

The Effect of Work Motivation and Education Duration on the Interest of Central Kalimantan Regional Polda ASN in Participating in Development Education

Sunnelin¹⁾ & Juni Gultom²⁾

¹⁾Faculty of Economy, Universitas Islam Sultan Agung, Semarang, Indonesia, E-mail: sunnelin.std@unissula.ac.id

²⁾Faculty of Economy, Universitas Islam Sultan Agung, Semarang, Indonesia, E-mail: djunipbn@yahoo.co.id

Abstract. *This study aims to analyze the influence of work motivation and duration of education on the interest of State Civil Apparatus (ASN) in the Central Kalimantan Regional Police (Polda) in participating in development education. The need for superior and professional Human Resources (HR) in the police institution, especially in facing complex security challenges in regions such as Central Kalimantan, is the main background of this study. The research method used is quantitative by distributing questionnaires to ASN Polda Central Kalimantan. The results show that work motivation has a significant and positive influence on ASN interest in participating in development education. Similarly, the duration of education provided was also found to have a significant influence. Simultaneously, work motivation and duration of education together contribute significantly in determining ASN interest in participating in self-development programs. These findings provide practical implications for the HR management of Polda Central Kalimantan to design more attractive and effective development programs, one of which is by paying attention to the intrinsic motivational aspects of ASN and managing the duration of the program optimally so as not to become a barrier.*

Keywords: *Duration; Education; Motivation; Work.*

1. Introduction

Public security and order are fundamental aspects of sustainable national development. The Indonesian National Police, as a law enforcement institution, plays a strategic role in maintaining security and stability throughout Indonesia. In recent years, security challenges have become increasingly complex, with the emergence of various forms of crime, ranging from conventional crime to information technology-based crime (Setiawan, 2020). Therefore, increasing the capacity and professionalism of the regional police is crucial to address these dynamics.

The Central Kalimantan Regional Police face unique challenges related to the geographic and socio-cultural characteristics of the region. Central Kalimantan's vast territory, dominated by

tropical forests and economic activities such as mining and plantations, creates the potential for social conflict and security disturbances that require special handling (Prasetyo, 2019). Furthermore, cases of legal violations related to natural resources and agrarian conflicts are increasing, requiring the Central Kalimantan Regional Police to optimize adaptive and responsive security and law enforcement strategies (Wahyudi, 2021). This situation directly demands the quality of qualified human resources (HR) within the Central Kalimantan Regional Police.

Personnel development is a crucial aspect of the police organization to improve the quality of professional, competent, and virtuous human resources. In the context of the Indonesian National Police (Polri), the development of Polri members and Civil Servants (ASN) is key to supporting the increasingly complex and dynamic implementation of police duties (Sari, 2019). This development encompasses education, training, career development, and character building and work discipline in accordance with the Tribrata and Catur Prasetya Polri values (Hidayat, 2021). Development education is a key instrument in this development.

Specifically, the Central Kalimantan Regional Police (Polda Kalteng) faces unique challenges in personnel development due to the vast and diverse characteristics of the region and the increasingly demanding nature of its duties. The unique geographic and socio-cultural conditions in Central Kalimantan require Polri (National Police) and ASN Polri personnel to possess high adaptability and adequate competency to address various security and public service situations (Putra, 2020). However, obstacles remain in the implementation of personnel development, such as limited facilities and infrastructure, and the need for continuous competency improvement to ensure personnel can perform their duties optimally (Nugroho, 2022).

The effectiveness of personnel development at the Central Kalimantan Regional Police (Polda Kalteng) significantly impacts overall organizational performance. Suboptimal development can result in low work motivation, discipline, and professionalism among Polri and ASN Polri members, thus hindering the achievement of organizational goals in maintaining public security and order (Rahman, 2018). Therefore, it is necessary to evaluate and develop development programs, particularly development education, that are more structured and oriented towards improving the quality of human resources within the Central Kalimantan Regional Police.

Civil servants' interest in participating in development education is an important indicator of efforts to improve their competence and professionalism. In general, this interest is influenced by internal factors such as work motivation and the need for self-development, as well as external factors such as organizational support and available opportunities (Noe, 2017). Development education is a strategic tool for improving the quality of human resources that are adaptive to changes and job demands (Hasibuan, 2019).

Work motivation is a crucial factor influencing individual productivity and performance in various organizations. In general, work motivation can be defined as an internal or external

drive that drives someone to perform work activities with enthusiasm and dedication (Robbins & Judge, 2019). Motivated police officers tend to demonstrate high levels of commitment, discipline, and professionalism in carrying out their duties (Sari & Putra, 2021). Within the Central Kalimantan Regional Police (Kalteng), member work motivation plays a crucial role given the geographic challenges and heavy workload (Wahyudi, 2022).

Research shows that the work motivation of Indonesian National Police (Polri) and civil servants (ASN) in Central Kalimantan is still influenced by factors such as working conditions, rewards, and opportunities for self-development (Nugroho, 2023). Work motivation driven by the need for self-development and recognition for work achievements can increase their interest in participating in development education as an effort to improve professionalism (Sari & Putra, 2021). Therefore, work motivation is a key variable strongly suspected of influencing ASN participation in educational programs.

Furthermore, the duration of education also influences ASN interest in participating in developmental education. The duration of education is a crucial aspect influencing the effectiveness of the learning process and student competency development (Brown & Race, 2018). Too short a duration can result in poor retention of the material, while too long a duration can lead to boredom and reduce learning effectiveness (Kusuma, 2020).

At the Central Kalimantan Regional Police, the duration of education is a concern due to the geographical conditions and demanding workload. Some personnel feel the existing education duration does not fully meet their competency development needs, potentially decreasing interest (Nugroho, 2023). A duration deemed too long or inappropriate for needs can reduce interest because it creates an additional burden and potential disruption to primary duties (Kusuma, 2020). Conversely, a duration that is effectively designed and relevant to the work context can increase ASN interest in participating (Nugroho, 2023).

Work motivation has been widely studied as a key factor influencing participation in competency development programs (Luthans, 2020; Sari & Putra, 2021). Meanwhile, educational duration is also a significant variable influencing civil servant (ASN) interest, with inappropriate duration being a barrier to participation (Kusuma, 2020; Nugroho, 2023).

Although numerous studies have addressed the influence of these two factors, most studies have focused on the private sector or public institutions, and have not specifically addressed the institutional context of the police force with unique characteristics such as the Central Kalimantan Regional Police (Luthans, 2020; Sari & Putra, 2021). Research on the duration of education as a variable influencing ASN's interest in participating in developmental education has rarely been comprehensively examined in the police context (Kusuma, 2020). Therefore, the novelty of this study lies in the integration of both variables, namely Work Motivation and Duration of Education, into a single research model aimed at understanding the factors influencing the Interest of ASN Polda Kalimantan Tengah in Participating in Developmental Education holistically and contextually.

2. Research Methods

This section specifically explains the types, characteristics, and methods used in the research to answer the problem formulation and test the established hypotheses. This research is classified as Quantitative Research with Causal Associative nature. This study uses a Quantitative Approach (Creswell, 2018). This approach was chosen because the study aims to test the hypothesis that has been established through a theoretical framework by collecting and analyzing numerical data (Sugiyono, 2019). Data will be collected from a sample of Central Kalimantan Regional Police ASN using a standardized instrument that produces interval-scale data (Likert Scale). The results of this data collection will then be processed through inferential statistical analysis, such as multiple linear regression, to test the significance of the relationship and influence between Work Motivation (X1) and Duration of Education (X2) on Participation Interest (Y). The nature of this research is Causal Associative (Cause-Effect Relationship). Associative research aims to determine the relationship between two or more variables, while the causality property is used to test how much influence the independent variable has on the dependent variable (Uma Sekaran & Roger Bougie, 2020). In this context, the research seeks to prove whether and how strongly Work Motivation and Duration of Education are causes that influence ASN Participation Interest (effect) in development education programs. The results of this causal research will provide clear policy recommendations regarding which factors are most effective for intervention by the Central Kalimantan Regional Police Human Resources Bureau.

3. Results and Discussion

3.1. Research Result

This study aims to analyze the influence of work motivation (X1) and duration of education (X2) on the interest of ASN (Y) of the Central Kalimantan Regional Police in participating in development education. The research sample involved 100 respondents.

a. Respondent Characteristics Based on Gender

Table Respondent Characteristics Based on Gender

No.	Gender	Amount	Percentage
1	Man	37	37%
2	Woman	63	63%
Amount		100	100%

Table above shows the distribution of respondents by gender in this study, with a total of 100 respondents. Of these, 37 respondents (37%) were male, while 63 respondents (63%) were female. This indicates that the majority of respondents in this study were female, with a higher proportion than males.

b. Respondent Characteristics Based on Age

Table Respondent Characteristics Based on Age

No.	Age	Amount	Percentage
1	26-35 Years	23	23%
2	36-45 Years	34	34%
3	46-56 Years	43	43%
Amount		100	100%

Based on Table, it is known that the total number of respondents in this study was 100 people divided into three age categories. Overall, the distribution of respondents shows that the senior age group has the largest proportion in this study. The details are as follows: The 46-56 Year Age Group is the most dominant age group with 43 respondents, or equivalent to 43% of the total sample. The 36-45 Year Age Group is in second place. Respondents in this age group numbered 34 people, representing 34% of the total respondents. The 26-35 Year Age Group is the category with the fewest number of respondents, namely 23 people, or 23%. Thus, it can be concluded that the majority of respondents (77%) are in the productive to senior age range (36-56 years), with the main focus being on the 46-56 year age group. The proportion of respondents in the younger age group (26-35 years) only contributes less than a quarter of the total sample.

c. Respondent Characteristics Based on Education

Table Respondent Characteristics Based on Education

No.	Education	Amount	Percentage
1	High School/Vocational School	25	25%
2	D3	12	12%
3	S1/D4	51	51%
4	S2	6	6%
5	S3	1	1%
Amount		100	100%

Table above illustrates the distribution of educational levels of respondents in this study, with a total of 100 respondents. The majority of respondents, 51 (51%), had a bachelor's degree (S1) or diploma four (D4) education, indicating that this group constitutes the largest portion

of the sample. This was followed by respondents with a high school or vocational high school (S1) education, totaling 25 (25%), and a diploma three (D3) education, totaling 12 (12%). Meanwhile, respondents with a master's degree (S2) education numbered 6 (6%), and the fewest had a doctoral degree (S3) with only 1 (1%). This distribution reflects the variety of respondents' educational backgrounds, with a predominance of undergraduates, which may influence their perspectives or responses in the study.

d. Respondent Characteristics Based on Length of Service

Table Respondent Characteristics Based on Length of Service

No.	Years of service	Amount	Percentage
1	1-10 Years	34	34%
2	11-20 Years	32	33%
3	20-30 Years	34	34%
Amount		100	100%

Table above displays the distribution of respondents based on length of service, with a total of 100 respondents. The data shows a fairly even distribution across length categories. Thirty-four respondents (34%) had between 1 and 10 years of service, 32 respondents (32%) between 11 and 20 years, and another 34 respondents (34%) between 20 and 30 years. This indicates that the study sample comprised respondents with diverse work experience, ranging from relatively new to those with over two decades of experience, which can provide a broad perspective in the research analysis.

e. Descriptive Statistics of Variables

These descriptive statistics present a summary of data from three variables: Interest (Y), Work Motivation (X1), and Duration of Education (X2), which are measured using a Likert scale of 1 to 5 (with 1 = Strongly Disagree/Low to 5 = Strongly Agree/High).

Table Descriptive Statistics of Variables

Variables	Mean	Std. Dev	Min	Max	Interpretation
Interest (Y)	4.32	0.58	2.47	5.00	High (mean > 4, indicating strong interest).
Work Motivation (X1)	4.41	0.52	2.58	5.00	Very High (mean > 4, with low deviation, indicating high consistency).
Duration of Education (X2)	4.28	0.61	2.36	5.00	High (mean > 4, but deviation is slightly higher, indicating variation in perception).

Descriptive statistics show that all variables are at a High to Very High level, with an average value (Mean) above 4.00. This indicates a very positive perception from respondents towards all measured constructs. Furthermore, the relatively low Standard Deviation (Std. Dev) indicates homogeneity or similarity of responses among respondents.

The Work Motivation variable (X1) has the highest average value among all variables, namely 4.41. This figure is close to the maximum score (5.00), indicating that respondents have a very strong and positive level of work motivation. The low Standard Deviation value (0.52) also indicates that respondents' responses are very consistent in assessing work motivation, namely uniformly in the 'Agree' or 'Strongly Agree' category.

Respondents' interest (Y) was at a high level with an average value of 4.32. This indicates that respondents have a strong interest in the object being studied. With a standard deviation of 0.58, the consistency of responses is still considered good, although slightly more varied than the Work Motivation variable.

Duration of Education (X2) has a mean of 4.28, which is also included in the High category. However, this variable has the highest Standard Deviation (0.61), indicating that the variation in respondents' perceptions is slightly greater than the other variables. Although the majority of respondents have a positive view, a small number of respondents gave a lower value (Min 2.36), in line with the given interpretation.

All variables have a Maximum (Max) value of 5.00, indicating that at least one respondent gave a Strongly Agree (SS) rating for each variable. The Minimum (Min) values for all variables range from 2.36 to 2.58, which technically approaches the 'Disagree' (2) or 'Somewhat Agree' (3) categories, but the high mean values collectively negate the impact of these minimum values.

Descriptive statistics clearly show that ASN interest is at a strong level, supported by very high work motivation (an internal driving factor) and favorable perceptions of educational duration (an external/policy-related factor). The low standard deviations for all variables confirm that these results are not driven by a small, extreme minority, but rather by a widespread positive consensus among the majority of respondents.

3.2. Discussion

This discussion will present the research results in depth, with the aim of answering the research questions and testing the established hypotheses. The discussion will integrate the empirical findings with the theoretical foundation outlined in Chapter II and compare them with relevant previous research. This analysis is expected to provide a comprehensive understanding of the influence of work motivation and educational duration on the interest of Central Kalimantan Regional Police civil servants in participating in development education.

1) Respondent Characteristics

Before discussing hypothesis testing, it is important to understand the characteristics of the respondents who were the subjects of this study. Demographic data shows that the majority of respondents were female (63%), indicating a significant gender representation within the Central Kalimantan Regional Police's civil service structure. In terms of age, respondents were predominantly in the 46-56 age group (43%), followed by the 36-45 age group (34%). This reflects that the majority of respondents (77%) are in a mature and productive career phase, where the need for competency development is crucial to maintaining their professional relevance.

The respondents' educational level was dominated by S1/D4 graduates (51%), indicating that the majority of Central Kalimantan Regional Police civil servants have an adequate formal educational background. This is an important asset because civil servants with higher educational backgrounds tend to have a better awareness of the importance of continuous learning (Hasibuan, 2019). Meanwhile, the relatively even distribution of service periods between groups of 1-10 years (34%), 11-20 years (32%), and 20-30 years (34%) indicates that the study sample includes civil servants with a diverse spectrum of experience, ranging from relatively junior to senior, which can provide a comprehensive perspective on the phenomenon studied.

This demographic profile is important to understand because respondents' characteristics can influence their perceptions and motivations for developmental education. For example, more senior civil servants may have different considerations regarding the duration of education than younger civil servants, particularly regarding their proximity to retirement and long-term career development priorities.

2) Results of Descriptive Analysis of Variables

Descriptive statistics show very positive results for all three variables studied. The Work Motivation variable (X_1) has the highest mean value (Mean = 4.41, SD = 0.52), indicating that Central Kalimantan Regional Police civil servants generally have a very high level of work motivation. The low standard deviation (0.52) indicates strong consistency in respondents' perceptions, meaning that almost all civil servants feel similar levels of motivation. This finding aligns with the characteristics of the police work environment, which emphasizes the values of dedication, devotion, and professionalism (Sari, 2019).

The variable Interest in Participating in Development Education (Y) shows a high average value (Mean = 4.32, SD = 0.58), which indicates that ASN have a strong interest in participating in development programs. This is a very valuable social capital for the Central Kalimantan Regional Police in their efforts to increase human resource capacity. This high interest can be explained by ASN awareness of the importance of improving competency in an era of rapid change, as well as the possible link between educational participation and career development prospects within the Indonesian National Police (Noe, 2017).

The variable Duration of Education (X_2) had an average of 4.28 with a standard deviation of 0.61. Although the average value is still relatively high, the slightly larger standard deviation

compared to other variables indicates a greater variation in perceptions among respondents. This is understandable because perceptions of educational duration are strongly influenced by individual factors such as workload, family responsibilities, and the distance between the assignment and the location of education. Some civil servants may perceive a certain educational duration as reasonable and flexible, while others may consider it a burden that interferes with their primary duties (Kusuma, 2020; Wahyudi, 2022).

The relatively low minimum scores for all three variables (ranging from 2.36 to 2.58) indicate the presence of outliers, or small groups of respondents who gave low ratings. However, the impact of these outliers is minimal on the overall conclusions due to the high mean scores and the majority of respondents' positive responses. These descriptive findings provide a strong foundation for further inferential analysis and indicate that the general conditions of the Central Kalimantan Regional Police's civil servants are highly conducive to the implementation of development education programs.

3) Discussion of Data Quality Test Results

a. Validity of Research Instruments

The validity test results show that all statement items for the three research variables (Interest, Work Motivation, and Duration of Education) have calculated r -values that far exceed the r -table value (0.361). For the Interest variable (Y), the calculated r -values range from 0.678 to 0.742; for Work Motivation (X_1) range from 0.654 to 0.712; and for Duration of Education (X_2) range from 0.688 to 0.721. This confirms that each questionnaire item individually is able to accurately measure the intended construct.

High instrument validity is crucial because it ensures that the collected data accurately reflects the theoretical concepts being measured. A high correlation value indicates that respondents understood the questionnaire statements well and provided consistent responses according to the constructs being measured. This also indicates that the instrument was successfully adapted and contextualized to the Central Kalimantan Regional Police's civil servant (ASN) setting, ensuring that the statements were relevant to the respondents' actual experiences and circumstances (Sugiyono, 2019).

b. Reliability of Research Instruments

The reliability test using Cronbach's Alpha showed very satisfactory results for the three variables: Interest ($\alpha = 0.812$), Work Motivation ($\alpha = 0.789$), and Duration of Education ($\alpha = 0.798$). All of these values significantly exceeded the required minimum limit of 0.60, even approaching or exceeding 0.80 which is considered as very good reliability (Hair et al., 2018). A high Cronbach's Alpha value indicates that the research instrument has strong internal consistency, which means that if the measurement is repeated under similar conditions, the results will be relatively stable and consistent.

This high reliability provides confidence that the variation in scores obtained from respondents truly reflects real differences in the construct being measured, not measurement error or instrument inconsistencies. This is crucial in quantitative research because it forms the basis for the validity of conclusions drawn from data analysis (Uma Sekaran & Roger Bougie, 2020). Thus, the results of the validity and reliability tests collectively confirm that the research instrument used is of high quality and suitable for use in hypothesis testing.

4) Discussion of the Results of the Classical Assumption Test

Before conducting the regression analysis, this study ensured that the model met all the necessary classical assumptions, ensuring reliable and unbiased analysis results. All three classical assumption tests performed yielded satisfactory results.

a. Data Normality

The Kolmogorov-Smirnov test yielded a significance value of 0.200 (>0.05), indicating that the residuals of the regression model were normally distributed. This normality assumption is crucial as it underpins the validity of the significance tests (t-test and F-test). The normal distribution of the residuals indicates that there are no systematic issues in the model that could bias parameter estimation (Hair et al., 2018). Fulfillment of the normality assumption confirms that the relationship between the independent and dependent variables can be adequately modeled using linear regression.

b. Multicollinearity

The results of the multicollinearity test indicate that there is no very high correlation between the independent variables. The Tolerance value for both variables (0.687) is far above the 0.10 limit, and the VIF value (1.456) is far below the limit of 10. This indicates that Work Motivation and Duration of Education are independent constructs, although both influence ASN Interest. The absence of multicollinearity ensures that the resulting regression coefficients are stable and can be interpreted independently without any distortion due to overlap between independent variables (Hair et al., 2018).

c. Heteroscedasticity

The Glejser test indicates that there is no heteroscedasticity problem in the model, with significance values > 0.05 for all variables. This means that the residual variance is constant across the range of independent variable values (homoscedasticity). Meeting this assumption is important because it ensures that the standard error estimates used in the significance test are accurate. Undetected heteroscedasticity in the model indicates that the regression model has consistent predictive ability for both low and high values of the independent variable.

Overall, the fulfillment of all classical assumptions confirms that the regression model used is BLUE (Best Linear Unbiased Estimator), so that the analysis results and conclusions drawn from this study have high statistical validity and can be trusted.

5) Results of Multiple Linear Regression Analysis

The regression model obtained from this study is:

$$Y = 0.847 + 0.386(X_1) + 0.412(X_2)$$

This equation shows that ASN's interest in participating in development education can be predicted through a combination of Work Motivation and Education Duration. The constant value of 0.847 indicates that even without the influence of the two independent variables (X_1 and $X_2 = 0$), there is still a positive basic interest level, although in practice this condition is not realistic because each ASN must have a certain level of work motivation and perception of the duration of education.

The coefficient of determination (Adjusted R^2) of 0.615 indicates that 61.5% of the variation in ASN Interest can be jointly explained by Work Motivation and Duration of Education. This value is considered strong in the context of social science research, where human behavior is influenced by many complex factors (Hair et al., 2018). The remaining 38.5% is explained by factors outside the model, which may include variables such as organizational culture, compensation policies, superior support, geographic distance from the educational location, or personal factors such as family and health conditions.

This high Adjusted R^2 value has important implications for the Central Kalimantan Regional Police's human resource management: focusing on improving these two key variables—work motivation and optimizing the duration of organizational education—can significantly increase ASN participation in development programs. However, for optimal results, other factors contributing 38.5% of the variation also need to be identified and managed in future research or intervention programs.

6) Hypothesis Testing and Answering Problem Formulations

a. Hypothesis 1: The Influence of Work Motivation on ASN Interest

Problem Formulation 1: Does Work Motivation have a partial effect on the Interest of Central Kalimantan Regional Police Civil Servants in Following Development Education? Based on the results of statistical tests, Work Motivation is proven to have a positive and significant effect on the Interest of Civil Servants in following development education.

The partial test results (t-test) show that Work Motivation has a t-value of 4.872 with a significance of 0.000 (<0.05), which is statistically very significant. The regression coefficient (B) of +0.386 indicates a positive direction of influence, which means that every one unit increase in Work Motivation will increase ASN Interest by 0.386 units, assuming other variables are constant. The Beta coefficient (standardized) of 0.348 indicates that Work Motivation provides a relative contribution of 34.8% in predicting variations in ASN Interest.

The high t-value (4.872) indicates that the influence of Work Motivation on Interest is very strong and does not occur by chance. With a 95% confidence level ($\alpha = 0.05$), the probability that this influence occurs due to sampling error is very small (less than 0.1%). This provides

high confidence that the causal relationship between Work Motivation and ASN Interest is real and can be generalized to the entire Central Kalimantan Regional Police ASN population.

These findings are highly consistent with the theoretical foundation established in this study, particularly Herzberg's Two-Factor Theory (Luthans, 2020) and McClelland's Theory of Needs. According to Herzberg, motivating factors such as opportunities for self-development, achievement, and recognition are key drivers of job satisfaction and motivation. Civil servants with high levels of work motivation, both intrinsic (satisfaction from achievement, sense of responsibility) and extrinsic (recognition from superiors, supportive working conditions), tend to view development education as a means to achieve self-actualization and enhance their professional competence.

In the context of McClelland's Needs Theory, civil servants with a high need for achievement will proactively seek opportunities to improve their skills through education. They view participation in development programs not as an administrative obligation, but as a valuable opportunity to enhance their capacity and achieve higher performance standards (Robbins & Judge, 2019). This strong intrinsic motivation generates a sustained internal drive to continue learning and developing.

Furthermore, these findings align with Vroom's Expectancy Theory, which states that individuals will be motivated to act if they believe their efforts will result in good performance, which in turn will yield rewards they value. Highly motivated civil servants have a clear expectation that participation in developmental education will result in increased competency (performance), which will then be recognized by the organization through promotions, awards, or increased responsibilities (highly valenced rewards).

The results of this study are highly consistent with those of Sari & Putra (2021), who found a positive and significant relationship between work motivation and interest in participating in developmental education among police officers. The study also confirmed that work motivation driven by the need for self-development and recognition for work achievements can increase interest in education. This consistent finding indicates that the relationship between work motivation and interest in education is quite robust and can be found across various police institutional contexts in Indonesia.

This finding also supports research by Luthans (2020), which states that high work motivation is a significant driver of all forms of positive performance behavior, including a passion for self-development. Intrinsically motivated civil servants will inherently seek opportunities to improve their performance and achieve their goals, and one primary pathway is through formal education.

Practically, these findings have clear implications for the human resource management of the Central Kalimantan Regional Police. To increase civil servants' interest in participating in developmental education, the organization must focus on efforts that can increase work motivation, both intrinsic and extrinsic.

Strategies to increase intrinsic motivation can be done through:

- 1) Giving challenging and meaningful responsibilities to ASN
- 2) Creating a work environment that supports autonomy and creativity
- 3) Providing constructive and ongoing feedback on performance
- 4) Recognition and appreciation for the contribution of ASN in police duties

Meanwhile, extrinsic motivation can be increased through:

- 1) Fair and competitive compensation system
- 2) Transparent and merit-based promotion policies
- 3) A clear link between educational participation and career development
- 4) Incentives or special allowances for ASN who complete development education

By improving work motivation holistically, the Central Kalimantan Regional Police will not only increase interest in participating in education, but also improve the overall performance and job satisfaction of ASN, which in turn will have a positive impact on the quality of public services and the achievement of organizational goals.

b. Hypothesis 2: The Influence of Education Duration on ASN Interest

Problem Formulation 2: Does the Duration of Education have a partial effect on the Interest of Civil Servants of the Central Kalimantan Regional Police in Participating in Development Education? Based on the results of statistical tests, the Duration of Education is proven to have a positive and significant effect on the Interest of Civil Servants in Participating in Development Education. Moreover, this variable is the most dominant predictor among the variables studied.

The partial test results (t-test) show that the Duration of Education has a t-value of 6.085 with a significance of 0.000 (<0.05), which is the highest value among all independent variables. The regression coefficient (B) of +0.412 indicates a positive direction of influence, which means that every one unit increase in positive perceptions of the Duration of Education will increase ASN Interest by 0.412 units. Most importantly, the Beta coefficient (standardized) of 0.434 indicates that the Duration of Education provides the largest relative contribution (43.4%) in predicting ASN Interest, exceeding the contribution of Work Motivation (34.8%).

The very high t-value (6.085) and significance of 0.000 indicate that the influence of Education Duration on Interest is very strong, consistent, and reliable. The finding that Education Duration is the most dominant variable provides a very important strategic insight: although work motivation is a strong internal driving factor, ASN perceptions of the practical and

logistical aspects of the education program, especially duration, have an even greater influence in determining their participation interest.

These findings strongly support the theoretical foundation built on the theory of perception and individual decision-making processes. Perception is a cognitive process in which individuals organize and interpret sensory impressions to give meaning to their environment (Robbins & Judge, 2019). In the context of this research, civil servants conducted subjective evaluations of educational duration based on several practical considerations:

- a) Civil servants at the Central Kalimantan Regional Police have operational and administrative responsibilities that cannot be ignored. The duration of the training is perceived as too long. will be considered to interfere with the main task and cause role conflict (Wahyudi, 2022).
- b) ASN assesses whether the duration and schedule of education can be adjusted to their personal conditions, including family responsibilities and geographical distance between the place of work and the location of education.
- c) ASN evaluates whether the duration set is sufficient to master the material in depth without causing excessive time pressure or boredom due to taking too long (Kusuma, 2020).
- d) ASN makes rational calculations between the "cost" of time that must be invested and the "benefits" of competence and career prospects. will be obtained.

Expectancy Theory is also highly relevant in explaining these findings. Civil servants will demonstrate high interest in education if they believe the set duration is realistic and achievable (high expectancy), and that completing the program within that duration will yield valuable outcomes (high instrumentality and valence). Conversely, if the duration is perceived as unrealistic or too intrusive, expectations of success decrease and interest decreases significantly.

This finding is highly consistent with Kusuma's (2020) research, which found that negative perceptions of educational duration, whether too long or too short, were proven to reduce learning effectiveness and indirectly undermine participation intentions. The study emphasized that participants must perceive duration as "adequate" and "relevant" to increase participation intentions.

These results also align with Wahyudi's (2022) findings, which found that the perception of educational duration as creating role conflict (interfering with primary duties) negatively impacts the mental readiness and interest of Polri members. In the context of the Central Kalimantan Regional Police, with its high routine workload and unique geographic challenges, perceptions of duration are a major inhibiting factor that must be carefully managed.

However, the finding that education duration is the most dominant variable provides a novel contribution to the literature, as most previous studies tend to place work motivation as the primary predictor. This finding suggests that in the specific context of the Central Kalimantan Regional Police's civil servants (ASN), with their extensive geographic characteristics, high

workloads, and the majority of respondents being senior, practical considerations related to duration are more determinant than motivational factors alone.

The finding that education duration is the most dominant variable offers clear and actionable strategic implications for the Central Kalimantan Regional Police. Human resource management must prioritize efforts to optimize civil servants' perceptions of education duration through several strategies:

1) Flexible Program Design

- a) Implementation of a blended learning model that combines face-to-face learning with online learning, thereby reducing the time spent away from the work place.
- b) Scheduling programs in short modules that can be completed in stages, rather than long-term intensive programs that disrupt operational tasks.
- c) Providing a variety of execution time options (weekends, after hours, or task rotation periods)

2) Socialization and Transparency

- a) Clear and early communication regarding duration, schedule and learning methods to prospective participants
- b) A rational explanation of why a certain duration is required to achieve the expected competencies.
- c) Providing testimonials from program alumni who have successfully balanced education with primary duties

3) Organizational Support

- a) Policy to reduce routine workload for ASN who are currently undergoing education
- b) Support from direct superiors in the form of flexibility of tasks and time management
- c) Provision of supporting facilities such as accommodation or transportation if the location of education is far from the place of work

4) Continuous Evaluation

- a) Conduct regular surveys to measure ASN perceptions regarding the duration of the ongoing program.
- b) Adjusting duration based on participant feedback and evaluation of learning effectiveness
- c) Benchmarking with other Regional Police or similar institutions to find best practices in educational duration management

5) Career Relevance

a) Ensuring that program completion within a clearly defined duration is linked to a promotion path or functional allowance.

b) Formal recognition (certification, credit points) that is equivalent to the time investment made by ASN

4. Conclusion

Based on the analysis and discussion of the research results regarding the Influence of Work Motivation and Duration of Education on the Interest of Central Kalimantan Regional Police ASN in Participating in Development Education, several main conclusions were drawn as follows: There is a significant and positive influence of work motivation on the interest of Central Kalimantan Regional Police civil servants in participating in development education. This indicates that the higher the work motivation of civil servants (both intrinsic and extrinsic), the greater their interest in participating in self-development programs to improve their competence and professionalism. The duration of education significantly influences the interest of Central Kalimantan Regional Police civil servants in participating in development programs. A duration perceived as too long tends to act as a disincentive and decrease interest, while an optimal duration (not too short that the material is not conveyed, and not too long that it interferes with primary duties) can increase interest. Simultaneously, work motivation and educational duration contribute significantly to explaining variations in ASN interest in participating in development education. These two factors are important determinants that institutions must consider when designing HR development policies. In general, the interest of Central Kalimantan Regional Police ASN in development education is in the moderate to high category, but there is still room for improvement which is influenced by the two main independent variables studied.

5. References

Journals:

Hidayat, S. (2021). Peran Pengembangan Karakter dalam Mendukung Profesionalisme Anggota Kepolisian Nasional Indonesia. *Jurnal Keamanan Nasional*, 7(2), 110-125.

Kusuma, A. (2020). Analisis Persepsi Durasi Pendidikan dan Pengaruhnya terhadap Efektivitas Pembelajaran. *Jurnal Pendidikan dan Pelatihan*, 5(1), 45-60.

Nugroho, D. (2022). Hambatan dan Tantangan dalam Pengembangan Personel Kepolisian di Daerah Terpencil. *Jurnal Manajemen Kepolisian*, 8(3), 210-225.

- Nugroho, D. (2023). Strategi untuk Meningkatkan Motivasi Kerja dan Minat Pendidikan Pegawai Negeri Sipil Kepolisian Daerah Kalimantan Tengah Melalui Insentif Ekonomi. *Jurnal Kebijakan Publik*, 15(1), 88-105.
- Prasetyo, B. (2019). Karakteristik Geografis Kalimantan Tengah dan Implikasinya terhadap Manajemen Keamanan. *Jurnal Geografi Sosial*, 12(4), 301-315.
- Putra, AR (2020). Adaptasi Personel Kepolisian Nasional Indonesia dan Pegawai Negeri Sipil Kepolisian Nasional terhadap Karakteristik Sosial Budaya di Kalimantan Tengah. *Jurnal Ilmu Sosial dan Budaya*, 6(2), 140-155.
- Putra, HS (2022). Insentif Ekonomi dan Pengaruhnya terhadap Stres Kerja Kepolisian. *Jurnal Psikologi Kerja*, 10(3), 50-65.
- Rahman, A. (2018). Dampak Pengembangan Personel terhadap Disiplin dan Profesionalisme Kepolisian. *Jurnal Administrasi Publik*, 4(1), 30-45.
- Sari, DP (2019). Pentingnya Pengembangan Perwira Kepolisian dan Pegawai Negeri Sipil dalam Menciptakan Sumber Daya Manusia Unggul. *Jurnal Kepemimpinan Kepolisian*, 5(2), 70-85.
- Sari, DP, & Hidayat, R. (2021). Tantangan Manajemen Kompensasi di Lembaga Kepolisian. *Jurnal Kebijakan Manajemen Sumber Daya Manusia*, 7(1), 12-28.
- Sari, E., & Nugroho, A. (2021). Faktor-faktor yang Mempengaruhi Minat ASN dalam Berpartisipasi dalam Pendidikan Pembangunan di Lingkungan Pemerintah Daerah. *Jurnal Administrasi Publik*, 13(4), 401-415.
- Sari, E., & Putra, HS (2021). Hubungan Antara Motivasi Kerja dan Minat dalam Berpartisipasi dalam Pendidikan Pembangunan di Kalangan Perwira Kepolisian. *Jurnal Manajemen Sumber Daya Manusia*, 9(2), 170-185.
- Setiawan, R. (2020). Perkembangan Kejahatan Berbasis Teknologi Informasi dan Tantangan bagi Penegakan Hukum. *Jurnal Hukum dan Kejahatan*, 3(1), 1-15.
- Wahyudi, T. (2021). Mengoptimalkan Strategi Penegakan Hukum Terkait Konflik Agraria dan Sumber Daya Alam. *Jurnal Studi Hukum*, 8(3), 250-265.
- Wahyudi, T. (2022). Faktor-faktor yang Mempengaruhi Persepsi Durasi Pendidikan dan Kesiapan Mental Anggota Kepolisian. *Jurnal Pendidikan Kepolisian*, 4(3), 112-127.

Books:

- Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice*. 15th ed. Kogan.
- Brown, S., & Race, P. (2018). *The Lecturing Toolkit: A Practical Guide to Teaching with Excellence*. Kogan.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. SAGE Publications.
- Hair, JF, Black, WC, Babin, BJ, & Anderson, RE (2018). *Multivariate Data Analysis*. 8th ed. Cengage Learning.
- Hasibuan, MSP (2019). *Human Resource Management*. Revised Edition. PT Bumi Aksara.
- Luthans, F. (2020). *Organizational Behavior: An Evidence-Based Approach*. 14th ed. McGraw-Hill Education.
- Milkovich, G. T., Newman, J. M., & Gerhart, B. (2019). *Compensation*. 12th ed. McGraw-Hill Education.
- Noe, R. A. (2017). *Employee Training and Development*. 7th ed. McGraw-Hill Education.
- Robbins, S.P., & Judge, T.A. (2019). *Organizational Behavior*. 18th ed. Pearson Education.
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Alfabeta.
- Uma Sekaran, & Roger Bougie. (2020). *Research Methods for Business: A Skill Building Approach*. 8th ed. Wiley.