

The Influence of Professional Training and Professional Competence in Improving Human Resource Performance at the Hr Bureau of the Central Kalimantan Regional Police

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Abstract. *This study is an explanatory research that aims to analyze the effect of professional training on personnel performance, both directly and through professional competence as an intervening variable. The population in this study consists of all human resources (HR) in the Human Resources Bureau of the Central Kalimantan Regional Police, totaling 70 personnel. Given the relatively small population size, this study employs a census sampling technique, in which all members of the population are included as respondents. Thus, the total number of respondents in this study is 70 personnel from the Human Resources Bureau of the Central Kalimantan Regional Police. The analytical method used is Structural Equation Modeling (SEM) with the Partial Least Square (PLS) approach, which aims to test causal relationships between variables and measure the strength of their effects. The results show that professional training has a positive and significant effect on personnel performance. Furthermore, professional training also has a positive and significant effect on professional competence, and professional competence in turn has a positive and significant effect on personnel performance. Therefore, improving the quality of professional training not only directly enhances performance but also strengthens professional competence, which ultimately contributes to overall personnel performance improvement.*

Keywords: Competence; Professional; Performance.

1. Introduction

Human Resource Management in the Indonesian National Police (Polri) is the responsibility of the Indonesian National Police (Polri) HR Staff, who are vital assets and must be managed effectively and efficiently from the training period until retirement. Polri bureaucratic reform will not be realized without competent and capable personnel, who will directly increase the nation's competitiveness. Therefore, Polri needs to establish the right strategy. In 2017, Polri established five program strategies with fifteen performance indicators, while in 2018, five strategies with thirteen performance indicators. These program strategies include: strategic

management of superior and competitive Polri HR development, proactive and transparent employee recruitment and selection, competency-based career development with a merit system approach, improving employee welfare and professional skills, and professional police psychology services.

To realize the vision and mission of the Indonesian National Police, as well as to support the achievement of policies at the national level, the Indonesian National Police has set 5 (five) objectives and has been equipped with 5 (five) strategic targets, which are conditions that the Indonesian National Police wants to achieve in real terms and reflect the influence of the emergence of results (outcomes) from one or several programs. As for knowing the level of success in achieving it, each strategic target has Key Performance Indicators as detailed in the following table: Security and Public Order; Maintenance of Security and Public Order; Human Resource Professionalism; Modernization of Technology and Supervision that is accountable, clean, and serving (Law of the Republic of Indonesia Number 2 of 2002 concerning the Indonesian National Police).

Training is an essential need to support competency improvement, and this must be managed effectively with proper coordination. (Ramli et al., 2023) The aim of education and training is to improve the performance of civil servants in providing services to the public, with a focus on improving the quality of service according to established standards. (Onyeador et al., 2021). Civil servant training activities are an effort to improve competency in order to produce optimal performance through the transfer of knowledge, attitudes, and skills.

Professional training within the police force is a strategic effort to improve the competence, integrity, and capacity of personnel in carrying out their duties and responsibilities. This training encompasses various aspects, from improving technical skills and legal understanding to communication skills, to strengthening professional ethics and public service. Through a structured and ongoing training program, police officers are expected to be able to adapt to increasingly complex security challenges and provide responsive, humane, and professional services to the public. Furthermore, professional training also serves as a means of developing strong character and leadership within the institution, in order to create a police force that is reliable, trustworthy, and oriented toward the public interest.

In addition, the Indonesian National Police (Polri) implemented education and training strategies and created creative innovations, such as the "door-to-door traffic accident investigation" policy, which demonstrated a shift in mindset from acting as public servants. The Polri also prioritized their authority in guarding, escorting, and patrolling neighborhoods and community activities.

Table Police Professional Training

No	Types of Training	Main Focus
1	Basic Police Training	Character building, discipline, basic laws, physical, professional ethics
2	Technical Training	
	a. Traffic (Lantais)	Traffic control, accidents, fines

b. Criminal Investigation (Reskrim)	Investigation techniques, interrogation, crime scene processing
c. Intelligence	Analysis of security data and confidential information
d. Drugs	Handling of cases of narcotics abuse and distribution
e. Cyber Crime	Digital crime, cyber tracking
f. Forensics	Scientific analysis of crime evidence
3 Tactical Training	
a. Crowd Control (Dalmas)	Handling demonstrations and riots
b. Counter-terrorism	Counter-terrorism, hostage rescue
c. Shooting/Combat	Shooting ability and field strategy
d. Search and Rescue (SAR)	Rescue techniques in emergency/disaster situations
4 Leadership and Managerial Training	
a. Sespimmen/Sespimma/Sespimti	Leadership development of middle and high ranking officers
b. Operations & Strategy Management	Operational planning, coordination, and decision-making
5 Ethics and Public Service Training	
a. Professional Ethics and Anti-Corruption	Integrity, accountability, ethical enforcement
b. Excellent Service	Improving the quality of services to the community
c. Human Rights and Protection of Women & Children	Sensitivity to vulnerable groups
6 Specialized and International Training	
a. Foreign Language	International communication (e.g. English for Police)
b. International Cooperation (UN/ASEANAPOL)	Global standards, peace missions
7 Information Technology Training	
a. Police Information System (SIP)	Use of information technology in police administration
b. Digital Forensics & Cyber Security	Digital investigation, data security
c. Public Service Applications (SPKT, Dumas)	Public digital complaint and reporting services

Previous research on the role of training on human resource performance has yielded controversial results. Among these are studies that state that human resource performance is influenced by training, according to...Dagnew Gebrehiwot & Elan theraiyan (2023)And Rivaldo & Nabella, (2023). However, Salim et al., (2023)The opposite opinion is held, stating that training does not have a significant impact on improving HR performance. Therefore, in this study, professional competence is proposed as a mediating variable.

One important aspect of police officer professionalism is the level of professional skills and competence.(Wulan et al., 2022). Professional police competencies encompass a variety of skills, such as processing official documents, using databases, radio communications, video

recording during patrols, and providing emergency medical assistance. The importance of developing patrol officers' competencies and skills also includes mastery of physical influence techniques, the use of specialized tools, firearms, and driving skills in extreme conditions. Psychological influence on offenders and the ability to convince them to comply with legal requirements are also important focuses.

2. Research Methods

This chapter describes the direction and method of conducting research, including the type of research, data sources, data collection methods, population and samples, variables and indicators, and analysis techniques. This research was conducted to test the hypothesis with the intention of confirming or strengthening the hypothesis with the hope that it can ultimately strengthen the theory used as a basis. In relation to the above, the type of research used is "Explanatory research" or research that is explanatory in nature, meaning this research emphasizes the relationship between research variables by testing hypotheses. The description contains descriptions but the focus lies on the relationship between variables (Singarimbun, 1982).

3. Results and Discussion

3.1. Respondent Description

This study used respondents from all over the world. Central Kalimantan Regional Police Human Resources Bureau Personnel as many as 70 personnel. Description of the characteristics of the research respondents is displayed with statistical data obtained through the distribution of questionnaires. The research was conducted by distributing questionnaires to all personnel on October 14-17, 2025. In the field implementation, all respondents were willing to fill out the questionnaire, so that the research results obtained 70 research questionnaires that were completely filled out and could be used in the data analysis of this research. Respondent descriptions will be presented based on the following established characteristics:

1) Gender

The description of the characteristics of the respondents involved in this study can be explained based on gender factors as follows.

Table Respondent Characteristics Data by Gender

Gender	Frequency	Percentage
Man	62	88.6
Woman	8	11.4
Total	70	100.0

Source: Data processing results, 2025.

The data presented in Table shows that the majority of respondents were men, 62 (88.6%), while only 8 (11.4%) were women. This proportion indicates that the composition of human

resources in the Central Kalimantan Regional Police Human Resources Bureau is still dominated by male personnel. This is understandable considering the characteristics of police work that demands high physical abilities, endurance, and operational readiness, which are generally more often carried out by men. This gender dominance has implications for work patterns and leadership styles that tend to be rational, firm, and hierarchical. Nevertheless, the presence of female personnel makes important contributions to administrative functions, public services, and supports a more balanced gender perspective in human resource management.

2) Age

The description of the profile of respondents who contributed to this study can be explained based on age level factors as follows.

Table Respondent Characteristics Data by Age

Age	Frequency	Percentage
21 - 30 years old	19	27.1
31 - 40 years old	24	34.3
41 - 50 years old	15	21.4
>50 years	12	17.1
Total	70	100.0

Source: Data processing results, 2025.

Based on the information contained in Table, it can be seen that the 31–40 age group dominates with 24 people (34.3%), followed by 21–30 years old (27.1%), 41–50 years old (21.4%), and over 50 years old (17.1%). This indicates that the majority of HR Bureau personnel are of productive age and career maturity. This age reflects a balance between high work energy and emotional maturity in carrying out duties. With a significant proportion of young people, the organization has great potential for regeneration and adaptation to changes in technology and institutional policies. This age composition also has a positive impact on performance because it creates a combination of innovative spirit and field experience.

3) Last education

The characteristics of respondents who participated in this study can be described based on the most recent educational factor as follows.

Table Respondent Characteristics Data According to Last Education

Education	Frequency	Percentage
High School/Vocational School	25	35.7
Diploma	8	11.4
Bachelor	32	45.7
Postgraduate	5	7.1
Total	70	100.0

Source: Results of data processing, 2025.

Table shows that the majority of respondents had a Bachelor's degree (S1) of 32 (45.7%), followed by 25 (35.7%) of high school/vocational high school graduates, 8 (11.4%) of diploma graduates, and 5 (7.1%) of postgraduate graduates. These findings indicate that the level of human resource education in the Central Kalimantan Regional Police's Human Resources Bureau is relatively good, with nearly half of the personnel having completed higher education. This relatively high educational background enables personnel to possess adequate analytical and administrative skills in managing police HR policies. However, the continued presence of a large proportion of high school/vocational high school graduates indicates the need for increased formal competency, particularly in the areas of management and the digitalization of personnel systems. Higher education has the potential to improve individual performance through strategic thinking and data-driven decision-making.

4) Years of service

The profile of respondents who participated in this study can be explained based on the length of service factor as follows.

Table Respondent Characteristics Data According to Length of Service

Years of service	Frequency	Percentage
0 - 10 years	11	15.7
11 - 20 years	19	27.1
21 - 30 years old	24	34.3
> 30 years	16	22.9
Total	70	100.0

Source: Primary Data Processing Results, 2025.

Table shows that the majority of respondents (24 people) had worked between 21 and 30 years, followed by 19 (27.1%) with 11–20 years, 16 (22.9%) with more than 30 years, and 11 (15.7%) with 0–10 years. This distribution indicates that the majority of personnel in the Central Kalimantan Regional Police Human Resources Bureau have extensive work experience, with more than half of the respondents having served for over 20 years. This reflects a high level of professional maturity and loyalty to the institution. A relatively long tenure contributes to improved technical skills, a deep understanding of organizational systems, and stability in the implementation of personnel duties and the development of Polri human resources. However, the proportion of personnel with less than 10 years of service also signals a positive outlook for organizational regeneration and revitalization. The combination of experienced senior personnel and new personnel who are adaptable to technology and managerial innovation is believed to strengthen work synergy and positively impact the bureau's overall performance.

3.2. Descriptive Analysis of Research Data

Descriptive analysis, in this case, aims to provide an overview of respondents' assessments of the variables being studied. Using descriptive analysis, we can obtain information about respondents' tendencies in responding to the indicators used to measure the research

variables. The data explanation process is carried out by assigning weights to each statement in the questionnaire.

Respondent response criteria follow the following assessment scale: Strongly Agree (SS) with a score of 5, Agree (S) with a score of 4, Quite Agree (CS) with a score of 3, Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1. Next, from this scale, the data will be grouped into three categories. To determine the score criteria for each group, it can be calculated as follows.(Sugiyono, 2017):

Highest score = 5

Lowest score = 1

Range = Highest score – lowest score = 5 - 1 = 4

Class interval = Range / number of categories = 4/3 = 1.33

Based on the size of the class interval, the criteria for the three categories are: low category, score = 1.00 – 2.33, medium category, score = 2.34 – 3.66 and high/good category, with a score of 3.67 – 5.00. The complete calculation results for each indicator are presented below:

Tabell DesResearch Variable Thesis

No	Variables and indicators	Mean	Standard Deviation
1	Professional training	3.90	
	a. Interest in the methods used,	3.91	0.70
	b. Harmonization with the continuity of field activities,	3.96	0.69
	c. Adequate practice room facilities,	3.93	0.67
	d. Time compatibility with training participants.	3.79	0.76
2	Professional competence	3.80	
	a. Skill,	3.87	0.80
	b. Knowledge,	3.83	0.95
	c. Attitude.	3.71	0.85
3	Personnel performance	3.95	
	a. Quality of Work	3.90	0.71
	b. Quantity	3.91	0.72
	c. Punctuality	3.91	0.65
	d. Effectiveness;	4.03	0.56
	e. Independence.	4.01	0.60

Table shows that the Professional Training variable has an overall average value of 3.90, which is included in the high/good category (3.67–5.00). This means that the professional training program within the Central Kalimantan Regional Police Human Resources Bureau has been implemented well and has had a positive impact on improving personnel capabilities. The indicator with the highest value is Harmonization with the continuity of field activities with a

mean of 3.96, indicating that the training provided is relevant and integrated with the needs of police field work. This emphasizes the importance of alignment between training materials and real-world work practices for more effective results. Meanwhile, the indicator with the lowest value is Suitability of time with training participants with a mean of 3.79, which, although still considered high, indicates that the training schedule and duration need to be more adjusted to the availability of time and workload of participants for optimal participation and effectiveness.

The findings on the Professional Competence variable show an overall average value of 3.80 (high/good). This reflects that the personnel of the Central Kalimantan Regional Police Human Resources Bureau have good abilities in carrying out their duties professionally in accordance with applicable work standards. The indicator with the highest value is Knowledge with a mean of 3.87, which indicates that personnel have an adequate understanding of the regulations, procedures, and policies that form the basis for carrying out their duties. Meanwhile, the indicator with the lowest value is Attitude with a mean of 3.71, which is also still in the high category. These findings indicate that although professional attitudes and work ethics are already good, they need to be continuously strengthened through fostering the values of discipline, responsibility, and integrity to maintain the consistency of individual performance.

The Personnel Performance variable has an overall average value of 3.97, which is included in the high/good category. This indicates that the personnel of the Central Kalimantan Regional Police Human Resources Bureau have demonstrated optimal performance in carrying out the tasks they are responsible for. The indicator with the highest value is Work Effectiveness with a mean of 4.03, indicating that personnel are able to work efficiently and on target in achieving organizational goals. Meanwhile, the indicator with the lowest value is Punctuality with a mean of 3.91, which indicates that there is still room for improvement in the aspect of time discipline and completing work according to targets. Overall, personnel performance is at a good level and reflects the success of HR management in optimizing the training function and developing professional competencies.

The final analysis in PLS is the structural model analysis, or inner model. Hypothesis testing can be performed using the t-statistic. The test results can be seen in the structural model output, which examines the significance of the loading factor, which explains the influence of the Professional Training construct on personnel performance through the mediation of professional competence as an intervening variable.

In this case, data processing was performed using SmartPLS v4.1.0 software. The results of this data processing are shown in the following image:

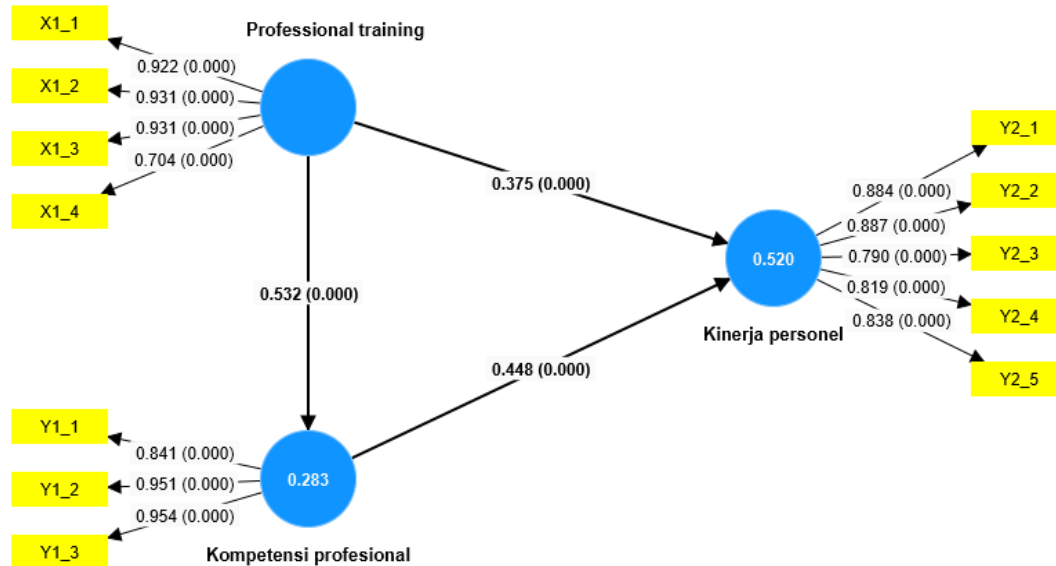


Figure Inner Model SEM-PLS

Source: Results of data processing with Smart PLS 4.0 (2025)

1) Direct Influence Analysis

Research hypothesis testing was conducted to determine whether the hypothesis was accepted or not. The testing procedure was carried out by comparing the calculated t-test with the t-table, assuming that the calculated t-test is greater than the t-table. The t-table value for a 5% significance level is 1.96. The following table shows the results of the test of influence between variables using Partial Least Squares analysis.

Table Path Coefficients Direct Influence

		Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Professional competence	-> Personnel performance	0.448	0.450	0.097	4,595	0.000
Professional training	-> Personnel performance	0.375	0.379	0.098	3,843	0.000
Professional training	-> Professional competence	0.532	0.528	0.095	5,582	0.000

Source: Results of data processing with Smart PLS 4.1.0 (2025)

Based on the results of the data processing presented above, the testing for each research hypothesis can be explained further, namely:

1) Hypothesis Testing 1:

H1: The more effective the implementation of professional training, the more personnel performance will improve.

The first hypothesis test was conducted by examining the estimated coefficient value (original sample) of the influence of professional training on personnel performance, which was 0.375. This result provides evidence that professional training has a positive influence on personnel performance. The t-test results confirmed this finding, where the calculated t-value (3,843) is more than t-table (1.96) with p (0.000) less than 0.05. These results indicate that Professional training has a positive and significant influence Personnel performance This means that the better the professional training, the better the personnel performance will tend to be. Based on this, the first hypothesis proposed in this study is "*The more effective the implementation of professional training, the more personnel performance will improve.*" acceptable.

2) Hypothesis Testing 2:

H2: The more effective the implementation of professional training, the more professional competence will increase.

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of professional training on professional competence, namely 0.532. The results provide evidence that professional training has a positive influence on the professional competence of personnel. The results of the t-test confirm these findings, where the magnitude of the t-test (5,582) is greater than the t-table (1.96) with p (0.000) smaller than 0.05. This shows that professional training positively and significantly influences the professional competence of personnel. This means that the better the professional training, the more the professional competence of personnel tends to increase. Based on this, the second hypothesis proposed in this study, namely "*The more effective the implementation of professional training, the more professional competence will increase*" can be accepted.

3) Hypothesis Testing 3:

H3: The higher the professional competence of personnel, the higher the performance of personnel.

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of professional competence on personnel performance, namely 0.448. The results provide evidence that professional competence has a positive influence on personnel performance. The results of the t-test confirm these findings, where the magnitude of the t-test (4) is known, 595 is more than t-table (1.96) with p (0.000) less than 0.05. The test results prove that professional competence positively and significantly influences personnel performance. This means that if professional competence improves, personnel performance will tend to increase. Based on this, the third hypothesis proposed in

this study is "The higher the professional competence of personnel, the higher the performance of personnel." acceptable.

2) Analysis of the Indirect Influence of Professional Training on Personnel Performance through the Mediation of Professional Competence

The indirect effect test was conducted to see the influence given by an exogenous variable (Professional training) on the endogenous variable (Personnel Performance) through an intervening variable, namely the Professional Competence variable. The indirect effect of Professional training on Personnel Performance through the mediation of Professional Competence is depicted in the following path diagram:

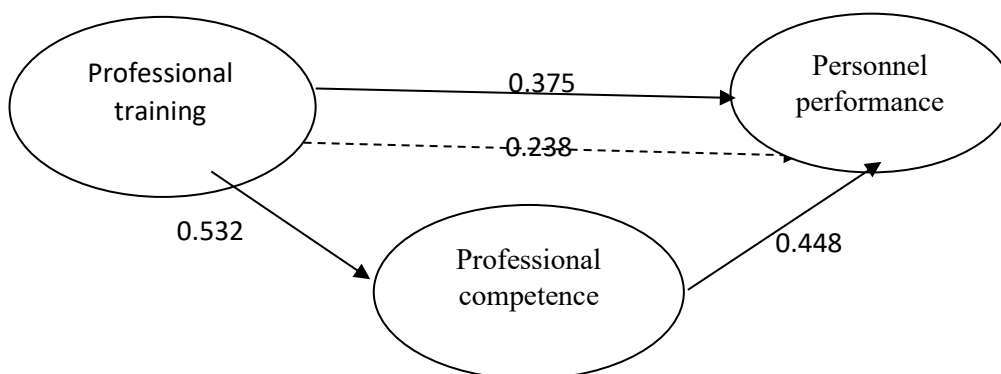
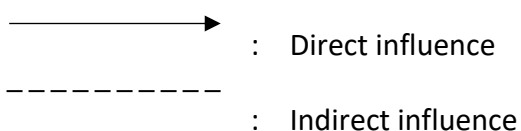


Figure Path Coefficient of the Influence of Professional Training on Personnel Performance through Professional Competence

Information:



The results of the indirect influence test from the calculation results with smart PLS can be presented in the following table.

Table Indirect Effect Test Results

			Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Professional training	->	Professional competence	0.238	0.237	0.065	3,646	0.000
Professional competence	->	Personnel performance					

Source: Results of data processing with Smart PLS 4.1.0 (2025)

The indirect effect of professional training on personnel performance through professional competence is tested with the hypothesis:

H4: Professional competence mediates the influence of professional training on personnel performance.

The mediating effect of professional competence in relation to the variable of professional training on personnel performance is known to be 0.238. The results of the indirect effect test obtained a t-value of 3.646 ($t > 1.96$) with $p = 0.000 < 0.05$. The test results indicate that professional competence significantly mediates the effect of professional training on personnel performance. Thus, the fourth hypothesis which states that "professional competence mediates the effect of professional training on personnel performance" can be accepted.

Table Summary of Hypothesis Test Results

	Hypothesis	t value	p-value	Conclusion
H1	The more effective the implementation of professional training, the more personnel performance will improve.	3,843	0.000	Accepted
H2	The more effective the implementation of professional training, the more professional competence will increase.	5,582	0.000	Accepted
H3	The higher the professional competence of personnel, the higher the performance of personnel.	4,595	0.000	Accepted
H4	Professional competence mediates the influence of professional training on personnel performance.	3,646	0.000	Accepted

Note: The hypothesis is accepted if $t > 1.96$ and $p \text{ value} < 0.05$

Source: Results of data processing with Smart PLS 4.1.0 (2025)

3.3. Discussion

1) The influence of professional training on personnel performance.

The results of the study indicate that professional training has a positive and significant impact on personnel performance. Previous research has shown a positive relationship between training and employee performance. (Nguyen & Duong, 2020).

Variables *Professional training* in this study it was measured from the reflection of four indicators namely indicators Interest in the methods used, Harmonization with the continuity of field activities, Adequate practice room facilities, and Compliance with training participants' time schedules. These four indicators have been shown to significantly contribute to improving personnel performance, which in this study was measured by three indicators: namely indicators Work Quality, Quantity, Timeliness, Effectiveness, and Independence.

The Professional Training variable has the highest outer loading value for the Harmonization with Sustainability of Field Activities indicator, while the Personnel Performance variable shows the highest outer loading value for the Quantity indicator. This finding indicates that

the higher the level of harmonization between professional training and the continuity of field activities, the greater the quantity of work produced by personnel. This means that training integrated with continuous field activities not only improves technical understanding but also strengthens personnel's ability to apply skills directly in the field.

The Professional Training variable has the lowest outer loading value for the Timeliness indicator for training participants, while the Personnel Performance variable shows the lowest outer loading value for the Timeliness indicator. This finding indicates that the higher the level of timeliness of training implementation with the conditions and availability of participants, the more optimal the timeliness of personnel in completing their tasks and responsibilities. This means that the effectiveness of training is not only determined by the material or method, but also by temporal factors, namely the extent to which the training time is arranged flexibly and in harmony with the work rhythm of participants.

2) The influence of professional training on professional competence.

The results of the study show that professional training has a positive and significant effect on professional competence. The results of the study by (Ramli et al., 2023) shows that education and training have a direct positive and significant influence on employee competence.

Variables *Professional training* in this study it was measured from the reflection of four indicators namely indicators Interest in the methods used, Harmonization with the continuity of field activities, Adequate practice room facilities, and Timeliness of training participants. These four indicators have been proven to have a significant contribution to improving professional competence, which in this study was measured by reflection on three indicators. namely indicators Skills, Knowledge, and Attitude.

The Professional Training variable had the highest outer loading value for the harmonization indicator with the continuity of field activities, while the Professional Competence variable showed the highest value for the attitude indicator. This finding indicates that the more optimal harmonization efforts in maintaining the continuity of field activities, the more positive the professional attitude displayed by individuals. This means that professional training aligned with actual field practice not only improves technical skills but also shapes a more proactive, resilient, and results-oriented mindset and work behavior.

The Professional Training variable had the lowest outer loading value for the Time-to-Participant Fit indicator, while the Professional Competence variable had the lowest outer loading value for the Skill indicator. These findings indicate that improving the fit of training time with the schedule and participant readiness has the potential to improve participants' skills. This means that training effectiveness is determined not only by the material or methods used, but also by proper time management.

3) The influence of professional competence on personnel performance.

The results of the study indicate that professional competence has a positive and significant effect on personnel performance. This is in line with the results of the previous study. (Nabela Selvi, Fitria Happy, 2021) states that there is a relationship between professional competence and HR performance.

Measurement of variables Professional competence in this study is measured from the reflection of three indicators. namely indicators Skill, Knowledge, and Attitude. These three indicators have been proven to have a significant contribution to improving personnel performance, which in this study was measured using three indicators. namely indicators Work Quality, Quantity, Timeliness, Effectiveness, and Independence.

The Professional Competence variable had the highest outer loading value for the Attitude indicator, while the Personnel Performance variable showed the highest value for the Quantity indicator. This finding indicates that the more positive the attitude of personnel, the higher the quantity of work produced. This means that a professional attitude plays a crucial role in boosting work productivity. Personnel with a positive attitude are better able to complete work with optimal quantity and quality.

The Professional Competence variable had the lowest outer loading value on the Skill indicator, while the Personnel Performance variable showed the lowest outer loading value on the Punctuality indicator. This finding indicates that increased ability or skill directly contributes to improved punctuality in completing work. This means that when personnel have better skills, they are able to work more efficiently, minimize errors, and adapt to job demands more quickly.

4) Indirect Effect of Professional Training on Personnel Performance through the Mediation of Professional Competence

The test results show that professional competence significantly mediates the influence of professional training on personnel performance. This finding indicates that professional training not only has a direct impact on improving performance, but also strengthens personnel performance through increasing their competencies. In other words, structured training can improve personnel's knowledge, skills, and professional attitudes, which in turn encourages them to work more effectively, efficiently, and in accordance with police operational standards. Effective training allows personnel to internalize new skills and apply them in their daily work context, thereby increasing the quality, quantity, and timeliness of task completion.

4. Conclusion

Based on the research results, it can be concluded that the answer to the existing research questions is: The research results show that professional training has a positive and significant impact on personnel performance. This means that the better the quality of professional training provided, the higher the level of performance achieved by personnel. This indicates

that training serves not only as a means of improving technical knowledge but also as a managerial strategy to shape productive work behaviors, improve punctuality, and strengthen results-oriented work. The research also shows that professional training has a positive and significant impact on professional competence. This means that well-designed training not only broadens technical knowledge but also builds a foundation of competence encompassing professional knowledge, skills, and attitudes. Furthermore, the research results show that professional competence has a positive and significant impact on personnel performance. This means that the higher the level of competence possessed by personnel, the more optimal the resulting performance. Strong competence enables personnel to work carefully, quickly, and responsibly for the results achieved. Professional attitudes such as discipline, commitment, and a willingness to continue learning also play a significant role in driving productivity and the quality of work results. Thus, performance improvement is determined not only by system factors or organizational resources, but also by the capacity of competent individuals who are able to apply their skills effectively in dynamic work situations.

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