

TRANSFORMATION OF POLICE LANGUAGE SCHOOL AS A LEARNING ORGANIZATION WITH U-THEORY APPROACH IN FACING GLOBALIZATION

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Abstract. Globalization and the increasing trend of transnational crime require countries in the world to collaborate and cooperate with each other in dealing with the phenomenon of massive development of transnational crime. In relation to this, it requires Polri institutions to improve their foreign language competence in order to actively participate in their role in the international arena. With the demand for the development of Polri human resources to improve their language skills, the transformation of Sebasa Polri as a learning organization through the U-theory approach is a necessity that is relevant to contemporary conditions. This study aims to analyze the implementation of the transformation of Sebasa Polri as a learning organization using the U-theory approach to develop the human resources of teaching staff. The method used is a literature study to collect and analyze secondary data from reputable journals, government publications and related academic sources. The results of the study revealed that the application of U theory through the observing, presencing, and actuating stages can help Sebasa Polri in identifying the challenges of the conventional learning pattern system, building individual awareness and collective awareness, and implementing innovative strategies in educator development. The challenges that exist in the change focus on organizational culture resistance, limited resources, and lack of policy support from the leadership. Transformation as a learning organization has the potential to improve teaching effectiveness and optimize the capacity of human resources within the National Police, which in a broader role can strengthen the role of the National Police in preparing its personnel to face the challenges of globalization.

Keywords: transformation; Sebasa Polri; Learning Organization, u-theory, globalization.

I. INTRODUCTION

Globalization is a phenomenon of the disappearance of the wall of distance between one nation and another, between one culture and another, so that everything becomes close and then a world culture, a world market and world citizens appear. The pattern is that there is an expansion of scale, development of territory and acceleration of inter-regional influence in social interaction. (Held et al., 2000). In the context of globalization, it has an impact on the stability of citizens around the world, which is no longer limited to the context of a country's sovereignty. The globalization side has a nature that tends to change and is uncertain, so that the concept of globalization is closely related to the position of society globally. This position relates to economic, cultural, political issues understood by a society that is very dynamic according to the aspects of globalization. (Mader et al., 2020).

The context of society in the global era has transformed into a global community of people, or can be called the international community. In this context, tensions between large countries, regional conflicts and income inequality are some of the main problems faced by the world

community, which are considered as the impact of globalization. (Ramirez, 2025). The existence of various conflicts as a result of globalization disruption has created a variety of complex problems. The rapid development of globalization, in addition to causing conflict complexity, is also related to the development of transnational crime. Globalization, in all its forms, has caused new threats to contemporary developments in the context of transnational organized crime. (Tabiu et al., 2023).

Transnational crime according to Law Number 5 of 2009 on the Ratification of the United Nations Convention Against Transnational Organized Crime states that a crime is transnational if: a) committed in more than one country; b) committed in one country but a significant part of the preparation, planning, direction or control takes place in another country; c) in the course of criminal activity in more than one country; or d) committed in one country but having its main consequences in another country. The development of globalization is very rapid and transcends all boundaries of state sovereignty, violates the legal framework and carries out punishment outside of legal law enforcement procedures, whose modus operandi transcends national borders, so that

national law enforcement alone is not sufficient to overcome it, therefore requiring cooperation between countries both regionally and internationally. (Tabiu et al., 2023).

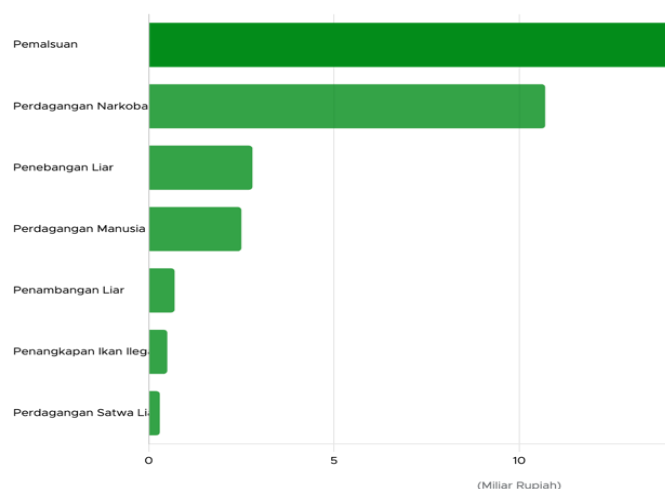


Figure 1: Statistics of Transnational Crimes with the Largest Value

Source: <https://data.goodstats.id/statistic/7-kejahatan-transnasional-dengan-kerugian-terbesar-lhtB5>

From these statistics, it can be described a variety of transnational crimes that have a large transaction value, in this context of course, the amount that can harm the state, in this context that crime in the form of counterfeiting has the largest loss value reaching US \$ 1.13 trillion. The second form of crime is drug trafficking which can reap profits worth US\$ 652 billion. The third position is occupied by illegal logging crimes with a value of US\$ 157 billion. This was followed by human trafficking with a loss of US\$ 150.2 billion. The other three largest crimes include illegal mining worth US\$ 48 billion, illegal fishing worth US\$ 36.4 billion and illegal wildlife trade worth US\$ 23 billion. In the context of transnational crime, referring to Global Financial Integrity (GFI), that transnational crime business actors earn profits worth US\$ 1.6 trillion to US\$ 2.2 trillion per year.

Looking at the variety of transnational crimes, one of the transnational crimes with the largest value is drug trafficking, which in this context, drug trafficking ranks second with the largest trade value. Of course, drug crimes do not escape every country in the world, in this context, Indonesia is also a victim of the illicit goods trade. In this case, Indonesia is experiencing a drug emergency with the number of users reaching 3.3 million people in 2024, the majority of whom are teenagers aged 15-24 years. Indonesia is not only a consumer but also a target market and location for international drug production. The turnover of money related to drug offenses reached Rp 99 trillion between 2022-2024, with the circulation expanding to remote areas.

From the graph, the Indonesian Police data notes that the data on suspects in drug cases every year is in the range of 50,000. The data states that in 2020 there were 57,459 people, then in 2021 there were 52,224 people, in 2022 there were 54,030 people, in 2023 there were 54,535 people, and in 2024

there were 45,940 people. In this case, the National Police have also confiscated evidence worth IDR 31.87 trillion, where this figure in reality can actually be more than the evidence confiscated. In this context, every country has the same problems in dealing with transnational crime, and Indonesia has also become a target for transnational crime. In relation to this, transnational crime has hit every aspect of life and has a huge impact not only on state entities, but also on society and its citizens.

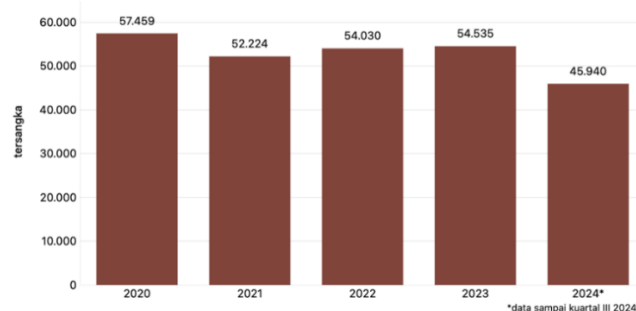


Figure 2: Number of Drug Case Suspects in Indonesia 2020-2024

Source: Indonesian Police Data 2020-2024, processed by researchers

As the world becomes more integrated, transnational crime becomes an unstoppable threat. The development of these crimes is a challenge in the context of maintaining a more comprehensive security. Law enforcement authorities must also be adaptive to the development of globalization and strengthen the synergy of international cooperation by sharing information, as well as actively coordinating with global security agencies such as Interpol to ensure the maintenance of state security in a more holistic manner without being limited to territorial jurisdiction. (Affan & Rahmah, 2024).

One form of international synergy in the context of cooperation is with international convention entities. International conventions are a key element in developing and harmonizing the security and law enforcement sides of the equation with respect to global developments. They aim to address crimes of a transnational nature and help ensure that there is commonality in harmonized security and law enforcement approaches, thereby reducing loopholes that can be exploited by transnational criminals. Harmonization allows countries to cooperate more closely in tackling transnational crime. (Jonathan et al., 2021).

In the era of increasingly massive globalization, aligning the cooperation of security and law enforcement institutions between countries is important and plays a strategic role. Police institutions in various countries face complex challenges in facing the same thing, namely the increasingly massive globalization disruption, including the Indonesian National Police (Polri) institution which participates in its role as a global actor. (Salamuddin, 2020). Globalization, which has changed the international security landscape, requires police institutions to have more comprehensive capabilities in terms of cross-border

cooperation. (Tlonaen et al., 2022). Implementation of coordination at international conventions that serve as international forums for police forces between countries to cooperate. (Jonathan et al., 2021), of course requires various important aspects in increasing the competitiveness and professionalism of Polri at the global level. The aspect of foreign language mastery is one of the important things for the existence of Polri in the global arena. (Subiyanto et al., 2017).

In conducting education and training on foreign language skills for Polri personnel, the police institution has an educational institution that focuses on developing foreign language skills, namely the Police Training Language School (Sebasa Polri). In Police Regulation Number 5 of 2019 concerning Amendments to National Police Chief Regulation Number 6 of 2017, Sebasa Polri in its role focuses on improving the foreign language skills of Polri personnel to be prepared for various assignments, overseas education, as peacekeepers and various other international missions. (Lemdiklat Polri, 2024). As an institution responsible for developing language competencies for police personnel, Sebasa Polri faces the challenge of adjusting its learning model to remain relevant, adaptive and effective to support the operational needs of modern policing. (Margana et al., 2019).

Over the period, the conventional learning methods provided by Sebasa Polri have experienced various challenges, especially in terms of flexibility, accessibility and personalization of learning that is adaptive to contemporary phenomena. The learning pattern at Sebasa Polri still focuses on the conventional side, thus finding various challenges that are increasingly complex in the era of globalization. The challenge of Sebasa Polri is also found in the teaching staff that is not optimal, that the teaching staff in the Sebasa Polri environment also still lacks the composition of the real needs, then there are still teaching staff who have not been certified, where the context of certification shows the ability in the field of teaching. (Matin et al., 2020)

The factual conditions of educators who have not been certified, as well as the real composition of educators who are less than the list of Sebasa Polri personnel, the existing educators tend to teach with normative patterns and just as a means of routine, so that educators have not seen their efforts to develop language learning methods to focus on increasing the potential of students. The challenges of educators at Sebasa Polri are in line with research conducted by Sukemi in 2024, that in his observations, Sebasa Polri educators still find challenges to educational management in their organizational climate, in this context there are educators who are not solid with differences of opinion due to personal perceptions that affect educators' decision making when teaching, as well as communication relationships between educators who are still partial and tend to transfer knowledge in one-way learning and are less responsive to the development of globalization dynamics, thus representing the lack of a shared vision in the cooperation of educators. (Sukemi et al., 2024).

The transformation of Sebasa Polri as a learning organization is closely related to human resource

development. In this context, increasing the capacity and competence of the workforce is key to increasing productivity and effectiveness in the organization, as well as being able to adapt to change. (Brown, 2004). In Sebasa Polri, human resource development does not only focus on improving technical skills, but also on developing soft skills such as communication skills, leadership, and awareness to be adaptive to change. (Vermeeren, 2014). Building a learning organization at Sebasa Polri is oriented towards creating a learning system that supports longlife learning and innovation. Developing a learning organization can also be focused on developing human resources in the organization so that they can develop and be adaptive to their environment and in line with the overall vision and mission of the organization. (Armstrong, 2006).

The challenge of organizational transformation requires an approach that is not only technical in transforming Sebasa Polri as a learning organization, but also paradigmatic in changing the paradigm, mindset and culture of the organization to be more open to innovation and continuous learning. Given these challenges, this research uses the U-Theory-based approach developed by Scharmer as a transformative analysis of the learning system at Sebasa Polri. In this context, Theory U emphasizes collective awareness, deep reflection, and mindset change in creating sustainable innovation, which focuses on sensing, namely observing the existing reality to identify and deeply analyze the existing conditions and challenges faced, presencing for collective awareness transformation and to open up to change and actuating, which is a concrete step in implementing innovative strategies agreed upon collectively. (Scharmer, 2018).

In the context of globalization, the transformation of the National Police as a learning organization with a U-theory approach is oriented towards changes that have a comprehensive strategic impact, and focuses on creating an adaptive, innovative and sustainable learning system. On the applicative side, improving communication skills and understanding of foreign cultures are important aspects to support international police operations, especially in handling transnational crimes and international cooperation. (Darwin & Semendawai, 2024). With the orientation of Sebasa Polri as a learning organization, the learning culture at Sebasa Polri is expected to change paradigmatically, so that educators can be adaptive to global phenomena and focus on developing the abilities of their students to prepare for the global arena. With the need to transform Sebasa Polri, it will raise the question of how to transform Sebasa Polri as a learning organization using the U-theory approach to be adaptive in the era of globalization? Through this paper, the researcher will discuss and analyze the application of U theory to direct the transformation of Sebasa Polri as a learning organization.

II. RESEARCH METHOD

This research uses interview research methods and literature studies, which aim to analyze the transformation of the Police Language School as a learning organization in the

globalization era with a U-theory approach. In this case, the data is obtained, classified and associated with the theoretical framework approach used. The research approach uses a qualitative descriptive approach (Creswell & Creswell, 2018). The data for this study came from sources at Sebasa Polri. Secondary sources come from scientific journals, publications from Polri institutions, and other relevant data sources.

III. RESULT AND DISCUSSION

Transformation Strategy of Police Language School

The transformation of an organization into a learning organization is a complex and multidimensional process. In this context, learning organization in public organizations focuses not only on technical aspects, but also focuses on comprehensive changes related to system patterns in the organization as well as individual awareness in the organization to be able to continue to develop their knowledge as a means of primary needs in the process of adapting to the environment in the era of globalization. (Mak & Hong, 2020). The learning organization side, which is the essence of the Sebasa Polri organization, focuses on increasing the competence and capacity of educators.

"As Polri, in accordance with the direction of Kalemndiklat, Komjend Pol. Prof. Dr. Chrysnanda D.L., Msi, has to adapt to existing developments. That currently Mr. Kalemndiklat is focusing on the transformation of Polri educational institutions as morality education in developing police science with the Integrity Campus, Superior Campus, Modern Campus, and Green Campus programs. Here Sebasa is in the process of changing in accordance with the direction of Mr. Kalemndiklat, with initial efforts to change the perspective towards the International Policing School, which is based on global policing."

(Interview with Mr. Kombes Pol. Joni Getamala, SH, MH., Kasebasa Polri, on March 17, 2025)

Sebasa Polri, in line with this opinion, is projected as an International Policing School that focuses on teaching based on international policing and becoming a campus with integrity, excellence, and modernity. In relation to the development of Sebasa Polri's teaching staff, it is also oriented to be more adaptive, collaborative, and flexible towards the dynamics of globalization, which is an urge to be able to develop better teaching potential, especially Sebasa Polri as a place to educate Polri personnel who want to carry out various overseas assignments.

Changes in the pattern of the National Police towards a learning organization are focused on increasing the capacity of teaching staff. In this case, transformation is a complex process, not merely a change, but more focused on a paradigm shift. (Pavey, 2021). The paradigm shift is adapted to a shift in perspective towards global phenomena that demands acceleration in systems thinking, as well as an overall shift in organizational culture. In this context, associated with adaptability to global demands, individuals at Sebasa Polri need to have a deep awareness to follow global trends. The adaptability side carried out by Sebasa Polri is oriented towards changes that want to be projected as an organization

that can be relevant and ready in preparing Polri personnel to take part in the international arena. (Golose, 2018).

Sebasa Polri has organizationally identified a system in the context of learning that is still oriented towards conventional patterns and educational systems that emphasize face-to-face and top-down approaches. The top-down approach as a result of hierarchical strictness, rigid regulations and inflexible bureaucratic tendencies. (Valentin & Calin, 2024).

"Currently, the curriculum at Sebasa Polri is being submitted for revision. I have submitted the revised Sebasa Polri curriculum to Lemdiklat, just waiting for approval. Once revised, the new curriculum will be oriented towards international policing, and will also focus on diplomatic policing. There will be additional learning models, materials, and teaching systems on various international policing, and there will be additional class hours related to it. We will also develop the existing web learning or virtual education program by utilizing technology."

(Interview with Mr. Kombes Pol. Joni Getamala, SH, MH., Kasebasa Polri, on March 17, 2025)

In this regard, a critical review of curriculum adaptation to the rapidly changing and uncertain phenomena amid global disruption is increasingly needed (Hilgert, 2024). Analysis of the phenomenon suggests that conventional teaching practices are inadequate to deal with the needs of modern education, so they must be adapted to the development of the era and technology. In research on the effectiveness of the use of learning system adaptations, the rigidity of curriculum structures and inflexible learning methods due to hierarchical and bureaucratic structures can hinder the innovation and creativity of educators. (Reese, 2021).

The findings also indicate that organizational and individual challenges stem from the gap between academic competencies and the practical competencies required in the era of globalization. (Finnestrand, 2023), especially in terms of foreign language acquisition and cross-cultural understanding. Faced with the rapid development of globalization, it is necessary to accelerate and adapt the competence of educators to the existing phenomena. Educators in educational institutions contextually show a paradigm shift that has begun to internalize new values oriented towards lifelong learning.

"Currently, as a means of discussion between teachers, although it is still limited to internal units, we hold weekly meetings with native speakers. There we can exchange information, convey complaints during teaching, and also exchange ideas regarding what model is most suitable to be applied in lessons. I think this helps me to be able to keep up to date with information, as well as adjust the way of learning from our native speakers, because these native speakers are from the Embassy, so they have wider access to knowledge."

(Interview with Mr. Virzha, S.Pd, Sebasa Polri External Educator, on March 19, 2025)

This awareness of the importance of continuous learning is projected by the existence of a series of discussion forums, weekly meetings, micro teaching in Sebasa Polri as an effort to create space for educators to re-evaluate their strategic role.

In this case, Sebasa Polri educators have a more holistic projection, that educators who initially only provide material can be transformed into facilitators and mentors who are able to encourage innovation and develop the potential of their students.

Sebasa Polri has identified a conventional learning pattern system and an education system that emphasizes face-to-face and top-down approaches due to strict regulations and hierarchies. (Valentin & Calin, 2024). In the next strategic step, Sebasa Polri also has a new value in the perspective of educators in the need to be adaptive to increasingly massive and disruptive global demands.

"We educators (Gadik), there is indeed an Upgrading Teacher program, but only a few times each year, so we cannot just rely on that. So we Gadik, in accordance with our work unit, do micro teaching, so if there is a new Gadik, we first test his ability with our standard reference, then we provide direction for the learning model and other teaching tips, after that we encourage or register to carry out teacher certification at the Police Certification Institute (LSP). That is our step so that educators can remain professional and be able to teach optimally to improve the abilities of students, we always do this regularly, even though it is informal."

(Interview with Mr. Syaiful Anwar, S.Sos, MA., Head of Training Division of Sebasa Polri, on March 19, 2025)

In this context, educators informally innovate to form discussions, team meetings, and small-scale teaching of fellow educators focused on transforming the point of view that is only a material deliverer, to be changed as a facilitator and mentor for students. The various existing efforts of Sebasa Polri were realized practically and strategically to revise the curriculum to be more responsive to global needs. It includes the preparation of training programs oriented towards International Policing and Policing Diplomacy, which are intended to strengthen learning patterns that focus on cross-sectoral collaboration between Polri work units so as to create comprehensive synergies.

Sebasa Polri's efforts to transform as an adaptive organization to globalization disruption can have a significant impact on the development of human resources for teaching staff. Conceptually, increasing the capacity of teaching staff not only improves the quality of teaching, but also plays a strategic role as a fundamentalism for systemic change in the organization. (Karoso et al., 2024). Human resource development in the context of learning organization refers to the principle of continuous competency improvement that includes technical and non-technical aspects. In this case, investment in competency improvement for individuals in the organization can have a positive impact on overall organizational performance. (Cummings & Worley, 2018). In its development, that educators must transform in adapting more innovative and collaborative teaching methods, and encourage the development of soft skills of educators as mentors, facilitators, transformative leaders, effective communicators and crucial solution skills in a dynamic learning environment. (Dirani et al., 2021).

Challenges in Transformation

The implementation of learning organization is a concrete action of how educational institutions adapt to the demands of globalization through the adaptation of learning systems with the development of existing dynamics. Learning organization can be projected to expand access to learning for educators from various backgrounds, as well as increase the effectiveness of knowledge transfer with a more flexible and adaptation-based approach to globalization. (Holmes et al., 2023).

It is undeniable that the dissemination and distribution of knowledge quickly and precisely is the demand of the globalization era which is increasingly pervasive in every line of life (Iyamuremye et al., 2024). This also applies to the learning method side, that learning today has focused on substantial knowledge dissemination without being hindered by formality, strict hierarchy, rigid regulations and long bureaucracy. (Holmes et al., 2023).

Various challenges can also arise from the implementation of a learning organization in the Sebasa Polri system. The organizational change into a learning organization in accordance with the research of Ma et al. in 2022 explained that there are internal challenges in the form of individual limitations in a certain age spectrum in adapting to a sustainable learning culture, which has an impact on their competence in internalizing the principles of learning organizations fundamentally. Then external challenges also arise from the organizational environment that does not fully support a dynamic and collaborative learning culture, so that it can affect the implementation of learning organizations to improve organizational effectiveness comprehensively. (Ma et al., 2022).

A critical review of the implementation of learning organizations is an important concern, although in this perspective that learning organizations have benefits that focus on increasing flexibility, innovation and good knowledge dissemination.

"If I teach based on the existing curriculum, then I follow the syllabus that has been made, then I adjust it to the teaching material. So we Gadik when teaching already have benchmarks in providing material. The only thing that is slightly different is the learning design, because each language has a different material design."

(Interview with Mr. Ipda Meriawan, SH, Msi., Sebasa Polri Internal Educator, on March 19, 2025)

The learning experience gained by individuals in a learning organization environment is often considered not optimal in supporting the mastery and effective dissemination of practical knowledge. (Iyamuremye et al., 2024). Learning organization is possible for dissemination and distribution of knowledge widely and comprehensively and flexibly, but its implementation is also inseparable from the technical conditions and paradigm assumptions of individuals in the organization.

Implementation of U-Theory in the change of the National Police as a Learning Organization

The transformation of Sebasa Polri into a learning organization is a necessity during the era of globalization

disruption that penetrates every line of life. The context of globalization that is unstoppable and always with its complexity provides a very volatile dynamic (Gigantara & Prasajo, 2022). This highly dynamic era of globalization is always accompanied by the phenomenon of volatility, uncertainty, complexity, and ambiguity (VUCA) which has transformed into an era of brittle anxious, non-linear, incomprehensible (BANI), so that organizational adaptability in this increasingly complex environment becomes a necessity. (Salun & Zaslavska, 2024).

In line with the challenges to change, the National Police is projected to become a learning organization as a demand for organizational change that must be adaptive to globalization. (Gigantara & Prasajo, 2022). The strategic role in providing education and training for Polri personnel who want to be assigned to international missions, carry out diplomatic roles, and continue their studies abroad is the responsibility of Sebasa Polri to prepare their foreign language skills. The transformation of Sebasa Polri as a learning organization can have positive implications for its strategic role. The various challenges contained in the Sebasa Polri organization need to be analyzed using the U-theory approach, the application of the U-theory approach according to the literature study, there are significant results that emphasize a paradigm shift in human resource development. (Carrillo, 2023). In this case, it is about increasing the capacity and role of educators. Theory U provides an abstraction of a transformative approach that does not only focus on adaptation to technical or systemic matters. Technical and systematic changes are important and crucial, but the perspective on change from the subject of the organization, namely the individuals within it, is the most essential thing to support change. Changes to mindsets, paradigms are the main conditions for organizations to transform. On the side of U theory that changes that start from individual awareness, can be developed as a collective consciousness to jointly intend to undergo changes, the side of collective consciousness that is realized together can then be actualized as real actions implemented in the organizational system. (Briciu, 2024a). The context of transformed awareness in the U-theory approach is found in the stages of observing, presencing, actuating which become a substantial conceptual framework in encouraging fundamental changes in the Sebasa Polri environment. (Scharmer, 2018). In the observing stage, the Sebasa Polri context makes observations and critically evaluates the conventional learning system that has been applied. This conventional context in learning is based on face-to-face patterns and a hierarchical approach that results in rigidity in the curriculum structure and a gap between the competence of educators and the demands of globalization. In this context, educators face challenges in innovation because learning methods are still normative and do not provide space for adaptability to global needs. (Holmes et al., 2023). In this case, educators are still only focused on the curriculum, then projected with the syllabus, which is then manifested in the existing teaching materials, so that educators are only oriented to fulfill what is in the teaching materials. This indicates that

the observing stage must be more in-depth, involving a more holistic analysis of the structural challenges and organizational culture that is still rigidly hierarchical into a more modern perspective. In this regard, without a holistic understanding of the challenges, the transformation into a learning organization cannot run optimally.

In the presencing stage, which focuses on the reflective, contemplative side of the U-theory approach, it becomes an element in changing the paradigm and culture in the organization. In the contemplation and reflection stage, it is a critical moment where all elements in Sebasa Polri, especially educators, must be able to internalize learning values that are oriented towards a learning organization. The learning organization here focuses on organizations that need to process information and knowledge that can provide benefits to the organization, which allows the organization to develop and learn with its resources, creativity and intellect. The learning organization processes with activities to interpret and understand the environment, manage the skills and expertise of educators in the organization to be adaptive, cultivate a continuous learning and innovation process, and implement decisions and routines in the organization based on the context that has been learned together, so that the decisions taken are not only appropriate, but also meaningful. (Burnes et al., 2003).

At the presencing stage, contemplation from all elements in the organization becomes essential to be able to internalize the important values of lifelong learning and be willing to consciously transform from the role of educators with conventional perspectives that are only assumed to be material deliverers to facilitators and mentors who are innovative and adaptive to global demands. In reflection, there is still individual resistance in the organization to change. On the reflection side of the challenge of resistance, it is described in the reality of educators who tend to be comfortable with the old system and are reluctant to adopt new methods that demand openness and adaptability to technology, as well as collaboration across scientific disciplines. (Dirani et al., 2021). This is also reinforced by the strict teaching hierarchy of existing educators, so that educators still assume that they are part of a rigid command structure, and do not dare to take transformative steps in their classroom learning. The presencing side at Sebasa Polri has been reflected by intensive training by educators with micro teaching programs, workshops, discussion forums, informal weekly meetings and periodic upgrading of skills, but the implications are still limited by the lack of policy support. In relation to policy support, the success of the reflection stage to change depends on the support of transformational leaders, who are able to inspire comprehensive cultural change (Drimie et al., 2018). In this case, transformational leadership needs to be implemented in the context of the Sebasa Polri.

The actuating stage is the phase where the vision of organizational transformation is manifested in concrete steps. In this case, the change efforts projected by Sebasa Polri as a learning organization must be manifested in concrete things. In reality, efforts to realize transformation as a learning organization have been carried out through curriculum

revisions submitted by the Head of the Polri Language School (Kasebasa Polri) to the Head of the Polri Education and Training Institute (Kalemdiklat Polri), then various implementations of continuous training programs for educators have also been carried out, both formal and informal. In the context of its realization, the implementation of change as a learning organization still faces challenges, such as the limited composition of human resources and the lack of coordination between implementing units within the Sebasa Polri organization. The application of innovative learning models such as virtual education, international policing, and web learning, although fully initiated, is still fragmented and not systematically integrated into the overall teaching curriculum and normative organizational structure. (Damar et al., 2024).

Conceptually, the U-theory approach as a transformation framework, at the observing stage, Sebasa Polri can identify systems that are not optimal, learning patterns that focus on conventional patterns, and rigid learning pattern systems based on curriculum alone that are less adaptive. The presencing stage is more focused on reflection efforts to build individual awareness and collective awareness through upgrading teaching and discussion forums, analyzing related to cultural resistance in the organization that can hinder the creation of an adaptive and innovative learning environment. In this case, the importance of the role of institutional leaders in encouraging paradigm shifts through policies that support collaborative, innovative and sustainable learning is emphasized. (Heller, 2018). In the framework of the implementation of U theory in the transformation of the National Police as a learning organization, the challenge of transformation lies not only in technical and systematic aspects, but also focuses on changes in organizational culture and a deeper paradigm. Based on the concept of learning organization, an effective learning organization requires a culture that encourages innovation and continuous learning. (Senge, 1990). In the context of the Sebasa Polri organization, the organizational culture tends to be hierarchical and conservative, which is one of the main challenges in adopting more modern and adaptive learning methods to global developments. The U-theory approach emphasizes the importance of collaboration between work units and the active involvement of all organizational elements in formulating a transformation vision, which is oriented to reduce resistance to change. (Briciu, 2024b). In this context, external support is the existence of collaboration and participation of strategic partners, such as cooperation with language higher education institutions and international institutions that have experience in implementing learning organizations (Lawrence, 2020). Collaboration in this regard will not only enrich perspectives on the dynamics of globalization, but also provide access to technical and tactical practices on global phenomena that Sebasa Polri can adapt. (Dirani et al., 2021).

The transformation of Sebasa Polri as a learning organization using the U-theory approach is not only projected to improve the quality of teaching, but also to create a conducive and relevant environment for innovation and collaboration to support Polri's operational performance in the

international arena. This transformation is an essential strategic step to improve the competitiveness and effectiveness of police institutions in the global era, and can be a model that can be adapted by other educational institutions (Crosby, 2010). The transformation of Sebasa Polri as a learning organization can pave the way for a fundamental paradigm shift, although in its implementation there are challenges such as organizational cultural resistance, limited resources, and policy support from the leadership. This transformation can result in an increase in the capacity of educators who project as facilitators and mentors and as agents of change through adaptation to globalization, such as the use of digital infrastructure and increased internal collaboration of educators. This research confirms that the transformation of Sebasa Polri through the U-theory approach is a strategy that has the potential to comprehensively improve the quality of Sebasa Polri education, with long-term implications for human resource development and increasing the operational effectiveness of the National Police in facing the challenges of globalization.

IV. CONCLUSIONS

The transformation of Sebasa Polri into a learning organization through the U-theory approach provides an overview in improving human resource development, especially teaching staff to face the demands of globalization. Closely related to the rapid development of transnational crime, police personnel are required to be able to coordinate actively and participate with various international organizations, so it is very important that police personnel can master foreign languages as a means of communication.

The U-theory approach provides a relevant conceptual basis for creating a sustainable learning environment that is responsive to global dynamics, thus transforming Sebasa Polri into a learning organization is a crucial strategy for improving Sebasa Polri's effectiveness. By overcoming the existing challenges through integrated policies, sustainable training programs for educators, and in-depth paradigm shift efforts, it is expected that Sebasa Polri can be transformed into superior, adaptive and sustainable learning, which can be oriented towards strengthening the role of Sebasa Polri institutions in preparing Polri human resources to face global challenges.

Some recommendations for Sebasa Polri to prepare human resources focusing on educators include cross-sector collaboration and intensive and sustainable international collaboration with language higher education institutions, as well as international organizations such as INTERPOL and ASEANAPOL. Continuous training programs that are interdisciplinary in orientation and integrate relevant comprehensive and innovative theories. Curriculum transformation at Sebasa Polri that is flexible and supported by strengthened policies from the leadership.

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