

Career Development for Police Personnel at The North Kalimantan Provincial Police Department Based on Competency and Assessment Center

Reva Tiono Saputra^{1*}, and Lamhot Henry Pasaribu²

^{1,2} Harapan Bangsa Business School, Indonesia

Journal of Economics and Management Sciences is licensed under a Creative Commons 4.0 International License.



ARTICLE HISTORY

Received: 09 December 25
Final Revision: 07 January 26
Accepted: 12 January 26
Online Publication: 31 March 26

KEYWORDS

Competency, Assessment Center, Career Development, Police Personnel, Human Resource Management

KEYWORDS

Kompetensi, *Assessment Center*, Pengembangan Karier, Personel Kepolisian, Manajemen Sumber Daya Manusia

CORRESPONDING AUTHOR

mm-24247@students.ithb.ac.id

DOI

10.37034/jems.v8i2.321

A B S T R A C T

This study aims to analyze the influence of personnel competency and assessment centers on the career development of police officers at the North Kalimantan Regional Police Department (Polda Kaltara). Using a quantitative explanatory design, this research collected data from 110 respondents selected through simple random sampling. The instruments passed validity and reliability tests, and the regression model met all classical assumptions, ensuring its robustness. The results show that personnel competency has a positive and significant effect on career development, indicating that higher levels of knowledge, skills, and professional behavior improve opportunities for promotion and job mobility. Likewise, the assessment center also demonstrates a significant positive effect, confirming its role as an objective and merit-based evaluation mechanism in personnel selection and promotion processes. Simultaneously, both variables contribute 17.9% to explaining career development, while the remaining influence is derived from factors outside the model. These findings highlight the strategic importance of integrating competency frameworks and assessment centers to strengthen human resource governance within the Indonesian National Police, particularly in regions with complex security dynamics such as North Kalimantan. The study provides practical recommendations for expanding assessor training, increasing technology utilization, and enhancing competency-based personnel development programs to support Polri's bureaucratic reform agenda.

A B S T R A K

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi personel dan *assessment center* terhadap pengembangan karier personel Kepolisian Daerah Kalimantan Utara (Polda Kaltara). Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori, melibatkan 110 responden yang dipilih melalui *simple random sampling*. Instrumen penelitian dinyatakan valid dan reliabel, sementara model regresi memenuhi seluruh uji asumsi klasik, sehingga layak untuk digunakan dalam pengujian hipotesis. Hasil penelitian menunjukkan bahwa kompetensi personel berpengaruh positif dan signifikan terhadap pengembangan karier, yang berarti peningkatan pengetahuan, keterampilan, serta perilaku profesional mendorong peluang promosi dan mobilitas jabatan. *Assessment center* juga terbukti memiliki pengaruh positif dan signifikan, menegaskan fungsinya sebagai mekanisme evaluasi objektif berbasis merit dalam proses seleksi dan promosi personel. Secara simultan, kedua variabel memberikan kontribusi sebesar 17,9% terhadap pengembangan karier, sementara sisanya dipengaruhi oleh faktor lain di luar model. Temuan ini menegaskan pentingnya integrasi kerangka kompetensi dan *assessment center* dalam memperkuat tata kelola SDM Polri, khususnya di wilayah dengan dinamika keamanan kompleks seperti Kalimantan Utara. Penelitian ini merekomendasikan peningkatan pelatihan asesor, pemanfaatan teknologi, serta penguatan program pengembangan kompetensi sebagai bagian dari agenda reformasi birokrasi Polri.

1. Introduction

Global developments and advances in information technology have brought significant changes to organizational dynamics, including public sector organizations. Demands for performance competence, transparency, and improved quality of public services are increasing, encouraging organizations to strengthen their governance, particularly in the area of human

resources (HR), which is a strategic advantage and difficult to replicate [1], [2]. HRM is no longer viewed as merely an administrative function, but rather as a key element in improving the effectiveness and performance of organizations in a sustainable manner.

The Indonesian National Police (Polri) is a public service institution that plays a strategic role in maintaining security, order, and enforcing the law in

Indonesia. Law No. 2 of 2002 stipulates that the main duties of the Polri include maintaining public security and order, enforcing the law, and providing protection, guidance, and services to the community [3]. The implementation of these duties requires Polri human resources with high competence, professionalism, and the ability to adapt to increasingly complex social dynamics and technological developments.

The quality of Polri's human resources is a determining factor in the institution's success in carrying out its operational and administrative duties. Polri personnel are required to have not only technical abilities, but also managerial, communication, and decision-making skills, as well as the ability to adapt to changes in their work environment. Therefore, competency-based human resource development has become an important strategy in Polri's bureaucratic reform. One form of strengthening human resource management is the implementation of a competency-based career development system and assessment centers.

As a police institution serving in the strategic northern region of Indonesia, the North Kalimantan Regional Police (Polda Kaltara) faces high security dynamics, including the potential for cross-border crime, radicalism, and social dynamics within the community. Thus, the need for competent and professional human resources is becoming increasingly urgent. However, the implementation of competency-based career development and assessment centers at Polda Kaltara still faces challenges, particularly related to the shortage of assessors, limited use of technology, and the lack of objectivity in the selection process.

Assessment centers within the Indonesian National Police have been regulated through Regulation of the Chief of the Indonesian National Police Number 5 of 2016 as a standard for implementing competency assessments for personnel career development. This method uses multiple instruments and multiple assessors to assess the potential and abilities of personnel through work simulations, psychometric tests, behavioral interviews, and leaderless group discussions. As of 2024, 108,503 Polri personnel have participated in assessment centers and 1,867 personnel have been certified as assessors. This demonstrates the Polri's commitment to improving the quality of human resources, although at the provincial police level, its implementation has not been uniform.

Previous studies have shown that the implementation of assessment centers can increase the objectivity of job placement and reduce non-merit practices such as seniority and subjective recommendations [4], [5], [6]. However, in the Kaltara Regional Police, data shows that only about 56% of structural officials have gone through assessment center-based selection [7]. This indicates the need for an in-depth evaluation of the effectiveness of the implementation of the competency-

based career development system and assessment centers in the region.

Furthermore, the relationship between personnel competencies, assessment centers, and career development has a significant contribution to improving individual and organizational performance. Competency is the main foundation in the implementation of police duties, while assessment centers serve as an objective assessment method that can predict a person's potential to hold a certain position. A career development pattern based on a merit system will encourage increased motivation, a culture of performance, and fairness within the organizational environment.

Based on these various phenomena and empirical findings, research on the competency-based career development of police personnel at the North Kalimantan Regional Police Headquarters and assessment centers is important. This research is expected to provide a comprehensive picture of the effectiveness of the implementation of this system, as well as recommendations for strengthening Polri's human resource policies in order to improve the professionalism and performance of personnel.

2. Research Method

This study uses a quantitative approach with an explanatory design to examine the influence of personnel competencies and assessment centers on the career development of police personnel at the North Kalimantan Regional Police [8]. The research population consisted of 150 personnel, and the sample was determined using the Slovin formula, resulting in 110 respondents through simple random sampling [9]. Primary data were collected using a four-point Likert scale questionnaire without neutral options to minimize bias [10].

The research variables consisted of professional competence, assessment centers, and career development, each measured through indicators that had been determined in accordance with the theory [11], [12]. The instruments were tested using validity tests (Pearson correlation) and reliability tests (Cronbach's Alpha) [13]. Data analysis was performed using multiple linear regression using SPSS version 26. Before regression analysis, classical assumption tests were performed, including normality (Shapiro-Wilk) [14], multicollinearity (Tolerance and VIF) [15], heteroscedasticity [16], and autocorrelation [17]. The F test was used to examine the simultaneous effect of variables, while the t test was used to examine the partial effect. The coefficient of determination (R^2) was used to determine the contribution of independent variables to career development [18]. The entire process was carried out in accordance with research ethics and respondent data confidentiality.

3. Results and Discussion

3.1. Validity Test

The validity test was conducted to ensure that each questionnaire item was able to measure the intended construct. The test used corrected item-total correlation by comparing the calculated r value to the table r value of 0.187 ($\alpha = 0.05$; $n = 110$). An item was declared valid if its correlation value was greater than the table r value.

Table 1. Summary of Validity Test Results

Variable	Corrected Item-Total Correlation Range	Description
Competency (X1)	0.630 – 0.758	Valid
Assessment Center (X2)	0.661 – 0.812	Valid
Career Development (Y)	0.672 – 0.813	Valid

The data processing results on Table 1 show that all items in the Competence (X1), Assessment Center (X2), and Career Development (Y) variables have corrected item-total correlation values between 0.630 and 0.813, so all items are declared valid. Thus, the research instrument is considered capable of accurately representing the construct and can be used in further analysis.

3.2. Reliability Test

A reliability test was conducted to assess the internal consistency of the instrument using Cronbach's Alpha coefficient. A variable is considered reliable if it has an alpha value of more than 0.70.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Description
Competence (X1)	0.930	Reliable
Assessment Center (X2)	0.948	Reliable
Career Development (Y)	0.958	Reliable

The analysis results on Table 2 show that the Competency (X1) variable has an alpha value of 0.937, Assessment Center (X2) 0.948, and Career Development (Y) 0.958. All of these values are in the very high category, so the research instrument is declared reliable and consistent in measuring the construct being studied.

3.3. Normality Test

The normality test using Shapiro-Wilk on Table 3 produced a significance value of 0.113, which is greater than 0.05. This indicates that the residuals are normally distributed and the model meets the assumption of normality. An in-depth interpretation of these results indicates that the normal distribution of residuals allows for accurate statistical inferences, such as t and F tests, without bias caused by distribution deviations. In this study, the normality of the residuals reflects that the data variation is not influenced by extreme outliers, so that the regression model can be relied upon to predict the effect of independent variables on dependent variables.

Table 3. Normality Test Results (Shapiro-Wilk)

Variable	Statistics	df	Sig
Unstandardized Residual	0.981	110	0.113

3.4. Multicollinearity Test

Multicollinearity testing was conducted to determine whether there was a high correlation between independent variables. Tolerance and Variance Inflation Factor (VIF) values were used as indicators. Tolerance values close to 1 and VIF close to 1, which can be seen on Table 4, indicate that there is no multicollinearity in the research model. Further interpretation emphasizes that this low multicollinearity ensures independence between the Competency and Assessment Center variables, so that the regression coefficients can be interpreted separately without distortion.

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF
Competency (X1)	0.998	1.002
Assessment center (X2)	0.998	1.002

3.5. Heteroscedasticity Test

The heteroscedasticity test was conducted using a scatterplot between the residuals and the predicted values, which can be seen on Figure 1. A random scatter pattern indicates the absence of heteroscedasticity, meaning that the residual variance is constant at every predictor level. This condition confirms the presence of homoscedasticity, which is an important prerequisite for regression estimators to work efficiently. The existence of homoscedasticity ensures that the regression model predictions remain consistent and reliable at various levels of independent variables, so that the analysis can provide a valid and accurate picture in the context of the study.

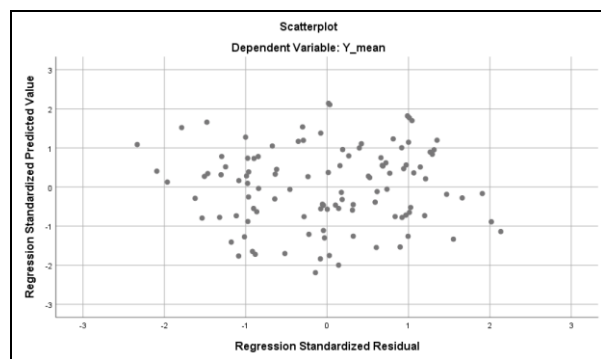


Figure 1. Scatterplot of Standardized Residuals

3.6. Autocorrelation Test

The Durbin-Watson value of 1.876, which can be seen on Table 5, indicates that there is no autocorrelation, either positive or negative, as it is within the range of 1.5-2.5. An in-depth interpretation highlights that the absence of autocorrelation ensures that the residuals are independent of each other, so that the model is not

affected by time patterns or data sequences, which is relevant given that the research data is cross-sectional.

Table 5. Autocorrelation Test Results (Durbin-Watson)

Model	Durbin-Watson
1	1.876

Based on the test results, all classical assumptions that are prerequisites in regression analysis have been adequately fulfilled. This includes data normality, multicollinearity testing, heteroscedasticity, and autocorrelation, which have been tested and show results that are in accordance with theoretical provisions. With all of these assumptions fulfilled, it can be concluded that the regression model used in this study is valid and suitable for hypothesis testing.

3.7. Hypothesis Testing Results

Hypothesis testing was conducted using multiple linear regression through t-tests, F-tests, and the coefficient of determination (R²). The regression model used in this study is formulated on Equation (1).

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon \quad (1)$$

Where the effect of independent variables is tested against the dependent variable. Y is the dependent variable, X1 and X2 are independent variables, β0 is the intercept, β1 and β2 are regression coefficients that represent the effect of each independent variable on the dependent variable, and ε is the error term or residual that captures other variables outside the model that affect Y.

3.8. Determination Coefficient Test (R²)

The test results on Table 6 show an R Square value of 0.179. This means that Competence (X1) and Assessment Center (X2) are able to explain 17.9 percent of the variation in Career Development (Y), while the rest is influenced by other factors outside the model. This interpretation shows that although the influence of both variables is significant, there is room for other variables such as external organizational factors in explaining career development.

Table 6. Results of the Coefficient of Determination Test (R²)

Model	R Square
1	0.179

3.9. t-test (Partial)

The t-test is used to determine the partial effect of each variable. The results on Table 7 show that both independent variables have a positive and significant effect on Career Development. In-depth interpretation reveals that this partial effect strengthens the role of individual variables in the model, with significance below 0.05 confirming statistical significance. Thus, this effect reinforces the belief that the variables tested play an important role in the career development process of personnel.

Table 7. t-Test Results

Variable	Calculated t	Sig	Description
Competence (X1)	3.381	0.001	Significant
Assessment center (X2)	3.308	0.001	Significant

3.10. F Test (Simultaneous)

The F test was conducted to examine the simultaneous effect of independent variables on the dependent variable. The significance value of 0.000, which can be seen on Table 8, indicates that Competency and assessment center simultaneously have a significant effect on Career Development. This interpretation emphasizes the synergy between variables, which is essential for the overall success of the model.

Table 8. F Test Results

Model	Calculated F	Sig	Description
1	11.692	0.000	Significant

3.11. Discussion

The discussion of the research results aims to analyze and interpret the empirical findings in depth, by relating them to the theoretical basis described in Chapter 2 and related literature. The analysis focuses on answering the research questions, namely the influence of personnel competence on career development, the influence of assessment centers on career development, and the simultaneous influence of both in the Kaltara Regional Police environment. This approach allows for a comprehensive understanding of the dynamics of these variables in the context of police human resource management, considering the high validity and reliability of the instruments and the fulfillment of classical assumptions that validate the regression model as free from statistical assumption violations.

The results show a positive and significant effect of personnel competence (X1) on career development (Y), with a beta coefficient of 0.304, a t-value of 3.381, and a significance level of 0.001. This answers the first research question, which asks whether personnel competence has a positive and significant effect on the career development process of police personnel at the North Kalimantan Regional Police. An in-depth interpretation of these findings reveals that competence, as a combination of knowledge, skills, and attitudes relevant to police duties, serves as an intrinsic foundation that drives career advancement. Each one-unit increase in competency level is estimated to increase career development by 0.304 units, ceteris paribus. This finding is in line with the theory in certain research which emphasize that competency includes technical aspects such as analytical and decision-making abilities, as well as behavioral aspects such as integrity and adaptability, which are strategic keys to improving organizational performance in a sustainable manner [11].

In the context of the Kaltara Regional Police, which faces unique challenges such as securing border areas, transnational crime dynamics, and social complexity, personnel competency not only improves the effectiveness of daily tasks but also accelerates access to opportunities for promotion, job transfers, and self-development through advanced training. Further analysis highlights that this moderate beta coefficient value reflects the role of competency as an endogenous factor, where personnel with high competency tend to show independent initiative in lifelong learning, thereby reducing dependence on external factors such as recommendations from superiors. The fulfillment of classical assumptions, such as residual normality (sig. 0.113) and the absence of heteroscedasticity, further strengthens this interpretation, as it ensures that the influence of competence is not distorted by uneven data variation.

The assessment center variable (X2) also shows a positive and significant effect on career development, with a beta coefficient of 0.295, a t-value of 3.308, and a significance level of 0.001. These findings answer the second research question, which asks whether assessment centers have a positive and significant effect on the career development process of police personnel in the Kaltara Regional Police. An in-depth interpretation of these results describes the assessment center as an objective external evaluation mechanism that uses job simulations, behavior-based interviews, and group discussions to predict individual potential.

Each one-unit increase in the quality of the assessment center is estimated to increase career development by 0.295 units. This is in line with assessment center theory, which explain that this method has high predictive validity because it reduces subjective bias and focuses on observable behavior relevant to the position [12]. In the Kaltara Regional Police environment, assessment centers play a crucial role in bureaucratic reform by helping to place the right personnel in the right jobs, especially in the face of demands for professionalism amid complex security dynamics. A deeper analysis reveals that the beta coefficient, which is almost equivalent to competence, indicates a synergistic interaction between the two; assessment centers not only detect existing competencies but also identify gaps in development, thereby encouraging personnel to continuously improve themselves. Support from classical assumptions, such as the absence of multicollinearity (VIF 1.002) and autocorrelation (DW 1.876), ensures that this influence is independent and unaffected by correlations between variables or residual patterns.

The simultaneous effect of personnel competence and assessment centers on career development is also positive and significant, with an F value of 11.692, a significance level of 0.000, and an R Square of 0.179. This finding answers the third research question, which

asks whether personnel competence and assessment centers simultaneously have a positive and significant effect on the careers of police personnel in the Kaltara Regional Police. An in-depth interpretation of these results shows a synergistic effect, where the two variables complement each other to explain 17.9 percent of the variability in career development, while the remaining 82.1 percent may be influenced by external factors such as organizational policies, external dynamics, or other variables not included in the model.

This finding is reinforced by the theory regarding the relationship between competency and assessment centers in the HR development cycle, where competency becomes the basis for assessment, while the results of the assessment center guide competency improvement, creating a positive loop that supports meritocracy and organizational performance improvement. In the context of the Kaltara Regional Police, the relatively moderate R Square value reflects the complexity of career development in border areas, where factors such as resource constraints or external influences may moderate the effect, but the simultaneous significance remains strong thanks to the overall fulfillment of classical assumptions. This analysis underscores that the integration of the two variables is not only administrative but also strategic in building professional and adaptive Polri human resources.

The findings of this study are consistent with a number of previous studies, although there are differences in context and magnitude of influence. The positive influence of competence on career development is in line with the research, which found that police human resource competence is a key factor in career development, with a significant positive correlation with improved organizational performance [19]. This consistency is seen in the aspects of integrity and adaptability as key elements, although in this study the beta coefficient (0.304) is lower than their findings, possibly due to the focus on the regional context of Kaltara, which is still in the process of bureaucratic reform. Similarly, the influence of assessment centers is consistent with [4], who reported an increase in placement accuracy of up to 30% through assessment centers, with high predictive validity. However, a difference is seen in the magnitude of the influence; this study shows a coefficient of 0.295, which is more moderate, possibly due to the limited number of trained assessors in Kaltara [20].

For simultaneous effects, these findings are in line with certain study, which found an increase in work unit performance of up to 37% through the integration of competencies and assessment centers at the West Sumatra Regional Police, with consistency in reducing nepotism and increasing transparency [6]. The main difference lies in the R Square value (0.179 versus

higher in their study), which may be due to the regional context; in Kaltara, the implementation of assessment centers has not been optimal, so the simultaneous effect is more dependent on internal capacity building. Overall, consistency with the literature strengthens the generalizability of the findings, while the differences highlight the importance of local adaptation in the application of career development models.

The results of this study have significant implications both theoretically and practically. Theoretically, the findings enrich human resource management studies by emphasizing that the integration of competencies and assessment centers is not only an administrative tool but also a strategic mechanism for career development. This reinforces Spencer and Spencer's competency theory [11] and assessment center theory [12], adding empirical evidence from the Indonesian police context, particularly in border areas, where bureaucratic reform requires a stronger merit-based approach. The R Square value of 0.179 indicates room for theoretical expansion by including moderator variables such as external factors, thereby contributing to the development of a more comprehensive theoretical model in the public management literature.

Practically, the implications for the Kaltara Regional Police include recommendations to expand assessor training and integrate technology into assessment centers to improve objectivity and efficiency. The significant influence of competency encourages the development of competency-based training programs, while the influence of assessment centers emphasizes the need for periodic evaluations to reduce bias and ensure appropriate job placement. For personnel, these findings encourage the improvement of personal competencies through independent learning, which can increase motivation and performance. Overall, these implications support the achievement of the Indonesian National Police's organizational goals in maintaining public security and order through professional human resources, with the potential to influence national policies such as the revision of Perkap No. 5 of 2016 for more inclusive implementation in remote areas.

4. Conclusion

This study shows that personnel competency has a positive and significant effect on the career development of police personnel in the Kaltara Regional Police. The higher the competency of personnel, the greater their chances of advancing in their career. In addition, assessment centers have also been proven to have a positive and significant effect on career development, making their application an important instrument in the selection, assessment, and promotion process. Simultaneously, competency and assessment centers contribute 17.9% to personnel career development, which means that these two variables together play an important role even though there are other factors outside the model that also have

an influence. Overall, all research hypotheses were accepted and proven empirically.

References

- [1] Rofiq, M. W., Emilissa, N., & Puspa, T. (2023). Pengaruh Organizational Culture Terhadap Employee Commitment, Organizational Innovation Dan Organizational Effectiveness Pada Pegawai Organisasi Publik Pemerintah. *Jurnal Ekonomi Trisakti*, 3(1), 15–32. <https://doi.org/10.25105/jet.v3i1.15557>
- [2] Septiana, S., Wicaksono, R. N., Saputri, A. W., Fawwazillah, N. A., & Anshori, M. I. (2023). Meningkatkan kompetensi sumber daya manusia untuk masa yang mendatang. *Student Research Journal*, 1(5), 446–466. <https://doi.org/10.55606/srjyappi.v1i5.705>
- [3] Anshar, R. U., & Setiyono, J. (2020). Tugas dan Fungsi Polisi sebagai penegak hukum dalam Perspektif Pancasila. *Jurnal Pembangunan Hukum Indonesia*, 2(3), 359–372. <https://doi.org/10.14710/jphi.v2i3.359-372>
- [4] Antons, D., Declerck, M., Diener, K., Koch, I., & Piller, F. T. (2017). Assessing the not-invented-here syndrome: Development and validation of implicit and explicit measurements. *Journal of Organizational Behavior*, 38(8), 1227–1245. <https://doi.org/10.1002/job.2199>
- [5] Krause, D. E., Kersting, M., Heggstad, E. D., & Thornton, G. C. (2018). The effectiveness of Assessment Centers: Updated meta-analytic findings. *Journal of Organizational Behavior*, 39(1), 135–146.
- [6] Aprilia, T., & Meutia, I. (2019). Polisi dan Sumber Daya Manusia: Studi Assessment Center Berbasis Merit System di Polda Lampung. *Administrativa : Jurnal Birokrasi, Kebijakan Dan Pelayanan Publik*, 1(1), 7–18. <https://doi.org/10.23960/administrativa.v1i1.4>
- [7] Polri, B. S. M. (2022). *Laporan Kinerja Seleksi dan Promosi Jabatan Struktural Tahun 2022*. Mabes Polri.
- [8] Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- [9] Sevilla, C. G., Ochave, J. A., Punsalan, T. G., Regala, B. P., & Uriarte, G. G. (1992). *Research methods* (Revised ed.). Manila: Rex Book Store, Inc.
- [10] Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22 140, 55.
- [11] Spencer, L. M., & Spencer, P. S. M. (2008). *Competence at Work models for superior performance*. John Wiley & Sons.
- [12] Thornton III, G. C., & Rupp, D. E. (2006). *Assessment centers in human resource management: Strategies for prediction, diagnosis, and development*. Psychology Press.
- [13] Sugiyono, S. (2017). *Penelitian kuantitatif kualitatif dan R&D*. Bandung: Alfabeta.
- [14] Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: a guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486. <https://doi.org/10.5812/ijem.3505>
- [15] Gujarati, D. N. (2009). *Basic econometrics*. McGraw-Hill.
- [16] Glejser, H. (1969). A new test for heteroskedasticity. *Journal of the American Statistical Association*, 64(325), 316–323. <https://doi.org/10.1080/01621459.1969.10500976>
- [17] Durbin, J., & Watson, G. S. (1950). Testing for serial correlation in least squares regression: I. *Biometrika*, 37(3/4), 409–428. https://doi.org/10.1007/978-1-4612-4380-9_20
- [18] Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E.

- (2010). *Multivariate data analysis*. UK: Cengage Learning. <https://doi.org/10.35899/biej.v2i1.50>
- [19] Hidayat, A. T., & Agustina, T. (2020). Pengaruh pelatihan, kompetensi, kompensasi, dan motivasi kerja terhadap kinerja polisi lalu lintas Polresta Banjarmasin. *Business Innovation and Entrepreneurship Journal*, 2(1), 48–53.
- [20] Assidiqie, S. N., & Sakapurnama, E. (2025). Efektivitas assessment center dalam seleksi dan promosi jabatan di polri. *Jurnal Konseling Dan Pendidikan*, 13(2), 28–38.