

Enhancing Police Performance through Emotional Intelligence and Engagement: Learning Capacity as a Mediator

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ABSTRACT

This study aims to determine the mediating effect of learning capacity on emotional intelligence and engagement to improve the performance of Riau Regional Police members. This study used survey and questionnaire techniques to collect respondents' answers. A total of 157 respondents' answers were collected. Data analysis was performed using SEM-PLS 4.0 software to test validity and reliability. The Upsilon V test was used to examine the effect of learning capacity as a mediating variable. The results of the study indicate that there is a significant influence of emotional intelligence on performance and engagement on performance. Furthermore, emotional intelligence has a significant influence on learning capacity, engagement has a significant influence on learning capacity, and there is a significant influence of learning capacity on performance. Additionally, learning capacity is able to mediate the relationship between engagement and performance. However, learning capacity is not yet able to mediate the relationship between emotional intelligence and performance.

ABSTRAK

Penelitian ini memiliki tujuan untuk mengetahui pengaruh mediasi kapasitas belajar untuk membantu kecerdasan emosional dan keterlibatan guna meningkatkan kinerja pada anggota polda di Riau. Penelitian ini menggunakan teknik survei dan kuesioner untuk mengumpulkan jawaban responden. Sebanyak 157 jawaban responden yang terkumpul. Analisis data menggunakan *software* SEM-PLS 4.0. untuk menguji validitas dan reliabilitas. Kemudian uji *upsilon V* digunakan untuk menguji pengaruh kapasitas belajar sebagai variabel mediasi. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan dari kecerdasan emosional terhadap kinerja dan keterlibatan berpengaruh signifikan terhadap kinerja. Kemudian, kecerdasan emosional berpengaruh signifikan terhadap kapasitas belajar, keterlibatan berpengaruh signifikan terhadap kapasitas belajar, terdapat pengaruh signifikan kapasitas belajar terhadap kinerja. Selanjutnya, kapasitas belajar mampu memediasi tinggi hubungan keterlibatan dengan kinerja. Namun, kapasitas belajar belum mampu untuk memediasi hubungan kecerdasan emosional terhadap kinerja.

1. Introduction

Learning capacity is key to improving the performance of each individual. Without the participation of all members, learning ability becomes hindered, which in turn hinders skills or abilities within the organization. Currently, learning capacity is used to help improve performance in the context of policing.

Police officers are responsible for protecting, serving, and ensuring the safety of the community, ensuring that their duties are carried out effectively. However, studies from Australia report that police officers do not take reports seriously and lack understanding of the crimes occurring [1]. This phenomenon is the responsibility of the police. According to this year's survey, the police have a public image rating of 65.7%, down from 73.1% last year. To address these issues, there is a need for training to enhance professionalism

in security, safety, and comfort in accordance with the Law of the Republic of Indonesia No. 02 of 2002.

Previous literature emphasizes the importance of learning capacity (LC) in police units, which is very important to encourage individuals and organizations to learn regularly and rigorously from their work in order to adapt quickly and sustainably to changing conditions [2]. Capacity building consists of five processes: thinking, personal mastery, emotional intelligence, vision, and team learning [3], [4]. It is important to analyze the learning capacity required to reduce failure through knowledge and learning [5], [6]. There are studies that have explained the relationship between learning capacity and other variables. Showed that learning ability can improve performance, thereby helping to advance organizations [7]. However, there is a paradox, as stated by a literature, that learning capacity does not have a crucial influence on

performance [8]. This occurs because individuals or employees are constantly required to meet high learning capacities, making it difficult for employees to understand the changes that are taking place.

Generally, LC is an independent variable. However, this study uses LC as a mediator, although some studies have used LC as a mediator, but few have linked LC with emotional intelligence (EI) and engagement as antecedents. As explained by a study, further exploration of the causal mechanism between LC and other variables focused on EI is needed [9]. Researcher argues that maintaining performance requires effectiveness in change [10]. Revealed that learning capacity can enhance or weaken performance, depending on whether members maintain or enhance their learning capacity [11]. Noted that studies exploring learning capacity at the police level have received limited attention [12]. Furthermore, different literatures show that emotional intelligence and engagement can improve performance through the moderation of learning capacity [13], [14], [15], [16].

To answer the research questions, this study analyzes learning capacity in the police sector. First, hypotheses are developed based on relevant concepts from previous research and contextualized within the police context. Second, study data is collected through a questionnaire distributed to police officers from the Riau Provincial Police Department. The data is then analyzed using PLS-SEM 4.0 to determine the influence between the variables used. Finally, this study contributes to existing research.

This study offers several contributions. First, it contributes to social cognitive theory by considering the role of emotional intelligence and learning capacity, particularly within police organizations. Second, it expands the understanding of learning capacity in the police context, building on previous studies conducted in the UK [1]. Empirical studies on learning capacity related to policing are still limited in Asia. Given the large population and complex criminal activities across various sectors in Indonesia, understanding learning capacity and performance in the Indonesian police force is an important contribution to the existing literature.

1.1 Emotional intelligence

Emotional intelligence is the ability to understand one's own emotions and those of others, the skill to motivate oneself, and the skill to control one's emotions in relationships with others [17], [18]. Emotional intelligence is not merely about being nice or ignoring one's feelings, but about controlling emotions in a way that expresses them accurately and effectively [19], [20]. Individuals with high EI can accurately understand emotions within themselves and others to achieve emotional states, such as when faced with stress or an upset friend, they are more likely to

manage their emotions and assess their own emotions [21], [22], [23]. Individuals with high EI are more likely to succeed in meeting the demands of environmental pressures.

1.2 Engagement

Engagement is defined as a psychological state that is related to work or an activity [24]. Engagement also creates new things in work [25]. Resources usually help coworkers participate and act as a buffer against demands [14]. Generally, when working, involvement is seen as a burden and challenge that limits desired behavior but depends on employees' skills in overcoming it [26]. Therefore, it is important to maintain or improve resources so that employees play a role and are involved in the work required to enhance the organization's positive vision [27]. Involvement is characterized by dedication, enthusiasm, and receptiveness. Engagement encompasses the full spectrum of direct work experiences (such as tasks, work, team, and active work experiences). Employees who are behaviorally engaged are willing to make extra efforts, work harder for their team and organization, and go above and beyond what is expected [28].

1.3 Performance

Performance is not only about working perfectly but also about managing oneself and building relationships with others [29], [30], [31], [32]. Performance can also be referred to as an assessment that can be known by various stakeholders to achieve the organization's goals [33]. Organizations must pay attention to factors that can improve performance [34]. Performance is considered good and achieved when an individual or group successfully completes or optimizes strategic planning. Performance can be improved through work effectiveness, discipline, and the ability of individuals to positively realize the organization's vision [35], [36], [37].

1.4 Learning capacity

Learning capacity is the skill of carrying out activities to achieve positive organizational improvement based on self-awareness, improvement ability, and learning [13]. Learning capacity usually balances changes in a competitive environment [8]. The ability to learn actively and independently, which requires individuals to make judgments and decisions regarding various issues encountered in the learning process [7]. In this study, "learning ability" is defined as the ability of the target group to actively acquire and master knowledge about guidelines related to low-carbon lifestyles based on existing knowledge, experience, and skills [38]. Learning ability is not limited to acquiring new knowledge and skills, but also includes the ability to retain existing knowledge and skills, communicate knowledge at the right time, solve new problems effectively, or learn quickly in new situations [39], [40], [41].

1.5 Emotional intelligence and performance

Emotional intelligence is consistent in improving performance [37]. Emotional intelligence encompasses the skills that members possess in the work environment to drive performance improvement. Studies show that emotional intelligence can improve performance better [42], [43], [44]. Emotional intelligence is not an innate talent but a skill that must be developed to achieve exceptional performance [45]. Some studies indicate that among 187 employees, emotional intelligence assessments were a significant predictor of job performance, controlling for demographic factors, loyalty, trust, and personality. Another study involving 150 workers found a positive influence between emotional intelligence and performance [46]. In the police context, few researchers have examined emotional intelligence and performance. In the police context, few researchers have examined emotional intelligence and performance. Stated that emotional intelligence is a valid predictor for performance criteria in the police context [12], [47]. H1: Emotional Intelligence influences performance.

1.6 Engagement and performance

Engagement has been consistently proven to have a positive impact on performance [48], [49]. The level of commitment will increase if employees are engaged while working [50]. Employees who are involved in the organization will behave productively, show enthusiasm, and manage their work well. This means that employees with high involvement will have a low intention to leave the organization, and performance can improve [51]. Thus, employees no longer feel negative commitment toward work quality [50]. Work engagement can also increase with organizational support and self-emotional influence, leading to high performance [52]. H2: Engagement influences performance.

1.7 Emotional intelligence and learning capacity

Emotional intelligence can significantly improve learning capacity [53]. In the police context, emotional intelligence is crucial for police officers as it helps them manage their own emotions and understand others', which is vital in high-stress situations and interactions with the public [54]. Higher emotional intelligence can contribute to a better learning environment within an organization [55]. Emotional intelligence helps manage employees' emotions, which can lead to more productive behavior and better learning outcomes [17]. However, not all individuals have good emotional management skills [56]. Therefore, emotional intelligence training can improve the ability to process information and gain new insights, which are very important for learning [57], [58]. H3: Emotional intelligence influences learning capacity.

1.8 Engagement and learning capacity

Engagement can enhance learning capacity. Engagement is typically viewed as a motivational condition that can improve performance in work [59]. This helps learning capacity in improving individual morale, task performance, and organizational performance [60]. Learning capacity in police institutions is crucial for professional development and effective work [61]. This generally involves the process of empowering individuals and organizations to adapt to contemporary challenges and improve overall performance [62]. To improve the capacity of police units, training programs can be involved because the work environment influences the learning capacity development process [63], [64]. H4: Engagement influences learning capacity.

1.9 Learning capacity and performance

Learning capacity is crucial for job success [5], [11]. Previous research involving 192 employees found that learning capacity significantly enhances performance effectiveness [7]. This indicates that learning capacity can lead to better work outcomes and efficiency [65]. Since learning capacity facilitates behavioral changes that lead to improved performance [2]. organizations with strong learning capacity are better equipped to enhance operational processes, resulting in faster and more effective performance improvements [66]. Research conducted explains that learning capacity is necessary to strengthen the application of knowledge related to organizational progress [6]. Learning ability encourages the dissemination of knowledge in various departments within an organization, which will lead to the creation of new strategies [67]. H5: Learning Capacity influences performance.

1.10 Learning capacity on emotional intelligence and performance

Learning capacity is important in helping police control emotions to improve performance [9], [55]. A study [57] shows that learning capacity has proven to be a predictor of organizational success. By applying new learning capacity, individuals can manage their own emotions as well as those of others [68]. Since learning capacity can help members fulfill their responsibilities, face changing challenges, and subsequently improve performance [69]. Additionally, individuals with strong emotional intelligence are able to create and absorb new information or learning to enhance their skills [70]. This is because they feel capable of understanding other people's perspectives, enabling them to create good relationships [71]. H6: Learning capacity mediates the influence of emotional intelligence on performance.

1.11 Learning capacity on engagement and performance

Working conditions encourage interaction and cooperation among team members [72]. This creates opportunities to share knowledge, experiences, and different perspectives, thereby enriching the learning process [73]. People who are more engaged are more likely to improve their job performance. As a result, members become more open to criticism, actively develop their skills and knowledge to help the organization achieve its goals [74]. Learning capacity

within police institutions is crucial for professional development and effective policing [75]. This involves both individual and organizational learning processes, which are essential for adapting to contemporary challenges and improving overall performance [76], [77]. H7: Learning capacity mediates the influence of engagement on performance. The model research can be seen on Figure 1.

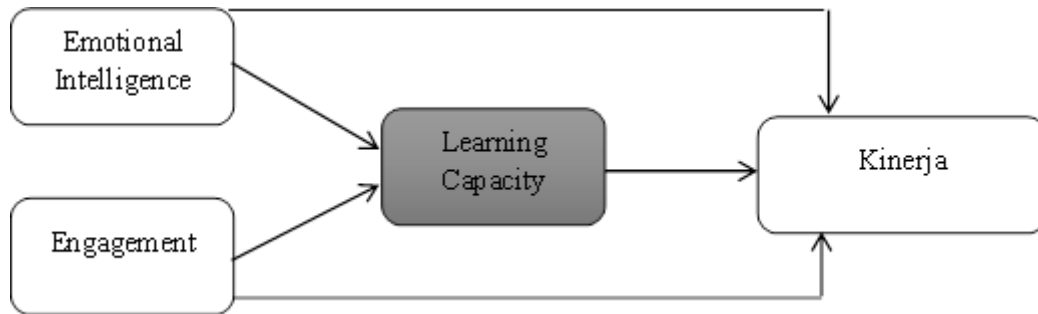


Figure 1. Model Research

2. Research Method

This study uses descriptive analysis. It aims to describe each respondent's characteristics for each variable through numerical percentages. Quantitative methods are used by researchers to determine the relationship between two or more variables. The sample for this study involved a total of 157 individuals from the Riau regional police force, consisting of police officers. A survey technique was used to collect the sample through a Google Form questionnaire, which consisted of a series of statements on a statement sheet. The collection of questionnaires took approximately two months to complete. The Likert scale was used by the researcher to measure the accuracy of the data obtained. Each statement had a scale: 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A), and 5 = strongly agree (SA).

The data analysis technique used is multiple linear analysis. PLS-SEM version 4.0 software is used for data analysis because the researcher needs latent variable values for further analysis that may not have comprehensive evidence [78]. The steps used are to analyze the outer model and then the inner model [79].

2.1 Measurement

Emotional Intelligence the condition of an individual demonstrating the intelligent use of emotions in managing oneself and working with others to achieve effectiveness in the workplace. In this study, EI was measured through 20 items from the conducted research e.g "Awareness of my own emotions is very important at all times" [80]. Engagement is a state that contributes to a condition and to work or an organization. In this study, Engagement was measured

using 7 items from the research conducted e.g " I am willing to make extra effort without being asked" [24]. Performance is the result of individual behavior related to the mission of supporting an organization's goals. In this study, performance was measured using 12 items from the research conducted e.g "I am able to plan my work so that it is completed on time" [81]. Learning capacity is the ability of resources based on knowledge that can be adapted to competitive conditions. In this study, LC was measured using 9 items from the study conducted e.g "Cooperation and sharing understanding across functions are common for me when I work" [13].

3. Result and Discussion

3.1 Validity and Reliability

Items within a construct are considered valid if their correlation values exceed 0.70 [78]. However, if the Outer loading (OL) values fall between 0.40 and 0.70, they may be considered for scale deletion only when removing indicators leads to an increase in composite reliability above the recommended threshold value, as confirmed by testing convergent validity. Average variance extracted (AVE) is crucial, where validity is confirmed if AVE exceeds the threshold of 0.50 [79]. AVE values are used to evaluate construct validity. Reliability assessment is conducted by examining the Composite Reliability (CR) and Cronbach Alpha (CA) metrics for each variable. CR is achieved for a variable when both the CR index and CA exceed the threshold value of 0.70. Reliability testing is conducted by examining the composite reliability values of each item. Items with composite reliability values equal to or greater than 0.70 are considered reliable. The result can be seen on Table 1.

Table 1. Validity and Reliability

Code	Items	OL	CA	AVE	CR
Emotional Intelligence			0.939	0.543	0.823
X1.1	I quickly realize when I lose control of my emotions	0.855			
X1.2	I know when I am stressed	0.724			
X1.3	When I am 'emotional', I am aware of the situation	0.583			
X1.4	When I feel anxious, I can explain why	0.717			
X1.5	Awareness of my own emotions is very important at all times	0.678			
X1.6	I can quickly 'get rid of' negative feelings	0.671			
X1.7	I rarely get angry with other people	0.638			
X1.8	I can consciously change my thoughts or mood	0.936			
X1.9	I rarely worry about my performance and achievements	0.935			
X1.10	I can calm my emotions when I need to	0.930			
X1.11	I can motivate myself to do difficult tasks	0.859			
X1.12	I always submit my tasks on time	0.643			
X1.13	I don't confuse other people	0.806			
X1.14	I can always motivate myself even when I feel down	0.850			
X1.15	I never waste time	0.815			
X1.16	I can understand other people's points of view	0.534			
X1.17	I am good at handling other people's problems	0.663			
X1.18	I can sense if someone feels uncomfortable or happy with me	0.516			
X1.19	I can usually understand why other people are harsh towards me	0.581			
X1.20	I can understand if I am acting irrationally	0.634			
Engagement			0.734	0.625	0.878
X2.1	I am so focused on my work that I forget about other things	0.927			
X2.2	I often go above and beyond to help my colleagues succeed.	0.860			
X2.3	I am willing to go the extra mile without being asked	0.889			
X2.4	I feel a strong sense of ownership towards my work	0.819			
X2.5	I do more than is expected of me	0.853			
X2.6	I work harder than expected to help the workplace succeed	0.891			
X2.7	I really push myself to work beyond what is expected of me	0.853			
Performance			0.812	0.523	0.761
Y1.1	I am able to plan my work so that it is completed on time	0.827			
Y1.2	My planning is optimal	0.647			
Y1.3	I participate actively when working	0.781			
Y1.4	When obstacles arise, I find positive solutions	0.985			
Y1.5	I carry out new tasks after completing old ones	0.918			
Y1.6	I keep my skills up to date	0.754			
Y1.7	When challenging tasks are available, I tend to take them	0.866			
Y1.8	I can work well and on time	0.960			
Y1.9	I am active in work meetings	0.612			
Y1.10	I am able to take on additional tasks	0.933			
Y1.11	I am able to separate main issues from side issues when working	0.956			
Y1.12	I always strive to update my knowledge	0.574			
Learning Capability			0.804	0.565	0.761
Z1.1	I have a good understanding of the job	0.774			
Z1.2	I have a routine for identifying incorrect assumptions that conflict with my work	0.805			
Z1.3	I am committed to the goals of this job	0.769			
Z1.4	Discretion in my work is important as it could jeopardize my future	0.761			
Z1.5	I have my own mechanism for sharing lessons learned across units	0.807			
Z1.7	I am fully committed to realizing the vision of the job at all levels	0.858			
Z1.8	I understand the core values of how my work contributes to each challenge	0.806			
Z1.9	Collaboration and sharing understanding across functions are commonplace for me when I work.	0.775			

3.2 Path Coefficient

Table 2 shows the results of the path coefficient analysis. H1, EI has a positive and significant relationship with P ($\beta = 0.038, p < 0.05$). H2 indicates that E has a positive and significant relationship with P ($\beta = 0.000, p < 0.05$), H2 is supported. H3 indicates that EI has a positive and significant relationship with LC ($\beta = -0.021, p < 0.05$), H3 is supported. H4 indicates that E has a positive and significant relationship with LC ($\beta = -0.000, p < 0.05$), H4 is supported. H5 indicates that L has a positive and

significant relationship with P ($\beta = 0.000, p < 0.05$), H5 is supported.

The coefficient shows the relationship between individual independent variables and individual dependent variables, and determines the direction of positive and negative hypotheses. This test is performed using the p-statistic value. If the calculated t-value is > 1.96 (t-table) or if the p-value test result is < 0.05 , then there is a significant influence between the variables.

Table 2. Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Emotional Intelligence → Performance	0.048	0.006	0.079	5.615	0.038
Engagement → Performance	0.447	0.467	0.054	8.319	0.000
Emotional Intelligence → Learning Capability	0.079	0.008	0.123	5.642	0.021
Engagement → Learning Capability	0.734	0.732	0.046	15.796	0.000
Learning Capability → Performance	0.609	0.637	0.053	11.593	0.000

3.3 Upsilon V mediation test

The mediation effect in this study was conducted to determine the mediating effect of organizational capacity for change. In this study, the formula

$v = \beta_{2MX} \beta_{2.YM.X}$ was used with criteria of 0.01 for low mediating effect, 0.075 for medium mediating effect, and 0.175 for high mediating effect [82]. The results of the mediation are presented in the Table 3.

Table 3. Upsilon V test

Hypothesis	Mediation	Declaration
EI → LC → P	0.0792 X 0.6092 = 0.006 X 0.370 = 0.002	Not supported
E → LC → P	0.7342 X 0.6092 = 0.538 X 0.370 = 0.199	High supported

Based on the results of the upslon test in the Table 3, the influence of learning capacity cannot mediate emotional intelligence on performance, as evidenced by the upslon calculation result of $0.002 < 0.01$. Learning capacity can mediate engagement on performance and has a high mediating effect, as evidenced by the upslon calculation result of $0.199 > 0.075$.

This study analyzes learning capacity (LC) as a moderator and emotional intelligence (EI), engagement (E), and Performance (P). From the results of the hypothesis testing, it was found that emotional intelligence has a significant positive effect on performance. Employees with higher emotional intelligence tend to demonstrate better work performance and contribute more to organizational success [42], [43]. Emotional intelligence helps in managing stress and resolving conflicts, which directly impacts employee satisfaction and loyalty—key factors for long-term business success [12], [47]. For example, employees with higher emotional intelligence are more likely to meet deadlines and remain calm under pressure, which can enhance overall performance [46]. Emotional intelligence is positively correlated with performance. Employees with higher emotional intelligence are better at managing unpleasant emotions, which reduces emotional exhaustion and improves performance [15].

There is significant evidence that positive engagement affects performance, particularly in the context of policing [49]. Police officers' work engagement, which includes emotional, intellectual, and cognitive commitment to their roles, can lead to better performance [47], [83]. High levels of member engagement create a positive workplace atmosphere, which in turn can increase productivity by reducing stress and improving morale [52]. There are factors that can influence engagement, such as providing recognition and rewards for individual or member efforts, which are key drivers of engagement [52].

Providing opportunities for growth is also important. Engaged members are more likely to stay in the organization and contribute to its success [84]. When members feel valued and appreciated, their engagement and effectiveness increase [50].

The results of this study indicate that emotional intelligence has a significant positive effect on learning capacity. In the context of social cognitive theory, this provides valuable insights into the relationship between emotional intelligence and learning capacity [85], suggesting that higher emotional intelligence among police officers can lead to better learning outcomes within the organization [56]. Positive emotional experiences can facilitate learning capacity, but negative emotional experiences can hinder it [15]. Research has shown that higher levels of emotional intelligence among police officers result in better learning capacity, even after controlling for general mental abilities and personality traits [54].

Furthermore, the results of this test show that engagement has a significant positive effect on learning capacity [86]. In the context of the police sector, when members realize that they are involved in a situation, they tend to be motivated to learn and develop themselves. Engagement fosters a sense of ownership and the importance of learning to enhance concentration during the learning process [84]. Work conditions encourage engagement in communication among members or colleagues [87]. This enables the exchange of knowledge and skills, which serve as positive learning resources to enhance learning capacity.

Learning capacity is the ability to improve skills to advance the organization based on improvement experiences, including organizational self-awareness [88]. This is because resource capabilities are based on knowledge that can be adapted to a highly competitive environment [89]. Members are constantly required to learn in order to improve their understanding, which

will impact performance [6], [90]. Individuals understand the components of learning capacity to effectively utilize the objectives of the police unit, such as agreeing to fully understand and implement the vision of the job at all levels [2].

The mediation test results indicate that emotional intelligence has not been able to mediate the influence of emotional intelligence on performance (H6 is not supported). Furthermore, emotional intelligence shows no mediating effect of [82] in the relationship between emotional intelligence and performance. This is due to uneven learning capacity levels. Furthermore, higher levels of work-family conflict in certain situations prevent members or employees from managing their mental state. Emotional intelligence, such as self-awareness, self-regulation, empathy, and social skills, contributes to this relationship by improving individuals' ability to manage their emotions and interactions, which has a positive impact on learning capacity and performance [17], [91]. Members with good emotional intelligence tend to adopt good learning capacity, leading to improved performance [92]. This is integrated into police programs to enhance communication, decision-making, and public trust.

The mediation test results indicate that emotional intelligence is capable of mediating the influence of involvement on performance (H7 is supported). The results show that emotional intelligence has a high mediating role in increasing involvement and performance in the Riau regional police unit, as reported by a study [82]. The results of the study indicate that engagement plays an important role in improving involvement and performance in the Riau regional police unit, making it productive and effective [93]. In addition, there are different learning strategies that influence engagement differently, which can have a positive impact on performance [94]. At work, a balance between learning is essential to maintain engagement and performance, which can lead to communication problems and a challenging work environment [95]. These factors obscure the role of learning capacity in mediating engagement and performance. Therefore, organizational support and aligned learning capacity are necessary to support the important mediating role in achieving organizational vision [96], [97]. Higher levels of organizational support result in greater learning capacity, which in turn improves engagement and work performance [98].

4. Conclusion

This study reveals that learning capacity plays an important role in improving performance in a police context. The study shows that learning capacity is an important skill that enables members to be more active in their environment. The study highlights the importance of learning capacity as a factor that mediates the relationship between emotional intelligence and engagement with performance. These

findings emphasize that learning and engagement are key to supporting effective collaboration, which ultimately improves performance. However, the study has limitations, as data were collected at a single point in time, suggesting that future research should adopt longitudinal approaches for greater accuracy, and consider using experimental intervention designs instead of surveys to better examine the impact of emotional intelligence and engagement on performance through learning capacity.

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