Impact of Competence on the Educators Performance of Indonesian Police Education and Training Units

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Abstract

Indonesian Police educators occasionally selected from personnel switch who do not match their competence. This hassle has an effect on professionalism which include: they do no longer recognize their foremost duties, making use of monotonous coaching strategies, and reducing teacher overall performance. However, the proper educator's competence could have an advantageous effect on their overall performance. Consequently, further evaluation is needed to decide competence impact on educator's performance. This studies become performed the use of a survey approach to 285 educators on the Indonesian Police training and education Institute and analyzed quantitatively. Records have been accrued thru 53 questionnaire statements including 4 competency indicators and three overall performance indicators. The outcomes display that there has been 37% fantastic affect of competence at the educators overall performance, whilst others may be encouraged by using different elements which include positions that aren't according with the competence of educators. It could be concluded that competence has a effective impact on the educators overall performance. This implication may be used as a reference to enhance overall performance via aligning personnel in line with their competence. The affect among competence signs and educators overall performance namely: professional, pedagogic, non-public, and social has been described in this article**.**

Keywords: Competence; Educator performance; Police education and Training.

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1. Introduction

Police personnel in Indonesia are recruited from various sources, including police academies, scholars, and non-commissioned officers with different educational backgrounds [1]. Every personnel attends police formation education by being given police knowledge and placed according to need, but sometimes not according to their competence [2]. This problem often occurs when there is a personnel transfer. For example, Police personnel who served in Intelligence, Criminal Investigation, Sabhara (mass control), and traffic police were transferred to the Education and Training Institute and then ordered to teach even though their competence was not appropriate. The reason for the transfer is possible because of organizational needs, promotions, or as punishment for problematic personnel [3].

Finally, this mutation culture has a negative effect on the performance and professional personnel such as educators who do not understand their main duties and responsibilities. The teaching process conducted only based on experience so that teaching is monotonous and performance is not maximized. Supposedly, the educators values become a reference in the personnel transfer process so that educators understand the organization goals clearly [4], know their main tasks and functions, understand the hierarchy and authority from leaders to implementers so that it becomes clear in authority and responsibility delegation [5], knowing that there is a unity of command where educators receive orders and be responsible to their leaders, as well as a clear tasks division and responsibilities [6].

The preliminary study results found that the educators number in Indonesian Police Education and Training Institute in 2019 that only 1006 people had passed the certification out of a total of 1121 educators (Source: Indonesian Police). The educator's number who have the appropriate competencies through the certification process will determine the success of learning and training implementation [7]; [8]. Educators are human resources who have a strategic role that must be fostered and enhanced competence. This is in line with the strategic role that educators should be able to carry out their roles and functions to produce students according to educational goals

The competence of an educator has an influence in improving the educator's performance [9]; [10]. Performance is an important element in an organization because performance issues are related to organizational life dynamics and individuals through measurable performance [11]. Performance is behavior assessment result related to the good or bad of a job that has been done. This statement is supported by Crawford, et. al.,[12] that performance is also obtained because of encouragement from within or called initiative. This definition relates various things about the organization, behavior, tasks, and functions as well as the results achieved in a comprehensive way. Performance is very important with positive implications for tasks, because the organization progress is determined by a strong initiative towards work performance. Success in doing a job is largely determined by performance.

Competence is a period used scientifically and in ordinary language. skills may be attributed to people, social agencies, or establishments, once they own or accumulate situations for reaching unique improvement desires and assembly essential needs provided by the outside surroundings. Colleges need to be able to educate, train

and put together each student for destiny existence responsibilities [13]. Competence is a character characteristic and no longer on the social group's competence or establishments. The various scientific review uses of the term competence shows that competence is considered to have multiple meanings namely *1)* all performance abilities and skills [14]; *2)* inherited or domain-specific prerequisites needed to acquire primary knowledge systems (especially languages) [15]; *3)* knowledge and skills learned (specific demands); *4)* individual need for effectiveness [16,17,18]; *5)* self-subjective evaluation [19]; and *6)* a set of cognitive, motivational and social prerequisites for successful action. Based on the description above, an in-depth study is needed regarding the importance of competence role to find out its relationship with the educators performance, especially in the police education and training institutions. Future implications, this result can be a reference for making policies related to the personnel placement in accordance with their competencies.

2. Method

2.1 Research Design

This research is a survey-quantitative. Salminen [20]stated that survey research was conducted on large and small populations, but that the data studied came from samples taken from these populations to find relative occurrences, distributions, and relationships between sociological and psychological variables. Survey research is a quantitative research method used to obtain data that has occurred in the past or present, about beliefs, opinions, characteristics, behavior, variable relationships, and to test several hypotheses about sociological and psychological variables from a certain population sample [21]. Data collection techniques are carried out by observation (interviews or questionnaires) and research results tend to be generalized [22]. Based on this description, this research is focused on knowing the competence effect on educator's performance in Indonesian police education and training institutions.
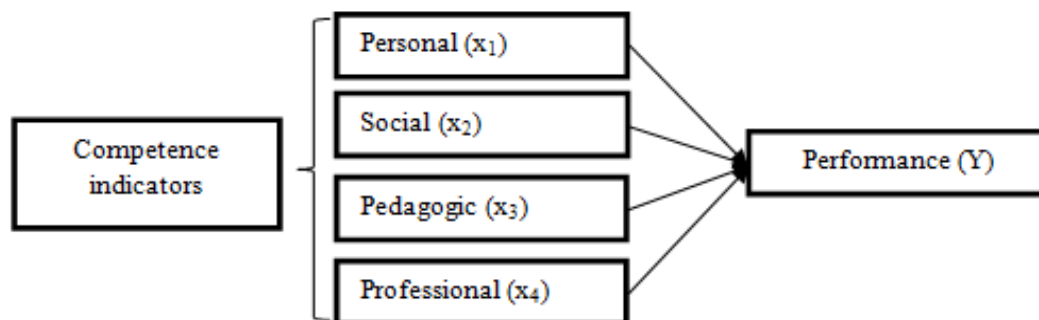

Figure 1: Relationship model between competency indicators and performance.

2.2 Participants

A total of 286 respondents were taken from a total of 1006 populations involved in this study. All respondents are educators from 16 institutions in the Indonesian Police Education and Training Institute who have passed the certification. Determination of the respondents number in this case refers to the slovin sampling technique [23],

namely:

$$n = \frac{N}{1 + N(e)^2} = \frac{N}{1 + N(0.05)^2}$$

The sampling technique above is known that n = respondents number; N = Population; e = Percent fault tolerance (5%).

2.3 Data Collection

Data was collected using a questionnaire instrument. Questionnaire items contain statements to determine the conditions suitability for each respondent. Alternative answers use a Likert scale of 1-5 and analyze the average score and refer to Table 1 below [24], [25], [26]. The advantage of questionnaires can be sent or given to many respondents at the same time and justified for validity. Meanwhile, the disadvantages are that they cannot clarify ambiguous, unclear questions, and respondents cannot react verbally or do not have broad opportunities to answer certain questions.

Table 1: The average score criteria.

Interval score average ($\bar{x}$)	Criteria
$4{,}21 \le \bar{x}$	Strongly agree
$3{,}41 \le \bar{x} \le 4{,}20$	Agree
$2{,}61 \le \bar{x} \le 3{,}40$	Undecided
$1{,}81 \le \bar{x} \le 2{,}60$	Disagree
$\bar{x} \le 1{,}80$	Strongly disagree

2.4 Data analysis

The data collected were analyzed quantitatively and described. The competence influence of each indicator on educators performance is carried out through a regression test with the SPSS program [27]. This analysis technique is used to test the effect between variables based on a theoretical model and not to derive a causal theory.

3. Results and Discussion

This study was conducted to determine the educator competence effect (independent variable) on performance (dependent variable) in the Indonesian police education and training institutions. The effect of independent variable on the dependent variable can be known by parametric test by fulfilling the prerequisite test for normality.

Normality tests in statistics are used to determine whether a data set is well modeled by a data distribution and to calculate how likely the random variables underlying a data set are normally distributed [28]. Generally, the normality test is often carried out with three techniques, including the following methods: visual, skewness-kurtosis, and statistical tests (Kolmogorov-Smirnov and Shapiro-Wilk). In this case, the skewness-kurtosis

method was chosen for the normality test. The Skewness-Kurtosis method is probability distribution asymmetry of a random variable. This quantity refers to the average score and fit with a small to moderate sample size > 200. This quantity refers to the average score and fit with a small to moderate sample size (> 200) [29]. The Skewness-Kurtosis value can be positive, negative, or even undefined [30]. The normality test with Skewness-Kurtosis can be done by dividing the Skewness score by the standard error (SE), as well as the Kurtosis score by dividing the Kurtosis value by the standard error (SE). The tolerance limits for Zskewness and Zkurtosis which are still considered normal are between -1.96 to 1.96 or generally between -2 to 2 [31]. The data normality test results are shown in Table 2 below.

Table 2: Normality test results.

Variable	Zskew (Skewness/SE Skewness)	Zkurt (Kurtosis/SE Kurtosis)	Criteria
Performance (Y)	-1,76	-0,70	
Personal (x1)	-1,50	-1,56	
Social (x2)	-1,56	-1,50	Normally
Pedagogic (x3)	1,36	-1.62	distributed
Professional (x4)	1,12	-1,19	
Competence (X)	-1,67	-1,30	

Note: x1, x2, x3, and x4 are competence indicators; Y= Dependen variable; X = independen variable

Table 2 shows that the measured variables meet the normal criteria based on the Skewness-Kurtosis test. Table 2 also shows the Normality test results on the indicators of the Indonesian National Police educator's competence, namely: personal (x1), social (x2), pedagogic (x3), and professional (x4).

Data that meet the prerequisites of parametric test were analyzed to determine the independent variable effect on dependent variable. The effect test in this case is selected from the most eligible between linear and non-linear regression. Generally, the linearity test aims to determine whether there is a significant linear relationship between variables or not. A good correlation must have a linear relationship between the predictor variable (X) and the criterion variable (Y).

Several cases state that this linearity test is a requirement before performing regression analysis. If there is a linear relationship between two variables, then the analysis can be continued with linear regression. In other cases, it is often found that the relationship between variables meets the non-linear category. This is due to various other factors and depends on the variables being measured. If the data includes non-linear criteria, then the alternative is to choose the appropriate analytical tool by identifying the greatest influence on the independent variable [32].

Data analysis in this case meets the non-linear criteria. Therefore, the analysis determination was chosen based on the greatest influence. The results of non-linear analysis show that quadratic analysis has the greatest influence than others. The results are shown in Table 3 below.

Table 3: The influence of competence on the educator's performance.

Independen Variable	Quadratic (R square) (%)	Mean	Sig.
Personal (x1)	23,4	3,95	0,027
Social (x2)	33,9	3,95	0,004
Pedagogic (x3)	38,1	3,96	0,002
Professional (x4)	6,90	3,87	0,383
Competence (x)	37,5	3,94	0,002

The pattern of relationships in Table 3 above shows that there is actually a positive relationship between competence and its indicators on performance. However, the relationships pattern that occur is not linear and quadratic. This pattern indicates that there is a saturation point in certain conditions of the relationship between the independent and dependent variables. The relationship will meet two categories, namely positive and negative.

Two categories of relationship between independent and dependent variables can be seen by dividing the data into two groups. The first group has an answer score below the mean score and the second group is above it. The relationship pattern that occurs between the competence and performance variables is linear if it refers to the data below the mean score. This means that educators who have high competence will have high performance and apply according to theory [33]. An interesting finding was shown in the second group. There is an inverse relationship between competence and performance. The educator's performance is getting lower when competence tends to increase. These results indicate that there is a saturation point (on the mean score) related to the relationship between competence and performance. This can be influenced by various other factors such as strict organizational rules, income, changes in individual behavior, goals not being achieved, and incompatibility of educators with their competencies.

Basically, the competence of an educator has an influence in improving the educator's performance [34,35]. Competence is a term used both scientifically and in everyday language. Competencies can be attributed to individuals, social groups or institutions, when they possess or acquire conditions for achieving specific development goals and meeting important demands presented by the external environment. School institutions must be able to educate, teach and train, as well as prepare each student for future life tasks [36,37].

Education in public schools and the police have some differences. The police education standard itself is included in military education which is full of pressure, prioritizes physical, high discipline, and strong mentality. The Indonesian police educators qualifications are one of four standards that require leadership policy intervention, namely problems related to educators not only in their quality and quantity which are below standard and their unplanned regeneration process, but also related to their personnel existence in a *de facto* and *de jure*. The pressure amount on the abilities and skills that must be mastered by each personnel can be a burden on them, thereby interfering with the achievement of the planned goals. As a result, individuals become excessively stressed and performance becomes poor.

These results have proven that competence does not always have a positive impact on performance, especially in the police environment, but has a saturation point at a certain time. In the future, it is necessary to pay attention

to the factors causing the decline in performance when the competence of educators increases. Uniquely, military-based police education is interesting to study as a basis for developing specific policies to improve the institutions quality.

4. Conclusion

This study concludes that the positive effect of competence on performance in Indonesian police educators is 37%. The relationship pattern between competence and performance is non-linear quadratic. The findings indicate a saturation point on the maximum mean score of questionnaire is 3.94. This means that there is a positive effect between competence and performance on the mean score of questionnaire above 3.94. However, the opposite effect was below the mean score of 3.94. This result is caused by several educators who are not in accordance with their expertise.

Acknowledgements

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