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## **PENGARUH PENDIDIKAN PELATIHAN DAN KOMPETENSI TERHADAP KINERJA PERSONEL DIREKTORAT TINDAK PIDANA UMUM BARESKRIM POLRI DI JAKARTA**

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### **Abstract**

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This research was conducted at the Directorate of General Crimes at Bareskrim Polri, involving a population of 214 personnel, with a sample of 140 respondents selected using a 5% margin of error. The study aims to determine and analyze the impact of education, training, and competence on the performance of Police Civic Dittipidum Personnel. Data were collected through questionnaires distributed to respondents using probability random sampling. Quantitative data analysis was performed using multiple linear regression analysis with SPSS 22. The findings indicate that education, training, and competence each have a positive and significant effect on the performance of Police Civic Office personnel. When combined, these factors also show a positive and significant effect, with a coefficient of determination ( $R^2$ ) of 58.2%. The training education variable emerged as the most dominant factor influencing performance, with a constant coefficient value of 0.311. These results underscore the importance of comprehensive education and training programs in enhancing the competence and performance of police personnel, suggesting that targeted interventions in these areas can lead to significant improvements in their effectiveness.

### **Keywords:**

Education; Training; Competence; Performance; Police Personnel.

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## **INTRODUCTION**

Human resources (HR) are pivotal assets for organizations striving to achieve their goals and success. The quality of HR significantly determines the organization's success in reaching its objectives. To achieve this, education and training are essential to produce competent personnel capable of executing tasks aligned with the organization's goals. According to Soekidjo Notoatmojo (2003:27), "education within an organization is a process of developing capabilities in the direction desired by the respective organization." Education aims to enhance individuals or groups into more valuable and insightful entities, equipping them to face the professional world effectively.

Training, as defined by Djoko Raharjo (2013), is a program designed to bridge the gap between employees' skills and job requirements, enhancing their efficiency and effectiveness in achieving work targets. Training is directly related to employees' skills and competencies in executing their current job descriptions according to their job roles within the organization.

At Bareskrim Polri, education and training data from the Directorate of General Crimes (Dittipidum) reveal the personnel distribution based on rank, general education, investigative status, and participation in specialized training (Dikbangspes). The lowest education level is high school (SMA) with 30 personnel, followed by undergraduate (S1) with 142 personnel, master's degree (S2) with 40 personnel, and the highest level being a doctoral degree (S3) with 2 personnel. Out of these, 76 personnel have investigative certifications, and 138 do not. Additionally, only 56 personnel have undergone Dikbangspes, while 158 have not. Education and training form the foundation for police personnel to qualify for investigative certification.

Competence is defined as the ability to perform tasks or jobs based on skills and knowledge, supported by the required work attitudes. Competence indicates knowledge and skills characterized by professionalism in a specific field, considered crucial or as a hallmark of that field (Moehariono, 2009).

In 2020, Dittipidum Bareskrim Polri handled 1,594 cases, resolving 415, leaving 1,198 unresolved. In 2021, there were 1,373 cases, with 368 resolved and 1,027 unresolved, indicating a decline in case resolution from 415 in 2020 to 368 in 2021, with many cases still pending.

Based on the above, this study focuses on education and training (X1), competence (X2), and performance (Y). These variables were chosen because education, training, and competence are crucial factors in completing tasks, particularly in resolving cases and reducing public complaints, thus enhancing public perception of Polri's performance.

### Problem Identification

This study identifies the following problems:

1. The need to improve the performance of Dittipidum Bareskrim Polri personnel.
2. The need to enhance the career progression of Dittipidum Bareskrim Polri personnel.
3. The necessity to improve the competence of Dittipidum Bareskrim Polri personnel.
4. The need to increase the quota for participants in education and training programs (Dikbangspes).
5. The requirement for well-planned education and training programs.
6. The necessity to analyze and evaluate the performance of Dittipidum Bareskrim Polri personnel.

## Research Limitations

This research is limited to discussing the education, training, and competence of Polri personnel at the Directorate of General Crimes, Bareskrim Polri.

## Research Objectives

The objectives of this study are:

1. To determine the impact of education and training on the performance of Polri personnel at the Directorate of General Crimes, Bareskrim Polri.
2. To assess the influence of competence on the performance of Polri personnel at the Directorate of General Crimes, Bareskrim Polri.
3. To evaluate the combined effect of education, training, and competence on the performance of Polri personnel at the Directorate of General Crimes, Bareskrim Polri.

## Literature Review

### Performance

Performance, or performance, is the outcome achieved by an individual or a group within an organization, in accordance with their authority and responsibilities, aiming to achieve the organization's goals legally and ethically (Suryadi, 1997). According to A.A. Anwar Prabu Mangkunegara (2015:9), employee performance (work achievement) is the result of an employee's work in carrying out their duties based on the responsibilities assigned to them, measured by both quality and quantity. Veithzal Rivai (2009:15) defines performance as the willingness of an individual or group to undertake activities and complete them in line with their responsibilities, yielding the expected results.

According to Robbins (2006: 260), performance indicators can be measured through:

- a) Quality: The perceived quality of work produced, approaching perfection.
- b) Quantity: The amount of output exceeding set targets, representing completed cycles of activity.
- c) Timeliness: The completion of tasks within the given timeframe, maximizing available time for other activities.
- d) Effectiveness: The optimal use of organizational resources such as labor, money, and technology to increase output.
- e) Efficiency.

### Education and Training (Diklat)

Bernal and Russell (in Handoko, 2009:27) describe education and training as efforts to

improve the performance of employees in specific jobs or tasks related to their responsibilities. According to Yohanas (2007:19), education and training programs are crucial HR activities for addressing current and future organizational challenges.

The objectives and functions of education and training in an institution include:

- a. Enhancing devotion, quality, skills, and attitudes of the employees targeted by the training.
- b. Creating a consistent vision and dynamic thinking approach in executing public administration and development tasks to achieve good governance.
- c. Developing and implementing effective work methods.
- d. Fostering civil servant careers.
- e. Creating personnel capable of acting as agents of change and promoting national unity and cohesion, instilling a service-oriented, empowering, and developmental mindset.

According to Hasibuan (2005:72), training effectiveness indicators include:

- a. Knowledge or skills gained by participants.
- b. The ability to recall and apply training content.

#### Competence

Noor fuad & gofur almahd (2009:116) define competence as the ability to perform activities based on various characteristics, including basic traits, behaviors, skills, and knowledge, which can vary. Changes in these skills, behaviors, and knowledge levels indicate competency. If a person consistently meets high competency standards, they are considered competent in their field.

Mathis, R.L. & J.H. Jackson (2006) define competence as a fundamental characteristic possessed by an individual, directly influencing performance and predicting excellent performance.

According to Spencer and Spencer (in Dewi, 2010:23), competency indicators include:

- a. Motivation: The consistent thought process driving an individual's actions.
- b. Traits: The qualities influencing how a person behaves or responds.
- c. Self-concept: The attitudes and values held by an individual, assessed through responses to determine their values.
- d. Skills: The ability to perform specific tasks, physically or mentally.

The research framework is a diagram outlining the logical flow of the study (Dr. Muhammad Ramdhan, 2021). Based on the literature review, the factors influencing performance are identified and represented in the following hypothesis:

1. It is hypothesized that education and training have a positive influence on performance.
2. It is hypothesized that competence positively impacts performance.
3. It is hypothesized that education, training, and competence together positively influence performance.

## METHODS

This research employs a descriptive study with a quantitative approach, aiming to validate the influence among variables. The study focuses on education and training (X1) and competence (X2) as independent variables, and the performance of Dittipidum Bareskrim Polri personnel as the dependent variable (Y). Descriptive research is utilized to describe the characteristics of these variables, while quantitative methods are used to test the hypotheses through statistical analysis.

The population of this study includes all personnel of the Directorate of General Crimes (Dittipidum) at Bareskrim Polri, totaling 214 individuals. The sample size was determined using Slovin's formula with a significance level of 0.05 (5%):

$$n = \frac{N}{1 + N(e^2)}$$

Where:

- $n$  = sample size
- $N$  = population size (214)
- $e$  = margin of error (0.05)

Applying this formula, the sample size calculated is 140 personnel. The sampling technique used is Probability Sampling with Simple Random Sampling, ensuring each member of the population has an equal chance of being included in the sample.

Data were collected using a structured questionnaire distributed to the respondents. The questionnaire contained closed-ended questions measured using a Likert scale to quantify responses. The survey was conducted both directly and with the assistance of business owners, as suggested by Sugiono (2008).

### Data Analysis Tools

#### a. Validity Test

The validity test aims to determine whether the questionnaire items can accurately measure the variables. The method involves correlating each item score with the total score of the variable. The criteria for validity are:

- If  $r_{\text{calculated}} > r_{\text{table}}$ , the item is valid.
- If  $r_{\text{calculated}} < r_{\text{table}}$ , the item is invalid.
- If  $r_{\text{calculated}} > r_{\text{table}}$  but negative,  $H_0$  is rejected and  $H_1$  is accepted.

#### b. Reliability Test

Reliability measures the consistency of the questionnaire. A questionnaire is considered reliable if the responses are stable over time. The reliability criteria are:

- If  $(\alpha \geq r_{\text{table}})$ , the instrument is reliable.
- If  $(\alpha < r_{\text{table}})$ , the instrument is not reliable.
- A reliability coefficient above 0.6 is considered adequate, and above 0.8 is considered good.

### c. Classical Assumption Tests

Before hypothesis testing, several classical assumption tests are conducted to check for any deviations. These include:

- Normality Test: Ensures the data distribution is normal.
- Heteroscedasticity Test: Checks for constant variance of errors.
- Multicollinearity Test: Ensures no high correlation between independent variables.

## 5. Hypothesis Testing

### a. Partial Test (t-test)

The t-test determines the individual effect of each independent variable on the dependent variable.

The hypotheses are:

- $(H_1: \beta_1 = 0)$  (no effect of education and training on performance)
- $(H_1: \beta_1 \neq 0)$  (effect of education and training on performance)
- $(H_2: \beta_2 = 0)$  (no effect of competence on performance)
- $(H_2: \beta_2 \neq 0)$  (effect of competence on performance)

The t-value is compared with the t-table value at a significance level of 0.05.

### b. Simultaneous Test (F-test)

The F-test evaluates the combined effect of education and training and competence on performance. The criteria are:

- If  $(F_{\text{calculated}} \geq F_{\text{table}})$ ,  $(H_0)$  is rejected, indicating a significant combined effect.
- If  $(F_{\text{calculated}} \leq F_{\text{table}})$ ,  $(H_0)$  is accepted, indicating no significant combined effect.

### c. Coefficient of Determination ( $R^2$ )

The  $R^2$  test measures the model's ability to explain the variation in the dependent variable. The adjusted  $R^2$  value indicates how well the independent variables explain the variance in the

dependent variable. According to Chin (1998),  $R^2$  values are categorized as:

- Substantial if above 0.67
- Moderate if above 0.33 but below 0.67
- Weak if above 0.19 but below 0.33

### Regression Analysis

Multiple linear regression analysis is used to determine the relationship between the independent variables (education and training, and competence) and the dependent variable (performance). The regression equation is used to predict the dependent variable based on the independent variables, and the significance of the relationship is determined by the regression coefficients and their respective t-values. The direction of the relationship is indicated by the sign of the regression coefficients.

## RESULT AND DISCUSSION

### Main Result

The main result of this study indicates that both education and training, and competence have a positive and significant impact on the performance of Police Civic Directorate personnel at Bareskrim Polri. The data analysis using SPSS 22 showed that these factors individually and collectively contribute to the improved performance of the personnel.

### Empirical Result

#### Characteristics of Respondents

The study involved 140 respondents, selected from a population of 214 personnel at the Directorate of General Crimes, Bareskrim Polri. The respondents' characteristics were assessed based on their educational background, competence, and performance metrics.

#### Validity and Reliability Analysis

The instrument's validity and reliability were tested using SPSS 22. The validity test revealed that all data for the variables of education and training (X1), competence (X2), and performance (Y) were valid, with a coefficient (r) greater than 0.166. The reliability test indicated that the Cronbach's Alpha values for these variables were above 0.600, confirming their reliability.

#### Classical Assumption Tests

##### 1. Normality Test

The normality test, using the Kolmogorov-Smirnov method, showed a significance value of 0.130,

which is greater than 0.05. This indicates that the residual values are normally distributed.

## 2. Heteroscedasticity Test

The heteroscedasticity test using the Glejser method resulted in a significance value of 0.25, which is greater than 0.05. This suggests that there is no heteroscedasticity in the data.

## 3. Multicollinearity Test

The multicollinearity test showed that the tolerance values for X1 and X2 were 0.961 and VIF values were 1.041, indicating no multicollinearity issues.

## Hypothesis Testing

### 1. Partial Test (t-test)

The t-test results indicated that:

- Education and training (X1) had a significance value of 0.000, which is less than 0.05, and a t-value of 5.217, which is greater than the t-table value of 1.9774. This confirms that education and training significantly influence performance (Y).

- Competence (X2) had a significance value of 0.000, which is less than 0.05, and a t-value of 4.519, which is greater than the t-table value of 1.9774. This indicates that competence significantly affects performance (Y)

### 2. Simultaneous Test (F-test)

The F-test results showed a significance value of 0.000, which is less than 0.05, and an F-value of 15.260, which is greater than the F-table value of 3.06. This confirms that education and training (X1) and competence (X2) together have a significant effect on performance (Y).

### 3. Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) was 0.582, indicating that 58.2% of the variation in performance (Y) is explained by education and training (X1) and competence (X2). This value is categorized as moderate, according to Chin (1998).

## Regression Analysis

The multiple linear regression analysis provided the following equation:

$$\{ Y = 25.172 + 0.311X1 + 0.099X2 \}$$

This equation suggests:

1. The constant value of 25.172 indicates the baseline performance level when the scores for education and training and competence are constant.
2. The coefficient for education and training (X1) is 0.311, meaning a one-point increase in education and training is associated with a 0.311-point increase in performance.
3. The coefficient for competence (X2) is 0.099, indicating a one-point increase in competence leads to a 0.099-point increase in performance.

### Comparison with Previous Studies and Theory

The empirical results of this study align with the theories and findings of previous research. According to Soekidjo Notoatmojo (2003), education within an organization aims to develop capabilities desired by the organization. Djoko Raharjo (2013) supports the notion that training bridges the gap between employee skills and job requirements, enhancing efficiency and effectiveness. The findings of this study corroborate these views, demonstrating that education and training significantly improve personnel performance.

Furthermore, Moehariono (2009) defines competence as the ability to perform tasks based on skills and knowledge, supported by work attitudes. The significant positive effect of competence on performance observed in this study aligns with Moehariono's definition, highlighting the importance of competence in achieving high performance.

The study also confirms the research by Chin (1998), which categorizes an  $R^2$  value above 0.33 and below 0.67 as moderate, indicating that education and training, and competence moderately influence performance.

In conclusion, the study underscores the critical role of education, training, and competence in enhancing the performance of Police Civic Directorate personnel at Bareskrim Polri. These findings provide valuable insights for policymakers and administrators to develop targeted programs that foster these attributes, ultimately leading to improved organizational performance.

### CONCLUSION

This study concludes that education and training, as well as competence, have a positive and significant influence on the performance of personnel at the Directorate of General Crimes, Bareskrim Polri. The analysis demonstrated that the t-value for education and training was 5.217, which is greater than the t-table value of 1.9774 with a significance level of 0.000, confirming a significant positive impact on performance. Similarly, the competence variable showed a t-value of 4.519, also greater than the t-table value of 1.9774 with a significance level of 0.000, indicating

a significant positive effect on performance. The simultaneous analysis of education and training, and competence, resulted in an F-value of 15.260, which is greater than the F-table value of 3.06 with a significance level of 0.000. This indicates that both variables together significantly influence the performance of personnel at the Directorate of General Crimes, Bareskrim Polri. The findings suggest that integrating education, training, and competence can significantly enhance the performance of personnel. Education and training accounted for 36.5% of the performance improvement, while competence contributed 34.4%. When combined, these variables significantly impact performance, accounting for 58.2% of the improvement. This highlights the importance of simultaneous application of education and training, and competence development to achieve optimal performance outcomes.

Given the significant yet moderate contribution of education and training and competence to performance, it is recommended that further research be conducted to explore other variables that may affect the performance of personnel at the Directorate of General Crimes, Bareskrim

Polri. Additionally, the Police leadership should focus on enhancing education and training programs, planning, execution timing, participant quotas, and evaluation of training outcomes. Attention should also be given to improving personnel competence to ensure better performance.

Future research should consider expanding the population and including other relevant variables to gain a more comprehensive understanding of the factors influencing the performance of Polri personnel. This will help in identifying key areas for improvement and implementing strategies to enhance overall effectiveness and efficiency.

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