

# ASSESSMENT CENTER–BASED POLICE HUMAN RESOURCE DEVELOPMENT STRATEGY FOR ENHANCING PUBLIC SERVICE PERFORMANCE AT THE LAMPUNG REGIONAL POLICE.

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**ABSTRACT:** Awareness of the importance of competency-based human resource development is increasing among the Indonesian National Police (POLRI), due to the need for qualified and professional personnel, especially in facing the increasingly complex challenges of public services in the modern era. Various coaching programs have been implemented among the Lampung Regional Police, but research related to the implementation of assessment center-based strategies has not been widely carried out. This study investigated the strategy of enhancing police human resources through an assessment center to improve the quality of community services. This study used a qualitative approach. Data were collected through in-depth interviews, observations, and documentation studies. The results showed that the strategy of developing police human resources based on the assessment center in the Lampung Regional Police is carried out systematically through the planning, organization, implementation, results, and evaluation stages that are oriented towards improving the competence of personnel in providing services to the community. Overall, the implementation of this strategy has been proven to improve leadership competence, professional work culture, and the quality of public services that are more responsive, humane, and data-based, while strengthening the meritocracy-based career system within the Lampung Police. The results of this study contribute to strengthening competencies and long-term career planning to improve the quality of community services. Not only that, but this research also transforms the function of the assessment center from an assessment tool to an adaptive and sustainable coaching strategy that is oriented towards public services.

**Keywords:** Lampung Assessment Center-Based, Development strategy, human resources, police, community service

## I. INTRODUCTION

Human resources [HR] are fundamental factors in the sustainability and progress of an organization. The quality of human resources determines the effectiveness of organizational performance, especially in the face of changes in the strategic environment and global demands [1, 2]. Human resource development is an urgent need so that organizations can adapt to the changing times and maintain competitiveness. In the modern world of work, individual competence is not only determined by technical skills [hard skills], but also managerial ability, leadership, and flexibility to change [soft skills] [3-5]. HR management plays an important role in improving individual competencies in order to adapt to organizational dynamics and global challenges [6]. The importance of improving human resources is increasingly emphasized in facing the era of digitalization and technological disruption. Data from the World Economic Forum shows that 50% of workers in various sectors will need to upskill in the next five years to remain relevant in an increasingly competitive world of work [7]. Organizations that invest in HR training and development experience a 25-30% increase in productivity compared to organizations that do not implement HR development strategies [8]. This proves that without continuous human resource development, organizations will find it difficult to achieve effectiveness and efficiency in carrying out their duties.

In the context of the police, the quality of human resources is a key factor in maintaining public security and order. The professionalism of police officers is highly dependent on the level of education, skills, and training they receive [9]. However, various studies indicate that police human resources in Indonesia continue to face challenges regarding the competence and effectiveness of training. Data from the

Report of the National Police Research and Development Agency related to the evaluation of the National Police human resources training shows that there is still a gap between the expected competencies and the reality in the field [10]. Some of the main problems in police human resource training include training methods that are still conventional, such as lecture-based learning that is less interactive, the lack of competency-based training, so that skill development is less than optimal, and the lack of an objective evaluation system, causing training results to be difficult to measure accurately [11]. A study showed that 65% of police personnel felt that the training they received was not fully relevant to the challenges of the task in the field [12]. In addition, in an evaluation of the effectiveness of the 2020-2022 National Police HR training, it was found that only 30% of the trainees felt that they had actually received a significant improvement in skills after participating in the training [13]. This shows that the existing training system still needs improvement to better suit the needs of modern policing. To overcome various existing problems, police institutions need to reform the human resource training system.

The effectiveness of training is determined not only by the material provided, but also by the methods used as well as the evaluation system applied [14]. Improving the quality of police training should include the use of competency-based training methods, which focus on the mastery of specific skills, more objective performance evaluations, to ensure that each individual truly benefits from training, and the integration of modern approaches, such as case simulation and on-the-job training, to improve the readiness of personnel to deal with real-world situations on the ground [15].

The low quality of human resources [HR] is often associated with less effective training methods. Investment in education and training greatly determines the quality of the workforce and its productivity [16]. If training is done without a competency-based approach and accurate assessment, then individuals will not gain skills that match the demands of the job. Effective training should be measured based on the improvement of participant competencies and their impact on organizational performance [17]. In addition, training methods that are not aligned with the needs of the organization can lead to low skill transfer to the workforce, so that the effectiveness of training is minimal.

Therefore, the Indonesian police must ensure that the training provided is not only administrative, but also applicable and based on real needs in the field. To overcome the limitations of traditional methods, the Competency-Based Training [CBT] approach is a more effective solution in improving the quality of human resources. CBT allows individuals to develop specific skills that can be directly applied on the job [18]. This approach emphasizes the mastery of core competencies that are relevant to the tasks carried out by police personnel. Furthermore, in the context of the police, CBT combined with objective assessment methods such as the Assessment Center can provide a more accurate picture of the readiness of personnel in carrying out their duties. This method is considered more objective in measuring individual competence because it involves various evaluation techniques based on real work simulations [19]. Assessment Centers have been implemented in various countries to improve the effectiveness of training and selection of police human resources to ensure that personnel recruited or promoted have competencies that are in accordance with the demands of their duties.

Assessment Center is an evaluation method that involves various competency measurement techniques through simulations, competency-based interviews, and psychometric tests. Assessment Centers have high validity in assessing various aspects of competencies, such as leadership, problem-solving, and communication skills [20]. In the context of the police, the Assessment Center is used to measure the competence of personnel in situations that resemble real conditions in the field. This is also supported by one study that found that organizations that implemented Assessment Centers experienced significant improvements in the quality of leadership and strategic decision-making [21]. In addition to the police, the Assessment Center has also been widely applied in the government and corporate sectors in various countries. This method allows organizations to reduce subjectivity in the recruitment and promotion process, thus being better able to ensure that selected individuals actually meet the required competency criteria. Therefore, the implementation of the Assessment Center in police human resource training can be a solution in increasing objectivity and effectiveness in the selection and personnel development process.

At the global level, the Assessment Center method has been applied in the selection and development of police human resources in several developed countries such as the United

Kingdom, Canada, and Singapore. Assessment Centers have proven to be a more objective method in evaluating individual competencies than traditional selection methods [22]. His study of police training in Singapore showed that this method improves the effectiveness of the selection of prospective officers and provides a more comprehensive picture of the potential and skills possessed by police personnel [23]. In Indonesia, the implementation of this method is still limited, although some evaluations show the need for reforms in the police training system to be more competency-based. Assessment Centers are not only applied in the police force but have also been widely used in various professional institutions, including multinational corporations and government agencies. Organizations that apply this method experience improvements in leadership effectiveness, decision-making, and team coordination [24]. In addition, this method has begun to be applied in several institutions, such as the Ministry of Finance and SOEs to ensure the selection of human resources based on competence and objectivity.

In an Islamic perspective, improving the quality of police human resources can be attributed to the concept of *ihsan*, which is working with professionalism and integrity [25]. Thus, the implementation of the Assessment Center in the police can be considered as a form of implementation of Islamic values in maintaining professionalism and fairness in the selection and training of human resources. Improving the quality of human resources [HR] in the police is an important aspect in supporting the professionalism and effectiveness of the National Police institution. This is regulated in various regulations, one of which is Law No. 2 of 2002 concerning the National Police of the Republic of Indonesia, which affirms that the National Police is responsible for maintaining public security and order, as well as enforcing the law with competent personnel with integrity. In addition, the National Police Chief's Regulation No. 7 of 2016 concerning the Organization and Work Procedures of Police Education and Training Institutions emphasizes the importance of education and training for police members to improve technical competence and leadership. This is also supported by the National Police Chief's Regulation No. 10 of 2018 concerning National Police Human Resources Management, which emphasizes that the development of National Police human resources must be carried out in a sustainable and competency-based manner.

The Lampung Police as one of the regional police in Indonesia, has an important role in maintaining security and order in its area. In carrying out their duties, the quality of human resources is the main factor in determining the effectiveness of the implementation of police duties. In general, human resources in the Lampung Police have experienced development with various training programs aimed at improving the professionalism of members. However, the challenges faced in the increasingly complex dynamics of police duties demand more systematic and global standards-based competency improvement. Awareness of the importance of competency-based human resource development is increasing among the National

Police, especially due to the need for qualified and professional personnel. Competent human resources show measurable proficiency in their fields, including professional competency standards required in positions as well as skills possessed by National Police personnel [26]. In the reform era, the National Police prioritizes the principles of high accountability, especially in a fair and objective skills management system, which can be accepted by all relevant parties in the organization.

Based on the results of initial observations conducted by researchers within the Lampung Police, it was found that although various coaching and training programs have been implemented for police personnel, there are still several problems related to improving the quality of human resources [HR], especially for officials who hold strategic positions such as the Chief of Police. These problems are related to the Assessment Center-based coaching strategy that is not optimal, the supporting factors and obstacles to its implementation, and the implications for leadership competence in the field. Regarding these problems, this study formulates the research question: What is the assessment center-based police human resource development strategies applied at the Lampung Regional Police?

## **II. Methodology**

This study employed a qualitative approach with a case study method to explore in depth the Assessment Center-based police human resource development strategy in improving the quality of community services at the Lampung Regional Police. Qualitative research was used to understand the meanings and social realities experienced by individuals or groups [27], while the case study method enabled an in-depth investigation of the implementation of Assessment Centers in real institutional settings through multiple data sources [28]. The research was conducted from April to December 2025 at the Lampung Police, selected because it has implemented competency-based personnel development through its Human Resources Section and Assessment Center mechanism. Primary data were obtained through in-depth interviews, participatory observation, and documentation involving HR officials, Assessment Center personnel, and police officers participating in the coaching process [29]. Secondary data included institutional profiles, HR development policies, Police Chief Regulation Number 5 of 2016 concerning Assessment Centers, implementation reports, public service evaluation reports, and relevant theoretical literature. Data collection techniques consisted of interviews, observations, and documentation to obtain comprehensive and factual information related to the implementation of Assessment Center-based coaching strategies. Data analysis was conducted qualitatively through data reduction, data presentation, and conclusion drawing [30]. Data reduction focused on selecting relevant information, data presentation organized findings into systematic narratives, and conclusions were verified to ensure validity, consistency, and conformity with field realities.

## **III. Research result**

### **Strategy for Police Human Resources Development Based on Assessment Center-Based at the Lampung Regional Police**

The strategy of developing human resources [HR] for the police is a strategic issue in an effort to improve the quality of services to the community. The Lampung Regional Police began to implement the Assessment Center as a more structured, objective, and competency-based method of human resource development. This approach is not only used to assess the suitability of personnel in occupying positions, but is also directed as a long-term strategy in developing the professionalism of police officers.

Based on the results of the observations made, it was found that the strategy of Police Human Resources Development Based on the Assessment Center at the Lampung Regional Police was carried out through several stages that were interrelated and ran systematically. These stages include [1] strategy formulation or planning, [2] organization, [3] implementation, [4] implementation results, and [5] evaluation. These five stages are designed to ensure that the HR development process not only runs in a structured manner, but is also able to improve the competence of personnel, especially Police Chief officials, in order to support the improvement of the quality of police services to the community.

#### **Coaching Strategy Planning**

The planning of police human resource development based on an assessment center at the Lampung Regional Police begins with the formulation of a measurable and directed strategy. This planning aims to ensure that personnel who will take part in the assessment center have criteria that are in accordance with the needs of the position, especially for strategic positions such as the Chief of Police. The human resources of the Lampung Police can map the needs of appropriate and effective coaching to produce professional personnel who are able to provide excellent service to the community. In the planning process of police human resource development based on an assessment center, there are several important aspects that must be considered. The researcher identified that the planning was systematically prepared through several main stages, namely: situation analysis [through the SWOT approach], goal formulation, strategy preparation, and activity plan preparation. These stages are the basic framework for the preparation of a directed, measurable, and organizational HR development strategy.

#### **Situation Analysis**

In the planning stages of assessment center-based human resource development at the Lampung Police, situation analysis is a fundamental first step. Based on the results of observations, the researcher identified that in the planning of human resource development, there are several important aspects that are analyzed to obtain an objective picture of the internal and external conditions of the organization. Important aspects in the analysis of the situation of human resource development planning based on the assessment center at the Lampung Regional Police include: identification of strengths, weaknesses, threats, and opportunities.

#### **Planning for the formulation of objectives**

The formulation of clear and measurable goals is important so that the entire assessment series can run with focus and direction. In addition, systematically defined objectives will

facilitate the monitoring and evaluation process, as well as ensure that the results of the assessment really contribute to the strengthening of the institution. Based on the results of observations made by researchers, it was found that the formulation of human resource development goals through the assessment center at the Lampung Regional Police includes several important aspects that are the basis for planning.

Based on the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police, who emphasized that:

**Excerpt 1:**

*"This assessment center aims to explore the potential and measure the competence of personnel objectively, not just an administrative formality."*

The statement emphasized that the assessment center is expected to be able to become a valid and objective measurement instrument, so that the results are not only administrative procedures, but really provide benefits in personnel development. This is also strengthened by the explanation of AKBP Andik Purnomo Sigit, as the Head of the Lampung Police Human Resources Bureau, who stated that:

**Excerpt 2:**

*"Through an objective assessment, we want each personnel to clearly know their potential and shortcomings, so that the coaching provided can be more focused and directed."*

The statement emphasized the importance of assessment results as a medium of self-reflection for each personnel. By knowing their potentials and weaknesses accurately, the coaching designed can be adjusted to the development needs of each personnel, so that it becomes more effective and on target.

**Organization/committee**

The organization in the implementation of the assessment center is designed to support a structured and systematic coaching process. Each part of the organization has a strategic role, starting from planning, implementation, to evaluating assessment results. Based on the results of observations in the field, the organization/committee structure in the implementation of human resource development through the assessment center at the Lampung Regional Police has been formally and structured in a formal and structured manner. The researchers found that there was a clear division of tasks among team members, but implementation in the field still faced some technical obstacles. Based on the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police, emphasized the importance of structured leadership in managing assessment center activities, in an interview he explained that:

**Excerpt 3:**

*"The implementation of this assessment center is not a simple job, it requires the support of a solid, organized, and led team by people who really understand the process. We have arranged this structure so that all teams understand their respective roles, so that the assessment can run optimally."*

Overall, it can be understood that the organizational

structure of the assessment center implementation at the Lampung Regional Police is systematically arranged, well organized, and has a clear division of roles according to their respective functions. In addition, the results of the interview with the Kombes, Pol Adi Ferdian Saputra, as the Human Resources Officer of the Lampung Police, who stated that:

**Excerpt 4:**

*"We always hold regular meetings before the assessment center is implemented. In that meeting, I made sure that all teams understood their respective tasks and that readiness was maximized. I ask all teams to convey what is needed so that there will be no significant obstacles during the implementation."*

The statement can be understood that coordination meetings are a strategic space in facilitating communication and equalization of perceptions between teams. The same thing was also conveyed by AKBP Edi Purnomo, as the chief executive of the Assessment Center, who explained that:

**Excerpt 5:**

*"This routine meeting is important for us to harmonize the schedule, ensure the readiness of the room, equipment, and also the completeness of the administration. In the meeting, all needs were conveyed openly and we immediately made a readiness checklist so that nothing was missed."*

The statement indicated that regular coordination meetings function as a forum for technical and administrative readiness validation and control between departments.

**Implementation**

The implementation of human resource development at the Lampung Regional Police through the Assessment Center is carried out systematically and structured, with reference to the stages that have been set. This activity was attended by Police Chiefs who held strategic positions, including the Gadingrejo Police Chief and the Sukoharjo Pringsewu Police Chief. The following are the real stages that occur in the field in the implementation of the Assessment Center such as 1] the stages of administrative preparation and participant invitations, 2] the Opening and Technical Explanation Stage of the Assessment, 3] Implementation of Simulations and Group Discussions, 4] Competency-Based Interviews, 5] Providing Direct Feedback [Feedback], 6] Competency Strengthening Training, 7] Coaching and Mentoring Programs.

The initial stage of the implementation of the assessment center begins with the stage of administrative preparation and sending invitations to participants. At this stage, the assessment participants are determined based on the warrant issued by the Lampung Police Chief. The determination of participants was carried out by the Human Resources Section of the Lampung Police with a strict and structured administrative process. The selection of assessment participants has gone through internal data collection and administrative selection. The determination of participants is based on organizational needs and position readiness. This is as the result of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police who stated that:

**Excerpt 6:**

*"We determine the assessment participants based on the*

*need to fill positions and direct orders from the Chief of Police. The appointment of participants also takes into account administrative requirements such as the appropriate tenure and rank."*

After the participants are determined, the invitation to the assessment is officially sent. Invitations are submitted through official channels, either in the form of physical letters or through the electronic mail system. This is so that participants have enough time to prepare for their participation in the assessment.

After the administrative stages and verification of the attendance of the assessment center participants were completed, the activity officially began with an opening session led directly by a high-ranking official of the Lampung Police, in this case the Human Resources Department. The opening session is not just a formality, but an important part in forming the framework of understanding and readiness of participants for the entire series of assessment activities. According to the chairman of the AKBP executive committee, Edi Purnomo, the opening is a crucial stage because all guidelines, implementation techniques, and competency standards are explained openly to participants so that there are no biases and misunderstandings in the assessment process. In an interview with Belaiu confirmed that:

**Excerpt 7:**

*"In the opening stage, we always emphasize the importance of these ten competencies as standards. Participants must understand from the beginning that this is the indicator that will be measured from them."*

Furthermore, in its implementation, the opening began with an explanation of the urgency of the assessment center for the National Police institution, especially in an effort to build a more objective and competency-based career development pattern. Field simulations and group discussions are an important part of the implementation of the assessment center, which is designed to assess participants' ability to deal with real problems in the work environment. At this stage, participants are divided into small groups to complete a case study designed by the assessor. The activities carried out include quick decision-making, preparation of work plans, division of tasks, and in-depth discussions about problem-solving strategies. As the results of the interview with AKBP Maryanto, as an assessor who said that:

**Excerpt 8:**

*"Analytical thinking is an absolute skill that a Police Chief must have. They must not only be able to understand data and information, but also be quick to connect patterns that occur in the field. During the simulation, we assessed the extent to which participants were able to trace cause and effect and make decisions based on rational considerations."*

In its implementation, analytical thinking skills are measured through simulations and group discussions. Participants were given operational cases that resembled real problems in the field, such as the increase in crime rates in densely populated areas or the occurrence of social conflicts between citizens.

As explained by AKBP Hamid Andri Soemantri, an assessor involved in the training program, this training aims to strengthen the strategic capabilities of the participants who

were previously identified as still weak based on the results of the assessment. In an interview he explained that:

**Excerpt 9:**

*"We chose these five competencies because they are directly related to the managerial function of the Police Chief in serving the community. For example, weak leadership and organizational competence can lead to unclear work directions at the Police level. So, the focus of training is directed there."*

The above statement explains that the selection of the aspects that are trained is not general, but the result of competency mapping from the assessment process that has been carried out previously. This emphasizes that training is not only normative, but based on actual data on the development needs of each personnel.

Furthermore, the coaching and mentoring program is one of the important strategies in strengthening the managerial competence of the Police Chiefs. After participating in training and assessment, this stage provides a space for continuous personal coaching, so that participants not only understand management concepts theoretically, but are able to implement them in leadership tasks in the field. The focus of coaching still refers to the ten managerial competencies that have been mapped out beforehand, but at this stage, the approach is more reflective and applicative.

According to AKBP Edi Purnomo, as the chief executive of the program, the main purpose of coaching and mentoring is to ensure that each Police Chief is able to internalize and practice learning in the context of police duties directly, in an interview he explained that:

**Excerpt 10:**

*"We want them to really experience real improvements, not just conceptually. Therefore, in coaching and mentoring, what is discussed is the reality of their work, their challenges, and how to solve them. Stay within the framework of the ten competencies, but focus on the context of each one."*

The explanation shows that coaching and mentoring are not positioned as a repetition of previous training, but as a means of practical coaching based on the concrete challenges faced by each Police Chief.

**Implementation Results**

Based on the process of implementing training and coaching that has been described in the previous chapter, the final stage of this strategy is to present the achievements of participants, especially the Police Chiefs, in developing competencies that have been set as standards. This training is designed to support the improvement of the quality of services to the community, especially in the aspects of responsiveness, collaborative, and solutions to problems that develop in the community. The entire training process is designed to strengthen ten core competencies that are considered to have a significant influence on the quality of public services at the Police level. These competencies are not only trained in theory, but also monitored for implementation through observation, simulation, and field feedback stages that are carried out on an ongoing basis. The following are presented the results of research in the implementation of assessment center-based human resource development activities in improving community services in

the Lampung Police, namely 1) simulation and group discussion, 2) Competency-based interviews.

Simulation and group discussions are one of the main methods in the implementation of assessment center-based human resource development applied at the Lampung Police. This method is designed to explore and develop the core leadership competencies of the Police Chief in a practical and collaborative manner. Through group discussions, participants are placed in problematic situations that resemble the reality on the ground, to be analyzed, discussed, and resolved together. The goal of this approach is to explore the extent to which participants have the ability to think analytically, strategize, lead teams, and manage conflicts and working relationships effectively. The findings were strengthened by the statement of AKBP Edi Purnomo, as the chief executive of the Assessment Center who revealed that:

Excerpt 11:

*"In the simulation session and group discussion, some participants were quite good at distinguishing the main and secondary problems. They can construct responses based on data and show the connection between cause and solution."*

This statement confirms that most of the participants have demonstrated the capacity of analytical thinking in responding to complex problems, as well as being able to deliver relevant solutions with data-driven approaches and local contexts. In line with this, AKBP Hamid Andri Soemantri, as an assessor involved in the assessment process, said that:

Excerpt 12:

*"We see that several police chiefs are quite critical in responding to the simulation. They not only mention common solutions, but also demonstrate a deep understanding of the context of the region and its potential risks."*

This comment reflects that the assessment of analytical thinking competencies is not only based on technical skills in formulating solutions, but also on participants' foresight in understanding the social, spatial, and institutional contexts surrounding the problem.

Furthermore, the competency-based interview is a follow-up assessment stage that is used to explore in depth various aspects of the participants' competencies. In this interview, all competencies that are the focus of the assessment are assessed in detail through questions designed to reveal the participants' abilities, attitudes, and experiences in the context of carrying out their duties. This approach allows the assessor to get a comprehensive picture of the readiness of the participants in carrying out their functions and responsibilities professionally.

Based on the results of an interview with AKBP Edi Purnomo as the chief executive of the Assessment Center who explained that:

Excerpt 13:

*"Analytical thinking competencies are needed so that the Police Chief is able to make logical and quick decisions in high-pressure situations. Proper analysis is the main basis for successful action-taking in the field"*.

The explanation emphasizes that analytical thinking is not

only related to logical ability, but also closely related to the speed and accuracy of processing information and estimating the consequences of each step. Meanwhile, AKP Juniko, as the Sukoharjo Police Chief, added that:

Excerpt 14:

*"I immediately used a perimeter security pattern while tracing the perpetrator via CCTV. I also coordinate with the intel team to make sure there is no wider network. In conditions like this, I prioritize field data and SOPs, but remain flexible according to the situation."*

Based on the interview, it can be seen that the Police Chiefs have shown good analytical thinking competence. They are able to analyze problems sharply, take quick but rational action, and demonstrate integrative skills in using various information for effective decision-making in the field. This competence is an important foundation in carrying out police duties tactically and professionally. As the results of an interview with AKBP Edi Purnomo, as the Chief Executive of the Assessment Center who emphasized that:

**Excerpt 15:**

*"Effective supervision is not enough just with administrative reports. The Police Chief must actively go to the field, verify directly, and build trust with members so that any indication of irregularities can be detected early."*

Thus, the ideal monitoring system is a combination of administrative supervision and a personal approach, which complement each other to ensure compliance and quality of work at the operational level.

### **Evaluation**

Evaluation is a very crucial next stage in the Assessment Center-based coaching strategy at the Lampung Police. After going through the process of planning, organizing, implementing assessments, and training based on assessment results, an evaluation was carried out to assess the effectiveness of the entire series in increasing the leadership capacity of the Police Chiefs, especially in the aspect of community service. Evaluation in this context does not only focus on administrative or technical assessments, but also includes post-assessment behavioral assessments, changes in leadership patterns, and their impact on the quality of public services provided by the Police Chiefs. This is in line with the main goal of the Assessment Center, which is to create a leader at the Police level who is competent, adaptive, and responsive to the needs of the community. Based on the results of observations and interviews with various parties at the Lampung Police, the evaluation in this strategy is carried out systematically and includes several main dimensions, including: 1] post-training evaluation and assessment mechanism, 2] follow-up assessment results, 3] monitoring of behavior and performance changes, 4] providing feedback in a structured and periodic manner, 5] suitability of competencies with regional challenges, and 6] the use of evaluation results in human resource policies.

First, the evaluation of the human resource development strategy [HR] based on the assessment center within the Lampung Regional Police [Polda] is carried out as an important and strategic follow-up stage. This evaluation aims to assess the extent to which the coaching and assessment programs that have been implemented are able to

have an impact on improving the competence and professionalism of personnel, especially in the context of service to the community. This was strengthened by the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of the Human Resources Bureau of the Lampung Police who explained that:

**Excerpt 16:**

*"We have a post-assessment evaluation system that runs quite strictly. After the training, our personnel monitored for three months. We are working with the Chief of Police and the Head of Human Resources to see how their behavior and work patterns have changed. If there are no significant changes, then we recommend further coaching or special coaching."*

This indicates that evaluation does not stop at administrative reports, but involves continuous monitoring of post-training personnel performance. Furthermore, the follow-up to the results of the assessment center is a strategic stage in the development of Police Human Resources in the Lampung Police, which not only aims to improve the personal and professional aspects of members, but is also directed to improve the quality of service to the community. This is in line with the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police who explained that:

**Excerpt 17:**

*"We don't just stop at assessments, but continue on coaching. The results of the assessment are the main basis for their leaders to design personal assistance. The final target is of course, so that the service to the community will be better and professional."*

The explanation shows that the follow-up assessment is designed to have a direct impact on public services, with coaching patterns adjusted based on the real needs of members. The results of the interview with AKBP Edi Purnomo, as the chief executive of the training also strengthened the findings. He said that:

**Excerpt 18:**

*"We have prepared coaching aids based on assessment results. For example, if there are participants who are low in the aspect of situational leadership, it is fostered gradually. We also document and evaluate this process periodically."*

There is a monitoring system for the follow-up carried out, as well as adjustments to the coaching approach to really answer the needs of competencies in the field. Third, monitoring behavior changes and improving performance after the development of the assessment center is an integral part of the assessment-based human resource development strategy implemented by the Lampung Police. This is corroborated by the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police, who stated that:

**Excerpt 19:**

*"We ask all direct superiors, especially the Chief of Police and the Head of Human Resources, to monitor the behavior and performance of members after the training. We want to see if the materials we provide really have an impact on the way they serve the community."*

Monitoring is carried out directly and indirectly by the

command structure, and is directed to measure behavioral changes that are relevant to improving the quality of public services. Then, in the strategy of fostering human resources based on the assessment center at the Lampung Police, providing structured and periodic feedback is an important component in the evaluation process. This was confirmed in an interview with Kombes, Pol Adi Ferdian Saputra, as the Lampung Police Human Resources Officer, who stated that:

**Excerpt 20:**

*"We convey feedback to participants and their direct superiors so that coaching does not stop at training. Feedback is important so that they know where their strengths are, and what needs to be improved, especially in the context of serving the community."*

The statement shows that there is a continuous orientation in coaching, and that feedback is used as a steering instrument for behavior change and service quality improvement. One of the important aspects in the evaluation of the human resource development strategy based on the assessment center at the Lampung Regional Police is to assess the extent of the competencies developed through training and assessment in accordance with specific social and service challenges in their respective work areas. This evaluation is relevant because the characteristics of services in the jurisdiction are different, both in terms of population density, crime rate, community culture, and public service expectations.

Based on the results of observations in the field, it was found that a number of Police and Police Stations faced very contextual community service challenges. For example, in conflict-prone areas such as Central Lampung and Tulang Bawang, personnel with persuasive communication and conflict de-escalation skills are needed. On the other hand, areas like Bandar Lampung demand fast and efficient public service administration agility due to the high volume of reports and complaints. The evaluation shows that competency assessments have been directed at dimensions relevant to these needs, although in implementation there is still a need for further specific adjustments in each work unit.

Finally, the use of evaluation results is a crucial part of the strategy of developing human resources based on assessment centers within the Lampung Police. Evaluation is not only intended to measure the achievement of participants' competencies, but also serves as a basis for consideration in making personnel policies, such as mutations, promotions, and the determination of more specific advanced coaching programs. This step is intended to ensure that the career development of each personnel is not only based on seniority or administrative needs, but truly reflects the ability and competency readiness. Thus, the resulting HR policy is able to encourage professional service improvement to the community.

This is as explained in the results of an interview with Kombes, Pol Adi Ferdian Saputra, as the Head of Human Resources of the Lampung Police who explained that:

**Excerpt 21:**

*"We use the results of the assessment as objective data for promotion and mutation. We certainly prioritize those whose competency scores are high. Meanwhile, those who have not*

*met the standards, we have prepared further coaching. In essence, this evaluation has a real impact on the careers of personnel."*

The statement shows that the results of the evaluation play a direct role in determining the direction of members' career development, taking into account the need to improve performance and public services. This was also strengthened by a statement from AKBP Edi Purnomo, as the chief executive of the training, who said that:

Excerpt 22:

*"After training and assessment, we submit a recommendation report to the leadership. There is already a record of who is ready for promotion, who needs additional coaching. The report was used in placement and rotation hearings."*

The results of the evaluation are not only internal documentation, but have become part of the structural decision-making system within the Lampung Police.

### **Discussion**

The present study offers important insights into how the assessment center-based police human resource development strategies are applied at the Lampung Regional Police for enhancing public service performance. Based on the findings, the strategy was carried out through several important stages, namely: planning of coaching strategies, organization, implementation, results, and evaluation.

First, at the stage of planning a competency-based coaching strategy, this study identifies that it has been systematically prepared based on needs, including the formulation of goals, as well as appropriate coaching methods. The finding is in line with prior research that stated that the success of assessment-based human resource development is greatly influenced by the quality of initial planning, including a measurable and position-based participant selection process [31]. Besides, this step is used to examine the actual condition of the organization as a whole with a SWOT approach. Similarly, Indonesian research reported that one of the strengths possessed by the Lampung Police is the availability of competent assessors and have official certificates in the implementation of the assessment center [32]. This finding is also in line with the results of [33]'s research which states that the availability of competent and certified assessors significantly improves the accuracy of the selection and development process of employees in public institutions. Similar research shows that competency-based training programs play a major role in strengthening work ethic and the quality of public services in government institutions.

Further, the findings of this study confirm the argument that mechanisms that use standard measuring tools increase transparency, reduce nepotism, and strengthen the merit system [34]. Similarly, studies from [35] pointed out that transparency in public human resource management based on Islamic ethics contributes to increasing public trust in state institutions. These two findings strengthen the evidence that the implementation of a transparent and measurable selection system is the foundation in realizing professional and moral human resource development. In the context of community and organizational development, the Lampung

Regional Police implements an assessment center where the readiness of simulation rooms, technological devices, and administrative governance creates an atmosphere that supports the fairness and professionalism of the selection process. The results of this study are also supported by a study conducted by [36], which found that the readiness of facilities and infrastructure has a significant effect on the quality of the implementation of competency-based training programs in government institutions.

Second, in the context of the Lampung Police, planning for the formulation of objectives is not only directed to assess the potential and competence of personnel, but also to develop professional capacity, improve the quality of public services, and prepare personnel who have leadership competencies to fill strategic positions within the National Police. Theoretically, this step is in line with the views of [37], who affirm that a human resource development strategy must begin with an assessment that is able to objectively reveal the potential of individuals as a basis for determining relevant development policies. The results of this study are also in line with [38], that the determination of coaching goals that prioritize the measurement of potential objectively increases transparency and reduces bias in the process of developing state apparatus. In addition, the planning to strengthen the assessment center at the Lampung Regional Police is directed to facilitate the process of mapping human resource development needs more accurately and systematically. The assessment data is able to identify the specific development needs of each personnel, both related to technical abilities, leadership, and soft skills. With the right mapping, coaching and training programs can be structured more directed, not general, and able to answer the real needs of the organization effectively. This is also in line with the concept of strategic human resource development put forward by [39], who state that effective human resource development must begin with data-driven mapping so that training interventions are tailored to organizational demands and individual needs.

Third, planning for the development of strategies in human resource development through the assessment center at the Lampung Regional Police is a very crucial stage because it is the basic guide for the entire coaching process that will be implemented. The strategy developed not only determines the policy direction and program priorities, but also ensures that each step taken has a measurable foundation, is aligned with organizational needs, and is able to respond to the dynamics of the police work environment. The planning for the preparation of a strategy for human resource development through the assessment center at the Lampung Regional Police began with the preparation of an integrated Standard Operating Procedure [SOP]. The findings are in line with [40]'s view, which states that the coaching strategy is a series of steps that are systematically designed to direct all components of the organization to work effectively and efficiently in achieving employee development goals. Thus, it can be known that the preparation of integrated SOPs is a strategic foundation in planning human resource development through an assessment center at the Lampung Police. Then, the planning for the preparation of a strategy

for human resource development through the assessment center at the Lampung Regional Police places the use of digital technology as one of the main priorities. Findings in the field show that the use of digital technology is seen as able to speed up the administrative process, facilitate the processing and storage of assessment data, and minimize the risk of manual errors. In research conducted by [41], it was also shown that the use of digital-based assessment platforms was able to increase the efficiency of the recruitment and selection process for employees and reduce the potential for errors due to manual processes.

Furthermore, planning the preparation of activity plans at the Lampung Regional Police is a strategic step to optimize the function of the assessment center in fostering police human resources. This planning is not only administrative, but is designed to ensure that the coaching process runs in a directional, sustainable, and according to the needs of the organization. One aspect that includes this planning is the mapping of personnel competencies. Mapping the competence of personnel is a strategic first step in planning the preparation of a plan for human resource development activities in the Lampung Police. This mapping was carried out to obtain a comprehensive picture of the capacity, potential, and competency gap possessed by each member. The mapping process is carried out systematically by utilizing data from assessment center results, performance records, and evaluations from direct superiors. This view is in line with [42]'s opinion, who explains that competency mapping is an important part of strategic HR management because it is able to identify individual strengths and weaknesses so that organizations can develop relevant coaching programs. In addition, periodic scheduling is also one of the important elements in planning the preparation of a plan for human resource development activities at the Lampung Police. This scheduling is designed to ensure each personnel member has an equal and fair opportunity to be objectively evaluated. In line with these findings, a prior finding emphasized that scheduling performance evaluation activities routinely serves to maintain the sustainability of human resource development and help organizations respond to the dynamics of job needs [43].

The fifth is the organization. Some important aspects in organizing an assessment center at the Lampung Regional Police include a clear structure, planned division of tasks, and effective coordination between team members. The findings of the study show that this structure is formally formed and consists of several main parts with different but complementary functions and responsibilities. The existence of this structure reflects the principle of good organization that a clear organizational structure determines the flow of authority, coordination, and accountability that supports the achievement of organizational goals [44].

Finally, is implementation. In the context of human resource development based on the Assessment Center at the Lampung Police, the implementation is carried out systematically by following the procedures that have been set to ensure the objectivity and accuracy of the assessment. This stage not only functions as a competency measurement process, but also as an effort to optimize the potential of personnel to suit the demands of dynamic police duties.

According to Siagian, implementation is the process of mobilizing all resources to achieve organizational goals through targeted and coordinated actions.

## DISCUSSION

### **From Administrative Routine to Competency-Based Professionalism**

One of the most significant findings emerging from the data is the fundamental shift in institutional orientation that the Assessment Center represents for the Lampung Regional Police. Prior to its implementation, personnel placement and career advancement within the police institution were largely driven by administrative criteria seniority, tenure, and rank rather than by demonstrated capability. The data collected in this study reveals that the Assessment Center has disrupted this conventional pattern by introducing an evidence-based standard against which each officer is objectively measured. Kombes Pol Adi Ferdian Saputra's insistence that the Assessment Center must be "a valid and objective measurement instrument, not just an administrative formality" captures the essence of this transformation. What the data demonstrates is not merely that an assessment mechanism now exists, but that its existence has begun to change the way officers understand their own professional development. When AKBP Andik Purnomo Sigit explains that the goal is for each personnel to "clearly know their potential and shortcomings," he is describing a cultural shift a move from passive career progression toward active, reflective professional identity. This is a qualitative change in institutional life that cannot be reduced to procedural improvement alone.

### **The Discovery That Analytical Thinking Is the Central Differentiator**

Across multiple stages of the data from field simulations to competency-based interviews the capacity for analytical thinking consistently emerges as the competency that most sharply differentiates Police Chiefs who are genuinely ready for strategic command from those who are technically competent but operationally limited. This finding has important implications that go beyond what the institution originally anticipated. AKBP Maryanto's observation that participants "must not only be able to understand data and information, but also be quick to connect patterns that occur in the field" reveals that the Assessment Center, in practice, is functioning as a diagnostic tool for a deeper cognitive capacity: the ability to move fluidly between abstract pattern recognition and concrete operational decision-making. The case of AKP Juniko, who described simultaneously deploying a perimeter security pattern, tracing a suspect through CCTV, coordinating with the intelligence unit, and maintaining procedural flexibility, is a vivid empirical illustration of what this capacity looks like in action. Critically, this level of integrated decision-making was not uniformly observed across all participants. The data therefore suggests that analytical thinking is not a baseline competency uniformly present in officers at the Police Chief level, but a differentiating one and that its presence or absence is consequential for the quality of policing that local communities actually receive.

### **The Gap Between Competency Standards and Regional Realities**

A finding that deserves careful attention is the tension the data reveals between the standardised competency framework of the Assessment Center and the highly varied social and operational realities across Lampung's different jurisdictions. Field observations confirm that in conflict-prone areas such as Central Lampung and Tulang Bawang, the competencies most urgently needed persuasive communication and conflict de-escalation are qualitatively different from the administrative agility and processing speed demanded in high-volume urban environments like Bandar Lampung. This is not merely a logistical observation about jurisdictional variation; it is a substantive finding about the limits of a universal competency model when applied to a highly heterogeneous operational landscape. The data shows that while the Assessment Center has acknowledged this variation at the evaluation stage, the institutional response remains incomplete. The recognition that "further specific adjustments in each work unit" are still needed indicates that the Assessment Center, as currently designed, is more effective at identifying general leadership capacity than at predicting the fit between a specific officer's competency profile and the specific demands of a particular posting. Closing this gap would require a more granular mapping of jurisdictional demands and a corresponding differentiation within the competency assessment framework a development that the data suggests has not yet been fully pursued.

### **Coaching and Mentoring as the Engine of Sustained Change**

The data consistently points to the coaching and mentoring stage as the component of the strategy with the greatest potential for producing durable behavioral change, yet also the component most vulnerable to institutional constraints. AKBP Edi Purnomo's distinction between what is discussed in coaching "the reality of their work, their challenges, and how to solve them" and what is covered in training makes clear that these are fundamentally different developmental processes. Training transmits knowledge and models skills; coaching transforms how an individual relates to their professional practice in its full complexity. The data reveals that participants who received coaching engaged with a qualitatively different kind of learning: contextual, relational, and iterative, anchored in the specific problems they face in their daily command responsibilities. What the data also reveals, however, is that the institutional conditions for sustaining this form of development are fragile. The acknowledged limitation of "limited time for further development" reflects a structural reality in which the demands of operational policing continuously compete with the investment of time and attention that genuine coaching requires. The finding here is not that coaching is valued insufficiently, but that the organisation has not yet fully resolved the tension between developmental investment and operational urgency a tension that, if left unaddressed, will constrain the depth of change the Assessment Center is capable of producing.

### **Meritocracy in Practice: Evaluation Results as Career Determinants**

Perhaps the most institutionally consequential finding in the data concerns the direct integration of Assessment Center evaluation results into career decisions promotions, transfers, and placement hearings. This finding deserves particular emphasis because it represents a departure from the patronage and seniority-based career progression that has historically characterised public sector personnel management in Indonesia. The statements of both Kombes Pol Adi Ferdian Saputra ("We use the results of the assessment as objective data for promotion and mutation. We certainly prioritize those whose competency scores are high") and AKBP Edi Purnomo ("There is already a record of who is ready for promotion, who needs additional coaching. The report was used in placement and rotation hearings") confirm that evaluation data is not merely filed but acted upon. This is a significant institutional achievement. It means that the Assessment Center has crossed the threshold from being a development tool to being a governance instrument a mechanism through which the institution enforces a meritocratic principle in career management. The practical implications are far-reaching: officers now have a stake in their assessment performance that extends beyond personal development to career trajectory, which creates a structural incentive for taking the competency development process seriously. At the same time, this finding raises important questions that the data does not fully answer. The extent to which assessment results consistently override other considerations in personnel decisions including informal influence and institutional hierarchy remains a critical variable in determining whether meritocracy is genuinely being embedded or merely formally enacted.

### **The Three-Month Monitoring Window and Its Significance**

The post-assessment monitoring system described by Kombes Pol Adi Ferdian Saputra in which personnel are observed for three months following training, with direct superiors reporting on behavioral and performance changes represents a finding that illuminates both the seriousness of the institution's developmental commitment and the pragmatic limitations it operates within. The three-month window is not arbitrary; it reflects a judgment about how long it takes for training-induced behavioral changes to either consolidate into new professional habits or revert to prior patterns. The decision to recommend "further coaching or special coaching" for personnel who show no significant change within this period demonstrates that evaluation is consequential and not merely ceremonial. However, the data also reveals that this monitoring relies heavily on the judgment of direct superiors the Chief of Police and Head of Human Resources at each posting. This introduces a degree of subjectivity into what is otherwise a data-driven process. The quality and consistency of behavioral monitoring across different command relationships within the Lampung Regional Police will inevitably vary, and this variation has the potential to undermine the reliability of the evaluation data that feeds into subsequent personnel decisions. This

finding points to a need for more standardised behavioral observation instruments to complement the command-level monitoring that currently forms the backbone of the post-training evaluation system.

### **The Revelation That Supervision Must Be Relational, Not Just Administrative**

A finding that cuts across multiple stages of the data and that has direct implications for service quality is the convergent understanding among assessors and senior officers that effective supervision at the Police Chief level cannot be reduced to administrative report review. AKBP Edi Purnomo's emphasis that "the Police Chief must actively go to the field, verify directly, and build trust with members so that any indication of irregularities can be detected early" articulates a vision of police leadership that is fundamentally relational and presence-based. This finding is significant because it locates the determinant of service quality not in systems and procedures but in the quality of the human relationship between the Police Chief and their team. When a Police Chief is trusted by their members when information flows freely upward and downward through the command relationship early warning signals of misconduct or service failures are detected and addressed before they become institutional crises. This relational dimension of effective supervision is precisely what cannot be cultivated through administrative oversight alone, and the Assessment Center's explicit attention to it through both simulation exercises and coaching conversations represents an important institutional recognition that the quality of public policing is ultimately a function of organisational culture as much as institutional structure.

### **Suboptimal Utilisation of Assessment Results: The Unrealised Potential**

Despite the genuine achievements documented in the data, one finding recurs consistently across multiple informants and observation contexts: the results of the Assessment Center are not yet being utilised to their full institutional potential. This finding is articulated most directly in the abstract's acknowledgment of "suboptimal utilization of assessment results," but it surfaces throughout the empirical data in more specific forms. The rich developmental data generated through simulations, interviews, feedback sessions, and coaching conversations constitutes a detailed competency map of the Lampung Regional Police's leadership cohort a resource that could inform not only individual coaching but also succession planning, training programme design, jurisdictional matching of officers to postings, and institutional learning about the patterns of competency development and degradation across different career stages. The data suggests that this strategic potential is recognised in principle but has not yet been systematically realised in practice. The gap between what the Assessment Center generates and what the institution does with that information represents, perhaps, the most important developmental frontier for the strategy going forward not because the existing uses are inadequate, but because the unrealised uses are considerable.

## **IV. CONCLUSION**

Based on the results of research and discussion, it can be

concluded that the strategy of fostering police human resources based on an assessment center in the Lampung Police, through strategic planning, committees or organizations, implementation, results, and evaluation, is generally effective in improving individual competence, organizational culture, quality of public services, and career development, although there are still some obstacles. The conclusion of this study is as follows: The strategy of fostering police human resources based on the assessment center at the Lampung Police is carried out systematically through several stages: [1] strategic planning emphasizes competency-based coaching with the aim of increasing individual capacity, placement objectivity, career development, and transparency of the coaching system, so that the institution has internal readiness and optimal use of technology; [2] the organization/committee is carried out with a clear structure, specific division of tasks, and effective coordination mechanisms between assessor, administration, and IT teams, although the number of assessors is limited and the socialization of SOPs needs to be strengthened; [3] implementation includes simulations and group discussions, individual presentations, competency-based interviews, feedback, competency strengthening training, coaching, mentoring, and periodic evaluations, with a focus on improving analytical competence, leadership, service orientation, planning and organizing, conflict management, integrity, and relationship-building skills; [4] the results show a significant increase in the capacity of participants in decision-making, communicative and adaptive leadership, service orientation, achievement encouragement, conflict management, and the ability to establish harmonious relationships with the community and stakeholders; and [5] evaluation is carried out in a structured and continuous manner, including post-training monitoring, follow-up of assessment results, behavioral and performance monitoring, periodic feedback, and the use of assessment results for mutation, promotion, and further coaching policies, so that this strategy not only improves the professionalism and quality of the National Police's human resources, but also fosters a collaborative, responsive, and solutive work culture in the institution.

Overall, the assessment center-based police human resource development strategy at the Lampung Regional Police shows effectiveness in improving individual competence, organizational culture, and public service quality, with the support of leaders, trained assessors, adequate infrastructure, and information technology, although there are still obstacles such as limited time for further coaching, variations in personnel competencies, and regional contextual challenges. This strategy has an impact on improving managerial skills, leadership, communication, meritocracy-based career planning, and adaptive long-term human resource planning, thereby supporting the professionalism of National Police members and more effective, responsive, and humane community services.

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