Competency Based Evaluation.** Evaluations in police training should not only assess cognitive aspects, but also encompass affective and

psychomotor aspects, such as motivation, professionalism, teamwork, and communication skills. This evaluation approach will provide a comprehensive picture of participants' readiness to carry out their duties as investigators.

6. Integration of Exemplary Values in the Learning Process. Instructors and mentors in training need to be role models who embody the values of integrity, empathy, and professionalism. This exemplary behavior not only impacts learning motivation but also shapes the character and professional identity of students.
7. Adapting Training Materials to Field Needs. Training materials need to be adapted to real-world challenges, particularly those related to the dynamics of violence against women and children. This adjustment will ensure the relevance of the learning and increase participant engagement in the training process.

These findings can be a basis for policy makers, training providers, and curriculum developers in improving the effectiveness and quality of investigator development education within the police force.

## CONCLUSION

## RECOMMENDATIONS

## AND

This study concludes that learning motivation plays a central role in determining the quality of student learning outcomes in the Women and Children Criminal Investigation Specialization Development Program at the National Police Research and Development Institute (Lemdiklat Polri). This motivation is reflected in two main dimensions, namely intrinsic and extrinsic, which complement each other and encourage active participant involvement throughout the learning process. Participants with high intrinsic motivation, such as moral encouragement, empathy for victims, and a sense of professional

responsibility, demonstrate better academic performance. On the other hand, extrinsic motivation, such as support from superiors, promotion opportunities, and institutional recognition, serve as reinforcements that maintain consistent learning enthusiasm. Learning environment factors also prove crucial; both physical conditions such as classroom comfort and digital facilities, and the social environment such as a culture of discussion and collaboration among participants. Contextual and participatory learning methods, such as simulations, case studies, and Problem-Based Learning (PBL), are the most effective approaches in improving participants' understanding and investigative skills. Furthermore, the instructor's role in providing constructive feedback and establishing supportive professional relationships significantly contributes to learning motivation. Social interaction in study groups also encourages the formation of character and social skills of participants simultaneously.

Based on these findings, several strategic recommendations for improving the effectiveness of future training programs are outlined. First, the training curriculum should be strengthened, emphasizing real-world case-based learning with an active and collaborative approach to help participants more easily connect theory to field practice. Second, training institutions are advised to hold regular training programs for instructors to enable them to build better educational relationships, provide constructive feedback, and apply innovative teaching methods. Third, improving the learning environment should also be a priority, including the provision of digital learning resources, interactive discussion spaces, and classroom settings that encourage openness and the exchange of ideas. Fourth, the reward and career systems within police agencies should be designed to strengthen extrinsic motivation in trainees, while not neglecting the development of intrinsic motivation based on humanitarian values and professionalism. Fifth, the evaluation system should measure not only cognitive achievement but also affective and

psychomotor aspects, such as motivation, integrity, and teamwork. It is hoped that these recommendations can serve as a strategic reference in developing training policies that are more effective, relevant, and impactful in improving the competence of investigators, particularly in handling cases of violence against women and children that require social sensitivity, analytical precision, and a high level of professionalism.

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