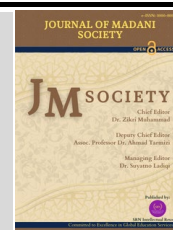




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Original Article

An Investigation of Open Career Promotion Policy Implementation in Indonesian National Police Institution

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Abstract: The competence of human resources among the Indonesian National Police (POLRI) is believed to be a critical factor in determining the success of its organization. Therefore, POLRI has implemented an open position promotion program, one of which uses the assessment center to test managerial competence. In addition, the national police assessment center is used to support the policy of the National Police Chief in promoting open positions at every level and office space in his jurisdiction following the delegation of authority. This study investigates the policies and impacts of the Assessment Center implementation in supporting the promotion of open positions. The study used a qualitative approach by applying observation, interview, and document study as the data collecting technique. The result indicated that implementing the assessment center encourages the opening of career promotion. However, in a more extensive sense, implementing the Assessment Center encouraging the opening of career promotions has not been successful and does not have a positive impact. It happens due to the Indonesian National Police, is a bureaucratic organization and does not have the capacity of organization as the bureaucracy's breadwinner, which involves the organization's structure, working mechanism, human resources, financial support, and the resources required for working. Also, the four elements still cannot optimize the condition and encourage each other. In conclusion, this study has successfully investigated the success of policy implementation of open career promotion in the Indonesian national police institution. In a narrow sense is by looking at the compliance of implementing the policies contained in policy documents (laws, regulations, and programs) and following the existing standard operational procedures (SOP).

Keywords: open career development; Indonesian national police; policy implementation; assessment center impact; Indonesia context.



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1. Introduction

Indonesia National Police as a large and complex organization is a state instrument that has functions in the context of maintaining security and society, enforcing the law and protecting, nurturing and serving the community. (Djamin, 2011) states that in the Indonesia National Police administration system, the operational success of the

Indonesia National Police is determined by the management system, e.g., the coaching management system. As a supporter of the success of the National Police which is a profession, the quality of the human resources of the National Police must have individual competencies that support the organizational work system, especially if they are given the trust to occupy an appropriate and timely position (the right man, on the right place, at the right time). In line with this, the Indonesia National Police has made a work program related to the development of the National Police's human resources, namely the promotion program for open positions within the Police.

One of the stages in the open position promotion program is the managerial competency test which is carried out through the National Police Assessment Center. The National Police Assessment Center has been used to support the policy of the National Police Chief in promoting open positions for every level and office space in his jurisdiction in accordance with his authority. This is as stated in the Ministry Institutional Budget Activity Plan (RKAKL) sheet to the National Police regarding the promotion of open positions. In its implementation, there is an assumption that the National Police Assessment Center supports the implementation of activities that are administrative in nature and only obligations, as well as a lack of clear understanding of the objectives of the Assessment Center itself. This is open from several workspaces that are open in general, which are still general in nature. One example is the promotion of open positions for Kasat positions at Polres, while Kasat positions at Polres consist of 7 (seven) different types of positions, namely: (1) Kasatintelkam; (2) Kasatpolair; (3) Kasatsabhara; (4) Kasatlantas; (5) Kasatreskrim; (6) Head of the Narcotics Unit and (7) Kasatbinmas, each of which has different competencies from one another. This study investigates the policies and impacts of the Assessment Center implementation in supporting the promotion of open positions.

2. Literature Review

2.1. Human Resource Management Theory

According to Jimmy (2015), management is a different process consisting of planning, organizing, actuating and controlling which is carried out to determine and achieve the goals that have been set. determined using human and other resources. While human resources themselves according to Mowday & Sutton (1993) are people, individuals, and groups who help organizations produce goods or services. In simple terms, Sedarmayanti & Risman (2016) stated that human resource management is the practice and policy of determining the "human" or human resource aspects in management positions, including recruiting, screening, training, rewarding and appraising.

2.2. Competency Theory

McClelland in Sedarmayanti & Risman (2016) and the Spencer brothers, Tucker and Cofsky in Agung (2013), explain that competence is a fundamental characteristic possessed by a person that directly affects a particular job, or it is said that competence can predict excellent performance. In addition, according to Gofur Ahmad (2015) competence is a synergy of knowledge, skills, and or work attitudes in carrying out work in accordance with established procedures and performance standards. Furthermore, Gofur Ahmad (2015) explains that there are 2 (two) kinds of competency assessment, namely by using job position-based competency standards (soft competencies) and job function-based competency standards (hard competencies). The Assessment Center itself generally uses job position-based competency standards or assessments of soft competencies, so that what is tested is managerial competence.

2.3. The Implementation Concept

There are two models of approaches in understanding implementation, namely: 1) The narrow sense in which implementation is part of the policy process or cycle; and 2) The Broad meaning in which implementation is seen as a study or field of study. According to Robertho & Al Hidayat (2021), the successful of implementation in a narrow sense is by looking at the compliance of implementers in implementing the policies contained in policy documents (Laws, Regulations and Programs) and following the Standard Operating Procedure (SOP). which exists. Meanwhile, in a broad sense as a study or field of study, the success of implementation is not only seen in a narrow sense but from the success of realizing policy objectives whose tangible form is the emergence of policy impacts. According to him, the implementation process involves various elements such as policy quality, organizational capacity and human resource capabilities, all of which work in harmony. On the other hand, Armstrong (2009) in Robertho & Al Hidayat (2021), states that currently the bureaucracy is still the backbone for the achievement of various policy goals, and the success of the bureaucracy is strongly influenced by organizational capacity. Carmeli & Tishler (2004) defined organizational capacity as a unified organizational element that involves a) organizational structure; b) working mechanism; c) human resources; and d) financial support and resources needed to work.

2.4. Assessment Center Concept

Prihadi (2004) said that the Assessment Center is not a designation for a place that is the center of assessment activities, but is used to refer to a process, procedure or approach method to assess and measure a person's competence. In the Assessment Center method, competency assessment is carried out on several assesses through several simulations or measuring instruments and is carried out by several assessors so that the assessment becomes more objective. As Melancon & Williams (2006), the Assessment Center is defined as an assessment process in which the potential or current competencies of employees are evaluated by more than one assessor using various assessment techniques. As for the National Police, the Assessment Center is a standardized method for assessing or measuring the potential and prediction of a person's success in a position through several measuring tools or simulations or assessment methods based on position competence and carried out by several assessors. Thornton III (2005), explains that the Assessment Center can be used for very different purposes. The purposes of using the Assessment Center are as follows:

- Determine who will get a promotion or promotion. In this case, the dimensions and exercises used are appropriate to identify employees with long-term potential for success at lower and mid-level positions in the organization. The results of the Assessment Center are an evaluation of several managerial dimensions and an overall rating assessment. Apart from feedback to participants, results are only given to managers who will make promotion decisions. These results are used in conjunction with other information related to promotion decisions.
- Diagnosing the strengths and weaknesses of the manager on duty so that further development can be planned more effectively. In this case, the Assessment Center is used to assess skills that can be developed within a reasonable timeframe. The exercise provided should provide an opportunity to evaluate participants on each of the separate dimensions.
- Develop managerial skills and expand organizational development. In this case, the Assessment Center is used to provide exercises that are similar to work situations. This exercise provides an opportunity to practice new skills and obtain feedback from a neutral observer.

Furthermore, Melancon & Williams (2006) added that the assessment center business process consists of several stages, namely: position competency standard requirements; determination of competency assessment methods; administration of the assessment center implementation; and implementation of the assessment center. The assessment center business process is an assessment center implementation flow in which each organization can reduce or increase activities during the assessment center implementation according to their individual needs.

2.5. Open Position Promotion Concept

Open promotion is an activity to inform and select people who have the necessary qualifications and competencies for positions to be filled through an assessment process that is carried out in a transparent, measurable and accountable manner. Meanwhile, in the Regulation of the National Police Chief, an open position promotion is the filling of certain echelon positions carried out by open selection. The stages that must be carried out include: Announcement; Registration; Administrative Examination; Managerial Competency Test; Field Competency Test; Track Record Tracking; and Determination of Results. From these several stages, the managerial competency test is carried out with the Assessment Center by the managerial competency test team. The managerial competency test is carried out to assess the suitability between the managerial competencies possessed by the participants and the managerial competency standards required in the position.

3. Materials and Methods

The approach used in this study is a qualitative research approach which is expected to generate an initial and general understanding of the implementation of policies and the impact of the Indonesian Nasional Police Assessment Center in supporting promotions. According to Creswell (2016), qualitative research is methods to explore and understand the meaning ascribed to social and humanitarian problems. He explained that one type of qualitative research that has been obtained is that researchers develop an in-depth analysis of a case, often in the form of programs, events, activities, processes, with one or more individuals. The sources of data or information are the determining parties in obtaining the necessary data. In addition, the research techniques used consist of: Data Collection Techniques, which include observation or observations, interviews, and document review; Data Analysis Techniques, which include data reduction, data presentation and conclusion drawing; and Data Testing Techniques (Data Validity), namely by triangulating data or information sources which are the result of comparisons in the form of similarities or reasons for differences which of course support the accuracy of the research.

4. Results and Discussion

The implementation of the National Police Assessment Centre, apart from being seen in narrow sense, it can also be seen in a broad sense as a field of study, according to Ripley (1985) in Robertho & Al Hidayat (2021) the success of implementation is not only seen in terms of the compliance of the implementers in following standard operating procedures, but also from their success in the process realization of policy objectives which is manifested in the form of policy. In this approach, according to Armstrong (2009) in Robertho & Al Hidayat (2021), as mentioned above, states that the placement of employees in implementing policies and their utilization is very beneficial. Saetren (2005) in Robertho & Al Hidayat (2021) define organizational capacity as a unified organizational element that involves an organizational structure; work mechanism; human Resources; and the financial support and resources needed to work. The National Police, which is an organizational policy that cannot be separated from the influence of the organization in implementing the National Police Assessment Centre in supporting open positions, including in realizing policy objectives in the form of the emergence of policy impacts.

4.1. Organization Structure

At this time, the position of the National Police Assessment Centre has its own organizational structure, it is the Competency Section which organizes Assessment Centre activities, but the HTCK between the organizers, in this case the Competence Section with assessors is only available at the National Police Headquarters while in the regional police area does not exist and is only limited to calls using a Warrant. In this case, the assessor does not have a parent and there is no formal relationship, as according to Jones in Robertho & Al Hidayat (2021), it is said that the organizational structure is a system of formal relations between tasks and authorities that control and coordinate resources to achieve goals so that the organization can achieve its goals. run effectively and efficiently. With such a model, the formal relationship between tasks and authorities that control, and coordinate resources is non-existent so that the purpose of implementing the Assessment Centre becomes ineffective and inefficient.

4.2. Work Mechanism

According to Robertho & Al Hidayat (2021), the work mechanism is how the organization works in achieving its goal with teamwork in it. In implementing the Police Assessment Centre policy, the work mechanism is arranged in such a way that it can achieve what is expected. Furthermore, Melancon & Williams (2006) said that the Assessment Centre business process consists of several stages which each organization can minimize or maximize its activities according to the needs of each organization. The main requirement for the Assessment Centre is to have a Position Competency Standard (SKJ) document and a Competency Dictionary (KK) which is an official organizational document, used to carry out the competency assessment process. In the National Police Chief Regulation Number 5 of 2016 concerning the implementation of the National Police Assessment Centre, there is a Position Competency Standard (SKJ), but there is no initial Position Competency (PKJ), namely the required competence for a certain position. Meanwhile, what is meant by the Competency Dictionary is a list of types of competencies, competency definitions and descriptions for each level of development or competency that is compiled.

The National Police Implementation Assessment Centre in supporting the promotion of open positions tends to refer to 1 (one) type of Position Competency Profile (PKJ), for example in the Deputy Head of Police Position Competency Profile, while several other positions such as the Head of the Police Headquarters position; Police Chief; Kasat at Polres; Head of Division, Head of Sub-Division and Head of Sub-Directorate of Regional Police; and Pamen and Pama positions, not specifically/specifically using the Position Competency Profile (PKJ) which has been stipulated in the National Police Chief Regulation Number 5 of 2016 concerning the implementation of the National Police Assessment Center. This is because determining the direction that has been set directly from the center even though each position has its own competence. This has an impact on the unclear objectives of the Assessment Centre itself. In this case, the implementation of the National Police Assessment Centre does not comply with what has been regulated and stated in the regulations that have been set. According to Ripley (1985) in Robertho & Al Hidayat (2021) to understand the success of implementation in a narrow sense, namely by looking at the compliance of implementers in implementing policies contained in policy documents (in the form of Laws, Regulations and Programs). In terms of using the Job Competency Standards (SKJ) requirements, there is a non-compliance with the implementation of the National Police Chief Regulation Number 5 of 2016 concerning the implementation of the National Police Assessment Centre, so that implementation is not fully implemented as it should and makes the objectives not achieved.

Furthermore, the purpose of the Assessment Centre is to support the promotion of open positions as stated in the Ministry Institutional Budget Activity Plan (RKAKL) sheet. The competency assessment method used is only 3 (three), namely: psychometric; behavior-based interviews (Behavior Event Interview); and leaderless group discussions. According to Thornton III (2005), the Assessment Centre can be used for very different purposes, namely: to increase or raise a person's rank; establish the manager's strengths and weaknesses that are being kept; and develop managerial skills. Where the dimensions and training used will differ from one another. In implementing the National Police

Assessment Centre, the purpose of implementing the Assessment Centre is to promote positions, so the assessment method used must be able to identify employees with long-term potential for success. In each competency to be assessed, not all assessment methods can accommodate or explore these competencies. It means that to explore a competency from a position, it is necessary to plan from the beginning what assessment method is the most appropriate and not only use 3 (three) assessment methods as mentioned previously.

4.3. Human Resources

Human resources have an important role in the implementation of the Assessment Centre. Assessors, especially in the area Regional Police Department are members of the National Police and civil servant of Indonesia national police who have structural positions, so that the implementation of the Assessment Centre becomes constrained when the assessor prioritizes his main tasks rather than carrying out Assessment Centre activities. This is because the task as an assessor is an additional task. According to Carmeli & Tishler (2004), the number of human resources owned by an organization that is mandated to implement a policy will affect the capacity of the organization in carrying out its mission to realize organizational goals. Therefore, assessors who are not active and do not attend the Assessment Centre activities due to other activities make the organization, in this case the Police Assessment Centre, unable to carry out their duties properly, so that the objectives are not achieved.

Likewise, with assessor, in research, several assessors stated that the Assessment Centre activities used for promotion purposes, never knew the results and follow-ups, so it was felt that these activities were only formalities and administrations. This of course has an impact on the assessor who is only limited to carrying out orders in participating in the Assessment Centre activities. Assessors become less motivated to know what their competencies are. According to Ripley (1985) in Robertho & Al Hidayat (2021), to understand the success of implementation in a narrow sense, namely by looking at the compliance of implementers in carrying out policies following standard operating procedures (SOPs) solely. Implementation which is part of the policy cycle is only a matter of administration and management, as in the implementation of the National Police Assessment Centre, where human resources in this case the assesses have followed all stages of the Assessment Centre even though it is felt that its activities are only administrative in nature.

4.4. Financial Support and Resources Needed to Work

The financial support and resources needed are one of the influences on the organization's capacity in determining the success or failure of policy implementation. In each Assessment Centre activity, the amount of budget used tends to only be used for Office Stationery (ATK) and consumption (snacks and lunch) for assessors, assessed and administrators. In the implementation of the Assessment Centre, assessors who have structural positions at the regional level in participating in activities are not supported by budget for accommodation. This has an impact on reducing the number of assessors present and reducing the motivation of the assessor. Other resources needed in the implementation of the National Police Assessment Centre are facilities and infrastructure. In its implementation, the existing facilities and infrastructure in the Police Assessment Centre room are still not fully sufficient because some activities are still used in other rooms. Insufficient facilities and infrastructure in the implementation of the Assessment Centre which is one element in the organizational capacity will make policy implementation not run well.

5. Conclusions

The implementation of the Indonesian Nasional Police Assessment Center policy in a narrow sense has basically been implemented. Meanwhile, in a broad sense, the implementation of the Assessment Center policy can be said to have not been successful. Currently, the implementation of the Assessment Center policy has not yet had a positive policy impact. This is because the organizational capacity of the Indonesian Nasional Police, which is a bureaucratic organization, has not been able to create optimal conditions or support each other among the four elements (organizational structure; work mechanism; human resources; financial support and resources needed to work). The implementation of the National Indonesian Nasional Police Assessment Center in supporting the promotion of open positions still does not have a clear goal. Therefore, there is difficulty in distinguishing it from other Assessment Center goals, whether for purposes of mapping personnel competencies or diagnosing the strengths and weaknesses of personnel on duty, as well as for the purpose of developing managerial skills and expanding organizational development.

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