

The Performance of Police Personnel of the General Crime Directorate of Central Java Regional Police

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Abstract. *The type of research used in this study is an explanatory research type that aims to test the effect of field work training, experience, and professional police competence on the performance of police personnel. The population in this study were all Police Personnel of the General Crime Directorate of the Central Java Regional Police. The number of samples to be used in this study was 121 respondents. The sampling technique used in this study was a census, namely the entire population was a sample. Data collection obtained through questionnaires was carried out using interval measurements with score provisions of 1 to 5. Data analysis in this study used Partial Least Square (PLS). The results of the data analysis showed that On the Job Training had a significant positive effect on the Performance of police personnel; On the Job Training had a significant positive effect on the Professional Competence of the police; work experience had a significant positive effect on the Performance of police personnel; work experience had a significant positive effect on the Professional Competence of the police and Professional Competence of the police had a significant positive effect on the Performance of police personnel*

Keywords: *Experience; Police; Professional.*

1. Introduction

The main function of the police involves organizing public security and order, law enforcement, protection, shelter, and service to the community in order to maintain domestic security (Muradi, 2018). The police are also closely related to the concept of Good Governance, acting as a state apparatus that maintains public security and order, protects, shelters, serves, and enforces the law as part of good governance (Fitriawan & Fitriati, 2020). This function is recognized by law, including Article 30 of the 1945 Constitution and Article 2 of Law Number 2 of 2002 concerning the National Police.

In the context of national life, the Indonesian National Police plays an important role in maintaining public security and order, enforcing the law, and providing protection, shelter, and services to the community to maintain domestic security (Tri Brata & Nashar, 2022). Police members are expected to carry out their duties and authorities with a firm attitude, based on moral and legal ethics, so that the concept of a good police is a prerequisite for good governance (Muradi, 2018).

However, the level of public trust in the Indonesian National Police is still considered lacking at this time (Fitriawan & Fitriati, 2020). Public perception of police performance can be influenced by the tasks and performance carried out by the institution (Mayastinasari et al., 2019). As recipients of services, the public has its own assessment of the performance of the police in carrying out their duties. Therefore, the Indonesian National Police must continue to strive to provide the best service with professional and reliable performance, in accordance with the demands as a service institution to the community. The importance of the police as professional workers demands clear qualifications, competencies, certifications, and performance achievements that can be triggered by individual motivation to contribute the best to the organization (Wardhani & Hartono, 2019).

Regulation of the Chief of the Indonesian National Police Number 5 of 2016 concerning the Implementation of the Indonesian National Police Assessment Center provides clear guidelines on the competencies expected of Police personnel. The Central Java Regional Police has the responsibility to promote the formation of personnel who have superior performance, positive leadership style, high competency, and good cultural and moral values, with the hope that they can make a positive contribution to the implementation of the main tasks of the Indonesian National Police. Therefore, career development within the Central Java Regional Police must be based on the competencies possessed by its personnel. For example, to place someone in the position of Head of the Investigation Unit, the individual must meet the competencies that have been set for the position, so that only personnel who meet the job competency standards can be placed in that position.

The human resources of the Central Java Regional Police, or commonly referred to as, are a very important strategic asset in efforts to achieve the vision, mission, and goals of the Republic of Indonesia National Police. The role of human resources in an organization has a major impact, so its management must be carried out professionally, modernly, and accountably through various aspects such as provision, education and training, utilization, maintenance, outgoing management, and careful strategic planning, with the aim of achieving optimal performance from each personnel (Ulil Anshar & Setiyono, 2020).

Previous research on the relationship between competence and performance still causes a lot of controversy. The difference in results between competence and performance leaves a very broad research opportunity. The results of the study showed that competence significantly predicts performance (Adeoti et al., 2018). The results of the study showed that there was a positive but insignificant relationship between competence and financial performance in Bahraini companies (Alhashimi, M., Reyad, S., Hamdan, A., Badawi, S., Al-Sartawi, A., & Razzaque, 2019). Then the results of the study showed that training had a positive and significant effect on improving performance (Risdiantoro, 2021) these results differ from the results of the study which stated that training had no effect on job satisfaction and performance (Putra & Wulandari, 2019).

Training is an effective means to shape and improve the professional competence of police personnel (AT Hidayat & Agustina, 2020a). Through training, personnel can acquire the knowledge, skills, and attitudes needed to carry out their duties more efficiently and

effectively (Mangkat et al., 2019). Training also includes the development of technical skills, such as investigation techniques, use of forensic technology, and good communication skills (Mohd et al., 2020).

Professionalism is also a major focus in police training, covering aspects like ethics, Work, integrity, as well as ability to interact positively with the community (AT Hidayat & Agustina, 2020b). Training can provide practice situations that are similar to real challenges faced in everyday tasks, so that personnel can hone their skills in a practical context. In addition, police training can also include simulations of emergency situations or complex tasks to test rapid response and decision-making skills. Providing this training continuously will ensure that police personnel continue to develop in accordance with ongoing changes in social, technological, and legal dynamics.

Thus, training is not only a transfer of knowledge, but also an ongoing effort to form and maintain the professional competence of police personnel in accordance with the demands of the times. The results of the author's observations of police personnel at the Central Java Regional Police provide a general picture that, in terms of performance, personnel have not reached an optimal level in producing innovation in carrying out their duties. Work tends to be considered a routine part of life without providing significant added value. In addition, from the competency aspect, employees in general do not fully understand the Vision and Mission of the Police at the Central Java Regional Police, which should be the goals and targets to be achieved. Personnel discipline is also still low, as seen from late arrivals to work, leaving early during working hours, and sometimes absences without clear explanation.

Although the leadership in the Central Java Regional Police is running quite well, there are several aspects that need attention. For example, the leadership does not provide adequate direction and control to personnel, causing delays and inaccuracies in work. During roll call (attendance), there are still police members who are often late and sit back outside of break time. This poor performance can have a negative impact on other diligent police members, because it can reduce motivation and ultimately reduce their performance. In addition, different treatment has not been fully implemented between police members who carry out roll call and duties with high discipline and police members who are less disciplined. This has the potential to cause social jealousy because less disciplined police members have the same opportunity to receive remuneration without any deductions, which can cause dissatisfaction among more diligent personnel.

2. Research Methods

The type of research used in this study is an explanatory research type, which aims to determine the relationship between two or more variables (Sugiyono, 2012). This study aims to explain hypothesis testing with the intention of justifying or strengthening the hypothesis with the hope that it can ultimately strengthen the theory used as a basis. In this case, it is to test the influence of field work training, experience, professional police competence, and police personnel performance.

3. Results and Discussion

3.1. Statistical Analysis Description

1) Respondent Description Statistics

This study used 121 respondents from the Police Personnel of the General Crime Directorate of the Central Java Regional Police. The description of the characteristics of the research respondents is displayed with statistical data obtained through the distribution of questionnaires. In the implementation in the field, all respondents were willing to fill out the questionnaire, so that the results of the study obtained 121 research questionnaires that were completely filled out and could be used in the analysis of this research data.

The description of the respondents of this study can be explained in four characteristics, namely based on gender, age, last education and business sector, which are explained below:

a. Gender

The characteristics of the respondents in this study can be explained based on gender as follows:

Table 4.1

Respondent Description Based on Gender

Gender	Frequency	Percentage
Man	87	72.73
Woman	34	27.27
Total	121	100

Source: Results of data processing, 2024.

Table 4.1 above shows that the Police Personnel of the General Crime Directorate of the Central Java Regional Police are dominated by male personnel as many as 87 respondents (72.73%) and female personnel as many as 34 respondents (27.27%). The data shows that the number of men is greater than women.

b. Age

The characteristics of the respondents in this study can be explained based on age level as follows:

Table 4.2

Respondent Description Based on Age

Age	Frequency	Percentage
25 - 30 years	23	19.0
31 - 40 years	36	29.8

41 - 50 years	45	37.2
>50 years	17	14.0
Total	121	100

Source: Results of data processing, 2024.

The data presentation in Table 4.2 shows that the number of respondents, namely Police Personnel from the General Crime Directorate of the Central Java Regional Police aged 25-30 years, amounted to 23 respondents (19%), aged 31-40 years, amounted to 36 respondents.

(29.8%), 45 respondents aged 41-50 years (37.2%), 17 respondents aged > 50 years or 14%. From the data above, it can be seen that the largest number of respondents are in the age range of 31-40 years. Based on these results, it can be concluded that the distribution of respondents' ages is fairly even. Older ages tend to have broader work experience and more knowledge in the organization. This experience can be a valuable asset in dealing with complex situations and solving problems.

c. Last education

The characteristics of employees who were respondents in this study can be explained based on their last education as follows:

Table 4.3

Respondent Description Based on Last Education

Education	Frequency	Percentage
High School	27	22.31
Diploma	11	9.09
Bachelor degree	61	50.41
Postgraduate - S2	22	18.18
Total	121	100

Source: Results of data processing, 2023.

Based on Table 4.3 above, it can be seen that most respondents have a bachelor's degree, namely 61 respondents (50.41%). For respondents with a high school/vocational high school education, there are 27 respondents (22.31%), Diploma as many as 11 people (9.09%), and respondents who have a master's degree as many as 22 people (18.18%). These results indicate that most of the Police Personnel of the General Crime Directorate of the Central Java Regional Police have a bachelor's degree. A higher level of education allows individuals to better understand the context of their work. They have a deeper understanding of certain aspects of their work.

d. Length of work

The characteristics of the respondents in this study can be explained based on their length of service as follows:

Table 4.4

Respondent Description Based on Length of Service

Length of working	Frequency	Percentage
< 5 years	33	27.27
6 - 10 years	32	26.45
11 - 20 years	34	28.10
>20 years	22	18.18
Total	121	100

In Table 4.4, it is known that most of the Police Personnel of the General Crime Directorate of the Central Java Regional Police have a working period of 11-20 years, as many as 34 respondents (28.10%). Furthermore, respondents with a working period of <5 years were 33 respondents (27.27%), a working period of 6-10 years were 32 respondents (26.45%), and a working period of >20 years were 22 respondents (18.18%). These results indicate that from the existing data, it can be seen that the majority of Police personnel of the General Crime Directorate of the Central Java Regional Police have devoted themselves for a fairly long period of time in the organization, with 66.55% of them having a working period of more than 5 years. Meanwhile, there is a fairly significant percentage (27.27%) of personnel who are still relatively new, with a working period of less than 5 years. However, there is also a small group (18.18%) who have been in service for more than 20 years.

The implication of this pattern is that there is a fairly consistent stability within the organization, supported by the presence of long-standing dedicated personnel. Personnel who have served for 11 to 20 years may have developed a deep understanding of their duties and responsibilities, while those who have been in the service for more than 20 years can be a valuable source of knowledge and experience for new members. However, the presence of a fairly large number of new personnel also highlights the importance of induction and training programs to ensure smooth and effective adaptation within the organization.

2) Descriptive Analysis of Research Data

Descriptive statistical analysis is used to describe the state of research variables statistically. Descriptive statistical analysis aims to collect, process, and analyze data so that it can be presented in a better display (Ghozali, 2016). In this case, descriptive statistical analysis aims to describe or describe data based on the results obtained from respondents' answers to each variable measurement indicator.

The results of this study obtained data that is explained from the provision of assessment weights for each statement in the questionnaire. Respondent response criteria refer to the questionnaire response procedure below.

1. The answer Strongly Agree (SS) is given a score of 5
2. The answer Agree (S) is given a score of 4
3. The answer Less Agree (KS) is given a score of 3
4. Disagree (DS) answers are given a score of 2
5. Strongly Disagree (STS) answers are scored 1

The study used five answer options (scale 1-5), and the score for each statement was calculated as follows:

- Maximum score = 5
- Minimum score = 1
- Delicious = 4
- Class interval = range : number of classes = $4/5 = 0.8$

The following is a data categorization to provide an overview of the variables studied:

Table Research Variable Assessment Criteria Guidelines

Range	Criteria
$4.2 < \text{average score} \leq 5$	Very Good or Very High
$3.4 < \text{average score} \leq 4.2$	Good or High
$2.6 < \text{average score} \leq 3.4$	Sufficient or Moderate
$1.8 < \text{average score} \leq 2.6$	Poor or Low
$1 < \text{average score} \leq 1.8$	Very Poor or Very Low

Based on the criteria that have been written, the results of the analysis of the average respondent answers for each variable can be presented as follows:

1. *On the Job Trtraining* (OJT)

On the Job Training (OJT) variables are measured by four variables, namely: guidance by mentors or supervisors; application of theory into practice; direct involvement in the field and increased adaptability.

The following table displays a description of the respondents' responses as well as a description of the variables of On the Job Training (OJT) or field work training:

Table 4.6

Descriptive Statistics of On the Job Training (OJT) Variables

Indicator	Mean	Standard
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deviation

1	Guidance by a Mentor or Guide;	2.388	1,153
2	Applying Theory to Practice;	2,347	1,018
3	Direct Involvement in the Field	2.413	1,096
4	Improved Adaptability	2.463	0.668
Mean		2.403	

Source: Primary Data 2024.

Table shows that the average value of the On the Job Training (OJT) variable as a whole is in the range of the sufficient or moderate category ($2.6 < \text{average score} \leq 3.4$). This shows that respondents generally gave a good assessment to the OJT variable.

Furthermore, the results of the data description show that the highest mean value was obtained by the Increasing Adaptability indicator with a score of 2.463. This indicates that respondents tend to give a high assessment of the adaptability obtained through workplace training.

On the other hand, the indicator that scored the lowest was Application of Theory into Practice, with an average score of 2.413. This finding suggests that application of theory into practice may be an area where respondents feel they need further improvement or focus. This could indicate that even though respondents have a good theoretical understanding, they may have difficulty in applying it effectively in everyday work situations.

Thus, it can be concluded that although the OJT variable as a whole received a good assessment from respondents, there were differences in the assessment of specific indicators within it. This provides guidance for training organizers or management to improve or enhance certain aspects of on-the-job training, especially in terms of applying theory to practice, to ensure that training provides maximum benefits to participants.

2. Work experience

The work experience variable is measured by three indicators, namely: length of time or period of work, skills possessed and mastery of the job. The following table displays a description of the respondents' responses and a statistical description of the work experience variable data:

Table Descriptive Statistics of Work Experience Variables

Indicator	Mean	Standard deviation
1 long time or period of work,	3.901	0.608
2 skills which are owned,	3,860	0.621
3 mastery to	3,727	0.625
work		
mean	3,839	

Table shows that the mean value of the overall work experience variable is in the high category range ($3.4 < \text{average score} \leq 4.2$). This indicates that the average respondent has good work experience.

Furthermore, the results of the data description show that the highest mean value is obtained by the length of time or work period indicator, with a score of 3.901. This indicates that respondents have extensive work experience or have worked in the job for a fairly long period of time.

On the other hand, the lowest-scoring work experience indicator was job mastery, with an average score of 3.727. This finding suggests that, although respondents had good overall work experience, there were some aspects of job mastery that may need to be improved, such as a deeper understanding of job tasks, better technical skills, or the ability to overcome complex challenges in the context of their work.

3. Police professional competence

The police professional competence variable is measured by five indicators, namely: investigative knowledge; police technical skills; and conflict and risk analytical skills. The following table displays a description of the respondents' responses and a statistical description of the police professional competence variable data:

Table Descriptive Statistics of Police Professional Competence Variables

	Mean	Standard deviation
investigative knowledge;	3.702	0.569
technical skills	3,719	1,006
police;		
conflict analysis skills	3,810	0.676
and risksmean		
	3,744	

From the analysis that has been done, it can be seen that the mean value of the Police Professional Competence variable as a whole is in the good category range ($3.4 < \text{average score} \leq 4.2$). This means that, in general, respondents are considered to have good professional competence.

Furthermore, the results of the data description show that the highest mean value was obtained by the indicator of conflict and risk analytical ability, with a score of 3.810. This indicates that respondents have good abilities in analyzing conflict situations and risks that may arise in police duties. This ability is very important in making the right and effective decisions in handling complex situations.

On the other hand, the results of the data description also show that the lowest mean value was obtained by the investigative knowledge indicator, with a score of 3.702. This suggests that respondents may have a greater need to improve their knowledge and understanding of investigative techniques. A better mastery of investigative techniques can help improve the effectiveness of investigations and case handling.

4. Police Personnel Performance

The performance variables of police personnel are measured by five indicators, namely: investigative knowledge; police technical skills; and analytical skills of conflict and risk. The following table displays a description of the respondents' responses and a statistical description of the data on the professional competence variable of the police:

Table Descriptive Statistics of Police Personnel Performance Variables

	Mean	Standard deviation
case handling,	3,587	0.590
success rate in investigation,	3,678	0.587
operational efficiency,	3,868	0.535
participation in activities crime prevention,	2,471	1,107
positive involvement in community.	3.653	0.583
Overall mean	3.451	

From the analysis that has been done, it can be seen that the mean value of the overall police personnel performance variable is in the good category range, which is 3.451 (3.4 < average score \leq 4.2). This means that, in general, the performance of police personnel is considered good.

Furthermore, the results of the data description show that the highest mean value was obtained by the operational efficiency indicator, with a score of 3.868. This indicates that police personnel have a high level of efficiency in carrying out their operational tasks. This high level of efficiency can reflect their ability to use resources optimally to achieve the desired results.

On the other hand, the results of the data description also show that the lowest mean value was obtained by the indicator of participation in crime prevention activities, with a score of 2.471. This indicates that the level of participation of police personnel in crime prevention activities may still be low.

This low participation can be a concern, as crime prevention activities play an important role in building relationships with the community and preventing crime, indicating that

there are certain aspects of personnel performance that can be further improved, such as increasing participation in crime prevention activities to strengthen relationships with the community and minimize the risk of crime. This can be done by inviting input and active participation from the community in the planning, implementation, and evaluation of crime prevention programs. By involving the community in this process, they will feel a greater sense of responsibility for the success of the program.

3.2. Statistical Data Analysis

3.2.1. Testing the Validity and Reliability of Research Constructs (Outer Model)

Data analysis in this study was conducted using PLS (Partial Least Square) and the data was processed using the Smart PLS 3.0 program. According to Ghazali and Latan (2015:7) the PLS measurement model consists of a measurement model (outer model), Goodness of fit (GoF) criteria and a structural model (inner model). PLS aims to test the predictive relationship between constructs by seeing whether there is an influence or relationship between the constructs.

The measurement model test (outer model) shows how the manifest variable or observed variable presents the latent variable to be measured. The measurement model evaluation is carried out to test the validity and reliability of the model. The validity criteria are measured by convergent and discriminant validity, while the construct reliability criteria are measured by composite reliability, Average Variance Extracted (AVE), and Cronbach alpha.

a. Convergent Validity

Convergent validity from the measurement model with reflective indicators assessed based on the correlation between item score component scores calculated using PLS. The measure of individual reflexivity is stated as high if the loading factor value is more than 0.7 with the measured construct for confirmatory research and the loading factor value between 0.6 - 0.7 for exploratory research is still acceptable and the Average Variance Extracted (AVE) value must be greater than 0.5. However, according to Chin in Ghazali and Latan (2015: 74) for early stage research from the development of the measurement scale, the loading factor value of 0.5 - 0.6 is still considered adequate with a t-statistic value of more than 1.96 or a p-value of less than 0.05.

Evaluation of convergent validity on each latent variable can be presented in the outer loading value section which describes the strength of the indicator in explaining the latent variable. The results of the convergent validity test can be presented as follows:

Table Convergent validity evaluation

Original sample (O)	Sample		Standard deviation (STDEV)	T statistics	
	mean (M)			(O/STDEV)	P values
X1_1	0.609	0.608	0.025	35,578	0.000

X1_2	0.584	0.583	0.029	28,798	0.000
X1_3	0.597	0.594	0.030	28,585	0.000
X1_4	0.312	0.308	0.071	4,393	0.000
X2_1	0.516	0.511	0.067	11,166	0.000
X2_2	0.588	0.586	0.035	24,298	0.000
X2_3	0.428	0.426	0.081	7,604	0.000
Y1_1	0.444	0.440	0.084	7,632	0.000
Y1_2	0.561	0.561	0.034	23,914	0.000
Y1_3	0.562	0.560	0.045	17,983	0.000
Y2_1	0.522	0.519	0.051	14,639	0.000
Y2_2	0.563	0.563	0.032	25,242	0.000
Y2_3	0.532	0.531	0.049	15,710	0.000
Y2_4	0.381	0.378	0.078	7,043	0.000
Y2_5	0.394	0.391	0.073	7,773	0.000

Table 4.9 shows the magnitude of the loading factor of each indicator for each variable where the loading factor number is above 0.500. As according to Chin in Ghazali and Latan (2015: 74) for the initial stage of research on the development of a measurement scale, the loading factor value of 0.5 - 0.6 is still considered quite adequate with a t-statistic value of more than 1.96 or a p-value of less than 0.05. Based on the results of the convergent validity test on each variable, it can be said that all indicators used in this research model are declared valid, so they can be used as a measure for the variables used in this study.

b. Discriminant Validity

Discriminant validity testing is done by testing the cross loading value. Analysis of cross loading is done to see the magnitude of the correlation of indicators with latent constructs. The following cross-loading table displays the results of the correlation analysis of constructs with their own indicators or with other indicators.

Table Correlation Value of Construct with Indicator (Cross Loading)

	Police performance (Y2)	personnel Police Prof. Comp (Y1)	OJT (X1)	experience work (X2)
X1_2	-0.483	-0.526	0.584	-0.433
X1_3	-0.489	-0.478	0.597	-0.363
X1_4	-0.455	-0.288	0.312	-0.307
X2_1	0.293	0.317	-0.446	0.515
X2_2	0.395	0.369	-0.476	0.588
X2_3	0.269	0.305	-0.163	0.429

Y1_1	0.310	0.448	-0.393	0.349
Y1_2	0.444	0.560	-0.542	0.327
Y1_3	0.444	0.559	-0.445	0.344
Y2_1	0.518	0.342	-0.426	0.258
Y2_2	0.560	0.426	-0.506	0.285
Y2_3	0.528	0.458	-0.502	0.322
Y2_4	0.559	-0.360	0.297	-0.405
Y2_5	0.400	0.342	-0.381	0.369
X1_1	0.576	-0.560	0.609	-0.434

If the correlation value of the construct with its own indicator is greater than with other constructs, and if all correlation values of the construct with its own indicator and other constructs show positive values, then the validity discrimination test is considered valid. All constructs in the estimated model meet the criteria of high discriminant validity, as shown by the results of data processing displayed in the cross-loading table, on this basis, the results of data analysis can be accepted that the data has good discriminant validity.

c. Reliability Test

Reliability testing is conducted to prove the accuracy, consistency and precision of the instrument in measuring the construct. Measuring the reliability test of a construct with a reflective indicator can be done by three methods, namely:

a. *Composite Reliability*. Indicators of a construct give good results, namely if they are able to provide a composite reliability value of more than 0.70.

b. *Average Variance Extracted(AVE)*. AVE criteria that are above 0.5 indicate that the indicators that form the research variables are said to be reliable, so they can be used in further analysis in research.

c. *Cronbach's alpha*. The Cronbach alpha score criteria of more than 0.70 means that the reliability of the construct being studied is classified as good (Chin in Ghazali, 2011).

The composite reliability, Cronbach's alpha, and AVE values for each construct of this study are presented in their entirety in the table below:

Table Reliability Test Results

	Cronbach's alpha	Compositereliability (rho_a)	Compositereliability (rho_c)	Average variance extracted (AVE)
Police personnel performance (Y2)	0.301	0.513	0.471	0.337
Professional _competence				

Police (Y1)	0.430	0.440	0.554	0.397
On the Job _Training (X1)	0.524	0.551	0.592	0.419
work experience (X2)	0.403	0.422	0.543	0.381

Data Source: Processing of research data, 2023

The results of the reliability test of each structure are shown in the table above. The findings show that the AVE value of each construct is more than 0.5, the composite reliability value of each construct is more than 0.7, and the cronbach alpha value of each construct is more than 0.7. According to Chin in Ghozali (2011), the composite reliability results of each construct can be used in the data analysis process as an indicator of whether or not there is a relationship in each construct. The results of the composite reliability test show a value higher than 0.76, and a value higher than 0.76 Reliable indicates that the research indicators used are in accordance with the actual conditions of the research object.

Based on the results of the convergent validity, discriminant validity, and reliability tests of the research variables, the conclusion that can be drawn is that the indicators used in measuring latent variables can all be stated as valid and reliable measurement indicators.

3.2.2. Goodness of Fit Testing

The Goodness of Fit (GoF) Criteria Test is used to evaluate the structural model and measurement model. The GoF test is conducted to test the goodness of fit in the structural model or inner model. The assessment of the inner model means evaluating the relationship between latent constructs through observing the results of the path parameter coefficient estimates and their significance levels (Ghozali, 2011). The table below shows the results of the calculation of the determination coefficient (R2) for both endogenous variables.

Table Determination Coefficient Value (R-Square)

R-square		adjusted		Police personnel performance (Y2)
R-square	0.459		0.453	
<hr/>				
Professional _competence				
Police (Y1)		0.366		0.360

Table above shows the determination coefficient value (R-square) that appears in the Police Personnel Performance variable model (Y2) of 0.459. This value can be interpreted that the Police Personnel Performance variable (Y2) can be explained by the on the job training variable, work experience and police professional competence variable of 45.9%, while the remaining 54.1% is obtained from the influence of other variables not included in this research model.

The coefficient of determination (R-square) in the police professional competence variable

model (Y1) is 0.366 which can be explained by on the job training and work experience of 36.6% and the remaining 64.4% is obtained by the influence of other variables not included in this research model.

3.2.3. Structural Model Analysis (Inner Model)

The last analysis in PLS is the analysis of the structural model or inner model. In the analysis of the structural model, hypothesis testing can be carried out through the t-statistic test (T Statistics). The test results can be seen from the output of the structural model on the significance of the loading factor which explains the influence of the construct of on the job training, work experience and professional police competence variables on the performance of police personnel through the mediation of Innovation Capabilities as an intervening variable.

In this case, data processing is used with the help of SmartPLS v3.0 software. The results of the data processing are shown in the following image.

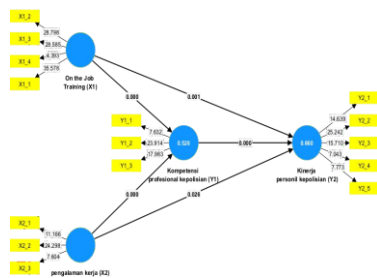


Figure 4.1.

Full SEM-PLS Model

Source: Results of data processing with Smart PLS 3.0 (2024)

1. Direct Influence Analysis

This section presents the results of the research hypothesis testing conducted in the previous chapter. To find out whether the hypothesis is accepted or not, you can compare the calculated t with the t-table, assuming that the calculated t is greater than the t-table. The t-table value for a significance level of 5% is 1.96. The following table shows the results of the influence test between variables using Partial Least Square analysis.

Table Path Coefficients Direct Influence

	Originalsample	Samplemean	Standard deviation	T statistics	P values
	(O)	(M)	(STDEV)	(O/STDEV)	
Professional competence			0.076		0.000
Police Performance	0.349	0.348		6.626	

police personnel				
On the Job Training			0.074	0.001
Personnel performance	0.175	0.178		3.398
police				
On the Job Training			0.053	0.000
Professional competence	0.269	0.272		7.242
police				
work experience			0.079	0.026
Police personnel performance	0.122	0.122		2.231
work experience			0.071	0.000
Professional _competence	0.312	0.310		6.353

Source: Data processing results with Smart PLS 3.0 (2023)

By presenting the results of the data processing, testing can then be carried out for each research hypothesis, namely:

a. Hypothesis Testing 1:

The first hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the effect of training on professional competence, which was 0.269. The results provide evidence that there is a significant positive effect between training and professional competence. The results of the t-test strengthen these findings, where it is known that the magnitude of the t-count (7.242) is greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of the test is that on-the-job training positively and significantly affects police professional competence. This result means that the better the on-the-job training, the better the police professional competence will tend to be. On this basis, the first hypothesis proposed in this study is accepted.

These results confirm previous research, namely (Aribowo et al., 2020; Prawira & Rachmawati, 2022) which stated that professional competence can be formed from effective training.

On the Job Training (OJT) variables are measured by four variables, namely: guidance by mentors or supervisors; application of theory into practice; direct involvement in the field and increasing adaptability. The highest mean value was obtained by the indicator Increasing Adaptability and the indicator that got the lowest score was Application of Theory into Practice.

The police professional competence variable is measured by five indicators, namely: investigative knowledge; police technical skills; and conflict and risk analytical skills. The results of the data description show that the highest mean value is obtained by the conflict and risk analytical skills indicator while the lowest mean value is obtained by the investigative knowledge indicator.

The improvement of adaptability from on-the-job training may have a positive impact on conflict and risk analytical skills, as good adaptability allows personnel to respond and handle complex situations more effectively. However, low scores on the indicators of application of theory to practice and investigative knowledge may indicate a need to improve the understanding and application of theoretical concepts in practical field situations. With low scores on the indicators of application of theory to practice and investigative knowledge, there is a possibility of a need to improve the understanding and implementation of theoretical concepts in real field situations. Therefore, it is important to improve the effectiveness of training by conducting a training needs analysis first. This will ensure that the training provided is in accordance with the competency needs of personnel, such as training in the field of security intelligence, basic training for criminal investigation officers, and criminal investigation certification.

b. Hypothesis Testing 2:

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the effect of training on the performance of Police Personnel, which was 0.175. The results provide evidence that on the job training has a significant positive effect on the performance of Police Personnel. The results of the t-test confirmed the findings, where it was known that the magnitude of the t-count (3.398) was greater than the t-table (1.96) with p (0.001) less than 0.05. The conclusion of the test is that on the job training positively and significantly affects the performance of Police Personnel. This result means that the better the on the job training, the better the performance of Police Personnel will tend to be. On this basis, the second hypothesis proposed in this study is accepted.

These results confirm previous research on the role of training on performance. Several previous researchers stated that training has a positive and significant effect on improving HR performance (Arifin, 2020; Aris et al., 2021; Audah, 2020; Risdiantoro, 2021; Sofia Sebayang & Tiur Rajagukguk, 2020).

From the description given, it is seen that there are variables that measure On the Job Training (OJT) and police personnel performance with several different indicators. Analysis of the relationship between these indicators can provide valuable insights into how on-the-job training relates to police personnel performance.

The OJT variable is measured through four indicators, namely guidance by a mentor or supervisor, application of theory into practice, direct involvement in the field, and increasing adaptability. The results show that the highest mean value is obtained by the Increasing Adaptability indicator, while the lowest mean value is obtained by the Application of Theory into Practice indicator. This indicates that the respondents' adaptability tends to be well developed, while the implementation of theory into practice may be an area that requires further attention.

On the other hand, the performance variable of police personnel is measured through five indicators, including investigative knowledge, police technical skills, and conflict and risk

analytical skills. The results show that the highest mean value is obtained by the operational efficiency indicator, while the lowest mean value is obtained by the participation indicator in crime prevention activities.

The relationship between these two variables suggests that on-the-job training can have a positive impact on a number of aspects of police personnel performance. For example, increased adaptability through OJT can help improve operational efficiency in dealing with diverse field situations. However, there is also a need to address aspects that scored low, such as the application of theory to practice and participation in crime prevention activities, to ensure that training provides maximum benefits to police personnel's overall performance.

c. Hypothesis Testing 3:

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of Work Experience on Police Personnel competence, which was 0.122. This result provides evidence that Work Experience has a positive influence on Police Personnel competence. The results of the t-test confirmed this finding, where it was found that the magnitude of the t-count (2.231) was greater than the t-table (1.96) with p (0.026) less than 0.05. The conclusion of this test is that work experience positively and significantly influences Police Personnel competence. This result means that if work experience is better, then the competence of Police Personnel will tend to be better. On this basis, the third hypothesis proposed in this study is accepted.

The results of this study are in accordance with previous research. [Which](#) stated that a person's competence is influenced by the level of experience they have (Leni Syawaluddin et al., 2022; Pratiwi & Kusumawati, 2024, 2024; Wayan et al., 2021).

In this study, the work experience variable was analyzed through three aspects: duration of work, skills possessed, and level of expertise in the job. The results of the analysis showed that the aspect of duration of work received the highest average value, while the level of expertise in the job received the lowest average value. Meanwhile, for the variable of police professional competence, which was measured through five aspects including investigative knowledge and technical skills, it was found that the ability to analyze conflict and risk had the highest average value. On the other hand, investigative knowledge had the lowest average value. This indicates that although a long time in the job adds experience, it does not directly improve certain skills such as investigation, while the ability to analyze conflict and risk situations is the main strength identified from these results.

This analysis shows that although police officers become more experienced as they work longer, this does not necessarily make them experts in all areas of their job, such as knowledge of how to investigate cases. However, they do become better at dealing with and analyzing conflict and risk situations. This suggests that work experience is important, but to become more proficient, police officers also need proper training and focus on specific areas.

In other words, while more time on the job helps police officers gain more experience, it

does not automatically mean they become smarter in all aspects of police work. For example, they may still need to learn more about how to properly conduct an investigation. This finding underscores the importance of undergoing training that not only focuses on practical tasks but also enhances the understanding of theory and its application in the field. This suggests that police officers must continue to learn and develop themselves to ensure that they are always ready and competent in dealing with various situations.

d. The Influence of Work Experience on Police Personnel Performance

The fourth hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of Work Experience on the performance of police personnel, which was 0.312. This result provides evidence that work experience has a positive influence on the competence of Police Personnel. The results of the t-test confirmed these findings, where it was found that the magnitude of the t-count (6.353) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that work experience positively and significantly influences the competence of Police Personnel. This result means that if work experience is better, the competence of Police Personnel will tend to be better. On this basis, the fourth hypothesis proposed in this study is accepted.

The results of this study are in accordance with the findings of several previous researchers who stated the same thing, namely that work experience and training have a significant impact on the performance of police personnel (Basyit et al., 2020; Kemboi et al., 2013; Nugraha & Mayastinasari, 2023; Yulizar et al., 2020).

From the description, it can be seen that work experience is assessed through three main aspects: how long a person has worked, what skills they have mastered, and to what extent they apply these skills in their work. On the other hand, the performance of police officers is evaluated based on five factors, including knowledge of investigation, technical skills in police work, and their ability to analyze conflicts and risks. From the analysis, it can be seen that the highest score is recorded by operational efficiency, which shows how well they are in carrying out their operational tasks. However, the indicator that recorded the lowest score is involvement in crime prevention activities. This indicates that, although they may be efficient in operational tasks, their involvement in crime prevention efforts may not be as optimal as expected.

e. The influence of professional police competence on the performance of police personnel

The fifth hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of professional competence on the performance of police personnel, which was 0.349. This result provides evidence that work experience has a positive influence on the competence of Police Personnel. The results of the t-test confirmed these findings, where it was found that the magnitude of the t-count (6.626) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that the professional competence of the police positively and significantly influences the

performance of Police Personnel. This result means that if the competence of Police Personnel is getting better, then the performance of the personnel will tend to be better. On this basis, the fifth hypothesis proposed in this study is accepted.

The results of this study are in accordance with the findings of several previous researchers who stated the same thing, namely that competence is said to be one of the factors that influences performance. Competence is needed to help organizations create optimal performance (Alhashimi, M., Reyad, S., Hamdan, A., Badawi, S., Al-Sartawi, A., & Razzaque, 2019; Ikhsan et al., 2019; Ratu et al., 2020; Shieh & Wang, 2019).

A summary of the results of the hypothesis testing in this study is presented in full in table 4.15.

Table Summary of Hypothesis Test Results

	Hypothesis	Conclusion
H1	On the Job Training influential positive significant to the performance of police personnel	Accepted $t = 3.398 > 1.96$ ($p=0.001<0.05$)
H2	On the Job Training influential significant to Competence professional police	Accepted $t = 7.242 > 1.96$ ($p=0.000<0.05$)
H3	work experience has a significant positive effect on the performance of police personnel	Accepted $t = 2.231 > 1.96$ ($p=0.026<0.05$)
H4	work experience has a significant positive effect towards the professional competence of the police	Accepted $t = 6.353 > 1.96$ ($p=0.000<0.05$)
H5	Professional competence of the police is influential positive significant to Performance personnel police	Accepted $t = 6.636 > 1.96$ ($p=0.000<0.05$)

Source: Processed research data, 2024

2. Indirect Influence Analysis

Indirect effect testing is conducted to see the influence given by an exogenous variable on the endogenous variable through the intervening variable. The indirect effect path coefficient given by On the Job Training for the Performance of police personnel through professional police competence is obtained at 0.194 with a t-test of 4.874 ($t>1.96$) with $p = 0.000 < 0.05$. The conclusion of the test is that professional police competence is a mediator

in the relationship between On the Job Training and Police personnel Performance. When viewed from the magnitude of its influence, the direct influence of 0.592 is greater than the indirect influence of 0.222. This means that the influence of On the Job Training on Police personnel Performance is more direct without going through professional police competence. However, the variable of professional police competence still has a significant impact in mediating the influence of On the Job Training on professional police competence.

The indirect effect path coefficient given by work experience for police personnel performance through police professional competence was obtained at 0.157 with a t-test of 4.902 ($t > 1.96$) with $p = 0.000 < 0.05$. The conclusion of the test is that police professional competence is a mediator in the relationship between work experience and police personnel performance. When viewed from the magnitude of its influence, the direct influence of 0.592 is greater than the indirect influence of 0.222. This means that the influence of work experience on police personnel performance is more direct without going through police professional competence. However, the police professional competence variable still has a significant impact in mediating the influence of work experience on police professional competence.

4. Conclusion

On the Job Training has a fairly strong positive impact on the performance of police officers. This shows that the training provided while they are carrying out their duties has a real effect in improving their performance. On the Job Training also has a significant positive impact on the level of professional competence of police officers. Training provided while they are working directly helps improve their skills and knowledge in carrying out their duties professionally. The work experience possessed by police officers has a significant positive impact on their performance. The more experience they have, the better their performance in carrying out police duties.

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