Research Paper

The Influence of Education, Training and Competency on the Performance of Members of the Polri Div T.I.K.

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ABSTRACT: *With the development of science and technology as well as the demands of the community on the ability of the National Police to carry out their duties, this has an impact on the demands for increasing the professionalism of the Police, high morality, modernization, and the execution of strong human resources. Perform duties in accordance with the law. The improvement of professional Polri HR is carried out through a planned, targeted, systematic and sustainable education system based on the policies and strategies of the leadership (Kapolri).*

The research method used is a causal survey quantitative method. The sampling technique uses a saturated sampling technique, which is a sampling technique used in a population where all members are sampled. Saturated sampling is used for relatively small or few populations. The sample in this study were members of the ICT Division of the Police as many as 140 people. As for the test instrument as many as 60 people.

The results of the study directly that the education variable has a significant effect on performance. Directly the training variable has a significant effect on performance. Directly, the competence variable has a significant effect on performance. Together, Education (X1), Training (X2) and Competence (X3) have a positive influence on performance..

KEYWORDS: *Education, Training, Competence and Performance*

I. INTRODUCTION

With the development of science and technology as well as the demands of society on the ability of the National Police in carrying out their duties, this has an impact on the demands for increasing the professionalism of the Police, high morality, modernization, and strong execution of human resources. Perform duties in accordance with the law. The improvement of professional Polri human resources is carried out through a planned, targeted, systematic, and sustainable education system based on the policies and strategies of the leadership (Kapolri).

Anticipating changes and demands of the times, organizations need to make adjustments, need to prepare human resources (HR) to increase the capacity and performance of HR to continue learning through debriefing, attitudes and skills. Education and training according to Dessler (2011) [1] are learning activities that teach skills that can be used to support employee work. Education and training are aimed at developing the intelligence and personality of employees. Therefore, every organization that wants to grow must really focus on employee education and training so that it can have an impact on employee performance. (Adam et al., 2020) [2].

Employee performance can be developed by participating in training that can improve their skills, abilities and knowledge for work (Dhelvia, 2019) [3]. One of the determining factors in supporting the success of the organization is the training program for its members. Training is a planned process to change attitudes or behavior, knowledge, and skills through a learning experience process to achieve effective performance results in several activities (Noe & Kodwani, 2018) [4]. The fact that training is one of the solutions that enable organizations to achieve a high performance culture, it is important to know the types of training and

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development programs that organizations need to use to change culture, namely the attitudes and/or behavior of all employees in the organization (Ibrahim et al., 2017) [5].

Competence is the ability to perform a job or task based on skills and knowledge supported by the desired work attitude. Ability has several important factors that need to be considered, including ability, performance, role and doing something Gibson (2000) [6]. Competence is related to the authority of each employee to perform tasks or make decisions according to their role in the organization, which is related to their skills, knowledge, and abilities (Zhou et al., 2018) [7]. The competencies possessed by individual employees must support the implementation of the organization's strategy and be able to support any changes made by management. In other words, individuals have the ability to support team-based work systems. (Lacerenza et al., 2018) [8].

In theory, several factors affect the performance of human resources, namely motivation, discipline, competence, training, skills, social security, compensation, work environment, production facilities, technology, and achievement opportunities. (Putu Agus Jana Susila et al., 2020) [4]. Among several factors that affect performance, this study focuses on the variables studied: education, training, as well as competence and performance.

II. LITERATUR RIVIEW

Performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the tasks assigned to him (Putu Agus Jana Susila et al., 2020) [4]. According to Dessler (2010) [9]. Performance is work performance, namely the comparison between work results and predetermined standards, both in terms of quantity and quality of work carried out by individuals or groups within an organization, in standard operating procedures. normal standards and pre-determined actions or guidelines. the act of performing the main tasks and functions under or occurring within an organization. Based on the opinion of Roring (2017) [1] performance is the result or performance achieved by employees in carrying out their work. Performance is another form of skill, experience, and sincerity and time dedicated to the company.

Mathis [10], Education is a process by which a person realizes his potential to help achieve organizational goals. Education is a teaching and learning process, techniques and methods designed to transfer knowledge from one person to another through systematic and organized procedures that take place over a certain period of time. (Adam et al., 2020) [2]. According to Siswanto (2003) [11] Education is all about developing personality and developing one's physical and mental abilities, both inside and outside school, in order to develop a unified and just and prosperous society, always balanced.

Training is a teaching and learning process that improves the skills and work abilities of employees through certain techniques and methods (Soekidjo, 2009) [2]. Regarding the definition of training, Mathis and Jackson (2002) [12] suggest that training is a process by which people acquire certain competencies to help achieve organizational goals. While Dessler (2011) [1] Training is the process of giving employees the skills they need to do their jobs. According to Gomes (2003) [13], argues that training is any attempt to improve the performance of workers in some of the jobs for which they are responsible.

Competence is defined as "the underlying characteristics of an individual that are causally related to the criteria – effective and superior performance referred to in a job situation (Rianti et al., 2021) [6]. Competence, as a measuring tool, identifies behavioral factors related to job performance and is seen as how work is done (Dhelvia, 2019) [3]. Nurdin and Adriantoni (2019) [14] argue that competence is considered as a unified whole that describes the assessment of potential, knowledge, skills and attitudes related to certain professions that can be achieved through the performance of certain professions. According to Spencer [1] Competence is a person's character or character in relation to employee performance in carrying out work, or employee causal character which can then be used as reference material.

Research Framework
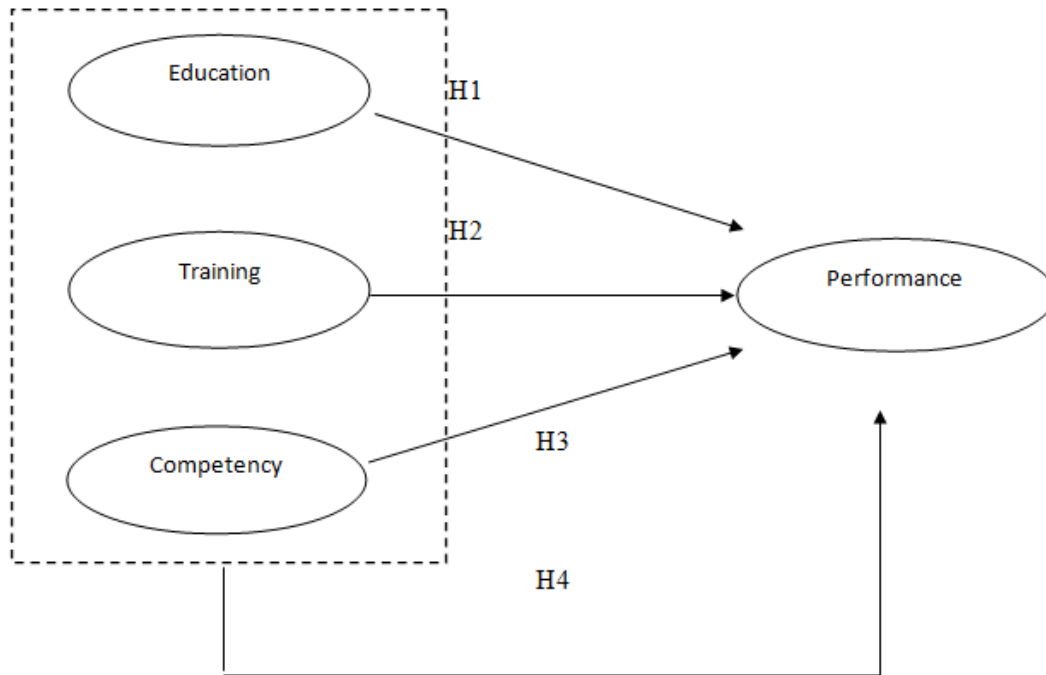
Picture 2. 1 Research Framework

Research Hypothesis
Based on the theoretical study and framework above, the hypotheses in this study are as follows:
1) H1: Education is suspected to have an effect on performance.
2) H2: It is suspected that training has an effect on performance
3) H3: It is suspected that competence has an effect on performance.
4) H4: It is suspected that education, training and competence simultaneously affect performance.

III. RESEARCH METHODS

The research method used is a causal survey quantitative method. The sampling technique uses a saturated sampling technique, which is a sampling technique used in a population where all members are sampled. Saturated sampling is used for relatively small or few populations. The sample in this study were members of the ICT Division of the Police as many as 140 people. As for the test instrument as many as 60 people.

Variable Measurement
a. Operational definition of Performance
Performance is an embodiment carried out by members in improving the work of a member

Table 3. 1 Member Performance measurement grid

No	Indicator	Statement	Number of	Source
1	Quantity	Assigned activities and results	1,2,3	Mathis & Jackson (2016) [15]
2	Quality	The quality of the work produced and the perfection of the job skills and abilities of employees	4,5,6	
3	on time	Activities that can be completed from the beginning of the allotted time to the completion time	7,8,9	
4	Effectiveness	Maximize the use of resources and time provided by the organization	10,11,12	
5	Presence	Employee attendance rate	13,14,15	

b. Operational definition of Education
Education is the process of fostering and developing the potential of members to help achieve organizational goals.

Table 3. 1 Education measurement grid

No	Indicator	Statement	Number of	Source
1	Reaction	Opinions from participants regarding education and training programs	1,2,3,4	Kirkpatrick et al. (2009) [16]
2	Learning	The absorption capacity of the education and training program participants that have been provided	5,6,7	
3	Behavior	Behavior of participants after attending training while doing work	8,9,10,11	
4	Results	Impact of education and training programs	12,13,14,15	

c. Operational Definition of Training
Training is the process of members achieving capabilities in accordance with the Standards to help achieve organizational goals.

Table 3. 2 Training measurement grid

No	Indicator	Statement	Number of	Source
1	Instructor	Delivery of training materials	1,2,3,4	(Arikunto, 2006) [11]
2	Method	Methods and approaches used in the implementation of the training	5,6,7,8	
3	Training time	Time for training in the implementation process	9,10,11	
4	Training benefits	The results of the training obtained by employees	12,13,14,15	

d. Operational Definition of Competence
Competence is the potential, knowledge, skills, and attitudes of members related to carrying out work to achieve organizational goals.

Table 3. 3 Kisi-kisi Instrumen Competency

No	Indicator	Statement	Number of	Source
1	Knowledge	How to do work according to Standard Operating Procedures	1,2,3,4,5	Mangkunegara (2005) [17]
2	Understanding	The depth of knowledge, the effectiveness possessed by the individual	6,7,8,9,10	
3	Skills	Something that is owned by an individual to perform the task or work assigned to him	11,12,13,14,15	

Data analysis technique
The data analysis used in this study is the Partial Least Squere (PLS) method that uses SmartPLS 3 and SPSS to determine the results of the influence of variables together.

Outer Model Analysis Test
Outer Model is the target construct of the indicators that are directly represented by its dimensions. The indicator dimension that predicts a construct in terms of PLS is known as the Manifest Variable (MV). Outer analysis of this model is carried out to ensure that the data processed is reliable, and valid based on the established criteria. These conditions must be met through several testing processes. The Outer Model testing process consists of Covergent validity and Consistency Reliability

Inner Model Analysis Test
The process of testing the structure (Inner Model) is in accordance with the specified model, or is estimated to be able to produce sufficient statistical output to analyze the existing problems. The process of testing carried out on the results of the algorithm structure of the model are:
1. Structural Model Path Coefficient, Structural Model Path Coefficient testing is done by comparing the Path Coefficient values of each relationship between constructs whose value must be greater than the specified T-value.
2. Coefficient Determination (R^2 value), Coefficient Determination is a measure of how precise a person makes predictions from several exogenous variables to endogenous variables. The results of the Determinant Coefficient assessment are normative, weak (weak), moderate (moderate), or very accurate

(substantial) values. The criteria are as follows: R2 value > 0.2; predictive power is stated to be weak, R2 value > 0.5; predictive power is moderate, R2 value > 0.75; predictive power is stated Strong.
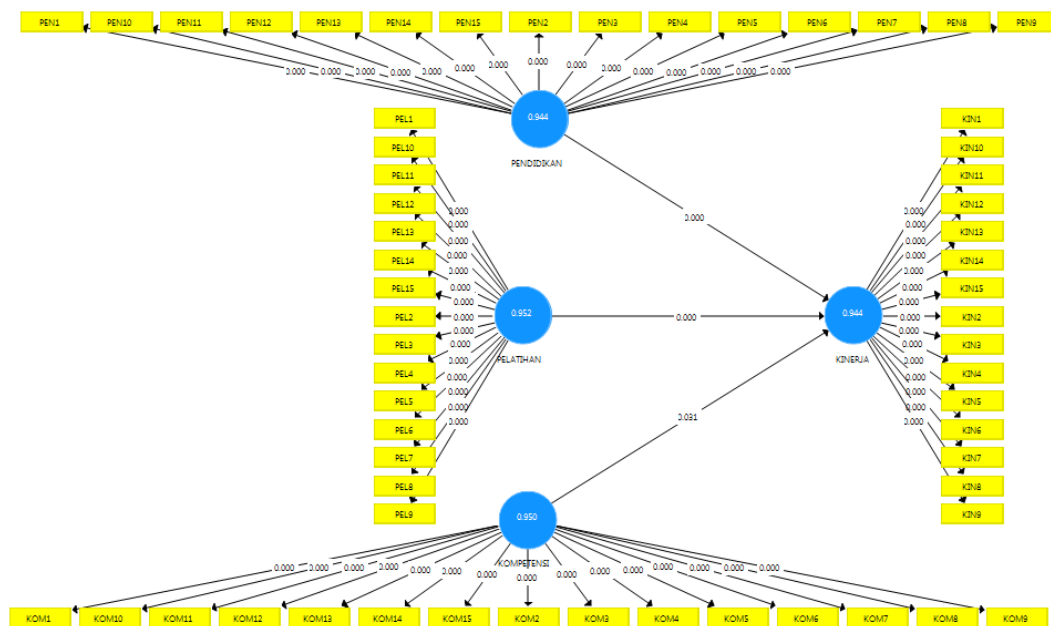
IV. RESEARCH RESULTS

Research result

The statistical method used to test the hypothesis is structural equation modeling (SEM) using partial least squares (PLS). In structural equation modeling, two types of models are formed: measurement models (external models) and structural models (internal models). The measurement model describes the proportion of variance for each explicit variable (indicator) that can be described as a latent variable.

Outer Model Results

The measurement model is formed by connecting all manifest variables or indicators with their latent variables. A latent variable must have at least one manifest variable. In SEM-PLS, one manifest variable can only be associated with one latent variable. In this study there are 4 manifest variables, namely Performance is an endogenous (dependent) latent variable, 3 exogenous (independent) variables, namely, Education, Training and Competence.

The outer model is an assessment of the reliability and validity of a research variable. There are three criteria to evaluate the outer model: convergent validity, discriminatory validity, and joint reliability. The results of the outer model show the results of checking the reliability and validity of each variable.

Convergent Validity

Convergent validity is done by looking at the reliability (validity indicator) of an item which is expressed as the load factor value. The load factor is a number that indicates the correlation between the score of the question item and the score of the metric construct that measures that construct. A load factor value greater than 0.7 is considered acceptable. However, for the initial matrix search, a load factor of about 0.3 is considered the minimum level, a load factor of about 0.4 is considered the best, and a load factor of 0.5 or greater is generally considered acceptable. considered important.

Table 4. 1 Result *Outer Loading* (*Convergen Validity*)

Variabel	Original Sample (O)	T Statistics	P Values	Keterangan
KIN1 <- PERFORMANCE	0,642	13,480	0,000	VALID
KIN2 <- PERFORMANCE	0,741	24,106	0,000	VALID
KIN3 <- PERFORMANCE	0,762	19,635	0,000	VALID
KIN4 <- PERFORMANCE	0,769	20,927	0,000	VALID

Variabel	Original Sample (O)	T Statistics	P Values	Keterangan
KIN5 <- PERFORMANCE	0,744	19,373	0,000	VALID
KIN6 <- PERFORMANCE	0,717	15,333	0,000	VALID
KIN7 <- PERFORMANCE	0,739	20,251	0,000	VALID
KIN8 <- PERFORMANCE	0,734	17,666	0,000	VALID
KIN9 <- PERFORMANCE	0,746	19,390	0,000	VALID
KIN10 <- PERFORMANCE	0,682	14,043	0,000	VALID
KIN11 <- PERFORMANCE	0,747	21,156	0,000	VALID
KIN12 <- PERFORMANCE	0,724	16,657	0,000	VALID
KIN13 <- PERFORMANCE	0,750	19,963	0,000	VALID
KIN14 <- PERFORMANCE	0,672	14,128	0,000	VALID
KIN15 <- PERFORMANCE	0,722	17,636	0,000	VALID
KOM1 <- COMPETENCY	0,744	17,967	0,000	VALID
KOM2 <- COMPETENCY	0,785	23,771	0,000	VALID
KOM3 <- COMPETENCY	0,745	19,436	0,000	VALID
KOM4 <- COMPETENCY	0,753	21,494	0,000	VALID
KOM5 <- COMPETENCY	0,787	22,126	0,000	VALID
KOM6 <- COMPETENCY	0,742	17,990	0,000	VALID
KOM7 <- COMPETENCY	0,806	29,276	0,000	VALID
KOM8 <- COMPETENCY	0,731	16,605	0,000	VALID
KOM9 <- COMPETENCY	0,737	17,606	0,000	VALID
KOM10 <- COMPETENCY	0,657	12,723	0,000	VALID
KOM11 <- COMPETENCY	0,724	16,002	0,000	VALID
KOM12 <- COMPETENCY	0,803	25,403	0,000	VALID
KOM13 <- COMPETENCY	0,801	25,899	0,000	VALID
KOM14 <- COMPETENCY	0,694	13,901	0,000	VALID
KOM15 <- COMPETENCY	0,700	16,716	0,000	VALID
PEL1 <- TRAINING	0,702	15,385	0,000	VALID
PEL2 <- TRAINING	0,756	18,530	0,000	VALID
PEL3 <- TRAINING	0,749	16,726	0,000	VALID
PEL4 <- TRAINING	0,711	15,824	0,000	VALID
PEL5 <- TRAINING	0,737	19,160	0,000	VALID
PEL6 <- TRAINING	0,741	19,770	0,000	VALID
PEL7 <- TRAINING	0,770	19,802	0,000	VALID
PEL8 <- TRAINING	0,788	23,606	0,000	VALID
PEL9 <- TRAINING	0,754	20,752	0,000	VALID
PEL10 <- TRAINING	0,774	21,891	0,000	VALID
PEL11 <- TRAINING	0,780	22,400	0,000	VALID
PEL12 <- TRAINING	0,756	20,774	0,000	VALID
PEL13 <- TRAINING	0,807	27,310	0,000	VALID
PEL14 <- TRAINING	0,754	21,627	0,000	VALID
PEL15 <- TRAINING	0,731	16,825	0,000	VALID
PEN1 <- EDUCATION	0,742	18,652	0,000	VALID

Variabel	Original Sample (O)	T Statistics	P Values	Keterangan
PEN2 <- EDUCATION	0,694	15,949	0,000	VALID
PEN3 <- EDUCATION	0,731	15,897	0,000	VALID
PEN4 <- EDUCATION	0,699	15,101	0,000	VALID
PEN5 <- EDUCATION	0,707	16,649	0,000	VALID
PEN6 <- EDUCATION	0,700	16,037	0,000	VALID
PEN7 <- EDUCATION	0,741	19,972	0,000	VALID
PEN8 <- EDUCATION	0,703	13,947	0,000	VALID
PEN9 <- EDUCATION	0,758	21,060	0,000	VALID
PEN10 <- EDUCATION	0,729	17,649	0,000	VALID
PEN11 <- EDUCATION	0,754	21,853	0,000	VALID
PEN12 <- EDUCATION	0,759	22,351	0,000	VALID
PEN13 <- EDUCATION	0,796	26,156	0,000	VALID
PEN14 <- EDUCATION	0,707	14,199	0,000	VALID
PEN15 <- EDUCATION	0,708	14,374	0,000	VALID

Sourch : PLS 3 processed data, 2022

Seen from table 4.1, the outer loading value is between 0.5 - 0.6 is considered sufficient to meet the convergent validity requirements.

The Education variable has 15 indicators whose outer loading value is above 0.5, so 15 indicators are declared valid to be used as research and can be used for further analysis.

The training variable has 15 indicators whose outer loading value is above 0.5 so that 15 indicators are declared valid for research use and can be used for further analysis.

Competency variable has 15 indicators whose outer loading value is above 0.5 so that 15 indicators are declared valid for research use and can be used for further analysis.

The Performance Variable has 15 indicators with an external load value greater than 0.5, so that 15 indicators are declared eligible for research and can be used for further analysis.

Convergent Validity Analysis (Convergent Validity)

This can be checked with the extracted Average Variance (AVE) to see if the latent variable meets the requirements of convergent validity. Therefore, if the AVE value is 0.50, it can be said that the latent variable is in accordance with convergent validity. Table 4.2 shows the results of convergence validity:

Table 4. 2 Result *AVE Variabel Laten*

Variabel Laten	Original Sample (O)	P Values	Keterangan
PERFORMANCE	0,528	0,000	Valid
COMPETENCY	0,560	0,000	Valid
TRAINING	0,569	0,000	Valid
EDUCATION	0,532	0,000	Valid

Sourch : PLS 3 processed data, 2022

Table 4.2 shows that all AVE values for the Education (X1) and Training (X2), Competency (X3) and Performance (Y) variables > 0.5, thus all latent variables or constructs in the study meet the requirements for convergent variables.

Analysis *Composite Reliability*

Composite Reliability is the indicator's confidence value – the part used to test indicators based on variables.

The composite reliability value of 0.7 means that a variable can be declared reliable or reliable. The following is the result of the SmartPLS Composite Reliability output value for each variable used in this study:

Table 4. 3 *Composite Reliability*

Variabel	Original Sample (O)	P Values	Keterangan
PERFORMANCE	0,944	0,000	Reliabel
COMPETENCY	0,950	0,000	Reliabel
TRAINING	0,952	0,000	Reliabel
EDUCATION	0,944	0,000	Reliabel

Sourch : PLS 3 processed data, 2022

If seen from Table 4.3, it can be seen that the Composite Reliability value of the four research variables is >0.7. This result shows that each variable has met Composite Reliability, so it can be concluded that the four variables have a high level of reliability.

Analysis of Cronbach's Alpha
Reliability can be increased by composite reliability above using Cronbach's Alpha value. A variable can be declared reliable or in accordance with Cronbach's Alpha. If Cronbach's alpha is > 0.7 then the research variable is declared reliable. The following is the Cronbach Alpha value for each variable.

Table 4. 4 Cronbac's Alpha

Variabel	Original Sample (O)	P Values	Keterangan
PERFORMANCE	0,936	0,000	Reliabel
COMPETENCY	0,944	0,000	Reliabel
TRAINING	0,946	0,000	Reliabel
EDUCATION	0,937	0,000	Reliabel

Sourch : PLS 3 processed data, 2022

Judging from the data in Table 4.4 above, it can be seen that the value of Cronbach's alpha for each of the four research variables is > 0.7. Therefore, the results show that each research variable meets the requirements of Cronbach's alpha value, so it can be concluded that the four variables have high reliability.

Analysis Inner Model
To test the relationship between variables, significance value, and R-quare of the research model, the inner model or structural model was tested. Knowing the important relationship between variables. Hypothesis testing is done by using the bootstrap resampling method. The significant value obtained from SmartPLS is 0.05 < p-value.

Significance of Path Coefficient
The direct effect is a significant relationship between the variables studied. The importance can be determined from the pValue generated by the SmartPLS software version 3. If the Result P-value < 0.05 is significant, and Table 4.5 shows whether the relationship between the research variables is significant:

Table 4. 5 Result Path Coefficient

Path Mode	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Result
COMPETENCY -> PERFORMANCE	0,172	2,242	0,025	Positif
TRAINING -> PERFORMANCE	0,318	3,923	0,000	Positif
EDUCATION -> PERFORMANCE	0,507	7,405	0,000	Positif

Sourch : PLS 3 processed data, 2022

1) Education on Performance produces a p-Value of 0.000, the value meets the p-Value < 0.05. that is, Education has a significant effect on Performance.
2) Training on Performance produces a p-Value of 0.000, the value meets the p-Value <0.05. That is, training has a significant effect on performance.
3) Competency towards Performance produces a p-Value of 0.025, the value meets the requirements of p-Value <0.05. This means that Competency has a significant effect on Performance.

Result R Square
The term R-Square, R-Square for endogenous latent constructs is R-Square 0.75. 0.50; 0.25 means the pattern is strong; moderate; weak. The result PLS R-Square represents the number of design options described by the model.

Table 4. 6 Result R-square

Variabel	Original Sample (O)	P Values	Keterangan
PERFORMANCE	0,955	**0,000**	**Kuat**

Sourch : PLS 3 processed data, 2022

Then for the R Square value, the result of the Performance variable is 0.95.5. This value explains that Performance can be explained as a variable in this study, which is 95.5%. The remaining 4.5% is influenced by other variables that are not included in this research model.

Simultaneous Test

Table 4. 7 Result Analysis Uji Simultan

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31521.878	3	10507.293	921.179	.000[a]
	Residual	1551.265	136	11.406		
	Total	33073.143	139			

a. Predictors: (Constant), COMPETENCY, EDUCATION, TRAINING

b. Dependent Variable: PERFORMANCE

Based on the results of simultaneous tests for the Education, Training and Competency variables with the dependent variable, namely Performance, F count = 921.179 and F Table df1 = 4-1 = 3 while df2 = n − k = 106 − 4 = 102 and with = 5% then FTable is 3.09. F count 921.179 > F Table 2.69 then H0 is rejected and Ha is accepted. This shows that H4 is proven that together Education (X1), Training (X2) and Competency (X3) have a positive influence on Performance and means that the regression model can explain the independent variables as a whole.

V. CONCLUSION

Based on the Result Analysis of data, hypothesis testing and discussion, some conclusions can be drawn as follows:

1) The Education variable directly has a significant effect on Performance. Thus, employee performance will be high if the employee's education is improved according to his rank.
2) Training variable directly has a significant effect on Performance. Thus, employee performance will be high if employee training is improved in accordance with the demands of their duties
3) Competency variable directly has a significant effect on Performance. Thus, employee performance will be high if employee competence is increased according to the skills to be developed in accordance with organizational development.
4) Together, Education (X1), Training (X2) and Competency (X3) have a positive influence on Performance and it means that the regression model can explain the independent variables as a whole. Thus Simultaneously, if the three research variables are developed and used as the main reference in the program, it is expected that the performance of members will increase.

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