

Peer Guidance Services In Developing Self-Confidence In Adolescents

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ABSTRACT

Character building and discipline are the primary foundations of police education, as the behavioral quality of student non-commissioned officers (NCOs) is an indicator of their readiness as law enforcement officers with integrity and professionalism. This study aims to analyze the behavior of student non-commissioned officers (NCOs) during the character and discipline building process at the Central Kalimantan Regional Police's National Police Service (SPN), and to identify influencing factors. The research approach employed was a descriptive qualitative method, with NCOs as the subjects. Data were collected through in-depth interviews and observations of student behavior during learning activities, physical training, and character development within the SPN environment. The results indicate that student behavior in the context of character and discipline building is influenced by two main factors: internal factors (personal motivation, moral values, and awareness of responsibility) and external factors (instructor role models, the development system, and police organizational culture). Effective character building is characterized by the integration of role models, time discipline, collective responsibility, and the internalization of the Tribrata and Catur Prasetya values. Therefore, police education at the Central Kalimantan Regional Police's National Police Service (SPN) plays a strategic role in developing prospective police officers with character, high discipline, and readiness to carry out their duties professionally.

Keywords: Student Behavior, Character, Discipline, Police Non-Commissioned Officers, SPN Polda Central Borneo.



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INTRODUCTION

Character building and discipline are the primary foundations of the police education system, which aims to produce law enforcement officers with high integrity. In the modern era, the Indonesian National Police (Polri) is required to have human resources who are not only physically tough and technically competent, but also possess strong moral character and high discipline in carrying out their duties (Taufik & Nurhayati, 2023). Therefore, education at the National Police School (SPN) serves as a strategic platform for instilling core police values through a systematic and structured learning process oriented toward fostering professional behavior.

The SPN of the Central Kalimantan Regional Police plays a crucial role in preparing prospective Polri members who uphold the Tribrata and Catur Prasetya values. These two values are not merely symbols of professional ethics but serve as moral guidelines that each student must internalize throughout their education. Through a semi-militaristic approach, the SPN strives to develop students who are resilient, disciplined, and possess a spirit of community service. Basir et al. (2024) explain that the character-building process

within the police institution encompasses multicultural and religious dimensions, making moral integrity and social empathy key pillars in shaping the behavior of prospective state officers.

However, in practice, character and discipline formation at the National Police Service (SPN) often faces challenges, such as differences in student backgrounds, varying levels of discipline, and gaps between ideal values and their implementation in the field. Research by Taufik & Nurhayati (2023) confirms that the formation of an ideal Bhayangkara character requires continuity between instructor role models, the instillation of moral values, and ongoing supervision. Furthermore, research by Dwi et al. (2023) indicates that character education at SPN necessitates systematic management to effectively achieve the goal of fostering student discipline and responsibility.

The educational environment also plays a significant role in determining the effectiveness of character and discipline formation in students. Semadi (2023) demonstrated through his research at SPN that the parenting system, time discipline, and interaction patterns between students and caregivers directly influence students' daily behavior. An environment that

emphasizes exemplary behavior and collective responsibility has been shown to strengthen the internalization of moral values and professionalism among student non-commissioned officers (NCOs).

In addition to environmental factors, the success of character and discipline formation is also influenced by the spiritual and moral dimensions of police education. Susilo et al. (2024) emphasize the importance of integrating the values of faith and devotion into the concept of "kebhayangkara" (virtual service) as the moral foundation for shaping the behavior of Indonesian National Police (Polri) members. These values strengthen students' awareness of the meaning of devotion, their sense of responsibility, and their commitment to a humanistic and professional police profession.

Thus, education at the Central Kalimantan Regional Police's National Police Service (SPN) serves not only as a means of technical police training but also as a process for developing comprehensive moral character. Values-based learning, accompanied by exemplary instructors and a consistent development system, is key to developing the discipline and integrity of prospective Polri members (Dwi et al., 2023; Semadi, 2023). This aligns with the spirit of Polri reform, which places ethics, social responsibility, and professionalism as key pillars in carrying out police duties.

This study focuses on describing the behavior of Polri NCO students during the character and discipline formation process at the Central Kalimantan Regional Police's National Police Service (SPN). Using a descriptive qualitative approach, this study aims to identify student behavioral patterns, the forms of discipline that emerge, and the factors that support and inhibit character development within the police education environment. The research results are expected to provide a real contribution to strengthening the strategy for fostering and developing a sustainable character education system at SPN.

Behavior in police education represents the results of the learning process, development, and internalization of moral values implemented within a semi-military system. In this context, behavior is not only interpreted as a form of physical action, but also reflects the personality qualities, discipline, and integrity of prospective police officers. Aulia et al. (2024) explain that disciplined behavior is directly related to the self-efficacy and performance of police officers, where positive behavior is formed through a combination of training, motivation, and a supportive work environment. A similar trend is reflected in the National Police Service (SPN), where student behavior is shaped through strict routines, the instillation of moral values, and adherence to the command structure as a form of readiness to become protectors and guardians of the community.

Furthermore, student behavior in police education is influenced by the value system that underpins the organization. Latif & Tohari (2023) emphasize that the professional behavior of police officers is measured not only by formal adherence to

regulations but also by their moral ability to uphold the values of humanity and justice. In the educational environment, student behavior with discipline and integrity is a manifestation of an understanding of organizational norms stipulated in the Tribrata and Catur Prasetya. These two principles are not merely ethical mottos, but rather moral guidelines that shape the identity and personality of every member of the Indonesian National Police (Polri) from the time of their training.

Behavior in the context of semi-military education reflects a balance between self-control and adherence to collective rules. Hidayat et al. (2022) state that the process of internalizing behavioral values in the police institution must go hand in hand with character education and social morality. This means that positive student behavior does not arise solely from sanctions or orders from superiors, but from a moral awareness of what is right and a desire to behave according to professional norms. Therefore, the behavior of Polri NCO students at the SPN is an indicator of the institution's success in instilling moral values, discipline, and social responsibility that align with the spirit of devotion to the nation and state.

Character formation in police education is a highly complex process, involving the internalization of values, behavioral habits, and the role models set by instructors. Character is formed through the synergy of moral knowing, moral feeling, and moral action, which simultaneously foster ethical sensitivity and social responsibility. In the police context, these three aspects are realized through education in discipline, honesty, and loyalty to the institution. Character education must be directed at strengthening moral and religious values that shape a well-rounded personality with high integrity, especially in semi-military institutions that are oriented toward order and exemplary behavior.

The character formation process in the National Police Service (SPN) occurs not only in the classroom but also through parenting, field training, and mental development activities. Fauzi et al. (2023) emphasize that effective character education integrates national values, morality, and professionalism. Meanwhile, Hidayat et al. (2022) highlight the importance of instructor role models in instilling consistent moral values, as students internalize values more easily through concrete examples than through mere verbal advice. In the context of police education, the Tribrata and Catur Prasetya values serve as the primary foundation for character development, emphasizing loyalty to the nation, honesty in upholding the law, and empathy for the community.

Character education in the National Police Service (SPN) aims to foster reflective moral awareness, not merely mechanical obedience to orders. Fauzi et al. (2023) state that character formation must be transformational, changing students' ways of thinking, feeling, and acting to align with the noble values of the police force. In a semi-military environment, students' character is formed through an adaptive process that balances individual moral values and institutional values, resulting in individuals with moral fortitude

who remain flexible in the face of social dynamics. Thus, character formation in police education is an integral process combining discipline, spirituality, and social responsibility.

Discipline in the context of police education serves as a mechanism for developing consistent professional and moral behavior. Ichsan et al. (2022) explain that discipline is not merely compliance with rules but also encompasses aspects of moral responsibility and integrity in carrying out duties. In institutions like the National Police Service (SPN), discipline reflects students' mental and emotional readiness to face the pressures of duty and social life in the field. Aulia et al. (2024) also emphasize that high levels of discipline can improve work performance and efficiency by developing individuals who can manage time, respect hierarchy, and work according to established procedures.

One important factor in developing discipline is the instructor's exemplary behavior. Priyono et al. (2024) highlight that the exemplary method is an effective strategy for developing discipline because students imitate instructors' behavior that is consistent with the organization's moral values. Albet et al. (2024) corroborate these findings by demonstrating that implementing discipline in character education will only be successful if accompanied by concrete examples from mentors and instructors. Role modeling is a more effective nonverbal learning medium than formal instruction, as students can naturally absorb the values of discipline through daily interactions.

In addition to role modeling, training, and habituation systems also play a significant role in developing disciplined behavior. Astawa et al. (2025) explain that 21st-century character development must combine structural and humanistic approaches, where discipline is not simply external control, but an intrinsic awareness that develops through self-reflection and social experience. Within the context of the National Police Service (SPN), discipline is learned through routine activities such as roll call, physical training, and multi-layered supervision, which aim to instill responsibility and commitment to police values. Thus, discipline and role modeling are two mutually reinforcing aspects in shaping the personality of prospective police officers who are professional, ethical, and possess strong character.

METHOD

This study employs a descriptive qualitative approach to provide in-depth and contextual descriptions and understanding of the behavior of Indonesian National Police (Polri) NCO students during the process of character and discipline formation at the Central Kalimantan Regional Police's National Police School (SPN). This qualitative approach was chosen because it allows researchers to gain a holistic understanding of the experiences, perceptions, and social dynamics that occur during the education and training process. This type of research is descriptive because it focuses on describing phenomena as they are in the field, without

manipulating the variables studied. Researchers aim to investigate the meaning of behaviors that arise from social interactions among students, instructors, and caregivers, thereby providing a comprehensive understanding of patterns of character formation and student discipline (Creswell, 2014). With this approach, the research is expected to uncover the deeper meaning behind police education practices that combine aspects of structural discipline and moral development.

This research was conducted at the Central Kalimantan Regional Police's National Police School (SPN), one of the National Police educational institutions that plays a crucial role in preparing NCOs as the backbone of the police organization. This location was chosen purposefully because it offers a unique and comprehensive training system, encompassing academic, physical, mental, and character aspects. The research subjects included NCO students from a specific cohort undergoing regular education. In addition to students, the study also involved instructors and caregivers as supporting informants to obtain a triangulation of the process of developing student behavior and discipline. Data were obtained through two main techniques: in-depth interviews and participant observation. Interviews were conducted with students, caregivers, and instructors to explore their perceptions and experiences regarding character development and discipline. Observations focused on student behavior during training, learning, roll call, and daily coaching activities. This technique allowed researchers to directly observe social interactions, compliance patterns, and behavioral dynamics that develop in a semi-military environment.

RESULTS AND DISCUSSION

The National Police School (SPN) of the Central Kalimantan Regional Police is a National Police educational institution responsible for preparing prospective non-commissioned officers (NCOs) to perform police duties in the field. As a semi-military institution, SPN combines three main aspects: academic, physical, and mental-spiritual development, to shape prospective police officers who are professional, possess integrity, and possess the character of a true Bhayangkara (a true Bhayangkara). The SPN educational structure consists of teaching, fostering, and training, which work synergistically to shape students' character and discipline. The curriculum is based on the guidelines of the National Police Education and Training Institute (Lemdiklat), which emphasizes a balance between technical skills, legal expertise, and moral development, grounded in the Tribrata and Catur Prasetya values.

According to Setyawan (2024), the Indonesian police education system is designed with a balanced approach that combines fostering structural discipline with developing moral character. This aligns with the system at the Central Kalimantan Regional Police SPN, where students are trained not only to become technically skilled officers but also

individuals with ethical awareness and social responsibility. Learning activities include morning assembly, physical training, academic activities, religious guidance, and an evening care program, all designed to develop students' discipline, loyalty, and moral responsibility.

The behavioral evaluation system at the National Police Service (SPN) is conducted in stages by instructors and supervisors through assessments of students' attitudes, ethics, and discipline. This approach has proven effective in maintaining consistent student behavior throughout the training period. Susilo et al. (2025) emphasized that continuous, role-model-based character development is key to fostering positive discipline within the police force. Therefore, the education system at the Central Kalimantan Regional Police Service (SPN) not only develops professional skills but also strengthens the integrity and personality of prospective police officers.

Observations indicate that the behavior of the National Police (NCO) student trainees at the Central Kalimantan Regional Police's National Police Service (SPN) reflects a gradual process of internalizing the values of discipline and police character. Regarding responsibility, most students demonstrate a high level of initiative in completing tasks and adhering to regulations without close supervision. This behavior reflects the development of self-regulated discipline, a discipline that stems from self-awareness. However, a small number of students still rely on direct instruction from instructors, particularly in administrative tasks and technical training.

In terms of time discipline and compliance, students generally demonstrate a strong commitment to the busy schedule, from morning assembly to evening activities. This reflects the success of the SPN's habituation system. According to Bonifacius et al. (2023), training emphasizing discipline and responsibility has been shown to increase the efficiency and professionalism of police officers. Furthermore, adherence to dress codes, communication styles, and social etiquette demonstrates that professional ethical values have begun to be internalized in the students' daily behavior.

In terms of cooperation and morality, students demonstrated a high level of solidarity and a strong collective spirit in completing tasks together, especially during physical training and social activities. This indicates that the Tribrata values, particularly the principle of "upholding truth and justice," have been internalized in students' social behavior. However, interviews with caregivers revealed that some students still experience difficulty maintaining emotional stability when facing mental stress or conflict between peers. This condition aligns with the findings of Putra et al. (2024), who showed that the moral behavior of police officers is strongly influenced by psychological development and organizational support.

Research results indicate that the character and discipline of non-commissioned officer (NCO) students at the

Central Kalimantan Regional Police's National Police Service (SPN) are influenced by both internal and external factors. Internal factors include personal motivation, family values, and career orientation within the police force. Students with a strong motivation to achieve and serve tend to demonstrate high levels of discipline in following rules and completing tasks. Bonifacius et al. (2023) explain that high work motivation plays a crucial role in developing disciplined behavior and improving the performance of Indonesian National Police (Polri) personnel.

Dominant external factors stem from the role of instructors, the training system, and the organizational culture of the SPN. Instructors serve as central figures, providing moral and disciplined role models for students. The instructors' firm yet empathetic leadership has been demonstrated to foster a conducive learning environment and enhance student loyalty. Susilo et al. (2025) emphasize that exemplary behavior and habituation have a significant impact on character formation within the police force. Furthermore, the SPN's organizational climate, which emphasizes order, responsibility, and togetherness, accelerates the internalization of moral values and professional ethics among students.

However, there are also inhibiting factors stemming from physical stress resulting from a busy training schedule and a lack of adaptation by some students to the command system. Furthermore, differences in social and educational backgrounds lead to variations in the ability to adapt to structural discipline. Putra et al. (2024) noted that the success of discipline education within the Indonesian National Police (Polri) depends heavily on the balance between rule enforcement and psychological support for individuals. Therefore, character development in the National Police Service (SPN) needs to consider the emotional and social dimensions of students so that the discipline formed is not coercive but instead develops into a moral awareness that grows independently.

The results of this study make a theoretical contribution to the study of organizational behavior in semi-military institutions, where the formation of disciplined behavior and character depends not only on the system of rules but also on the moral values embedded in the organizational culture. The alignment between student behavior and the Tribrata and Catur Prasetya values indicates that police education at the Central Kalimantan Regional Police's National Police (SPN) has successfully instilled ethical awareness and personal integrity. Thus, SPN can serve as a model for character-based police education that balances structural discipline with moral and spiritual development.

CONCLUSION

This research demonstrates that the character and discipline of Indonesian National Police (NCO) students at the Central Kalimantan Regional Police (SPN) are shaped through the integration of a semi-military education system, the

influence of instructor role models, and the internalization of the Tribrata and Catur Prasetya values. Students generally demonstrate good responsibility, discipline, and cooperation, although challenges remain in moral consistency and emotional control. Personal motivation, instructor leadership, and organizational culture are proven to be key determinants in shaping professional behavior and integrity.

The Central Borneo Regional Police (SPN) is recommended to strengthen humanistic-based character development by balancing structural discipline with moral development. Instructors need to improve their role models and provide psychological support to enable students to develop intrinsic moral awareness. Furthermore, curriculum evaluation and enhanced counseling are recommended to maintain a balance between physical, emotional, and ethical demands in the police education process.

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