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## Enhancing the Professionalism of Indonesian National Police Personnel through the Live in Program in the Education of Female Police Non-Commissioned Officers: A Systematic Literature Review

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### ABSTRACT

Enhancing the professionalism of Indonesian National Police (POLRI) personnel has become increasingly important in responding to the growing demands for humanistic public service and social adaptability. One of the strategic approaches implemented in police education is the Live In program within the training of Female Police Non-Commissioned Officers (Bintara Polwan), which emphasizes experiential learning through direct community engagement. This study aims to systematically analyze the effectiveness of the Live In program in strengthening professionalism, particularly in developing empathy, social awareness, and adaptive competencies. This research employs a Systematic Literature Review (SLR) approach based on PRISMA 2020 to synthesize relevant empirical and theoretical evidence. A total of 250 records were identified from major academic databases, resulting in 45 selected studies after a rigorous screening and eligibility process. The findings reveal that the Live In program significantly contributes to the development of humanistic character, interpersonal competence, and gender-sensitive soft skills, and is more effective than conventional training approaches in fostering professional attitudes and social responsibility. The study concludes that structured implementation, institutional support, and standardized evaluation mechanisms are essential to maximize program outcomes and support holistic police education.

## 1. Introduction

The professionalism of Indonesian National Police (Polri) personnel constitutes a fundamental pillar in the development of a law enforcement institution that is characterized by integrity, transparency, and a strong orientation toward public service (Setiyawan & Wicaksono, 2023). In the context of institutional

modernization under the Polri Presisi framework, the organization is confronted with increasingly complex challenges, including rising public expectations for accountability, ethical law enforcement practices, and the ability to adapt to dynamic social changes (Mulyana et al., 2024). Empirical data from the Internal Affairs Division (Propam Polri) in 2023 recorded 162 cases of disciplinary violations among investigators, representing a 46% increase compared to 2022, which highlights a persistent gap between normative ideals and operational realities (Hasibuan, 2023).

The enhancement of professionalism is not solely limited to technical competence but also encompasses attitudes, ethical values, and social sensitivity as integral components of a humanistic policing identity (Simanjuntak & Hartini, 2023). In response to these demands, police education has undergone significant transformation, emphasizing the integration of academic, moral, and social dimensions to prepare officers to function effectively as protectors, guardians, and public servants (Kepolisian Negara Republik Indonesia, 2024). Within this framework, innovative educational strategies have emerged, including the implementation of experiential learning approaches that provide direct exposure to real-world social contexts (Oktorina et al., 2023; Andriani et al., 2024).

One such approach is the Live In program, which has been introduced in the education of Female Police Non-Commissioned Officers (Bintara Polwan) across various SPN/Sepolwan institutions (Lestari et al., 2022). This program is designed to immerse participants in community life, allowing them to experience firsthand the social realities they will encounter in their professional duties. The implementation of Live In aligns with the experiential learning theory proposed by Kolb (2021), which emphasizes a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Through this immersive approach, participants are expected to develop empathy, social awareness, and a deeper understanding of community dynamics. Previous studies have demonstrated that experiential learning methods significantly enhance interpersonal skills and ethical decision-making capabilities (Dewi & Prakoso, 2025; Utami & Louise, 2023). Moreover, practical implementation at SPN Polda Jatim has shown that the Live In program effectively bridges the gap between theoretical knowledge and field realities, particularly through structured reflection and presentation activities (Budianto, 2025).

The education of Female Police NCOs plays a strategic role in the regeneration of human resources within Polri, focusing on the mastery of fundamental policing skills, professional ethics, and humanitarian values (Siregar, 2021). In this context, the integration of the Live In program represents an innovative effort to strengthen the affective and social dimensions of training (Putri & Anwar, 2022). Beyond academic and physical training, direct engagement with communities enables participants to understand complex social issues such as poverty, local security challenges, and social justice, which are essential for effective policing.

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Furthermore, the Live In program is highly relevant to the Polri Presisi paradigm, which emphasizes predictive capability, responsibility, and transparency in law enforcement practices (Kapolri Listyo Sigit Prabowo, 2024). Studies indicate that immersive training models such as residential programs and community immersion can improve participants' reflective capacity and social empathy by up to 25–30% (Susanto & Widjaja, 2024; Byers & Hart, 2021; Kurnia et al., 2025). In the policing context, this approach enhances mental readiness and adaptability in dealing with unpredictable field situations (Hidayat & Yuliana, 2023). In addition, the professionalism of Polwan is closely related to their ability to understand the socio-cultural context of the communities they serve (Simanjuntak & Hartini, 2023). Empirical evidence suggests that female officers possess strengths in empathetic communication and humanistic approaches, particularly in handling cases involving women and children (Dewi & Prakoso, 2025). Through Live In, participants can further develop gender sensitivity and cross-cultural communication skills, which are critical competencies in modern policing.

At the institutional level, the Live In program is aligned with Polri's vision of strengthening human capital development through a holistic educational model (Setiyawan & Wicaksono, 2023). However, its successful implementation depends on several factors, including curriculum design, instructor competence, and organizational support (Putri & Anwar, 2022). Without clear guidelines and evaluation mechanisms, the program risks becoming a routine activity without meaningful learning outcomes (Hidayat & Yuliana, 2023; Hadriana et al., 2019). Therefore, this study aims to systematically analyze the effectiveness of the Live In program in enhancing the professionalism of Female Police Non-Commissioned Officers (Bintara Polwan), particularly in terms of empathy development, social adaptation, and humanistic competence, through a Systematic Literature Review (SLR) approach.

## **2. Methodology**

This study employs a Systematic Literature Review (SLR) method to examine studies, policy documents, and scientific publications related to enhancing the professionalism of Polri personnel through the Live In program in the education of Female Police Non-Commissioned Officers (Bintara Polwan). The SLR method was selected because it enables a structured, transparent, and replicable synthesis of research findings, ensuring the reliability and validity of the conclusions (Snyder, 2019). This approach integrates existing knowledge to provide a comprehensive understanding of the effectiveness and implementation of the Live In program within police education.

The SLR process began with problem identification, focusing on how experiential learning approaches, particularly the Live In program, contribute to professionalism development among Female Police NCOs. This stage was followed by the formulation of research questions addressing implementation, impact, supporting factors, and challenges. Subsequently, keywords such as "Live In Polri," "professionalism of Female Police NCOs," "SPN/Sepolwan education,"

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“experiential learning in policing,” and “Polri Presisi” were developed to guide the literature search and ensure the retrieval of relevant publications.

The literature search was conducted across Google Scholar, Sinta, Garuda, and official Polri documents, covering publications from 2015 to 2025. Inclusion criteria comprised peer-reviewed articles and policy documents discussing police education, experiential learning, and professionalism, particularly those related to the Live In program. Exclusion criteria included non-scholarly sources, inaccessible full texts, and studies not aligned with the research focus. This procedure follows the PRISMA 2020 guidelines, which include identification, screening, eligibility, and inclusion stages to ensure systematic selection and analysis (Page et al., 2021). Based on this procedure, the literature selection process is presented in Figure 1, illustrating the systematic reduction of studies from initial identification to final inclusion.

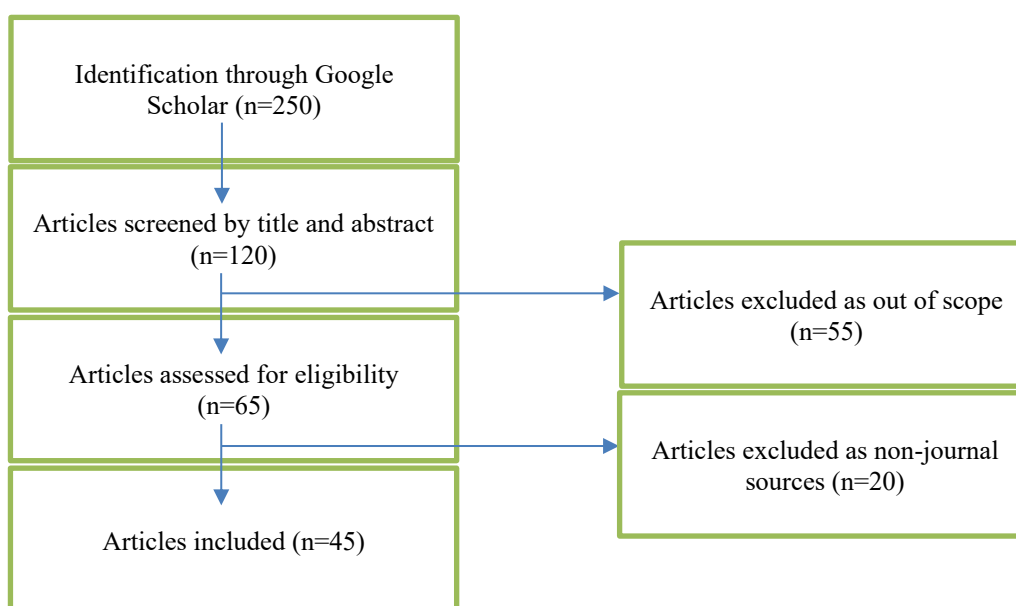


Figure 1. PRISMA flowchart for collecting data

In addition to the selection process, data analysis in this study was conducted using a combination of qualitative and quantitative synthesis techniques. Thematic analysis was applied to identify recurring patterns, key themes, and conceptual relationships across the selected studies, particularly those related to implementation strategies, program outcomes, and influencing factors. Furthermore, bibliometric analysis using VOSviewer was employed to map the relationships among key concepts and visualize the structure of the research landscape. This combined analytical approach allows for a deeper interpretation of the findings and strengthens the robustness of the study conclusions. Through this systematic and rigorous methodological framework, the study ensures that the findings are grounded in comprehensive evidence and can contribute meaningfully to the development of experiential learning–based approaches in police education, particularly in enhancing the professionalism of Female Police NCOs.

### 3. Results and Discussion

To comprehensively understand the complexity of the Live In–based learning ecosystem in enhancing the professionalism of Female Police Non-Commissioned Officers (Bintara Polwan), this study conducts a thematic network mapping analysis of 45 articles and policy documents that meet the SLR inclusion criteria. This network visualization approach is selected based on strategic considerations: the Live In program fundamentally represents a complex and dynamic social system, involving multi-stakeholder interactions (SPN/Sepolwan, instructors, trainees, local communities, and local governments), complex information flows, and interdependencies among curriculum components, field implementation, and professionalism outcomes. Network visualization using VOSviewer analytical software enables researchers to “observe” hidden structures within the literature landscape, identify core concepts that constitute the focus of research (such as teaching and learning processes, program implementation, participants, education, and methods), map inter-concept relationships, and uncover connectivity patterns that illustrate the logical flow of professionalism formation through the Live In program.

The thematic network mapping analysis using VOSviewer produces three fundamental insights for understanding the architecture of the Live In program within the education of Female Police NCOs. First, three distinct yet interconnected strategic dimensions are identified as forming the program ecosystem: the learning and curriculum design dimension, the professionalism and character development dimension, and the governance and accountability dimension of police education. Second, the mapping reveals the specific roles and functions of each dimension in driving the success of professionalism formation, ranging from the design of learning experiences, facilitation of reflection, to the evaluation of graduates’ performance in the field.

Third, cross-dimensional connectivity patterns are identified, demonstrating how these dimensions form an interdependent and mutually reinforcing system within the Polri Presisi framework. Therefore, VOSviewer visualization is not merely a visual representation, but a powerful analytical tool to dissect the complex architecture of the Live In program as a community-based character education instrument within the Polri environment. The visualization results reveal an elegant yet sophisticated structure, consisting of three main thematic “clusters,” each representing a strategic pillar in the formation of professionalism, while remaining complementary in achieving curriculum objectives comprehensively and sustainably. The results of this thematic network mapping are presented in Figure 2, which illustrates the bibliometric structure and interrelationships among key concepts identified in the literature.

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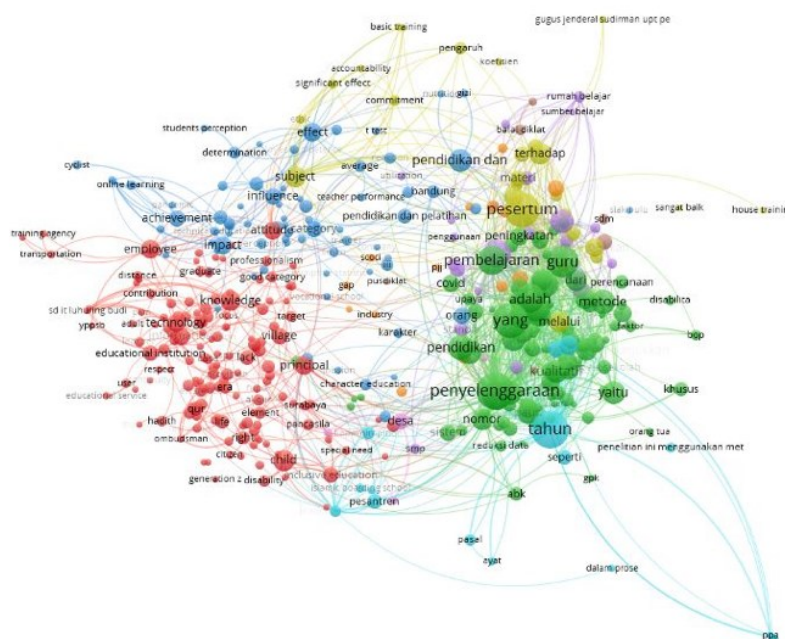


Figure 2. Bibliometric Results of VOSviewer

This systematic literature review identifies 45 journal articles and key documents that meet the inclusion criteria from various databases (Google Scholar, Sinta, Garuda, and official Polri documents) within the period 2015–2025. All publications discuss police education, experiential learning, and/or professionalism of law enforcement personnel, with a significant subset explicitly addressing Live In practices, community immersion, or residential training in policing contexts. The temporal distribution indicates an increase in publications after 2020, particularly during 2022–2024, in line with the strengthening of the Polri Presisi agenda and the SSDM Polri Strategic Plan 2024–2028, which prioritizes human capital development and experiential learning (Kepolisian Negara Republik Indonesia, 2024).

The analysis of methodological characteristics reveals that the reviewed studies employ diverse approaches, including in-depth qualitative case studies in SPN/Sepolwan, quantitative evaluative research on professionalism and performance, and mixed-methods studies combining surveys, interviews, and field observations (Lestari et al., 2022; Dwi, 2023). The majority of research locations are situated in Java and Sumatra (for example SPN Polda Jatim, SPN Hinai Polda Sumut, Sepolwan, Lemdiklat Polri), with several comparative references to community immersion practices in other countries such as the Philippines and Canada (Byers & Hart, 2021; Dewi & Prakoso, 2025). This pattern indicates that the understanding of best practices in Live In implementation remains concentrated in certain training institutions, while the contexts of regional police units outside Java and in remote (3T) areas still require further research to achieve more equitable implementation standards.

### ***Thematic Network Mapping: VOSviewer Analysis***

Network mapping using VOSviewer reveals the complex structure of the Live In-based learning ecosystem through three interconnected main clusters, each representing distinct strategic dimensions.

#### ***Cluster 1 (Green): Learning and Curriculum Design Dimension***

The largest cluster, represented in green, is dominated by nodes such as teaching and learning processes, participants, implementation, education, methods, and year. This cluster represents the literature's focus on designing learning processes, selecting methods, managing training/classroom activities, and evaluating program implementation within educational institutions. In the context of Female Police NCOs, this indicates that the Live In program is understood as an integral component of curriculum design that combines classroom activities, field training, and direct community immersion experiences (Lestari et al., 2022). The central position of learning- and implementation-related keywords suggests that the success of Live In heavily depends on how field experiences are integrated with the objectives, materials, and formal learning methods in SPN/Sepolwan.

#### ***Cluster 2 (Red): Knowledge, Technology, and Competency Development Dimension***

The red cluster includes keywords such as knowledge, technology, educational institution, respect, and adult education. This cluster reflects a stream of literature emphasizing the role of educational institutions, technological innovation, and professional knowledge development within the context of adult education, including police trainees. Within the framework of this article, this cluster can be interpreted as a theoretical foundation that Polri professionalism is built through a combination of theoretical knowledge (law, human rights, procedures), technical skills, and direct experience, where the Live In program complements the trend of digitalized training with a humanistic and socially grounded approach. The strong connectivity between knowledge and educational institution reinforces the role of SPN/Sepolwan as a knowledge hub that must effectively manage the synergy between learning technologies and field-based practices.

#### ***Cluster 3 (Blue): Impact, Attitude, and Professionalism Dimension***

The blue cluster consists of nodes such as achievement, impact, attitude, employee, and subject, which are interconnected with evaluation and learning outcome-related terms. This cluster represents studies examining the impact of education and training programs on attitudes, behaviors, and individual performance, including police professionalism (Mulyana et al., 2024). In the context of the Live In program, this cluster confirms that the primary objective is not merely cognitive understanding, but transformation in the affective domain: social empathy, gender sensitivity, integrity, and moral responsibility of Polwan in the field (Simanjuntak & Hartini, 2023; Dewi & Prakoso, 2025). Two smaller clusters containing terms such as basic training, commitment, accountability, and teacher performance enrich

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the overall picture by indicating that Live In lies at the intersection of basic police training, character education, and professional accountability. This finding aligns with the SSDM Polri Strategic Plan, which emphasizes character education and performance accountability as key pillars of Polri Presisi (Kepolisian Negara Republik Indonesia, 2024).

### ***Cross-Cluster Connectivity Patterns and Implications***

These three clusters are interconnected through nodes related to education, learning, and participants, which in this study can be interpreted as representations of the Live In program within the Female Police NCO curriculum. A logical flow can be identified:

1. Learning and Curriculum Design (Green) provides structured and planned Live In experiences.
2. Knowledge and Technology (Red) support the process through adaptive materials, media, and educational systems.
3. Impact and Attitude (Blue) serve as the primary outputs in the form of professionalism, empathy, and field performance of Polwan.

This strategic flow demonstrates that the effectiveness of the Live In program as a strategy for enhancing professionalism cannot be separated from the synergy among these three dimensions. Weak curriculum design will reduce the quality of experience; inadequate utilization of knowledge and technology will limit reflection; and weak impact evaluation will hinder objective measurement of professionalism (Widjaja, 2024; Dwi, 2023).

### ***Gaps and Future Research Agenda***

The VOSviewer analysis also reveals several important gaps. Nodes explicitly referring to Live In, Bintara, Polwan, police community immersion, and evaluation of Polri professionalism have not yet emerged as central clusters, but remain scattered at the periphery of the network. This indicates that, although many studies address learning, professionalism, and character in general, research specifically linking the Live In program to the formation of professionalism among Female Police NCOs remains limited and has not yet become a mainstream research focus (Kurniawan, 2022; Lestari et al., 2022).

Based on these findings, this SLR recommends several future research agendas: (1) empirical studies explicitly mapping the contribution of Live In to professionalism indicators of Polwan (empathy, ethics, social adaptation) using longitudinal designs; (2) comparative research across SPN/Polda to identify variations in Live In practices and success factors; (3) development of standardized evaluation instruments for professionalism based on Live In experiences within Lemdiklat Polri; and (4) further exploration of participant (Female Police NCOs) and instructor perspectives as key actors in program implementation.

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#### 4. Conclusion

This study concludes that the Live In program represents a strategic and effective approach to enhancing the professionalism of Female Police Non-Commissioned Officers within the Indonesian National Police. By integrating experiential learning into police education, the program successfully promotes the development of empathy, social awareness, integrity, and humanistic service orientation, which are essential competencies in modern policing. The findings demonstrate that immersive community engagement provides a meaningful bridge between theoretical knowledge and real-world practice, enabling participants to better understand complex social dynamics and respond more effectively to community needs.

The analysis further highlights that the effectiveness of the Live In program depends on the integration of three key dimensions: curriculum design, knowledge and institutional support, and measurable professional outcomes. A well-structured curriculum, supported by competent instructors and systematic evaluation mechanisms, is crucial to ensuring that the program generates sustainable and impactful learning outcomes. However, challenges related to implementation consistency, resource availability, and evaluation standardization remain significant. Addressing these issues requires institutional commitment to developing clear guidelines, strengthening instructor capacity, and establishing robust monitoring systems. Overall, the Live In program has strong potential to become a core component of police education reform. Future efforts should focus on expanding empirical research, improving standardization, and ensuring that the program is implemented consistently across institutions to maximize its contribution to professional development.

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