

# Language Training Management for Developing Intercultural Communicative Competence in Police Education: A Systematic Review Following PRISMA Guidelines

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## ABSTRAK

Globalisasi telah meningkatkan tuntutan komunikasi lintas budaya dalam konteks pendidikan dan pelatihan profesional, termasuk pendidikan kepolisian. Aparat kepolisian tidak hanya dituntut menguasai bahasa asing, tetapi juga memiliki kompetensi komunikasi interkultural (Intercultural Communicative Competence/ICC) yang mencakup pengetahuan, sikap, keterampilan, dan kesadaran budaya. Namun, berbagai studi menunjukkan bahwa pelatihan bahasa di lembaga profesional masih berorientasi pada aspek linguistik dan belum terintegrasi secara sistematis dengan pengembangan ICC. Penelitian ini bertujuan untuk mengkaji secara sistematis bagaimana manajemen pelatihan bahasa dikonseptualisasikan dalam mendukung pengembangan ICC pada pendidikan kepolisian dan pendidikan profesional. Metode yang digunakan adalah systematic literature review dengan mengikuti pedoman PRISMA 2020. Sebanyak 54 artikel ilmiah yang diterbitkan pada periode 2010–2025 dianalisis secara tematik. Hasil kajian menunjukkan adanya kesenjangan antara teori ICC dan praktik manajemen pelatihan bahasa, terutama dalam aspek perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menegaskan perlunya integrasi ICC sebagai kompetensi yang dikelola secara sistematis dalam manajemen pelatihan bahasa.

**Kata kunci:** Kompetensi Komunikasi Interkultural, Manajemen Pelatihan Bahasa, Pendidikan Kepolisian, Systematic Literature Review, PRISMA

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## ABSTRACT

Globalization has intensified intercultural communication demands in professional education, including police training. Police personnel are required not only to master foreign languages but also to develop Intercultural Communicative Competence (ICC), which encompasses knowledge, attitudes, skills, and cultural awareness. However, existing studies indicate that language training in professional institutions remains largely linguistics-oriented and insufficiently integrated with ICC development. This study aims to systematically examine how language training management has been conceptualized to support the development of ICC in police and professional education contexts. A systematic literature review was conducted following the PRISMA 2020 guidelines. A total of 54 peer-reviewed studies published between 2010 and 2025 were analyzed using thematic synthesis. The findings reveal a persistent gap between ICC theoretical frameworks and language training management practices, particularly in planning, implementation, and evaluation processes. This review highlights the need to reconceptualize language training management as a strategic mechanism for fostering intercultural communicative competence in professional and police education.

**Keywords:** Intercultural Communicative Competence, Language Training Management, Police Education, Systematic Literature Review, PRISMA

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## 1. INTRODUCTION

Globalization has fundamentally reshaped the nature of professional interaction across sectors, including education, security, and law enforcement. Police institutions are no longer confined to domestic operational contexts; instead, they are increasingly engaged in international cooperation, peacekeeping missions, transnational crime prevention, and diplomatic policing. These developments require police personnel to interact effectively with individuals and institutions from diverse cultural, linguistic, and social backgrounds. Consequently, intercultural communicative competence (ICC) has emerged as a strategic capability that extends beyond linguistic proficiency and encompasses cultural

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awareness, adaptive behavior, and ethical communication in multicultural settings (Khotimah et al., 2024; Puspita & Rahayu, 2025).

Intercultural communicative competence is commonly defined as the ability to communicate effectively and appropriately in intercultural situations based on one's attitudes, knowledge, skills, and critical cultural awareness (Byram, 1997; Deardorff, 2006). In language education, ICC integrates cognitive dimensions (cultural knowledge), affective dimensions (openness, respect, and empathy), and behavioral dimensions (interaction skills and adaptability) (Akhmad et al., 2024; Marta et al., 2025). Research has consistently shown that individuals with high linguistic competence but limited intercultural awareness often experience communication breakdowns, misunderstandings, and relational tensions in multicultural environments (Fantini, 2020; Ellia et al., 2024). This challenge is particularly salient in police education, where communication failures may have legal, ethical, and diplomatic consequences.

Despite the growing recognition of ICC as a critical professional competence, language training programs in many institutional contexts remain predominantly linguistics-oriented. Empirical studies indicate that language training often prioritizes grammar mastery, vocabulary acquisition, and standardized testing, while intercultural dimensions are treated as peripheral or implicit learning outcomes (Oktaviani et al., 2025; Sapendi, 2015). In professional training environments such as police academies and security institutions, this tendency is further reinforced by rigid curricula, hierarchical organizational structures, and time-bound training schedules. As a result, training graduates may demonstrate acceptable levels of linguistic accuracy but lack the ability to interpret cultural cues, adjust communication styles, or respond sensitively in intercultural interactions.

This gap between language training and ICC development is not merely pedagogical but also managerial in nature. Existing literature on language training management primarily focuses on administrative efficiency, curriculum planning, instructor deployment, and evaluation systems based on cognitive outcomes (Padlurrahman, 2009; Sukma, 2025). Conversely, studies on intercultural communicative competence emphasize experiential learning, reflective practices, and social interaction but rarely address how these elements can be systematically embedded within formal training management cycles (Fantini, 2020; Sibali et al., 2025). Consequently, the two research streams—language training management and ICC—have evolved in parallel rather than in integration.

In the context of police education, this fragmentation becomes more pronounced. Studies conducted within police and government training institutions reveal that intercultural competence is often assumed to develop naturally through exposure or overseas assignments rather than through structured training design and evaluation (Sukemi et al., 2024; Gani et al., 2023). Preliminary findings from training institutions such as Sekolah Bahasa Polri demonstrate that existing language programs still emphasize cognitive achievement, with limited attention to affective and behavioral dimensions of communication. Evaluation mechanisms tend to assess grammatical knowledge and reading comprehension, while indicators related to cultural sensitivity, interactional adaptability, and critical cultural awareness remain underdeveloped.

Previous research has acknowledged the importance of integrating intercultural perspectives into language education; however, most studies stop at the instructional or curricular level. Literature reviews on ICC in specialized domains, such as maritime English or multinational workplaces, highlight the need for holistic approaches but do not explicitly address how training management systems can operationalize ICC as a measurable and sustainable learning outcome (Yustika & Aisyah, 2025; Sibali et al., 2025). Similarly, research on training management models—often grounded in Total Quality Management (TQM) or instructional design frameworks—rarely incorporates intercultural competence as a core objective of training effectiveness (Widiyanah & Haq, 2022; Meiyana & Susanti, 2023).

These limitations indicate a clear research gap at the intersection of language training management and intercultural communicative competence, particularly within professional and police education contexts. While the importance of ICC is well established, there is limited systematic evidence on how training management processes—planning, implementation, and evaluation—can be aligned to support its development. Moreover, existing studies are scattered across disciplines and lack synthesis, making it difficult for training institutions to adopt evidence-based strategies for ICC-oriented language training.

To address this gap, a systematic synthesis of existing literature is required to map how language training management has been conceptualized in relation to ICC development, identify

dominant patterns and shortcomings, and highlight directions for future model development. Therefore, this study is guided by the following research question: How does existing literature conceptualize language training management in supporting the development of intercultural communicative competence in police and professional education?. This systematic review aims to synthesize existing studies to identify how language training management supports the development of intercultural communicative competence in police and professional education.

**2. METHOD**

This study employed a Systematic Literature Review (SLR) to synthesize existing research on language training management and its role in developing Intercultural Communicative Competence (ICC) in police and professional education. A systematic approach was selected to ensure transparency, replicability, and methodological rigor in identifying, screening, and analyzing relevant studies. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines, which provide a standardized framework for reporting systematic reviews in education and social sciences. The SLR design was considered appropriate for this study because existing research on language training management and ICC remains fragmented across disciplines, including education, applied linguistics, and professional training. By applying PRISMA 2020, this review systematically integrates dispersed findings into a coherent analytical framework, allowing for the identification of dominant themes, research gaps, and conceptual patterns relevant to police education contexts.

To ensure comprehensive coverage and academic credibility, the literature search was conducted using four major academic databases:

- a. Scopus, selected for its extensive indexing of international peer-reviewed journals;
- b. Web of Science (WoS), used to capture high-impact and multidisciplinary studies;
- c. ERIC (Education Resources Information Center), included to retrieve education-focused research related to training and curriculum development;
- d. Google Scholar, used as a complementary source to capture relevant conference proceedings and institutional studies not indexed in Scopus or WoS.

The search was limited to publications released between 2010 and 2025, reflecting the period in which ICC and language training management gained significant scholarly attention in professional education contexts. A structured search strategy was applied consistently across all databases. Boolean operators and keyword combinations were adapted to each database’s search syntax. The primary search terms included: “language training management”; “intercultural communicative competence”; “intercultural communication”; “police education”; “professional language training”; “training management model”.

These keywords were combined using operators such as AND and OR to ensure the retrieval of studies addressing both management and intercultural dimensions. Title, abstract, and keyword fields were prioritized during the search process to enhance relevance and reduce retrieval of unrelated linguistic or purely theoretical studies. To maintain focus and analytical consistency, explicit inclusion and exclusion criteria were established prior to the screening process. These criteria guided the selection of studies for full-text review and final synthesis.

**Table 1. Inclusion and Exclusion Criteria**

<b>Criteria Type</b>	<b>Description</b>
<b>Inclusion</b>	Peer-reviewed journal articles, conference papers, or dissertations
	Published between 2010–2025
	Focus on language training, training management, or ICC
	Conducted in educational, professional, or police training contexts
<b>Exclusion</b>	Opinion papers or editorials
	Studies focusing solely on linguistics without intercultural dimensions
	Articles lacking methodological clarity or full-text access

The study selection followed the four-stage PRISMA 2020 process: identification, screening, eligibility, and inclusion. Initially, a total of 500 records were identified from all databases. After removing duplicate records, titles and abstracts were screened to exclude studies unrelated to language training management or ICC. Full-text assessment was then conducted to ensure conceptual and

methodological relevance. A total of 54 studies met all inclusion criteria and were included in the final qualitative synthesis. The complete selection process is illustrated in Figure 1, which presents the PRISMA 2020 flow diagram summarizing the number of records at each stage of the review.

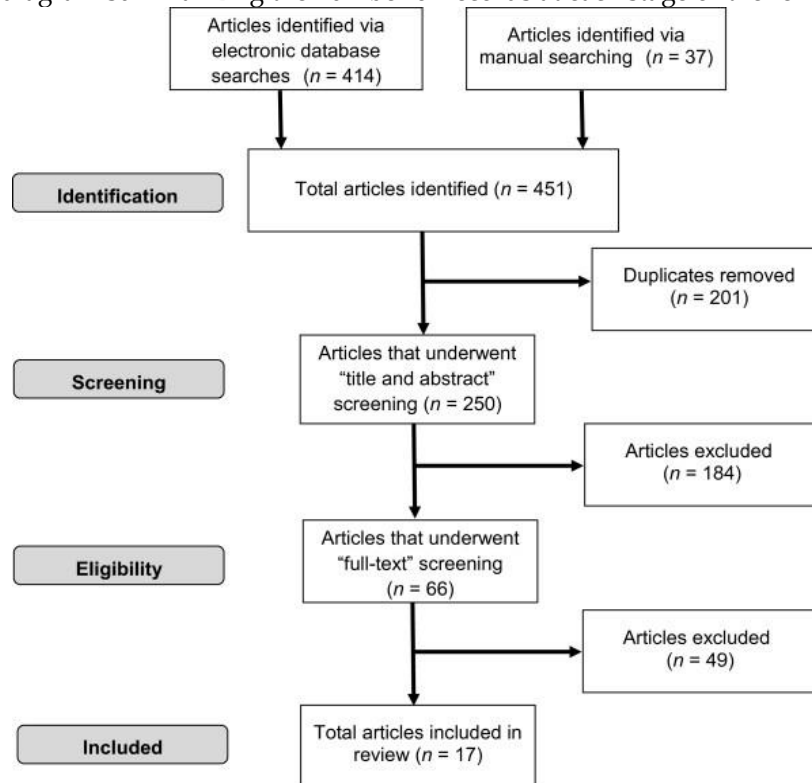


Figure 1. PRISMA 2020 Flow Diagram of Study Selection

The PRISMA-guided selection process enhances the methodological credibility of this review by demonstrating systematic decision-making at each stage and minimizing selection bias. This structured approach provides a robust foundation for the thematic analysis and discussion presented in subsequent sections.

### 3. RESULT AND DISCUSSION

#### Result

Based on the PRISMA-guided selection process, a total of 54 studies were included in the final qualitative synthesis. These studies span diverse disciplinary backgrounds, including language education, training management, intercultural communication, and professional education, with a smaller but significant subset focusing on police and government training institutions. Thematic analysis revealed three dominant themes that characterize how existing literature conceptualizes language training management in relation to intercultural communicative competence (ICC).

##### a. Language Training Management Orientation

The first theme concerns the orientation of language training management systems. The majority of reviewed studies conceptualize training management primarily as an administrative and instructional process, emphasizing planning, curriculum structure, instructor allocation, and assessment procedures (Padlurrahman, 2009; Sukma, 2025). Training effectiveness is commonly measured through cognitive indicators such as test scores, completion rates, and linguistic proficiency levels.

However, only a limited number of studies explicitly incorporate intercultural objectives into training management cycles. While some research acknowledges the importance of cultural components, these elements are often positioned as supplementary content rather than as core training outcomes. As a result, intercultural competence is rarely operationalized through formal planning documents, learning objectives, or evaluation instruments. This pattern suggests that

language training management remains largely linguistics-centered, with limited alignment to the holistic competency frameworks required for ICC development.

b. Conceptualization of Intercultural Communicative Competence

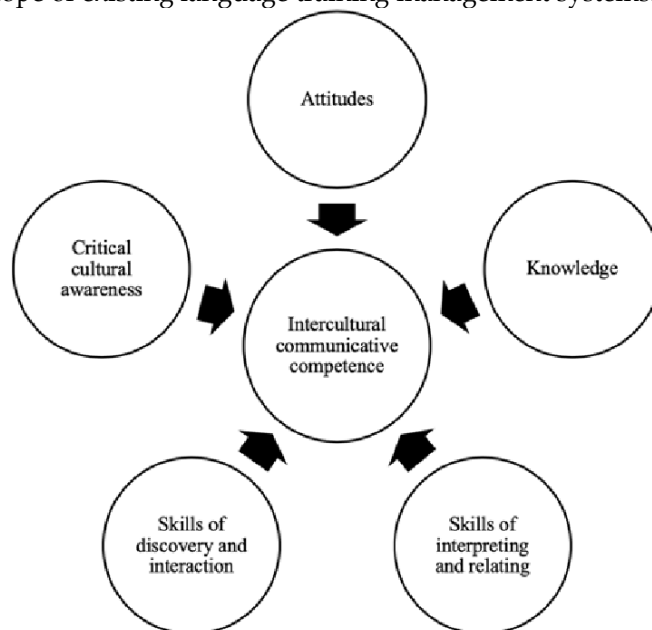
The second theme relates to how ICC is conceptualized within the reviewed literature. Most studies adopt multidimensional frameworks of ICC, emphasizing the integration of cognitive (knowledge), affective (attitudes), and behavioral (skills) dimensions (Byram, 1997; Deardorff, 2006; Fantini, 2020). ICC is consistently portrayed as a dynamic competence developed through experience, reflection, and interaction rather than through formal instruction alone.

Despite this theoretical richness, the literature reveals a gap between ICC conceptual frameworks and their implementation within structured training systems. ICC-oriented studies tend to focus on pedagogical strategies – such as role-play, cultural simulations, and reflective learning – without addressing how these strategies can be systematically managed, monitored, and evaluated within institutional training frameworks. Consequently, ICC is often treated as an implicit learning outcome, dependent on individual learner engagement rather than institutional design.

c. Professional and Police Training Contexts

The third theme highlights findings specific to professional and police education contexts. Studies conducted in police academies, government training centers, and security institutions indicate that language training is typically framed as operational preparation for international assignments, peacekeeping missions, or diplomatic engagement (Sukemi et al., 2024; Gani et al., 2023). Training programs are characterized by rigid schedules, standardized curricula, and hierarchical instructional structures.

Within these contexts, ICC is rarely articulated as a formal training objective. Intercultural competence is often assumed to develop naturally through overseas exposure or field experience rather than through structured training management. Evaluation practices in police language training predominantly assess grammatical accuracy and reading comprehension, with minimal attention to interactional adaptability, cultural sensitivity, or ethical communication behavior. This finding underscores a persistent mismatch between the complex intercultural demands of police work and the limited scope of existing language training management systems.



**Figure 2. complex intercultural demands of police work**

Across the three themes, the results indicate a consistent pattern: language training management and ICC are addressed as separate constructs rather than as an integrated system. While ICC theories emphasize holistic competence development, training management frameworks

continue to prioritize measurable linguistic outcomes. This disconnect is particularly evident in police education, where institutional constraints further limit the integration of intercultural learning into formal training design and evaluation. Overall, the findings demonstrate that existing literature lacks a comprehensive model that explicitly embeds ICC within language training management processes. This gap provides a clear rationale for conceptual integration and supports the need for ICC-oriented training management frameworks tailored to professional and police education contexts.

## **Discussion**

This systematic review reveals a fundamental disconnection between language training management frameworks and intercultural communicative competence (ICC) theories, particularly within professional and police education contexts. Although ICC has been widely acknowledged as a multidimensional competence integrating knowledge, attitudes, skills, and critical cultural awareness (Byram, 1997; Deardorff, 2006), the reviewed literature demonstrates that these dimensions are rarely embedded within formal training management processes. Instead, language training management and ICC development continue to operate as parallel but largely unintegrated domains.

The first major insight emerging from this review concerns the managerial orientation of language training programs. Most training management models emphasize efficiency, standardization, and measurable cognitive outcomes, such as linguistic accuracy and test performance (Padlurrahman, 2009; Sukma, 2025). While such orientations align with institutional accountability and quality assurance mechanisms, they inadvertently marginalize affective and behavioral learning outcomes that are central to ICC. This finding supports earlier critiques that professional training systems often privilege what is easily measured over what is contextually essential (Tamsah, 2020; Nafukho et al., 2022).

From an ICC perspective, the findings reaffirm that intercultural competence cannot be reduced to linguistic mastery alone. ICC development requires experiential learning, reflective engagement, and interaction within culturally diverse contexts (Fantini, 2020; Sibali et al., 2025). However, the reviewed studies indicate that these pedagogical principles are seldom translated into managed learning outcomes within institutional training systems. As a result, ICC is frequently treated as an incidental by-product of exposure rather than as an explicit objective supported by structured planning, implementation, and evaluation mechanisms.

The gap becomes more pronounced in police education contexts, where organizational characteristics such as hierarchical structures, standardized curricula, and time-limited training cycles constrain pedagogical flexibility. Studies focusing on police and government training institutions reveal that intercultural competence is often assumed to develop through field experience or overseas assignments rather than through systematic training design (Sukemi et al., 2024; Gani et al., 2023). This assumption is problematic, as it overlooks evidence showing that exposure alone does not guarantee intercultural learning without guided reflection and institutional support (Widyanarti et al., 2024; Triwardhani, 2025). Consequently, police personnel may possess functional language skills yet remain insufficiently prepared to navigate complex intercultural interactions in diplomatic or peacekeeping environments.

The central novelty of this systematic review lies in its conceptual integration of two previously fragmented research streams. Unlike prior studies that focus exclusively on either ICC pedagogy or training management efficiency, this review positions ICC as a managed competency that must be intentionally embedded within training management cycles. This perspective reframes language training management not merely as an administrative function but as a strategic mechanism for shaping intercultural learning trajectories. By doing so, the review advances the theoretical understanding of how institutional structures can either enable or constrain the development of intercultural competence.

From a theoretical standpoint, the findings suggest that existing ICC models require extension beyond pedagogical settings into organizational and managerial domains. While frameworks proposed by Byram (1997) and Deardorff (2006) provide robust conceptual foundations, they do not explicitly address how institutions can operationalize ICC through systematic planning, resource allocation, and evaluation. This review contributes to the literature by highlighting the need for an integrated language training management-ICC framework, particularly suited to professional and police education

environments where organizational control is strong and learning objectives must align with institutional mandates.

Furthermore, the discussion underscores the importance of shifting evaluation paradigms in language training. Current assessment practices predominantly focus on cognitive achievement, overlooking behavioral and attitudinal indicators of intercultural competence. Aligning training management with ICC development therefore requires redefining evaluation criteria to include interactional performance, cultural adaptability, and ethical communication behavior. Such a shift would not only enhance theoretical coherence but also increase the practical relevance of language training programs for global professional engagement.

In summary, this discussion demonstrates that the lack of integration between language training management and ICC constitutes a critical theoretical and practical gap in the literature. By synthesizing existing studies through a PRISMA-guided systematic review, this research provides a conceptual foundation for future model development aimed at embedding ICC within managed language training systems. This contribution is particularly significant for police education, where intercultural communication competence is not optional but integral to professional effectiveness in an increasingly globalized operational landscape.

#### **4. CONCLUSION**

This systematic literature review examined how language training management has been conceptualized in relation to the development of Intercultural Communicative Competence (ICC) within professional and police education contexts. Guided by PRISMA 2020 procedures, the review synthesized findings from 54 peer-reviewed studies published between 2010 and 2025. The results demonstrate that, despite the growing recognition of ICC as a critical competence in global professional environments, its integration into formal language training management systems remains limited and fragmented.

The review confirms that most language training programs continue to prioritize linguistic and cognitive outcomes, such as grammatical accuracy and vocabulary mastery, while intercultural dimensions are treated as peripheral or implicit learning outcomes. ICC is frequently addressed at the pedagogical level through instructional strategies, but rarely operationalized as a managed competency within institutional planning, implementation, and evaluation cycles. This disconnect is particularly evident in police education, where organizational structures, standardized curricula, and performance-driven assessments constrain the systematic incorporation of intercultural learning objectives.

By synthesizing literature across education, applied linguistics, and professional training domains, this study contributes theoretically by reframing ICC as an outcome that must be intentionally supported through language training management. The findings highlight the need to move beyond isolated pedagogical interventions toward integrated management frameworks that align intercultural objectives with institutional training processes. This conceptual shift is essential for ensuring that language training programs effectively prepare professionals, particularly police personnel, for intercultural communication demands in international and multicultural operational settings.

In terms of future research, several directions emerge from this review. First, empirical studies are needed to develop and validate integrated language training management models that explicitly incorporate ICC as a core training outcome. Such research should examine how planning, instructional design, instructor preparation, and evaluation systems can be aligned to support intercultural competence development. Second, future studies should explore context-sensitive models tailored to police and security institutions, taking into account organizational hierarchies, discipline-oriented cultures, and operational constraints. Third, research on assessment practices should focus on designing and testing evaluation instruments that capture behavioral and attitudinal dimensions of ICC alongside linguistic performance.

Finally, longitudinal and mixed-method studies are recommended to investigate how ICC-oriented training management impacts professional practice over time, particularly in high-stakes intercultural environments such as peacekeeping missions and international law enforcement cooperation. By addressing these directions, future research can extend the theoretical contributions of this review and support the development of evidence-based language training systems that respond effectively to the intercultural challenges of global professional practice..

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