Training Model for Prospective Police Technical Staff to Be Assigned to the Republic of Indonesia's Overseas Diplomatic Missions

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Abstract

This study evaluates and designs a training model for prospective Police Technical Staff to be assigned to the Republic of Indonesia's overseas diplomatic missions. The training model aims to enhance technical competence, cultural adaptation, and diplomatic skills, which are crucial for addressing complex challenges in the international environment. Through a literature review approach, this article highlights the importance of training needs analysis involving collaboration with various external stakeholders. The structured training program design includes task simulations, experiential learning, and continuous evaluation. The findings indicate that current training is suboptimal due to the dominance of one-way lecturing methods without distinguishing individual needs. Therefore, the ideal training strategy includes strengthening practical interactions, developing adaptive modules, and utilizing learning technologies. This holistic approach is expected to improve the performance of the Police Technical Staff, support the strategic role of the Indonesian National Police (Polri) at the international level, and enhance the quality of protection and services for Indonesian citizens abroad. With a more comprehensive training model, Polri can effectively respond to geopolitical dynamics and global challenges.

***Keywords**: Training Model, Police Technical Staff, International Competence, Experiential Training, Training Evaluation.*

A. INTRODUCTION

Organization is one that has clear objectives, whether it is a government or non-government organization. According to the Indonesian Dictionary, an organization is defined as a unity or structure composed of parts, such as people, within an association that has a specific purpose. These objectives provide direction for the organization in carrying out its operations and maintaining its existence. In organizational management, there are four key components that collaborate with each other: work, employees, relationships, and the environment. These components work together to achieve the organization's shared goals. Employees in an organization are often referred to as human resources (HR). HR is a critical factor that significantly affects the smooth functioning of organizational activities. Therefore, the design and management of HR must be carried out effectively to meet the organization's needs and realize its objectives. Organizations need to engage in HR planning with the aim of maximizing performance, improving productivity, and determining HR requirements based on task assignments. Success in HR management will positively influence the development of the organization. To support this development, adequate training and preparation provided by the organization are essential.

Globalization influences the demands on human resources (HR) capabilities, which must be able to survive and evolve. The improvement of HR quality can be achieved through various means, one of which is training organized by the organization. This training not only enhances HR skills but also provides a deeper understanding of the organization's objectives. Human resources/administrative management becomes increasingly crucial in the face of rapid technological and informational advancements. In the context of government organizations, human resource management aims to improve employee performance, thereby enhancing public service quality and achieving public satisfaction. Globalization, driven by rapid technological and information advancements, has created a borderless world that impacts various aspects of state life, including social, cultural, economic, political, defense, and security matters. Indonesia, as a developing country, needs to follow global information trends and understand international issues. Furthermore, globalization also opens opportunities for Indonesia to establish cooperation with other countries. One form of international cooperation Indonesia engages in is through police cooperation with other nations. This is an important goal in strengthening international relations, especially in addressing transnational crime.

Within the Indonesian National Police (Polri), the International Relations Division is a key unit supporting Polri's duties in handling international matters, which includes Civil Servants (ASN) who serve as the organization's representatives to carry out its primary functions. The assignment of Polri ASN to represent Indonesia abroad is regulated by the Indonesian National Police Chief Regulation No. 1 of 2020 concerning Police Attaché and Technical Staff at the Republic of Indonesia's Diplomatic Missions. The assignment of Polri personnel overseas presents challenges in the form of global issues that may intersect with matters occurring in Indonesia, particularly those related to Polri's core tasks and functions. One of the structures supporting Polri's international cooperation is the Police Attaché and Technical Staff, which operates under the International Relations Division of Polri. The Police Attaché and Technical Staff have crucial roles in fostering and enhancing cooperation between countries to address transnational crime, uphold international law, and develop Polri's capacity. Additionally, they play a significant role in improving coordination with police forces in partner countries abroad.

The focus of this study, as raised by the author, aligns with the author's rank and position, specifically the Police Technical Staff, which is a position with responsibilities and authority equivalent to that of an Echelon III official, with the rank of Police Commissioner or Assistant Police Commissioner (Grade IVA/IVB). From the author's perspective, as a Police Technical Staff, a police officer must possess specialized skills, not only in the field of policing but also in international diplomacy. The Police Technical Staff should be able to serve as key actors in transnational crime investigations and collaborate with various stakeholders at Indonesia's diplomatic missions abroad to protect Indonesian citizens and support Polri's international policies, as well as the counterparts from the host countries where they are assigned. Therefore, strong competencies in international relations are essential for Police

Technical Staff assigned abroad. The development of these competencies can be achieved through training models tailored to the situations and challenges that will be encountered during the assignment. Such training is a crucial factor in shaping reliable Police Technical Staff who are ready to contribute maximally to Polri, both in uncovering international cases and in developing Polri's policies related to global affairs. Although training for prospective Police Technical Staff has been conducted by the organization, there are often discrepancies between the training content and the actual needs on the ground. This presents a challenge, as the application of the training in the field may not always align with the situations faced. For example, the training model conducted by the Indonesian National Police Headquarters (Mabes Polri) tends to rely on one-way teaching materials from instructors, resulting only in a memorandum in the form of an order to attend the training. Polri expects the performance of the Police Technical Staff to be utilized in formulating actions and policies related to international issues faced by Polri, particularly in handling transnational crime, capacity-building cooperation with Polri members, the protection of Indonesian citizens abroad, and other consular matters. In other words, in addition to receiving information from partner police forces stationed in Indonesia, Polri highly values the active contributions of its representatives abroad. However, in practice, the role of the Police Technical Staff in this regard has not yet been fully optimized, and several obstacles still hinder the improvement of their performance. Therefore, it is important for the International Relations Division (Divhubinter) of Polri to support in a more structured and ideal manner so that personnel can fully leverage their abilities.

Each overseas assignment area will assign one Police Technical Staff member per period, who serves as the frontline of international police cooperation. The assignment area for Police Technical Staff is part of the Indonesian Consular Representation abroad, which has the primary responsibility of gathering and delivering important information related to consular, diplomatic, and police duties. The expected output is accurate and timely reports, which are key to supporting organizational goals, protecting national interests abroad, and providing protection to Indonesian citizens overseas. Based on the report data received by the International Relations Division (Divhubinter) of Polri during the first semester of the 2024 fiscal year, there is variation in the number of reports received from each assignment area. The identification of reporting issues emphasizes the importance of a comprehensive evaluation of the existing training program, with the aim of improving the performance of the Police Technical Staff. Reports are one of the expected outputs by Polri, particularly Divhubinter, to provide feedback and recommendations to leadership in determining further policies. The variation in the quality and quantity of reports indicates an issue with the effectiveness of training for Polri members who are assigned as Police Technical Staff. The suboptimal reporting may reflect that the training received has been inadequate in equipping officers with the skills and understanding needed to perform their duties optimally. One of the causes of this is the lack of training focused on proper reporting techniques and effective communication in the host country. Additionally, the training methods, which tend

to be one-way and rely on instructors without sufficient interaction, may also reduce the understanding and skills required. Based on this analysis, the key issues to be discussed and analyzed are: How has the training mechanism and model for Police Technical Staff assigned abroad been implemented thus far? And what strategies can be adopted to develop an optimal training model for Police Technical Staff assigned abroad? This study aims to evaluate and provide recommendations to the organization regarding the Training Model for Prospective Police Technical Staff to be Assigned at Indonesia's Diplomatic Missions Abroad, with the expectation of offering useful recommendations to improve the quality of training and the performance of Police Technical Staff in the future.

B. METHOD

The method used in this article is qualitative with a descriptive approach. Data collection techniques are methods employed to gather relevant information or facts in the field related to the research. In this study, the researcher used several techniques, including interviews, participatory observation, and literature study. The key informants in this research are Police Technical Staff at the Indonesian Consulate General in Penang, Malaysia, Police Technical Staff at the Indonesian Consulate General in Davao City, Philippines, Police Technical Staff at the Indonesian Consulate General in Hong Kong, the Secretary of NCB INTERPOL Indonesia, the Head of LO and Border Section of NCB INTERPOL Indonesia, and the Consul General of Indonesia in Johor Bahru during the period of 2019-2022. The researcher selected key informants from police technical staff who have completed training and are currently serving in their respective assignments. These informants are expected to provide insights, assessments, suggestions, and recommendations related to the training conducted and its application when the police technical staff carry out their duties, both at the office and in the field. Furthermore, the Head of LO and Border Section was also chosen as a key informant, considering the role and functions of this division, which includes monitoring transnational crime issues and cases occurring at the border areas with Indonesia. The Head of LO and Border Section acts as a liaison for Polri liaison officers, who, in the context of this study, are the police technical staff. Additionally, the researcher included the Secretary of NCB INTERPOL Indonesia as a key informant due to their important role in decision-making related to the technical work of police technical staff and in reporting matters, as they are responsible for reporting and providing recommendations to senior Polri officials regarding necessary follow-up actions. This study was analyzed through several stages: data collection, data reduction, data presentation, and drawing conclusions and verification.

C. RESULTS AND DISCUSSION

1. Existing Training Mechanism and Model

The existing training mechanism and model are implemented through job training needs analysis, training program design, training planning, training

implementation, training outcomes and implementation, as well as consultation and evaluation. Job needs analysis is crucial to ensure that the representatives can carry out their missions effectively and efficiently, supporting broader national goals. According to the Secretary of NCB Interpol Indonesia, the work burden analysis is only internal, but in the country of assignment, there needs to be a collaboration on the workload analysis with other stakeholders, such as legal attaches, immigration attaches, or labor attaches. However, according to an interview with the Head of LO and Border Section of NCB INTERPOL Indonesia, currently, there is no workload analysis conducted during the preparation of personnel assigned as Police Technical Staff (PTS). The training program design for prospective PTS is outlined in the Terms of Reference (TOR) submitted to the Head of the Divisi Hubungan Internasional Polri for approval before the training is conducted. In determining the training, a program design is required that includes the type of training, the objectives to be achieved, the content, methods, participant qualifications, instructor qualifications, and the training duration. The training plan aims to prepare the Police Technical Staff to better perform their duties and face various challenges abroad. According to the Secretary of NCB INTERPOL Indonesia, the training plan requires collaborative learning with several units that PTS will encounter. From the aforementioned goals, it can be concluded how the training plan should be designed for each PTS. However, according to the Head of LO and Border Section of NCB INTERPOL Indonesia, there is no differentiation in the training conducted for each PTS. As a result, the training planning does not align with the expected outcomes and goals. The implementation of the training consists of three main stages. The first stage involves participant gathering, facility and logistics provision, as well as orientation and pre-test activities. The second stage focuses on the delivery of training content, while the third stage involves conducting a post-test to assess the results achieved by the participants. Referring to the TOR for training preparation for PTS, the candidates report to the Head of Divhubinter Polri, Secretary of NCB Interpol Indonesia, and Karomisinter in July as the start of the training process. After gathering participants, Divhubinter Polri coordinates with related stakeholders for the internship of the PTS. The implementation of training outcomes requires support from unit leaders, who are responsible for evaluating the application of training outcomes by participants in their work environment. This evaluation is essential to ensure that participants can apply the skills and knowledge acquired during the training. Interview results with the PTS in Penang, Malaysia, indicate that the training provided to Police Technical Staff (PTS) has yielded significant results according to Mangkunegara's definition of training outcomes, which involves positive changes in work abilities, understanding of principles, and adaptation to tasks. In this context, the training not only helps to improve technical skills but also accelerates the adaptation process to new work, social, and cultural environments, which is an important aspect of assignments in international deployment areas. Evaluation activities are intended to collect information about the implementation of activities, which is then processed to become a basis for making further decisions. To ensure the success of the training, evaluation

is necessary. According to an interview with the Head of LO and Border Section of NCB INTERPOL Indonesia, the determination of the type of training is based on an evaluation of reports from the previous PTS period, including the quality and quantity of reports and the challenges faced during deployment abroad. The results of this evaluation are discussed internally in Divhubinter Polri, where Baglotas plays a role in the planning and implementation of this training after receiving decisions from leadership (Head of Divhubinter Polri) and is based on geopolitical developments and the situation both domestically and internationally.

2. The Strategy for Determining the Optimal Training Model

The optimal training model strategy that can be implemented in the training of Police Technical Staff (PTS) before being deployed to the destination country must include workload analysis to assess the needs of the institution and determine training priorities. An ideal workload analysis, in addition to being discussed internally within the unit, should also collaborate with previous cohorts of PTS. Furthermore, there needs to be joint workload analysis with external units, such as immigration, diplomats or embassies of the destination country, the Indonesian Migrant Workers Protection Agency (BP2MI), and other units that can ensure the safety and assist in the tasks of the PTS. Through workload analysis, an ideal training plan can be developed for Police Technical Staff to achieve the expected outcomes. A training model that plans from workload analysis, training design, training planning, to training evaluation can support a systematic learning method. A well-designed training model will help PTS better understand the objectives and roles they will take on while in the destination country. In addition to optimizing reporting, the inclusion of cultural exchange learning and knowledge transfer from other PTS or units will help PTS understand the activities they will carry out and the issues in the destination country. According to the interview with the Head of LO and Border Section of NCB INTERPOL Indonesia, PTS training is mainly conducted in the form of lectures, discussions, and Q&A sessions. This method was chosen due to time constraints and the large amount of knowledge that prospective attaches/PTs need to absorb. Ideally, pre-tests, post-tests, and experience-based training should be conducted. However, given the limited time and the lack of detailed plans for such ideal training, there has been no practical training or hands-on experience-based training thus far. The ideal training strategy is to conduct periodic evaluations to assess the optimization of the training conducted. To ensure the success of the training, evaluation is essential. Systematically, training management includes the stages of planning, which encompasses training needs analysis, implementation, and evaluation. The evaluation stage is the most critical phase in every activity because it is often overlooked, despite being crucial to determining whether the training has successfully achieved its objectives or not. According to the Head of LO and Border Section of NCB INTERPOL Indonesia, participants are given space to provide feedback on the training they received. However, these evaluation results are discussed internally in Divhubinter Polri, where Baglotas plays a role in planning and implementing the training after

receiving approval from leadership (Head of Divhubinter Polri). This process may limit the space for in-depth evaluations. The ideal training model strategy must plan the training from start to finish and ensure that it proceeds according to plan, with sufficient time allocated for implementation. The planning process, from analysis, preparation of the rundown, and content to evaluation, will take considerable time. However, careful planning will result in outcomes that align with the expected goals.

Job training needs analysis is a fundamental element in preparing Police Technical Staff (PTS) to perform their duties abroad effectively. The findings of this study reveal that the workload analysis for PTS is still internal, whereas collaboration with legal attachés, immigration, and labor units in the destination country is essential to enhance the relevance of the training. This finding aligns with previous research by Supriyanto and Purnamasari (2021), which emphasized the importance of a collaborative needs analysis to identify the specific requirements of international jobs. In training program design, the preparation of the Terms of Reference (TOR), which includes comprehensive aspects such as training type, objectives, methods, and training duration, still faces implementation challenges, particularly in ensuring program differentiation for each PTS. This is reinforced by a study by Saputra et al. (2020), which found that non-specific training programs failed to provide optimal results in adapting to international duties. The implementation of the training, which involves three main stages participant gathering, content delivery, and result evaluation shows potential for improvement, especially in the initial orientation phase and the adjustment of training content. According to Wijayanti (2019), a strong orientation phase can accelerate personnel adaptation to a new environment. Training implementation requires full support from unit leadership, in line with the recommendations of Handoko et al. (2018), who highlighted the importance of systematic evaluation to measure the application of training outcomes in the work environment.

Training evaluation, based on interviews with PTS in Penang, Malaysia, shows positive changes in work abilities and cultural adaptation, confirming Mangkunegara's (2013) theory of training effectiveness in enhancing work skills. However, this finding also highlights the lack of differentiation in training among PTS, which is consistent with the study by Prasetya and Jatmiko (2021), which found that a generic approach to training impedes its effectiveness.

The training mechanism for Police Technical Staff (PTS) candidates who will be assigned abroad requires strengthening in the areas of training program design and evaluation. The internal needs analysis currently conducted should be optimized by involving external stakeholders, as proposed by Penney et al. (2020), who stated that inter-agency collaboration can enhance the relevance of the training to the real working conditions in the destination country. The training program design, as formulated in the Terms of Reference (TOR), also indicates the need for the development of adaptive training modules, which aligns with the findings of Gupta and Gupta (2021), who emphasized the importance of flexible training modules in addressing changing geopolitical dynamics. The lack of differentiation in training

needs for each PTS creates challenges in achieving optimal outcomes. This is consistent with the critique presented by Jackson and Schuler (2020), who found that generic training is less effective compared to training designed specifically based on workload analysis and individual needs. The stages of training implementation, which include orientation, content delivery, and post-training evaluation, require further adjustments to ensure the achievement of learning objectives. In this regard, the study by Kirkpatrick and Kirkpatrick (2016) on training evaluation models emphasizes the importance of continuous evaluation to measure participants' competency changes. Training planning that involves cross-sector stakeholders to support PTS in facing geopolitical challenges has not been optimally implemented. The internal evaluation results from Divhubinter Polri, as revealed by the Head of LO and Border Set NCB INTERPOL Indonesia, highlight the importance of improving training design based on reports and challenges faced by previous PTS periods. This is reinforced by the research of Nasution et al. (2020), which states that continuous evaluation based on field reports can improve the quality of training. On the other hand, the coordination of PTS internships with relevant stakeholders still shows gaps, as indicated by Wicaksono's (2017) study, which suggests more intensive collaboration to support the implementation of training outcomes.

The implementation of training results, which requires support from leadership within the work unit, is also consistent with research by Yukl (2013), who stated that transformational leadership plays a crucial role in ensuring the application of training outcomes. The interview findings with STP in Penang, Malaysia, which showed improvements in technical skills and adaptation to local culture, align with Hofstede's (2010) findings on the importance of cultural training for successful missions in international environments. However, the lack of differentiation in training among STPs remains a significant weakness, as also noted by Becker et al. (2021), who argued that customized training can significantly enhance performance. Evaluating training based on reports from previous STP periods is a positive step, but it needs to be integrated with data-driven analysis, as suggested by Davenport and Harris (2017), who emphasized that analytic decision-making can improve training program efficiency. Furthermore, the adjustment of training programs based on geopolitical developments, as mentioned in the findings, is supported by studies from Meyer et al. (2018), who emphasized that the global context should be a primary consideration in designing international training. Overall, the findings indicate that while training has had a positive impact on STPs, there is still room for improvement through more systematic needs analysis, integrated program design, and continuous evaluation. By considering geopolitical developments and domestic situations, Divhubinter Polri is expected to develop more adaptive training strategies, as recommended by Abdullah et al. (2022) in their study on competency-based training. Therefore, it is crucial to integrate best practices from various previous studies to enhance the quality of training for Polri's STPs.

An optimal training model strategy for the Indonesian National Police (Polri) Technical Staff (STP) before their deployment to foreign countries requires a

systematic planning process, from workload analysis to training evaluation. Previous studies emphasize that collaboration with external agencies, such as immigration or embassies, can provide deeper insights into the specific needs of the destination country (Wang et al., 2020). This approach aligns with findings indicating the importance of cross-institutional integration in designing relevant training (Johnson & Brown, 2018). However, the current STP training model is limited to lectures and discussions, without incorporating hands-on, experiential training that can enhance participants' practical readiness. This is supported by research from Das et al. (2019), which suggests that experiential learning methods are more effective in building job competencies. In terms of training planning, periodic evaluations are often neglected, despite their importance in ensuring the achievement of training objectives, as recommended by Lee et al. (2021). Additionally, the use of pre- and post-tests in depth can enhance training effectiveness, as explained by Park and Kim (2020). Internationally, training programs for diplomats or cross-border workers often involve task simulations that provide participants with a realistic picture of their roles, as outlined in the research by Tan et al. (2022). These findings indicate that STP training should also include task-based simulations or internships to better prepare participants for complex challenges in the destination country. However, the lack of time and detailed planning remains a major obstacle in implementing the ideal training model. Evaluations conducted solely internally, without involving external stakeholders as seen with the STP can limit the potential for continuous improvement (Singh & Yadav, 2021). On the other hand, recent research indicates that active participation of training participants in evaluations offers unique perspectives that can enrich future training designs (Nguyen et al., 2023). Moreover, ensuring proper monitoring of training implementation through thorough planning from start to finish, as suggested by Evans et al. (2021), is key to success in producing outcomes aligned with organizational objectives. Therefore, the ideal training strategy must involve broader stakeholder participation, integration of experiential learning methods, and comprehensive evaluations to ensure the overall effectiveness of the training.

The optimal training model strategy for the Indonesian National Police (Polri) Technical Staff (STP) prior to their deployment to foreign countries shows that a comprehensive workload analysis is a crucial first step in training planning. This research finding aligns with previous studies emphasizing the importance of workload analysis in determining the right training priorities, both from the agency's needs and through collaboration with external stakeholders such as immigration, diplomats, and BP2MI (Tirta, 2021). According to Sugiarto et al. (2022), effective training not only considers internal aspects but also integrates with other units, strengthening synergy to achieve the maximum training outcomes. The implementation of workload analysis involving various external parties is highly relevant to the research findings from Wibowo and Astuti (2020), which suggest that inter-agency collaboration can enhance training effectiveness in the context of international assignments. The training model that plans from the workload analysis phase to the training evaluation aligns with the study by Surya et al. (2021), which

underscores that well-planned training processes, including design, planning, and evaluation, are essential for achieving the expected training outcomes. However, interviews with the Kabag LO and Border Set NCB INTERPOL Indonesia highlighted that STP training is currently more focused on lectures and discussions, with limited time, making it difficult to implement hands-on, experiential training (Kurniawan, 2022). This finding aligns with Harahap (2019), who noted that time limitations are a major obstacle to developing more interactive, experiential training methods. Although pre- and post-tests, which are ideally used to assess participants' understanding, are not yet optimally implemented, as found in Setiawan's (2020) study, structured evaluations at each training stage are crucial for achieving more objective and measurable results. Deep and ongoing training evaluations are vital for continuously improving the training program, as stated by Wijayanti and Lestari (2021), who emphasize that periodic evaluations help determine training effectiveness and devise strategies for improvement. On the other hand, internal evaluation issues within Polri, which are limited in scope and conducted solely at the internal level, as mentioned by Kabag LO, should be seriously addressed. Limited evaluations can reduce objectivity in assessing training success, as pointed out by Nugraha (2023). Strict supervision of training implementation is also essential to mitigate risks of failure in achieving training goals, as shown in Putra and Nurfadillah's (2021) study, which illustrates that effective supervision is a key factor in maintaining training quality. Therefore, designing a structured training model, considering workload analysis, thorough training design, and objective, continuous evaluation, will play a significant role in creating an effective and efficient training program for the Polri Technical Staff. To achieve this, careful planning and proper oversight are key to the success of future training programs, as emphasized by Santoso et al. (2022).

D. CONCLUSION

The training model for prospective Indonesian National Police (Polri) Technical Staff (STP) assigned to Indonesian missions abroad requires a comprehensive and systematic approach, starting from training needs analysis to ongoing evaluations to ensure the relevance and effectiveness of the training program. In its implementation, there needs to be a close integration between internal organizational needs and collaboration with external agencies, such as immigration, diplomacy, and migrant worker protection, to deliver contextual and adaptive training that addresses challenges in the host country. The design of the training program, which includes the development of modules based on specific needs, practical simulations, and knowledge exchange with previous STP cohorts, is crucial to prepare the technical staff for the complexity of their assignments. Although experiential learning-based training remains a challenge due to time limitations and planning constraints, periodic evaluations of training outcomes could serve as a solution to enhance the quality of implementation in the future. It is also essential to incorporate interactive and adaptive learning methods, such as experiential learning, to develop both technical competencies and cultural adaptability necessary in international environments.

Therefore, strengthening the capacity of prospective Polri Technical Staff through a structured training model, focused on field-specific needs, will be key in supporting Polri's strategic role on the global stage while improving the protection and services for Indonesian citizens abroad.

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