



Challenges in Teaching IELTS for Police Academy Graduates at Police Language School

Firza Garuda¹, Zulfa Sakhiyya²

^{1,2}Pendidikan Bahasa Inggris, Universitas Negeri Semarang, Semarang, Jawa Tengah

Corresponding E-Mail: frzagrd99@gmail.com

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Abstract

This qualitative case study examines the pedagogical challenges faced within the International English Language Testing System (IELTS) preparation program at the Police Language School (Sebasa), with a specific focus on the instruction of Police Academy graduates. Data were collected through semi-structured interviews and classroom observations involving eight instructors, comprising two representatives from each of the IELTS modules (Listening, Reading, Writing, and Speaking). The thematic analysis reveals that the primary challenge is a "motivational deficit" stemming from the clash between the students' regimented, command-based training background and the critical thinking demands of the IELTS exam. While the graduates often display passive behavior and "clique" isolation, findings indicate that Direct Instruction remains the dominant pedagogical approach as a pragmatic adaptation to the students' hierarchical culture. To mitigate disengagement, instructors utilize hybrid strategies, including gamification and English for Specific Purposes (ESP) contextualization, to bridge the relevance gap. The study concludes that effective instruction in this paramilitary context requires a pedagogical balance that respects military discipline while scaffolding the autonomy necessary for academic proficiency.

Keywords: *IELTS, Police Academy, Teaching*

Introduction

The International English Language Testing System (IELTS) is recognized globally as a high-stakes examination for academic admission, immigration, and professional development (Fitria, 2024). As an advanced-level English proficiency test, IELTS presents significant challenges, requiring learners to master not only linguistic skills but also critical thinking and time management. While the difficulties of teaching IELTS in general academic contexts are well-documented, the specific demands of instructing learners within high-stakes vocational environments, such

as law enforcement, remain under-researched.

In the context of the Indonesian National Police (POLRI), English proficiency is a strategic necessity for supporting international functions, including assisting foreign nationals, participating in international cooperation, conducting law enforcement training, and engaging in intelligence work (Subiyanto et al., 2017). Consequently, Sebasa Polri (Sekolah Bahasa), as the designated language school of the Indonesian National Police, is tasked with equipping police personnel with the necessary English proficiency to operate effectively in these international domains (Margana et al., 2019).

This study specifically focuses on Police Academy graduates who are officers who have completed a rigorous four-year paramilitary education, as they prepare for the IELTS exam. Police officers in English education programs exemplify adult learners who face common challenges such as returning to formal education after extended breaks and managing anxiety in mixed-age classrooms (Schnell-Peskin et al., 2023). Despite these challenges, their substantial field experience and deliberate motivation often lead to a focused and pragmatic approach to language learning, which can contribute positively to the success of such programs (Alhuqbani, 2014).

However, the context of English education within a police training environment presents distinct obstacles. The rigid, hierarchical, and militarized culture of police institutions often prioritizes operational readiness and command structures over English instruction (Manurung et al., 2021). This setting can contribute to low motivation among trainees, as language learning is not always considered essential to their professional development. Furthermore, the institutional emphasis on discipline and obedience may hinder the development of creative and critical thinking skills necessary for successful language acquisition. Tailoring English instruction within such an environment requires approaches that not only consider general adult learning principles but also address the unique cultural constraints of police organisations (Putri et al., 2022).

While existing research has examined English language challenges in general academic settings, relatively little has been written about language instruction within military or police institutions. Most studies focus on conventional classroom settings, leaving a gap in understanding how English education unfolds in rigidly structured, high-pressure professional environments. In police or military contexts, the focus often rests on top-down initiatives or project-based interventions led by external trainers (Okhrimenko et al., 2024) or on addressing narrow skill deficits identified by institutional needs (Nugraha, 2024). These studies seldom explore how teachers navigate classroom-level challenges such as learner demotivation, time constraints, and instructional adaptation for exam preparation. Theoretical discussions on adult learning and differentiated instruction have also rarely been applied to the context of IELTS preparation for police trainees.

This study responds to that gap by prioritising the experiences of IELTS instructors at Sebasa Polri. Based on the issues arising from low motivation and inconsistent engagement among Police Academy graduates, this study seeks to investigate three core areas: (1) the teaching methods applied by instructors when teaching Police Academy graduates; (2) the challenges associated with these teaching methods during the IELTS preparation class; and (3) the adaptive strategies instructors employ to overcome these difficulties. Unlike previous research that focuses on general adult or military learners, the novelty of this study lies in its focus on teacher-centred experiences within a structured IELTS program for Indonesian police officers, offering new insights into pedagogical adaptation, motivation barriers, and differentiated instruction in law enforcement language education.

Method

This study employed a qualitative research design, specifically utilizing a case study approach, to investigate the pedagogical strategies and instructional challenges within the IELTS preparation program at the Police Language School (Sebasa Lemdiklat Polri). The qualitative approach was selected as it allows for a holistic understanding of the complex social interactions and specific institutional dynamics that influence language learning in a paramilitary environment. The research was conducted at the Police Language School, a specialized training facility that initiated its IELTS preparation program in 2019. This program was designed with the strategic objective of enhancing the English proficiency of police officers—specifically Police Academy graduates—to facilitate their eligibility for overseas scholarship programs and international assignments.

The participants for this study were selected from the faculty of the Police Language School. The total population of the instructional unit comprises sixteen English teachers, representing a diverse workforce of active-duty Police Officers and Civil Servants (Pegawai Negeri Sipil). These instructors are operationally organized into four specialized teams, each dedicated to one of the core language skills, namely Listening, Reading, Writing, and Speaking. From this broader population, a purposive sample of eight participants was selected to ensure the depth and reliability of the data.

The sampling strategy was governed by strict inclusion criteria to guarantee that the participants possessed the necessary experience and competence to provide valid insights. Specifically, the participants were required to be historical members of the inaugural IELTS teaching team formed in 2019 and must have remained actively engaged in instruction up to the present day. This criterion ensured that the instructors possessed a comprehensive understanding of the program's evolution and long-term challenges.

Furthermore, the participants were required to hold an IELTS certification with a minimum Band Score of 7.0 or an equivalent proficiency level to ensure that the challenges identified were pedagogical in nature rather than stemming from the instructor's lack of content knowledge. The final sample consisted of two

representatives from each of the four language skill divisions, ensuring that the data reflected the unique challenges inherent to each module of the IELTS test.

To achieve data triangulation and a comprehensive understanding of the research problem, this study utilized two primary data collection instruments: non-participant classroom observations and in-depth semi-structured interviews. The classroom observation was conducted first to obtain objective, real-time data on the teaching and learning process. The researcher adopted the role of a non-participant observer to minimize interference with the natural classroom dynamics. Observations were guided by a specific protocol adapted from Westwood's (2008) theoretical framework, focusing on the dichotomy between Teacher-Centered Learning (TCL) and Student-Centered Learning (SCL).

During these sessions, the researcher meticulously documented the progression of tasks and the allocation of time between instruction and practice, the instructional methods employed, and the behavioral responses of the Police Academy graduates, including their level of engagement, body language, and interaction patterns with peers and instructors. Extensive field notes were taken to capture nuances that a standard checklist might miss, such as the specific atmosphere of the class or spontaneous interactions that highlighted the hierarchical culture of the students.

Following the observations, semi-structured interviews were conducted with the eight selected instructors. This method was chosen to probe deeper into the reasoning behind the observed behaviors and to explore the instructors' internal perceptions of their challenges. The interview guideline was designed with open-ended core questions that allowed for flexible follow-up inquiries. The dialogue focused on three main areas: the specific teaching methods used for Police Academy graduates, the perceived barriers including motivational, institutional, and cognitive factors, and the adaptive strategies employed to overcome these barriers. All interviews were audio-recorded with the participants' consent to ensure accuracy in transcription and analysis.

The data collected was analysed using a rigorous thematic analysis approach, which involved a systematic process of identifying, analysing, and reporting patterns within the data. The analysis proceeded through several distinct stages, beginning with the verbatim transcription of audio recordings. The researcher engaged in repeated reading of these transcripts alongside the observation field notes to achieve immersion in the data.

Subsequently, initial codes were generated from the raw data by identifying specific phrases or behaviours relevant to the research questions, such as "lack of motivation," "discipline issues," "clique behaviour," and "time pressure." These codes were then organized into broader thematic categories. For instance, codes related to students sleeping in class or refusing to speak were grouped under the theme of motivational and attitudinal barriers, while codes related to the use of games or specific materials were grouped under adaptive instructional strategies. The

potential themes were reviewed to ensure they accurately represented the dataset, overlapping themes were merged, and the final themes were woven into a coherent narrative supported by direct excerpts from the interviews and specific instances from the observation notes.

To ensure the validity and credibility of the findings, this study employed investigator triangulation and expert validation. The research instruments, including the interview guide and observation checklist, as well as the initial findings, were validated by an external expert. The validator selected for this study was a subject matter expert from the Police Science College (Sekolah Tinggi Ilmu Kepolisian - STIK). This specific choice of validator was crucial, as their expertise in both police education and academic research provided a necessary context-sensitive critique, ensuring that the interpretation of the data regarding police culture was accurate, unbiased, and theoretically sound.

Results

The Teaching Method of English Instructors in Teaching Police Academy Graduates on IELTS Preparation Class

In advanced language education for specific professions like IELTS preparation at the Police Language School, English instructors play a crucial role in enhancing English proficiency tailored to the needs of Police Academy graduates.

Listening classes showcase this adaptability, with instructors using motivational strategies and theme-based lessons to connect language skills to police-related scenarios. Interactive learning, including games and collaborative activities, fosters engagement and teamwork among students, helping to alleviate anxiety.

Speaking classes adopt a task-based learning approach, promoting active participation through real-world tasks essential for police graduates. Engaging activities, such as debates and games, create a lively atmosphere that enhances fluency and communication skills.

In writing and reading classes, instructors emphasize independent learning and interactive strategies, such as integrating online resources and vocabulary games to improve skills and foster collaboration.

A consistent theme is the instructors' responsiveness to diverse learning needs, offering differentiated instruction while maintaining a cohesive environment.

Overall, these innovative teaching methods prepare students for success in the IELTS examination while equipping them with necessary language skills for law enforcement careers. Future research could examine the impact of these strategies on students' IELTS outcomes and professional readiness.

The Challenges of The English Instructors' Teaching Method in Teaching Police Academy Graduates on IELTS Preparation Class

Teaching the International English Language Testing System (IELTS) to Police Academy graduates presents unique challenges, particularly regarding student motivation, which tends to be low. Many graduates lack awareness about the

importance of English proficiency, leading to apathetic attitudes in listening classes, despite instructors' efforts to engage them through interactive activities.

Feedback from student questionnaires often has little impact on teaching methods because students struggle to express their learning needs. This disconnects hampers effective adjustments to instructional practices.

In speaking classes, social barriers further complicate learning, as students often group according to their previous academic affiliations, limiting interactions and collaborative opportunities. While some students actively seek additional lessons, the atmosphere remains challenging due to varying motivation and participation levels.

In the writing and reading modules, instructors face issues with mixed abilities and passive attitudes toward learning. Although some students engage with online resources, others display minimal effort. A hierarchical mindset from policing backgrounds can hinder the open communication required for effective language learning.

Furthermore, there is a significant gap in utilizing feedback, as students are often reluctant to provide constructive criticism, which limits instructors' responsiveness. These challenges highlight deeper issues related to learner mindsets, institutional culture, and the perceived value of English education.

Targeted interventions are necessary to boost motivation, enhance student engagement, and create a collaborative learning environment. Instructors must adapt their methodologies to better meet the needs of Police Academy graduates, ultimately improving IELTS preparation outcomes. Further research can explore practical strategies for overcoming these challenges.

The Solutions of The English Instructors' Challenges in Teaching Police Academy Graduates in IELTS Preparation Class

Instructors employed various strategies to address the challenges of low motivation and engagement among Police Academy graduates. A common approach was task-based learning, which allowed students to practice language skills in real-world contexts. Speaking classes included role-plays, debates, and games like "Truth or Dare" and "20 Questions" to foster interaction and reduce classroom monotony. These activities were designed to appeal to adult learners' need for practical application, creating a more engaging environment that encouraged participation from otherwise reluctant students.

Teachers also adjusted their instructional style and materials based on the composition and behaviour of each class. For example, some instructors emphasized structured and consistent classroom management, while others adapted their tone and energy levels to align with student responsiveness. Flexibility was essential; teachers modified lesson pacing, introduced kinesthetic activities, and selected topics more relevant to students' professional backgrounds, such as police work or law enforcement themes, to increase relevance and interest. Additionally, some

teachers promoted independent learning by recommending online resources for writing and reading, giving students more control over their progress.

Despite institutional limitations, instructors sought better resource sharing and team coordination to enhance lesson quality and coherence. Many observed that student requests for additional lessons or practice materials indicated an opportunity to re-engage learners. These proactive responses demonstrated that, while student motivation remained a challenge, consistent pedagogical innovation and adaptation and an understanding of the learners' social and professional contexts could help mitigate difficulties and foster a more supportive and effective learning environment.

Discussion

Discussion on Teaching Methods of English Instructors in Teaching Police Academy Graduates on IELTS Preparation Class at Police Language School

This study reveals that the pedagogical landscape at the Police Language School is defined by a distinct tension between the communicative demands of the IELTS examination and the regimented, hierarchical culture of Police Academy graduates. The discussion herein interprets the findings through the lenses of instructional theory, andragogy, and sociology, highlighting that the challenges faced by instructors are not merely linguistic but deeply rooted in the institutional habitus of the learners.

The overarching finding indicates that Direct Instruction serves as the foundational pedagogical strategy across all four language skills: Listening, Speaking, Reading, and Writing. While contemporary English Language Teaching (ELT) paradigms often favour communicative and student-centered approaches, the instructors in this context predominantly utilize teacher-centered methods. This choice is not an indication of pedagogical stagnation but rather a pragmatic adaptation to the specific learning disposition of the students.

As Westwood (2008) argues, direct instruction is highly effective when the objective is to disseminate structured, information to learners who thrive in disciplined environments. Police Academy graduates, having been conditioned in a "command-and-control" training system, possess a learning habitus that prioritizes structure, clear chains of command, and explicit guidance. Consequently, instructors intuitively adopt Direct Instruction because it mirrors the hierarchical communication style the graduates respect, providing a sense of familiarity amidst the unfamiliar academic challenges of IELTS.

In the specific context of the Writing and Listening modules, the reliance on Direct Instruction is further justified by the cognitive distance between police reporting and academic argumentation. The findings show that graduates often struggle to transition from the factual, chronological nature of police reports to the abstract, argumentative structure required by IELTS Task 2. Instructors act as the primary source of knowledge, breaking down essay structures into formulaic

"Standard Operating Procedures" (SOPs) that learners can memorize.

This aligns with the observations of Bloshchynskyi et al. (2021) in military contexts, who noted that uniformed personnel often struggle with the ambiguity of constructivist learning and prefer clear, step-by-step protocols. By utilizing lectures and guided practice, instructors at the Police Language School are effectively "scaffolding" the academic requirements, reducing the cognitive load for students who may lack the metacognitive strategies for independent academic writing. However, this creates a pedagogical paradox: while Direct Instruction maintains classroom order and confidence in the short term, it may potentially inhibit the development of learner autonomy and critical thinking skills, which are essential for achieving high band scores in IELTS. The reluctance to move toward fully student-centered learning is a rational response to the high-stakes nature of the exam and the short duration of the course, where efficiency often takes precedence over exploration.

While Direct Instruction addresses the cognitive needs of the learners, the study identified that motivation remains the most significant psycho-social barrier. The findings confirm that motivation among Police Academy graduates is fragile and highly contingent on perceived relevance. Analysing this through Knowles' (2020) principles of Andragogy, adult learners are motivated by the "need to know" and the immediate applicability of knowledge.

A critical contradiction emerged in the findings: while the institution (Polri) views English as a strategic necessity for international cooperation, the individual officers often view it as a bureaucratic hurdle divorced from their daily operational realities. This disconnect creates a "motivational deficit." Instructors reported that students frequently questioned the utility of academic reading passages or abstract speaking topics, leading to disengagement.

This phenomenon supports Vroom's Expectancy Theory (1995), specifically the concept of valence; because the graduates do not value the intrinsic outcome of "learning English" as much as the extrinsic reward of "passing the test" or "getting a promotion," their engagement drops whenever the material feels irrelevant to their police identity. This suggests that the curriculum's general academic focus fails to trigger the internal drive of these specific adult learners, who are pragmatically oriented toward professional utility.

Discussion on Teaching Challenges in Teaching Police Academy Graduates in IELTS Preparation Class at Police Language School

Furthermore, the "clique mentality" observed among the graduates presents a unique sociological challenge that distinguishes this context from general academic settings. The findings revealed that graduates tended to isolate themselves with peers from the same Academy batch, creating a barrier to communicative practice. In civilian classrooms, peer interaction is usually a facilitator of learning; however, in this paramilitary context, the strong Esprit de Corps creates a fear of "losing face" in

front of subordinates or peers.

This aligns with Manurung et al.'s (2021) analysis of hierarchical cultures, where maintaining authority is paramount. The reluctance to speak English in front of peers—interpreted by instructors as laziness or shyness—is more accurately understood as a protective social behavior. The fear of making grammatical errors undermines the officer's projected image of competence. This "affective filter" is much higher than in general adult classrooms, forcing instructors to carefully manage group dynamics. The finding that games and "ice-breaking" activities where successful strategies are significant; these activities serve not just as entertainment, but as a mechanism to temporarily suspend the rigid social hierarchy, creating a "safe space" where mistakes are permissible and the rank structure is momentarily blurred.

To navigate these structural and psychological barriers, the findings highlight that instructors function as "adaptive practitioners," employing a hybrid pedagogy that blends rigid structure with covert engagement strategies. The most effective solution identified was the contextualization of learning materials, essentially applying an English for Specific Purposes (ESP) approach within the IELTS framework. When instructors replaced generic IELTS topics with law enforcement themes such as Interpol reports, peacekeeping scenarios, or crime statistic, engagement levels rose significantly.

This validates the theoretical assertions of Waluyo (2024), who argues that for vocational learners, material relevance is the key to unlocking motivation. By bridging the gap between the students' professional identity and the target language, instructors successfully transformed the "foreign" academic task into a familiar professional task. This adaptive strategy highlights a crucial implication for ESP theory: in high-stakes testing preparation for specific professional groups, the content of the practice material is as important as the instructional method. The strict adherence to generic IELTS preparation books may be counterproductive for this demographic, as it fails to leverage their substantial professional knowledge.

However, the study also reveals a significant systemic limitation: the inconsistency of instructional strategies. While individual instructors demonstrated creativity in adapting to student needs—using gamification, localized topics, and personal counseling—these adaptations were often idiosyncratic rather than institutionalized. The lack of a standardized, police-specific IELTS curriculum means that the quality of instruction depends heavily on the individual teacher's ability to "read the room" and innovate on the fly.

This inconsistency is exacerbated by the diverse proficiency levels within the classes. The mixture of high-proficiency and low-proficiency graduates in the same cohort, often grouped by rank rather than ability, hinders the effectiveness of differentiated instruction. As noted by Williams (2023), differentiation is difficult to implement in standards-based environments without structural support. In the Police Language School, the pressure to move the entire cohort through the same syllabus at the same pace results in advanced students being under-challenged and

weaker students being overwhelmed, further fueling the motivational crisis.

Critically, the findings challenge the assumption that high-discipline environments automatically lead to high study discipline. Paradoxically, the graduates' background in a highly disciplined, physical training environment (Akpol) contributed to passivity in the cognitive classroom environment. The study found that students accustomed to physical activity and obedience struggled with the sedentary, autonomous nature of language study.

This contradicts the common perception that military-style discipline translates easily to academic rigor. Instead, it suggests that "obedience" and "autonomy" are opposing forces in the language acquisition process. The instructors' struggle to foster critical thinking in the Writing module is a direct result of the "doctrinal mindset" identified in the interviews. Officers trained to follow Standard Operating Procedures (SOPs) without question often find it challenging to engage in the critical analysis and opinion formation required for IELTS Task 2. This implies that language education for police forces cannot simply be an "add-on" to technical training; it requires a fundamental pedagogical shift that explicitly teaches officers how to switch between their "operational mode" (following orders) and their "academic mode" (critical thinking).

Discussion on How English Instructors Overcome Their Teaching Challenges in IELTS Preparation Class

The practical implications of this study extend to instructors, administrators, and policymakers involved in law enforcement education. For instructors, the findings suggest that a "scaffolded autonomy" approach is necessary. Teachers should begin with the Direct Instruction familiar to the students to build confidence and establish credibility, then systematically introduce student-centered activities to bridge the gap toward the critical thinking required for the exam. Purely communicative approaches are likely to fail due to cultural resistance, while purely lecture-based approaches fail to build proficiency.

For administrators, the study underscores the urgent need for a placement system based on proficiency rather than rank or batch year. Grouping students by ability would allow for more targeted instruction and reduce the anxiety associated with mixed-level performance in a hierarchical setting. Furthermore, policymakers should consider the development of a specialized "Police IELTS" curriculum that formally integrates law enforcement themes into the preparatory materials, thereby institutionalizing the ESP strategies that are currently applied only informally by individual teachers.

This study makes a modest but specific contribution to the theory of English for Specific Purposes (ESP) by highlighting the role of institutional habitus in language learning. Existing ESP literature often focuses on needs analysis and vocabulary; this research suggests that for uniformed professions, the sociological structure of the learner group is a defining variable that dictates method selection.

The "clique" behavior and the "doctrinal mindset" are not merely classroom management issues but are integral to the professional identity of the learner. Therefore, ESP for police is not just about teaching "police vocabulary," but about navigating the "police culture" of learning. Future research should investigate whether these findings hold true for other uniformed services, such as the military or fire services, to determine if this "pedagogical friction" is a universal characteristic of hierarchical organizations.

In summary, the challenges in teaching IELTS to Police Academy graduates are a complex interplay of mismatched expectations: the exam demands autonomy and critique, while the learners' training emphasizes obedience and conformity. The dominance of Direct Instruction is a symptom of this clash, acting as a bridge between the two worlds. While instructors have developed successful coping strategies through gamification and contextualization, a sustainable solution requires a curricular overhaul that recognizes the unique andragogical profile of the police officer. By validating their professional identity while explicitly training the cognitive flexibility needed for the exam, the Police Language School can transform the IELTS preparation program from a bureaucratic obligation into a meaningful component of professional development. The success of such a program lies not in forcing the officer to become a typical student, but in adapting the pedagogy to respect the officer while teaching the student.

Conclusion

This study concludes that the teaching methodology employed by English instructors at the Police Language School is fundamentally a negotiation between pedagogical ideals and cultural realities. The research identifies that instructors predominantly utilize Direct Instruction, a teacher-centred method that mirrors the militarized instructional style familiar to Police Academy graduates. The prevalence of direct lectures is not merely a pedagogical preference, but a pragmatic response to the learners' institutional habitus.

Having been conditioned in a regimented training environment, these graduates prioritize structure and explicit command chains. While this alignment ensures the efficient delivery of complex IELTS protocols, it simultaneously creates a pedagogical friction, limiting the opportunities for learner autonomy and spontaneous collaborative engagement required for higher-level language proficiency.

Significant challenges were also observed in this instructional context, primarily stemming from deep-seated motivational deficits and sociological barriers. Police Academy graduates often demonstrate low motivation across all IELTS components, particularly in listening and speaking, where rigid learning habits and strong "clique" isolation hinder the risk-taking necessary for interactive learning. Learners frequently perceive the IELTS course as a bureaucratic obligation rather than a professional opportunity, which significantly reduces active classroom participation. Moreover, the disparity in proficiency levels and the disconnect

between the academic nature of the test and the operational nature of police work make applying a uniform teaching strategy ineffective, as the "one-size-fits-all" approach fails to address individual learning gaps.

In response to these constraints, instructors function as reflective practitioners, implementing adaptive strategies to bridge the gap between the rigid students and the flexible requirements of the exam. These strategies include Game-Based Learning and English for Specific Purposes (ESP) techniques, such as integrating real-life policing themes (e.g., Interpol reports) to artificially inject relevance and combat boredom. The findings suggest that while the institution relies on direct lecture, successful instruction requires a "balancing act" between training and education. Ultimately, blending structured teaching with adaptive, learner-centred approaches offers the most viable path to enhance motivation, transitioning officers from a mindset of passive obedience to the critical autonomy required for academic success abroad.

Based on the findings and conclusions of this study, several strategic recommendations are proposed to enhance the effectiveness of IELTS instruction for Police Academy graduates.

For the Police Language School, the institution is strongly advised to move beyond a "one-size-fits-all" General English curriculum and formally integrate English for Specific Purposes (ESP) elements into the IELTS syllabus. Since motivation is heavily linked to professional relevance, the inclusion of law enforcement-related materials, such as peacekeeping scenarios or international crime reports, should be institutionalized rather than left to individual instructor discretion.

Furthermore, to address the challenge of mixed-ability classrooms, it is recommended that the institution implement a rigorous placement test system that groups students based on actual proficiency levels rather than their police rank or Academy batch. This would allow for more targeted differentiated instruction and prevent the advanced learners from being under-challenged while weaker students are overwhelmed. Finally, the establishment of a formal, anonymous student feedback mechanism is crucial to identify learning gaps early, moving away from the current reliance on informal "mood reading" by instructors.

For English Instructors, we are encouraged to adopt a pedagogy of "scaffolded autonomy." Recognizing that Police Academy graduates are conditioned to follow commands, instructors should not force immediate open-ended autonomy, which may cause anxiety. Instead, teaching should begin with the structured Direct Instruction familiar to the students, building confidence, before systematically releasing responsibility through guided practice and eventually independent tasks. Additionally, instructors must actively manage the social dynamics of the classroom by mandating mixed-group activities. Deliberately separating graduates from their specific Academy "cliques" during group work is essential to foster inclusive participation and promote the communicative practice of English, breaking the cycle

of peer dependency and isolation.

For Future Researchers, this study opens several critical pathways for further academic inquiry. Future researchers are encouraged to employ quantitative or mixed method designs to statistically correlate specific teaching styles (Direct vs. Communicative) with students' actual IELTS band scores, moving beyond perceived effectiveness to measured impact. Additionally, longitudinal studies tracking Police Academy graduates from their IELTS preparation through to their actual overseas postgraduate studies would provide invaluable insight.

Such research could determine whether the "strategies" learned in the preparation class successfully translate to academic survival in foreign universities, or if the "institutional habitus" continues to hinder their integration. Finally, comparative studies between Police Academy graduates and officers from other divisions (such as *Brimob* or general duty) would help isolate whether the resistance to student-centered learning is a general police trait or specific to the Academy's training culture.

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