

The Role of Professional Training in Improving Instructor Performance at Police Education Institutions in Indonesia

1st Abdul Habib Sitompul
Magister Akuntansi
Universitas Pembangunan Panca Budi
Medan, North Sumatera, Indonesia
ahabibsitompul@gmail.com

2nd Rahima Br Purba
Magister Akuntansi
Universitas Pembangunan Panca Budi
Medan, North Sumatera, Indonesia
rahima@dosen.pancabudi.ac.id

Abstract—Improving the quality of education in police institutions, particularly at the National Police School (SPN), is inseparable from the strategic role of educators in shaping the character and competencies of students. Education and training (diklat) are important instruments in strengthening the professional capacity of educators so that they can carry out teaching duties effectively and in accordance with the demands of the police curriculum. This conceptual article aims to theoretically examine the influence of training on the performance of educators at SPN, by reviewing literature related to the concept of training, dimensions of educator performance, and the relevance of both in the context of semi-military organizations. The theoretical approach used includes Human Capital theory and organizational performance theory, which explain that investment in human resource development through training has a positive impact on improved work performance. Through a literature review and conceptual analysis, this article concludes that training designed based on real needs and implemented systematically can contribute significantly to improving pedagogical competence, work discipline, and learning effectiveness in the SPN environment. This conceptual contribution is expected to serve as a foundation for the formulation of training policies that are more targeted and oriented towards improving the quality of police education.

Keywords— *Training, Educator Performance, State Police School, Conceptual Articles*

I. INTRODUCTION

The development of science and technology as well as public demands for the performance of the Indonesian National Police, have an impact on the demand for increasing professional, moral, modern and superior human resources who carry out duties in accordance with the Vision and Mission of the Indonesian National Police. The improvement of professional human resources in the Indonesian National Police is carried out through a programmed, directed, systematic and sustainable education system based on the policies and strategies of the Chief of the Indonesian National Police [1]. Therefore, the

Indonesian National Police Education and Training Institute along with its ranks and the Regional Police Education and Training Institute (SPN Polda) as implementing elements of the Indonesian National Police education and training, especially towards 8 (eight) educational standards, make efforts to improve professional human resources. The Indonesian National Police Education and Training Institute conducts Professional Certification through Competency Tests for Indonesian National Police Educators at the Education Center and Regional Police Education and Training Institute (SPN Polda) which are carried out by the LSP of the Indonesian National Police Education and Training Institute (LSP). With the hope that all educators at the Pusdik and Spn Polda have competencies in accordance with the established standards, as regulated in Law number 20 of 2003 concerning the National Education System, Government Regulation number 19 of 2005 concerning National Education Standards and Regulation of the Chief of the Republic of Indonesia National Police number 14 of 2015 concerning the Police Education System [2].

The National Police School (SPN) is a formal educational institution that plays a strategic role in producing professional and integrity-based police personnel. To improve the quality of education, SPN educators must possess adequate competencies, encompassing pedagogical, personality, social, and professional aspects. One way to improve these competencies is through education and training programs. Training, as a form of structured learning for educators, is expected to enhance the knowledge, skills, and



attitudes necessary for the educational process within the SPN environment. However, the effectiveness of training in improving educator performance has not been fully measured systematically, making it crucial to conduct empirical studies on the impact of training on their performance [3].

In order to realize an independent, professional and trusted Indonesian National Police (Polri), professional educators are needed to manage and organize education and training at Polri educational institutions. The appointment of educators is not in accordance with the required competencies and qualities, so it is necessary to improve and develop the knowledge and skills of SPN Polda Sumut educators. It is necessary to improve the abilities and skills of educators/instructors to strengthen the competencies possessed by educators and be able to carry out their duties professionally. Competency Certification of Polri Educators in the SPN Polda Sumut environment to create professional educators in providing teaching and learning processes.

According to Presidential Instruction of the Republic of Indonesia Number 15 dated September 13, 1974: Education is all efforts to foster personality and develop the abilities of Indonesian people, both physical and spiritual, which last a lifetime, both inside and outside of school, in the framework of building Indonesian unity and a just and prosperous society based on Pancasila [4]. Meanwhile, training is a part of education that concerns the learning process to acquire and improve skills outside the existing education system, in a relatively short time and with methods that prioritize practice over theory.

II. LITERATUR REVIEW

1. Education and Training (Diklat)

Training is a structured and organized learning process to improve employee knowledge, skills, and attitudes in order to enhance work competency (Simamora, 2004). In the educational context, teacher training includes pedagogical training, teaching methodology, curriculum development, and strengthening soft skills such as communication, leadership, and discipline [5,6]. Training plays a strategic role in supporting employee effectiveness, as it bridges the gap between current and required competencies. Therefore, training must be structured based on

real-world needs and the organizational context, including semi-military educational environments such as the National Service [7,8].

2. Improving Instructor Performance Performance

Instructor performance is the result of overall work behavior and contributions made to the learning process. According to Robbins, individual performance is influenced by motivation, ability, and work environment support. In the context of educators, performance is not only seen in terms of the ability to deliver material, but also in aspects of attendance, use of appropriate learning methods, mastery of the material, and discipline and integrity [9,10]. The Department of National Education (2009) explains that the dimensions of educator performance include pedagogical, personality, professional, and social competencies. In the National Police Service, these competencies must also adapt to the police's distinctive values of discipline and institutional loyalty [11].

3. The Relationship Between Training and Instructor Performance

Becker, using Human Capital theory, stated that organizational investment in employee education and training will increase productivity and performance [13,14,15]. This is also supported by empirical research conducted by [16,17,18,19], which showed that training has a positive influence on the performance of teaching staff at technical training institutions. In a semi-military context, training not only emphasizes cognitive aspects, but also affective and psychomotor aspects, so it is very relevant for educators at SPN who are required not only to teach, but also to shape the character and discipline of students.

4. The SPN Environment as a Special Context

The National Police School has different organizational characteristics than general educational institutions. At the National Police School, educators serve not only as teachers but also as character builders for the police force. Therefore, training must accommodate specific needs, such as mastery of tactical material and police professional ethics, as well as a military-discipline-based learning approach. Adapting the training model to institutional needs is important

so that the training material is not generic, but is able to increase the effectiveness of educators' performance in forming superior Polri personnel [20].

III. METHODOLOGY

This paper adopts a conceptual research approach, which aims to explore, analyze, and synthesize theoretical perspectives and findings from previous studies to build a comprehensive understanding of the relationship between training (Diklat) and educator performance in the context of Police Training Schools (SPN). Rather than relying on primary data collection, this conceptual paper uses systematic literature analysis to identify relevant constructs, theoretical linkages, and contextual applications.

The process involved several stages:

1. Literature Identification and Selection

Relevant literature was gathered from scholarly journals, academic books, government reports, and credible databases such as Google Scholar, Scopus, and DOAJ. The selection criteria focused on publications from the last ten years (2015–2024) that addressed training programs, educator performance, competency development, and professional training in semi-military or vocational education settings.

2. Theoretical Framework Development

The paper uses Human Capital Theory (Becker, 1993) and Organizational Performance Theory (Robbins, 2003) as the main theoretical lenses. These frameworks are used to conceptualize the role of training as an investment that enhances human capability, which in turn affects individual and institutional performance.

3. Conceptual Mapping and Analysis

Through thematic synthesis, the selected literature was analyzed to identify common variables, patterns, and causal linkages. A conceptual model was developed to illustrate how Diklat can influence various dimensions of educator performance, particularly in environments with high discipline and organizational structure such as SPN.

4. Contextual Application

To ensure relevance, the conceptual analysis was contextualized to the institutional characteristics of SPN—highlighting the role of structure, hierarchy, and character formation in shaping effective training outcomes

IV. DISCUSSION

A literature review shows that structured, needs-based training positively impacts educator performance. In the context of the National Police Service (SPN), training effectiveness is determined not only by content but also by the relevance of the training approach to police values and semi-military characteristics. Therefore, it is crucial for institutions to continuously evaluate and adapt their training curricula to ensure optimal contributions to educational quality and institutional achievement.

Table 1. Literatur review

No	Researcher(s) (Year)	Title of Study	Main Findings	Relevance to Police Training Schools (SPN)
1	Wibowo (2018)	The Effect of Training on Educator Performance in Technical Training Centers	Training significantly improves technical competence and teaching methods.	Relevant to SPN's technical and tactical context
2	Astuti & Handayani (2020)	The Effect of Competency-Based Training on Secondary School Teachers' Performance	Training enhances pedagogical, professional, and evaluation-related competencies.	Applicable to formal instructional roles
3	Firmansyah (2019)	Training Effectiveness in Improving Teacher Performance in Remote Areas	Need-based training is more effective than generic training programs.	Highlights importance of context-specific training
4	Yulianto & Rachman (2021)	The Impact of Competency Training on Military Academy Lecturers' Performance	Training positively affects mastery of tactical content and disciplined teaching methods.	Highly relevant due to military-style education
5	Sari & Nugroho (2017)	Training Evaluation for Improving Teaching Quality	Post-training follow-up is essential to sustain performance improvement.	Emphasizes monitoring and evaluation
6	Putra (2022)	The Effect of Training on Motivation	Training increases intrinsic	Aligns with discipline-driven

	and Performance in Government Institutions	motivation, which boosts job performance.	performance models
7	Lestari (2020)	HR Development Strategies through Training in Vocational Education Instit	

Source : [21,22,23,24,25,26,27]

Based on the ten reviewed studies, it can be concluded that education and training programs (*Diklat*) generally have a positive and significant impact on improving educators' performance. This holds true across various settings, including general education, vocational institutions, and semi-military environments such as military academies and Police Training Schools (SPN). Training has been shown to enhance several key aspects of performance, including subject mastery, the use of effective teaching methods, work discipline, motivation, and character development [28]. The studies also emphasize the importance of context-specific and need-based training design to ensure maximum impact. In the SPN context, training programs that integrate pedagogical, technical, and character-building components aligned with police institutional values are found to be more relevant and effective in shaping professional and ethical instructors. Nonetheless, several research gaps remain. There is a limited number of studies that specifically evaluate the long-term sustainability of training impacts within SPN environments. Additionally, few studies explore the integration of training effectiveness with the organizational culture of semi-military institutions. These gaps present opportunities for future conceptual and empirical research to develop adaptive training models supported by continuous evaluation mechanisms.

Training, or *Diklat*, serves as a fundamental tool in human capital development, especially in structured institutions like Police Training Schools (SPN), where educators are expected to perform not only as instructors but also as role models and discipline enforcers. The conceptual link between training and educator performance is grounded in Human Capital Theory [29,30], which posits that investing in employees through structured learning experiences will result in improved productivity and job performance. In the case of SPN, this translates into the

enhancement of educators' pedagogical capabilities, ethical conduct, and tactical competencies.

Educator performance in SPN settings involves multi-dimensional tasks, including classroom instruction, field training supervision, character development, and enforcement of institutional norms. As supported by Robbins' Organizational Performance Theory, individual performance is shaped by a combination of ability, motivation, and environmental support. Training programs, therefore, must be designed not only to deliver technical content but also to foster values such as integrity, leadership, and discipline—core principles in police education [31]. Several studies have reinforced the positive effects of well-designed training on educator outcomes. For example, [32] found that competency-based training significantly improved the ability of military instructors to deliver structured and disciplined instruction. That professional development programs elevate teaching effectiveness in secondary education contexts. Although these environments differ from SPN, the underlying principle of aligning training content with institutional expectations remains consistent.

A recurring theme in the literature is the importance of relevance and context. Generic training modules often fall short in specialized institutions like SPN, where educators operate within a rigid command structure and are accountable for shaping recruits' character. Thus, training design must be adaptive, incorporating both instructional methodology and paramilitary culture. For example, training that integrates scenario-based tactical teaching, ethical decision-making, and psychological resilience has been found to be more effective in semi-military educational environments. Furthermore, the sustainability of training outcomes depends on post-training support mechanisms. Argue that without proper follow-up and reinforcement, the impact of training diminishes over time. In SPN, this requires continuous mentoring, peer evaluation, and performance monitoring to ensure that the competencies acquired during training are consistently applied in daily educational practices. Conceptually, the relationship between training and educator performance can be viewed as a cyclical process: training leads to enhanced

competency → improved performance → institutional outcomes → new training needs. This reinforces the need for dynamic training systems that evolve with changing institutional goals and societal expectations of police professionalism. In summary, training in the SPN context must go beyond content delivery. It must be strategically aligned with the institutional mission, responsive to the roles educators perform, and supported by a system of ongoing evaluation and reinforcement. Conceptually, this paper emphasizes that effective training acts as a leverage point for improving educator performance, which in turn contributes to the quality and credibility of police education as a whole.

V. CONCLUSION

This conceptual paper has explored the theoretical and contextual relationship between training (Diklat) and educator performance within Police Training Schools (SPN). Drawing from Human Capital Theory and Organizational Performance Theory, it is evident that training plays a critical role in enhancing educators' competencies, particularly in environments that demand a combination of pedagogical skill, professional discipline, and ethical leadership. The reviewed literature consistently supports the notion that effective, context-sensitive training positively influences educators' ability to deliver quality instruction, maintain institutional standards, and foster character development among police trainees. In the unique setting of SPN, training must be designed to reflect not only instructional needs but also the values, structure, and culture of semi-military education. Furthermore, the paper highlights that the effectiveness of training is contingent upon its alignment with institutional goals, relevance to the educators' roles, and the existence of continuous post-training support. Conceptually, training serves as a strategic mechanism to build and sustain educator performance, which in turn contributes to the credibility and effectiveness of police education. Future empirical research is recommended to validate the conceptual model proposed and to further investigate the long-term impact of training programs on educator performance in SPN and similar institutions.

ACKNOWLEDGMENT

I would like to express my gratitude to my friends, lecturers and the Master of Accounting study program at Universitas Pembangunan Panca Budi, Medan, who have provided knowledge and understanding in writing this article.

REFERENCES

- [1] Djanggih, H., & Ahmad, K. (2017). The effectiveness of Indonesian National Police function on Banggai regency police investigation (Investigation case study year 2008-2016). *Jurnal Dinamika Hukum*, 17(2), 152-157.
- [2] Hutahaean, A., & Indarti, E. (2020). Implementation of investigation by the Indonesian national police in eradicating corruption crime. *Journal of Money Laundering Control*, 23(1), 136-154
- [3] Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- [4] UNESCO. (2018). *Teaching and Learning: Achieving Quality for All – EFA Global Monitoring Report*. Paris: UNESCO Publishing.
- [5] Rivai, V., & Sagala, E. J. (2017). *Manajemen Sumber Daya Manusia untuk Perusahaan*. Rajawali Pers.
- [6] Sari, P., & Nugroho, S. (2017). Evaluasi diklat guru dalam peningkatan kualitas pembelajaran. *Jurnal Evaluasi Pendidikan*, 8(1), 25-34.
- [7] Simamora, H. (2004). *Manajemen Sumber Daya Manusia*. STIE YKPN.
- [8] Sudjana, D. (2010). *Manajemen Program Pelatihan*. Bumi Aksara.
- [9] Sugiyono. (2021). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Alfabeta.
- [10] Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Kencana.
- [11] Suwanto, R. (2018). Pelatihan dan pengembangan profesionalisme guru. *Jurnal Pendidikan Profesional*, 6(2), 78-89.
- [12] Syafaruddin. (2015). *Manajemen Pelatihan Pendidikan*. Bumi Aksara.
- [13] Tjiptono, F. (2019). *Strategi Manajemen*. Andi.
- [14] Umar, H. (2016). *Manajemen Strategis dalam Organisasi Pendidikan*. PT RajaGrafindo Persada.
- [15] Wibowo, A. (2018). Pengaruh pelatihan terhadap kinerja pengajar di lembaga pendidikan teknis. *Jurnal Manajemen dan Organisasi*, 10(1), 87-96.
- [16] Widodo, J. (2016). Hubungan antara pelatihan dan kinerja guru SD. *Jurnal Ilmu Pendidikan Dasar*, 3(2), 32-41.
- [17] Wirawan. (2015). *Evaluasi Kinerja SDM: Teori, Aplikasi, dan Penelitian*. Salemba Empat.
- [18] Yulianto, S., & Rachman, T. (2021). Pengaruh pelatihan berbasis kompetensi terhadap dosen akademi militer. *Jurnal Pendidikan Taktis*, 4(1), 14-26.
- [19] Zainal, A. (2020). The impact of in-service training on teachers' performance: A case study. *International Journal of Educational Research Review*, 5(3), 235-243.
- [20] Zulkarnain, F. (2021). Kompetensi dan pelatihan guru dalam pembentukan karakter siswa. *Jurnal Pendidikan Karakter*, 11(2), 124-135.
- [21] OECD. (2019). *Developing Teachers as Leaders: Lessons from Around the World*. OECD Publishing.
- [22] Astuti, R., & Handayani, S. (2020). The influence of competency-based training on teacher performance in high schools. *Jurnal Pendidikan dan Pengajaran*, 53(2), 101-112.
- [23] Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). University of Chicago Press.
- [24] Firmansyah, D. (2019). Efektivitas diklat dalam meningkatkan kinerja guru di daerah terpencil. *Jurnal Manajemen Pendidikan*, 7(1), 44-56.

- [25] Hasibuan, M. S. P. (2016). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- [26] Harahap, R., & Simanjuntak, T. (2023). Pengaruh diklat karakter terhadap kompetensi guru SMA. *Jurnal Pendidikan Karakter*, 13(1), 22–34.
- [27] Kementerian Pendidikan dan Kebudayaan. (2020). *Modul Pelatihan Berbasis Kompetensi untuk Pendidik*. Jakarta: Direktorat GTK.
- [28] Lestari, E. (2020). Strategi pengembangan SDM melalui pelatihan di pendidikan vokasi. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 14(2), 77–88.
- [29] Mangkunegara, A. A. P. (2019). *Manajemen Sumber Daya Manusia Perusahaan*. Remaja Rosdakarya.
- [30] Nasution, H., et al. (2021). Evaluasi program diklat internal di SPN XXX. *Jurnal Pendidikan Kepolisian*, 5(1), 55–67.
- [31] Nawawi, H. (2015). *Manajemen Sumber Daya Manusia untuk Bisnis Kompetitif*. Gajah Mada University Press.
- [32] Putra, Y. (2022). Pengaruh diklat terhadap motivasi dan kinerja pegawai lembaga pemerintah. *Jurnal Administrasi dan Organisasi*, 9(3), 141–152.