

Education and Competence Technicalpolice in Increase Performance Personnelcentral Kalimantan Regional Police Property and Administration Working Sat

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Abstract. *Security is a fundamental human need and a primary prerequisite for the realization of a just, prosperous, and peaceful society. In the context of Central Kalimantan, the Indonesian National Police (Polri) plays a strategic role as mandated by Law Number 2 of 2002. One of the internal oversight units with a crucial position is the Professional and Security Division (Bidpropam) of the Central Kalimantan Regional Police, which is responsible for maintaining professionalism, integrity, and the enforcement of discipline and the code of ethics among Polri personnel. Nevertheless, the vast geographical area, limited infrastructure, and disparities in personnel competencies and educational qualifications pose distinct challenges to optimizing organizational performance. This study aims to analyze the effect of professional competence on personnel performance, the effect of police technical education and training on personnel performance, and the role of police technical education and training as a moderating variable in the relationship between professional competence and the performance of Bidpropam personnel of the Central Kalimantan Regional Police. The study employs an explanatory research approach with a census method involving the entire population of 94 personnel. Data were collected through questionnaires and analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS). The results indicate that professional competence has a positive and significant effect on personnel performance. Police technical education and training also have a positive and significant effect on personnel performance. Moreover, police technical education and training acts as a moderating variable that strengthens the effect of professional competence on personnel performance. These findings confirm that improvements in professional competence are more effective in enhancing performance when supported by adequate police technical education and training.*

Keywords: *Competence; Performance; Personnel; Professional.*

1. Introduction

Security is a fundamental human need and a primary prerequisite for realizing a just, prosperous, and peaceful society. In the context of Central Kalimantan, the role of the Indonesian National Police (Polri) is highly strategic, as mandated by Law Number 2 of 2002: maintaining public security and order, enforcing the law, and providing protection, care, and services to the community. Implementing this mandate requires a police organization that is professional, adaptive, and oriented toward the public interest.

In response to public expectations, the Indonesian National Police (Polri) has undertaken various efforts to improve, organize, strengthen, and reform its position as a professional and trusted police institution (Agustina et al., 2023). These efforts involve setting targets for restructuring and reform. In the 2005-2009 period, the Indonesian National Police focused on building public trust. In the 2010-2014 period, the Indonesian National Police sought to build partnerships. Meanwhile, in the 2015-2025 period, the Indonesian National Police set a target to strive for excellence.

The Central Kalimantan Regional Police's Propam Division serves as an assistant to the leadership, playing a role in formulating, elaborating, analyzing, and evaluating policies, particularly those related to resource management and strengthening internal Polri professionalism. The role of the Propam Division extends beyond enforcing discipline and order, but also encompasses enforcing the professional code of ethics and safeguarding personnel, materials, activities, and information. Therefore, the Propam Division holds a strategic position in upholding the dignity of the Polri profession while supporting the effectiveness of police duties within the Central Kalimantan Regional Police's jurisdiction.

However, the implementation of these duties faces challenges posed by the vast nature of Central Kalimantan, its diverse geographic and demographic conditions, and its uneven population distribution. The vast distances between regional units and limited infrastructure require superior, adaptive human resources supported by adequate education and training. Ideally, the Bidpropam function should be strengthened by professional, high-integrity, and competent personnel through vocational education, ongoing training, and professional certification.

However, existing conditions indicate a persistent gap between ideal demands and the reality on the ground. The number of personnel does not fully meet the organization's needs, and in terms of quality, some personnel have not yet completed vocational training within the Propam function or received relevant training and certification. These limitations have resulted in a less than optimal distribution of technical, professional, and ethical competencies.

which ultimately has implications for personnel performance in internal supervision, disciplinary enforcement, and public complaints services.

This competency gap becomes even more significant when linked to the complexity of tasks and regional challenges. This situation has the potential to impact the quality of task execution, the accuracy of violation handling, and the effectiveness of internal security. The Indonesian National Police (Polri), as the institution responsible for domestic security, needs to prepare its personnel to anticipate dynamic developments. Changing the attitudes and behavior of Polri members is key to meeting demands for a democratic, transparent, and accountable police force that prioritizes the rule of law and human rights (Gaussyah, 2012).

One crucial aspect of police officers' professional preparation is their level of professional skills and competence (Wulan et al., 2022). 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.

Previous research on the role of competency in HR performance has left controversial results. Among them, research findings that competency has a significant direct influence on organizational performance (Reza Aulia, 2023) contradict the findings that competency development has no significant influence on performance variables.

organization (Sudewo et al., 2022). Therefore, in this study, police technical education is proposed as a moderating variable to address this gap.

Police education is a series of activities through which police personnel acquire the knowledge, skills, and habits necessary to perform their assigned or potential future duties (Sloan & Paoline, 2021). The general objectives of police education are to improve performance, continuously adapt, adjust, and enhance employee knowledge, skills, and abilities, avoid knowledge obsolescence, resolve organizational issues, mentor new employees, and prepare for career advancement and development (Okhrimenko et al., 2021).

Therefore, efforts to improve the quality of police human resources can be achieved through specific education and training that can support the implementation of their duties and functions. Police education and training play a crucial role in equipping personnel with the skills, abilities, and physical strength necessary to achieve the organization's goals effectively and efficiently (Shvets et al., 2020).

Reforming the police training system is one of the most important and difficult tasks in social transformation in various environments. Furthermore, police reform is particularly difficult in post-crisis situations, where the implementation of reforms involves more than just technical solutions or external changes in the activities of police education institutions.

The Central Kalimantan Regional Police's Propam Division currently has 94 personnel, consisting of both National Police (Polri) members and civil servants. Of these personnel, only a small portion have educational qualifications and specialized competencies: 12 have

completed vocational training and Propam functional training, 10 have accredited certification, and 19 have completed formal education at the undergraduate level.

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 chapter presents a general overview of the characteristics of the research respondents, which aims to provide an empirical context regarding the profiles of the police personnel involved in the research. The research respondents were 94 police personnel in the Central Kalimantan Regional Police's Propam Division. The characteristics of the research respondents are presented using statistical data obtained through questionnaire distribution. In the field implementation, all respondents were willing to complete the questionnaire, resulting in 94 completed questionnaires that could be used in the data analysis of this study.

The description of the respondents in this study can be explained in four characteristics, namely based on gender, age, education and length of service, as explained below:

1) Gender

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

Table Respondent Description Based on Gender

Type Sex	Frequency	Percentage
Man	84	89.4
Woman	10	10.6
Total	94	100.0

Based on the gender characteristics presented in Table 4.1, the majority of respondents were male, 84 (89.4%), while 10 (10.6%) were female. This male dominance reflects the general characteristics of police work units, particularly in the Propam (Propam) function, which has relatively high demands for supervisory duties, discipline enforcement, and internal security. This condition indicates that personnel performance is greatly influenced by the nature of the

work, which requires assertiveness, preparedness, and physical endurance. Although female personnel are fewer in number, their presence still plays a strategic role, particularly in administrative aspects, communication, and a humanistic approach that can enrich overall organizational performance.

2) Age

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

Table Respondent Description Based on Age

Age	Frequency	Percentage
21 - 30 years old	26	27.7
31 - 40 years old	33	35.1
41 - 50 years old	19	20.2
51 - 60 years	16	17.0
Total	94	100.0

Source: Data processing results, 2025.

Judging from the age of respondents, the 31–40 year age group dominates with 33 people (35.1%), followed by the 21–30 year age group with 26 people.

(27.7%), 19 people aged 41–50 years (20.2%), and 16 people aged 51–60 years (17.0%). This composition indicates that most personnel are at a productive age and are psychologically and professionally mature. The age of 31–40 years is generally the peak performance phase, where personnel have sufficient work experience but still have high energy and motivation. This condition has the potential to support optimal personnel performance, especially in carrying out supervisory and disciplinary enforcement tasks that require a balance between firmness and wisdom.

3) Last education

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

Table Respondent Description Based on Last Education

Education Final	Frequency	Percentage
High School/Vocational School	33	35.1
Diploma	9	9.6
Bachelor	45	47.9
Postgraduate	7	7.4
Total	94	100.0

Followed by 33 high school/vocational high school graduates (35.1%), 9 diploma graduates (9.6%), and 7 postgraduate graduates (7.4%). The high proportion of personnel with a bachelor's degree indicates that human resources in The Central Kalimantan Regional Police's

Division of Propam (Division of Security) has relatively good intellectual capacity. Higher levels of education generally correlate with analytical skills, regulatory understanding, and more rational decision-making, potentially improving the quality of personnel performance. The presence of personnel with postgraduate backgrounds also serves as a strategic asset in fostering professionalism and knowledge-based performance development.

4) Years of service

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

Table Respondent Description Based on Length of Service

TimeWork	Frequency	Percentage
0 – 10 years	15	16.0
11 – 20 years old	29	30.9
21 – 30 years old	31	33.0
> 30 years old	19	20.2
Total	94	100.0

In Table, it is known that respondents with a work period of 21–30 years are the largest group, namely 31 people (33.0%), followed by those with a work period of 11–20 years, as many as 29 people (30.9%), those with a work period of more than 30 years 19 people (20.2%), and 15 people (16.0%) with a work experience of 0–10 years. This distribution indicates that most personnel have long and in-depth work experience within the police institution. The relatively long work experience reflects the accumulation of experience. A strong understanding of procedures and internalization of organizational values have the potential to positively impact personnel performance, particularly in maintaining consistent enforcement of discipline and professionalism within the police force.

The final analysis in PLS is the structural model analysis or inner model. In structural model analysis, hypotheses can be tested using t-statistics. The test results can be seen from the output of the structural model in terms of the significance of the loading factors that explain the influence.

The construct of professional competence towards police education & training through the mediation of personnel performance 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:

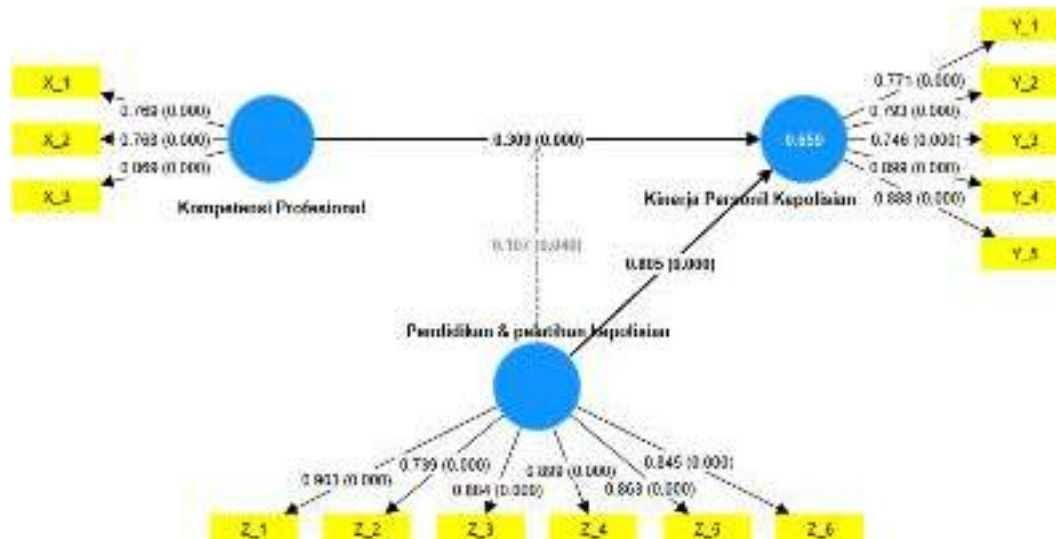


Figure Full Model SEM PLSModeration

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

Based on the results chart of research data processing with Smart PLS 4.0 Based on the above, hypothesis testing can then be performed. To determine whether the hypothesis is accepted or not, this is done by comparing the calculated t with the t -table, assuming that the calculated t 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.

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

1) Hypothesis Testing 1:

H1: The better the professional competence, the better the personnel performance.

The first hypothesis test was conducted by examining the estimated coefficient (original sample estimate) of the influence of professional competence on personnel performance, which was 0.309. This result provides evidence that professional competence has a positive influence on personnel performance. The results of the t -test confirmed this finding, where the calculated t -value (3.727) was greater than the t -table (1.96) with p (0.000) less than 0.05. The conclusion of this test is that professional competence positively and significantly influences personnel performance. This result means that the better

Professional competence will tend to improve personnel performance. Based on this, the first hypothesis proposed in this study, namely "The better the professional competence, the better the personnel performance.", can be accepted.

2) Hypothesis Testing 2:

H2: The better the police technical education, the better the personnel performance.

The second hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the influence of police education & training on personnel performance, namely 0.805. This result provides evidence that police education & training has a positive influence on personnel performance. The results of the t-test confirmed these findings, where it was known that the magnitude of the calculated t (16.013) was greater than the t-table (1.96) with p (0.000) less than 0.05. The conclusion of the test is that police education & training positively and significantly affects personnel performance. This result means that the better police education & training, the personnel performance will tend to increase. Based on this, the second hypothesis proposed in this study, namely "The better police technical education, the better personnel performance" can be accepted.

3) Hypothesis Testing 3:

H3: The influence of professional competence on personnel performance will be stronger if personnel properly attend police technical education. Conversely, the influence of professional competence on personnel performance will be weaker if personnel do not attend police technical education.

The third hypothesis test was conducted by looking at the estimated coefficient value (original sample estimate) of the effect of the interaction variable (Police Education & Training x Professional Competence) on personnel performance, which was 0.107. This result provides evidence that the moderating effect of Police Education & Training can weaken the relationship between Professional Competence and Personnel Performance. The results of the t-test showed that the calculated t-value (2.056) was greater than the t-table (1.96) with p (0.040) less than 0.05. Based on this test, it can be concluded that there is a moderating effect of Police Education & Training on the relationship between Professional Competence and Personnel Performance. This result means that high Police Education & Training can strengthen the influence of Professional Competence on personnel performance. Based on this, the third hypothesis proposed in this study, namely "The influence of professional competence on personnel performance will be stronger if personnel follow police technical education properly. Conversely, the influence of professional competence on personnel performance will be weaker if personnel do not follow police technical education" can be accepted.

3.2. Discussion

1) Influence competence professional to performance Personnel

The results of the hypothesis testing indicate that professional competence has a positive and significant effect on personnel performance, thus the proposed hypothesis is accepted. This finding means that the higher the level of professional competence possessed by personnel, the higher the performance demonstrated in carrying out police duties. Professional

competence reflected in the mastery of knowledge, work skills, and professional behavior enables personnel to carry out duties more effectively, accurately, and responsibly. In the context of the Central Kalimantan Regional Police's Propam Division, professional competence is the main foundation in supporting the implementation of internal supervisory functions, enforcing discipline, and maintaining professional ethics, thus having a direct impact on the quality of personnel performance.

The findings of this study align with various previous studies that emphasize the importance of professional competence in improving human resource performance. Kristianty Wardany (2020) found that professional competence significantly influences performance, with individuals with higher competence tending to demonstrate better work performance. Similar results were also reported by Nabela Selvi and Fitria Happy (2021), who stated that improvements in professional competence were consistently followed by performance improvement. Furthermore, Basori Alwi et al. (2021) and Bondarenko et al. (2023) emphasized that professional competence is a crucial determinant of performance, particularly in professions that demand high professional standards, such as educators and law enforcement officers. This empirical support strengthens the position of professional competence as a key variable in managing police personnel performance.

Viewed from the forming indicators, Behavior/Characteristic indicators Personality is the aspect with the highest score in the professional competency variable. This indicates that professional attitude, integrity, discipline, and personal responsibility are the primary strengths of personnel in driving performance improvement. Strong professional behavior directly contributes to the effectiveness and quality of police performance. Conversely, the Skills indicator has the lowest score, although it is still in the high category. This condition indicates that personnel's technical skills are not yet fully optimized and have the potential to limit the achievement of maximum performance. Therefore, skill improvement through continuous technical training is crucial so that professional competence can have a stronger and more consistent impact on police personnel performance.

2) The Influence of Police Education & Training on Personnel Performance

The results of the hypothesis testing indicate that police education and training have a positive and significant effect on personnel performance, thus the proposed hypothesis is accepted. This finding indicates that the better the quality and effectiveness of education and training attended by personnel, the higher the resulting performance. Education and training serve as strategic tools to improve the knowledge, skills, and professionalism of personnel in carrying out police duties. In the context of the Central Kalimantan Regional Police's Propam Division, targeted education and training can strengthen personnel's ability to carry out internal oversight functions, enforce discipline, and provide institutional services more effectively and accountably.

The results of this study align with various previous research findings that emphasize the important role of education and training in improving civil servant performance. Nguyen and

Duong (2020) found that training and development have a significant positive relationship with employee performance. Laing (2021) stated that education and training are strategic instruments in increasing the productivity and effectiveness of public sector work. Similar findings were also expressed by Niati et al. (2021) and Onyango and Wanyoike (2014), who emphasized that training designed systematically improve performance by enhancing technical skills and work motivation. This consistency of results strengthens the argument that education and training are organizational investments that directly impact the performance of police personnel.

Based on its constituent indicators, the Acquisition of New Knowledge indicator is the aspect with the highest score in the police education and training variable. This indicates that the education and training programs attended by personnel are effective in broadening their knowledge, understanding of regulations, and police work methods, which in turn improves the quality of decision-making and the effectiveness of task execution. Conversely, the Participant Happiness indicator is the aspect with the lowest score. This finding indicates that although the training successfully improves competency, participants' emotional experiences and satisfaction during the training are not fully optimal. This condition has the potential to affect the level of engagement and the sustainability of the application of training outcomes in daily performance. Therefore, strengthening a more participatory and humanistic learning approach is necessary so that education and training not only improve technical competency but also can continuously drive personnel performance.

3) The influence of professional competence on personnel performance

The results of the moderation hypothesis test indicate that police education and training positively and significantly moderate the relationship between professional competence and personnel performance, thus the moderation hypothesis is accepted. This finding means that the influence of professional competence on personnel performance will be stronger when personnel participate in high-quality police education and training. In other words, the professional competence possessed by personnel does not automatically produce optimal performance if it is not supported by relevant, continuous, and applicable education and training. In the context of the Central Kalimantan Regional Police's Propam Division, education and training act as an enhancing mechanism that allows professional competence to be translated more effectively into work behavior and actual performance achievements.

These findings align with theoretical perspectives and previous research findings that emphasize the strategic role of education and training in strengthening the impact of competency on performance. Napitupulu (2020) demonstrated that education and training have a simultaneous relationship with increased competency, which ultimately impacts performance. Ramli et al. (2023) also found that education and training have a positive and significant effect on professional competency and strengthen civil servant performance. Furthermore, Subari and Raidy (2015) emphasized that training can strengthen the relationship between competence and performance by improving practical skills and work

motivation. This empirical support confirms that education and training are not merely independent variables, but rather important contextual factors that determine the extent to which professional competence can be actualized in the performance of police personnel.

Substantively, the moderating role of police education and training can be explained through mechanisms that increase the relevance and actualization of professional competence. Competence, reflected in professional knowledge, skills, and behavior, will have a greater impact on performance when personnel receive training aligned with task demands and the dynamics of the work environment. Education and training enable personnel to hone technical skills, update knowledge, and develop an adaptive professional mindset. Without adequate educational and training support, professional competence has the potential to remain latent and not fully converted into optimal performance. Therefore, these findings emphasize the importance of an integrated police human resource development strategy, where increasing professional competence must be accompanied by the provision of quality education and training to ensure sustainable personnel performance.

4. Conclusion

This study aims to formulate a model for improving personnel performance through strengthening professional competence with police technical education and training as moderating variables. This study addresses the controversy of previous research related to the role of competence on human resource performance that personnel performance improvement is not only determined by professional competence alone, but is also greatly influenced by the effectiveness of the implementation of police technical education and training as a reinforcing factor. Therefore, the development of police human resources needs to be directed in an integrated manner through strengthening professional competence supported by the implementation of continuous technical education and training that is relevant to the demands and dynamics of police duties. Based on the results of data processing and hypothesis testing, several main conclusions were obtained.

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