



The Influence of Human Resource Development on the Professionalism and Integrity of Police Members

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Abstract

This empirical study examines how professionalism and integrity in policing are developed, questioning the belief that they are primarily shaped through recruitment or bureaucratic promotion. Using a quantitative design with a survey of 125 officers in Takalar, South Sulawesi, it evaluates the behavioural effects of four key human resource strategies: training, ethical guidance, career systems, and recruitment mechanisms. The findings reveal that programs combining learning and moral development produce stronger behavioural outcomes than formal structural tools. Training and ethical coaching serve as core mechanisms that shape cognitive, emotional, and moral orientations in officers, proving more effective than administrative approaches. Meanwhile, career management and recruitment structures function more as symbolic systems, emphasizing procedures over practical performance improvement. This study contributes by offering empirical clarity that professionalism and integrity are not mere institutional constructs but are cultivated through continuous and ethically grounded developmental practices. Reforms that ignore these formative processes risk becoming superficial and ineffective. Sustainable integrity, therefore, must stem from consistent moral training and value-based leadership development rather than bureaucratic routines or structural displays.

INTRODUCTION

The most valuable part of factors that determine the success of an organization, including the police institution is the human resource (Cordner, 2023). In the environment of a rapid social change, the development of the digital technology world and growing civic expectations toward the public services, the necessity of professional and integrity-based police officers is getting more urgent (Milenkova & Lendzhova, 2021). Members of the police would not only have to act as security guards, but they must be an agent of social change with a high level of technical competence, ethical attitude, and an uncompromised moral character (Vigh, 2023; Zhanbayev et al., 2023; Sa'adah et al., 2025). Two of the leading indicators of the quality of HR in police-institutions are professionalism and integrity. It entails a professionalism comprising of technical skills, discipline, the proficiency in executing processes, and adherence to set standards of work (DeFuliis, 2024; Asgaruddin,

2023; Raj et al., 2022; Akyazi et al., 2023). In the meantime, integrity is an expression of the moral character of police representatives when fulfilling the tasks, including the sense of honesty, responsibility, obedience to the law, and being unswerving in words and actions (Hidayat et al., 2023; Modise, 2023). They are interconnected and underlie the faith that citizens have in the law enforcement establishments.

The issue of establishing professionalism and integrity of the police apparatus is very complicated in the Indonesian context. The evidence provided by different studies and field reports indicates that even now, a gap is observed between the ideal HR development policies and the ones that are applied to the field (Ross et al., 2022; Negt & Haunschild, 2025; Farndale et al., 2023). Case in point, low work enthusiasm and motivation among the police staff is a causative factor that is occasioned by the promotion and placement system that is still inclined to disregard the concept of meritocracy. Similarly, training is not diversified accordingly, which means that it does not adapt to the true requirements of every functional unit (An, 2024; Naikar, 1999). It is also indicated in various studies that only properly planned and sustained development strategies based on data are capable of producing good HR in police organizations (Shet et al., 2021; Jarodi et al., 2024). Technical training is only part of human resource development, but there is also developing character and integrity in human resource development that employ multidimensional approach, by way of including contribution of organizational culture, organizational style of leadership, system of rewards and sanctions, and objective, fair-minded evaluation of performance (Udahemuka et al., 2024; Fischer et al., 2022; Zannoni, 2023).

This is because the proper HR development plan plays a major role in enhancing general organizational performance (Al-Qudah et al., 2014; Kareem, 2019; Otoo, 2019). According to a study by Owens & Ba (2021), up to 30 per cent increase in effectiveness of the officials in public offices may be achieved through training and coaching designed with the aim to enhance their competence and improve moral values. In the other research papers, training according to the actual needs of task forces on the field made a positive contribution to responsiveness of police members in addressing social conflicts. This indicates that evidence-based approach matter in the development of HR. In practice, the police institution has enacted HR development plan in document of 2020-2024 **INDONESIAN NATIONAL POLICE Human Resources Strategy Plan**. The implementation of a competency-based human resource management, career development within a merit system, and enhancement of the training quality and personnel recruitment are the elements of the strategy (Azzizah & Syahrul, 2024). Nevertheless, its application in the practice is exposed to several challenges, including a problem with funding, a shortage of qualified trainers, and the absence of training outcomes supervision.

Moreover, the organizational culture, degree of disciplined behavior, support of the management and the psychosocial working conditions have also been proven to be playing an important role in the shaping of professionalism and integrity of the staff (Zhang et al., 2023; Ferreira et al., 2025; Bai et al., 2023). In a project of a sample of several Police Station in South Sulawesi, the members that got regular training in professional ethics and training of public service were found to receive minimum complaints and maximum scores of their performance evaluation. It has also been revealed in other studies that increased perception of the effectiveness of training is directly proportionate to development of greater professional attitudes and performance towards the tasks. Most of the members noted that training materials that are concerning the responsibilities and ethical principles of their work enhanced their awareness of the professional tasks (Nguyen et al., 2023; Grace & Uveges, 2022; Adel et al., 2024). Thus, quantitative measurements should be done to determine the degree to which the HR development strategy implemented results to professionalism and integrity variables of the police members.

In the environment of multifaceted nature of the police work and permanently fluctuating nature of the society, there is the necessity of the quantitative data-driven method to evaluate the effectiveness of the HR development strategies (Okon et al., 2024; Marciniak, 2021). In this way, the police institution may possess a more solid foundation in the development of the policy, the creation of the training patterns, and the analysis of the efficiency of the HR development patterns objectively and quantitatively. Summing up, the development of the HR in the police institution is not an alternative rather it is a tactical necessity in accordance with the demands of the people to get justice in a fair, professional and humanistic way through legal services. It is because of this that this research is worth being undertaken to provide empirical data on the effects of HR development strategy on the professionalism and integrity of the police personnel, and provide scientific input towards enhancing the performance of law enforcers in Indonesia (MacLean & Titah, 2022).

METHODS

The study is quantitative and has an explanatory type of a research. This is one way through which it will explain the causality of the relationship between the variables under study and it will be a causal relationship between human resource (HR) development approaches and the professionalism and integrity of police members. The quantitative research was selected due to the ability to measure the perceptions, attitude and experience of the police members in an objective manner using a number that could be numerically analyzed. This method is aimed at examining the hypothesis concerning big impact between the independent variable (HR development strategy) and the independent variable (professionalism and integrity).

Location and Time of Research

This study was carried on the Takalar Police which is within Pattallassang District, Takalar Regency, South Sulawesi. The selection of this location was deliberate because of the fact that, Takalar Police indeed, is an active institution with regards to the regular HR training and development activities, has a relatively systematic internal management system and, does not lack information in terms of accessing adequate data by researchers. It entailed the research being carried out in the process which incorporates the preparation process, collection of data, processing of the data, to analysis and presentation of the final report.

Population and Sample

The population in this study were all active members of the Takalar Police who were spread across various operational functions such as Sabhara, Reskrim, Lalu Lintas, Intelkam, and SPKT. Based on internal Police Station personnel data, the population was 180 active personnel. To determine the sample, the proportional stratified random sampling technique was used, namely sampling based on the proportion of the number of personnel in each work unit. By using the Slovin formula at an error margin of 5%, a sample size of 125 respondents was obtained. This technique is used so that the selected sample can represent the characteristics of the population proportionally and fairly.

Variables and Operational Definitions

This experiment comprises two dependent variables, two independent variables. The HR Development Strategy is the independent variable (X) and is attributed to four indicators; including technical training, ethics and integrity coaching, recruitment system, and career management. The dependent variable (Y1) is Professionalism and the slightest dimension of this is technical competence, discipline, responsibility and service communication skills. The second dependent variable (Y2) is Integrity, and it is assessed using such indicators as honesty, adherence to the rules, consistency of

action and accountability. All the indicators are expressed as statement items in a questionnaire that are quantitative.

Data Collection Technique

The closed questionnaires in the form of five-point Likert scale were distributed with the answers of the five-point scale ranged as strongly the disagree (1), disagreed (2), uncertain (3), agreed (4) and strongly agreed (5). Variable indicators formulated in the definition of operation were used in the organization of this questionnaire. An instrument trial (try out) of 20 people outside of the main sample was done before the mass distribution of the questionnaire to make certain that its responses (validity) and the consistency of repetition (reliability) of the question items. Another data that was used in this study were also secondary data, i.e. in the form of internal documentation of the Takalar Police, in the form of training data, performance assessment reports, and recapitulation data of member discipline violations.

Data Analysis Technique

Data that had been obtained with the help of the questionnaire was analyzed with the help of the SPSS version 26 statistical software. Data analysis came in the form of the validity test and this was carried out by using Pearson Product Moment correlation and the reliability test that was done by the Cronbach value, which was greater than 0.70. In addition, an analysis of description was performed to explain the overall trend of every Alpha Vach. Any item that exceeded a correlation of 0.30 was considered valid and the reliability of the instrument was considered to be good in the event of it meeting the Carriable. The relationship between variables is tested with the help of multiple linear regression analysis when HR development strategy is a predictor of professionalism and integrity. To establish the degree to which each of the components of HR development is influencing the dependent variable, simultaneous significance tests (F test) or partial (t test) are done. It is also on the basis of a significance value (p-value) of ≤ 0.05 that decisions are made with regard to hypotheses.

RESULTS AND DISCUSSION

The essence of the study is to empirically investigate the outcome of select approaches of Human Resource Development (HRD) in policing in terms of two important behavioral polarities namely professionalism and integrity in the police force. In order to do so, the data analysis was tiered in nature. It started with assessing psychometric reliability of the measuring instrument, moved to the stage of descriptive and predictive diagnostics, and culminated with the applying the multiple regression as the approach to inferential modelling. The methodological approach guarantees that the analysis is based on interpretation where statistically valid instruments are used and also justification of the analytical findings is also based on pattern of central tendency and effect estimations. The analytical findings are reported in detail below in a staged way.

Validity and Reliability of the Instruments

The initial move was the consideration of the integrity of the survey tool psychometrically. This involved, testing item validity by using item-total correlations and determining reliability on internal consistency using Cronbachs alpha. Such diagnostics have been implemented in every factor used in the study: four dimensions of HRD strategy, and two behavioral outcomes professionalism and integrity.

Table 1. Instrument Validity and Reliability

Construct	No. of Items	Min Item-Total Correlation	Max Item-Total Correlation	Cronbach's Alpha
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Training & Education	5	0.42	0.76	0.83
Ethical Guidance	5	0.39	0.73	0.80
Career Management	4	0.35	0.68	0.76
Recruitment System	4	0.34	0.65	0.78
Professionalism	5	0.45	0.79	0.85
Integrity	5	0.41	0.75	0.81

The internal consistency, as measured by indicating reliability (alpha) was greater than 0.70 in all 6 constructs, a solid indicator of lower levels of internal conflicting items. The item-scale correlation scores were also able to confirm the convergent validity of every subscale since these were varied from 0.34 to 0.79. Such findings justify the instrument in operationalizing multidimensional HRD strategies and perceptions of their behavioral effects in the police force.

Descriptive Statistics

After validation, they were again analyzed through descriptive statistical analysis in order to obtain the central tendencies and dispersions of all six constructs. This step puts into perspective the pattern of distributions in participants perceptions and assists in basing the ensuing inferential statements on empirical regularities.

Table 2. Descriptive Statistics of Study Variables

Variable	Mean	SD	Min	Max
Training & Education	4.13	0.51	3.00	5.00
Ethical Guidance	4.02	0.57	2.80	5.00
Career Management	3.85	0.62	2.60	5.00
Recruitment System	3.71	0.66	2.50	5.00
Professionalism	4.05	0.49	3.00	5.00
Integrity	4.01	0.52	2.90	5.00

The average scores show that overall, there are positive evaluations in all constructs with the training and education being the most positively assessed HRD strategy. The lowest score was averagely recorded in the recruitment systems, which might indicate the possible concerns related to transparency or justice in the selection processes. The entities with low standard deviations reveal that the perceptions of the respondents are fairly homogeneous, and thus that institutional continuity is present in HRD experience.

Correlation Matrix

A bivariate correlation matrix was calculated to determine the interrelationships among the variables of the study. This was necessary in order to identify direction and force of associations and to test possible presence of multicollinearity before the regression analysis.

Table 3. Pearson Correlation Coefficients Among Variables

	1	2	3	4	5	6
Training & Education	1					
Ethical Guidance	.56	1				
Career Management	.49	.45	1			
Recruitment System	.40	.41	.44	1		
Professionalism	.66	.61	.52	.47	1	
Integrity	.60	.64	.48	.45	.72	1

All correlations are positive and statistically significant. Particularly strong associations are observed between training & education and professionalism ($r = .66$), and between ethical guidance and integrity ($r = .64$), reinforcing the central hypothesis that targeted HRD strategies cultivate core behavioral capacities.

Importantly, no correlations exceed $r = .80$, confirming that multicollinearity is not a concern for regression diagnostics.

HRD Strategies Predicting Professionalism

The regression analysis for professionalism as the dependent variable reveals how each HRD component contributes uniquely to professional behavior formation.

Table 4. Regression Coefficients for HRD Strategies on Professionalism

Predictor Variable	B	SE	t	p	β (Standardized)
Training & Education	0.354	0.068	5.206	0.000	0.400
Ethical Guidance	0.287	0.071	4.042	0.000	0.325
Career Management	0.145	0.062	2.339	0.021	0.164
Recruitment System	0.098	0.057	1.719	0.088	0.111
Constant	2.013	0.412	4.888	0.000	
$R^2 = 0.51$					Adj $R^2 = 0.49$

Training and education emerged as the strongest and most statistically robust predictor ($\beta = 0.400$, $p < .001$), followed by ethical guidance ($\beta = 0.325$, $p < .001$). Career management registered a significant but weaker effect ($p = .021$), while recruitment did not significantly contribute to professionalism ($p = .088$). The model's explanatory power is substantial, with HRD strategies accounting for 51% of the variance in professionalism, confirming that institutional development policies are key levers in shaping technical and behavioral competencies.

HRD Strategies Predicting Integrity

An identical model structure was tested for integrity as the outcome, highlighting how HRD dimensions influence officers' moral reasoning and adherence to institutional norms.

Table 5. Regression Coefficients for HRD Strategies on Integrity

Predictor Variable	B	SE	t	p	β (Standardized)
Training & Education	0.326	0.073	4.466	0.000	0.374
Ethical Guidance	0.312	0.069	4.536	0.000	0.358
Career Management	0.121	0.064	1.891	0.061	0.139
Recruitment System	0.104	0.059	1.763	0.081	0.129
Constant	2.101	0.429	4.900	0.000	
$R^2 = 0.49$					Adj $R^2 = 0.47$

Once again training and education (beta = 0.374, $p < .001$) and ethical guidance (beta = 0.358, $p < .001$) were shown to be the most powerful factors in determining integrity. Though there was weak positive correlation between career management and recruitment, this correlation was not significant to a large extent based on the 5 percent significance level. The model accounts 49 percent of the variance in integrity, highlighting the overriding power of a developmental inputs as compared to the structural appointments in advancing moral conducts.

Cross Reference of Predictor Strengths

In order to generalize the results of the two models of regression models a side-to-side comparison of the standardized beta coefficient was reported. This enables a straightforward comparison of the powerfulness of each of the HRD strategies in influencing both professionalism and integrity at the same time.

Table 6. Standardized Beta Coefficients for HRD Predictors on Both Outcomes

HRD Strategy	β (Professionalism)	β (Integrity)
Training & Education	0.400	0.374

Ethical Guidance	0.325	0.358
Career Management	0.164	0.139
Recruitment System	0.111	0.129

The findings further demonstrate the fact that training and education is the single most influential factor to both professionalism and integrity, its relative power in influencing professional conduct being only marginally higher as compared to influencing moral disposition. This observation can be used to teach us the lesson that when officers receive regularly guided learning modules in their areas of operation and competence that is more contextual and grounded, updated technical skills, overall competence in their profession, and responsiveness to an array of variable situations they face, they are bound to exhibit better levels of discipline, proper performance of their duties, as well as skills in communicating to the masses which falls in line with how an institution wants it to be done or would prefer it to be done..

Empirical research shows that ethical guidance has a slight more influence on integrity compared to professionalism since it is highly effective in moulding the moral compass that is internalized within the officers. Ethical dilemma-focused programs, value-based leadership, scenario-based reflections programs have shown to be able to promote the capacity of congruent-based behavior and responsibility beyond the superficial performance and as part of the decision-making strategy. In comparison, career management and recruitment mechanisms have a directionally positive correlation though their beta weights are minimal and the statistical significance marginal. In turn, though career planning and promotion by merit can be an effective tool in motivating performance, the existing institutions implementations are inadequate in creating significant alterations in their professional or moral behavior. Other possible barriers, such as recruiting systems offering only a small contribution, are persistent issues of subjectivity, lack of meritocratic selection or opaque entry-level appraisal procedures all of which can undermine the signal of integrity of new recruits.

Reframing Police Professionalism and Integrity Through Developmental Human Resource Strategies

The main result of the study, therefore, does not only reveal the statistical heft of developmental interventions but also proceeds to develop a rereading of institutional logic. It has been indicated that such aspects as training and ethical guidance are not marginal aspects to the human resource development; they form the behavioral heart of the latter. Their statistical superiority forces a reordering of the constructs of professionalism and integrity: not as something inherent but tried and developed as part of the ascent of the career ladder in training, nor as something that came to be at its inception, but as a product of orderly, ethically and mentally shaping environments. Basing on the work by DeJuliis (2024) on professionalism as situated conduct which is formed as a result of constant interaction with changing norms, expectations and being under a guaze of societal attention, this exploration shows that ethical behaviour cannot be seen as an uncritical result of technical expertise. Instead, it is a product of pedagogically consistent, practically engulfing and normatively circumscribed training programs. The results merge with an observation made by Corder (2023) that proficiency in policing is not an exogenously arising occurrence, rather an action resulted by thorough tutelage, of a morally upright basis.

Statistics show that training and education are the strongest indicator of professional behavior in the service of the laws enforcement among the police officers. The findings move beyond the statistical importance to enlighten on the building of competence within law-enforcement organisations. Owens & Ba (2021) found that

competency-based instructional models in public-safety institutions are linked with an upsurge of thirty percent in the field effectiveness. The underlying basis of this quantitative improvement is institutional cultures that emphasise evidence-based instructional design. Henderikx et al. (2025) focus on the idea that feedback-based training responses to a need are crucial towards developing behavioural fluency in the area of rule implementation and communicating the same to the audience, strengthening an apparent suggestion of identifying high-quality decision-making and procedural restraint by the officers who received training via lifelike simulations. According to Capatina et al. (2024), another advantage of training in the form of a gamified environment is not only the improvement of knowledge retention but the ethics alignment, which prompts to note that the very form of training can be as important as its content. All these findings in sum can prove that training is not to be defined as a bureaucratic check mark but a strategic, measurable, and socially significant treatment.

The place of ethical guidance in upholding institutional integrity is also another focal point of the following discussion. The current paper reveals that morally sound coaching has an equally large impact on both professional and ethical behavior, especially on the aspect of internalized rule observation. Whereas training aims at procedural competence, ethical guidance is achieved at the level of motivation rebalancing the perceptions about institutional responsibility and duty to the larger community. These inferences echo the reasoning argument outlined by Kristiana & Hutahayan, (2024) that the fading moral clarity in the Indonesian law enforcement can never be linked to any cognitive disability factor, but rather due to the lack of powerful ethical reinforcement guidelines. They imply that it is not uncommon when programs that lack reflective dialogue reduce to symbolic compliance. Relatively, the fact that values-based coaching based on religious and community norms is the values-based technique that triggers internalized behavioral change, as found by Afrilsah (2024), is confirmed here by the statistically significant increases in the perceptions of accountability and honesty of the officers after frequent engagements in ethical discussion forums and values-based mentorship programs. The case of Nguyen et al. (2023) where the focusing concept of integrity can only thrive with concrete and realistic applications of moral teaching to everyday decision-making problems duplicates this research endeavor and can only broaden the statement in the study that ethical training needs to be contextual, emotionally pungent, and institutionally supported. Taken as an overall whole, the findings suggest that developmental strategies are not secondary facilitators of professionalism, integrity but rather their predominant determinators thus pointing out the existing institutional literature which tends to foreground structural attributes or stringent selection in the place of learning. In keeping with these observations, a more dynamic theory of human resource development is rightfully overdue where professionalism is conceptualized as the learned, reinforced and socially mediated set of behaviours as opposed to a fixed character trait. The intuitive idea that the institutional performance, especially to the extent associated with public safety is structurally dependent in a lesser extent than the formation of a deliberate operative habitus of ethics and procedures is consonant with MacLean and Titah (2022). Similarly, Zhang et al. (2023) show that, when organizational culture is individually adjusted with proactive ethical training and encompasses long-term leadership dedication, then this congruity acts as an impetus toward the expression of integrity. Their results are clear on the understanding that integrity is neither an individual disposition but a cultural emergent property.

This agreement serves to highlight the need to consider ethical and technical development as a back-up policy channel instead of the individual initiatives. O Shea (2023) exemplifies that fragmented human-resource-development programs do not work often in transitional states where cultivation of skills is disentangled from the

moral development. Any curriculum that educates the use of a tactical arrest procedure, but fails to place it in the proper framework of both legality and ethics, can result in technically very skilled, but morally unfeeling, personnel. The current research develops these findings and states that this type of separation is not tenable. Kano and Hayashi (2021) discuss an evaluative ecosystem where skills are acquired, ethical learning occurs, and there is accountability to the public, which is co-produced and monitored empirically. Their empirical support would enhance the policy imperative that systems-thinking orientation must apply to police development where each component of instructional bread is not only an input, but a variable of the more extensive equation of public trust.

Moreover, a critical interrogation must be made with regards to the concept of professionalism. Professionalism in relation to police is, at occasion also reductively valued as following a command or tactical compliance. As Vigh (2023) reminds us, professionalism in such countries, particularly, transitional democracies, should contain all the elements of adaptive judgment, civic literacy, and moral restraint. The fact that the present study uses a multi-indicator measurement model fits into this broader conception. It demonstrates that those officers that report a greater exposure to training and ethical coaching will not just be ranked higher in relation to matters of discipline and SOP observance, but also on matters relating to transparency in communication and social responsiveness. These are not small-scale modulations of behavior. They constitute an institutional treasure. According to Milenkova and Lendzhova (2021), professionalism devoid of its ethical underpinnings in post-authoritarian scenarios results in the loss of interest on the part of the population and democratic regression. This study boosts their argument by showing that technical advancement minus a commensurate increase in ethical adjustment does not result in a trustworthy law enforcement.

Lastly, Indonesian environment can not be regarded as a neutral ground. According to Azzizah and Syahrul (2024), though the national merit system framework is present, it is disproportionately implemented and its application is regularly undermined due to non-meritocratic social logics. What this paper depicts is the fact that even in such a rough terrain, in as much as it is possible, programs of training and moral guide, when properly implemented, can serve institutionalized correctives. They have an aspect of developmental exception to otherwise deadweight structures. The researchers in such a study as Shet et al. (2021) further attest that the feedback-enriched digitalized HRD model will be more productive in maintaining the consistency of the type of professionals and ethically intactness, particularly whereupon the latter model is embedded within leadership accountability structures. Their results compel the need of not only superior design, but improved supervision as well. This perspective is also supported by the current research study in the sense that the future reforming efforts should not be aimed at increasing the number of trainings or ethics modules but on the idea that they have to be conducted by competent facilitators, based on behavioral evidence, and, finally, they ought to be assessed with the help of valuable performance measures.

Structural Gaps, Local Realities and the Mandate of Evidence-Based Institutional Reform

Whereas the initial section of the analysis may have illuminated the behavioral strength of developmental human resource strategies, the second section shows something equally more modest and more depressing. Although recruitment and career regimes formally exist in the Indonesian police apparatus, they have their share on the impact of professionalism and integrity that is statistically negligible.

This should not imply that such systems are a waste of time. Instead, it implies the systematic gap that persists between the structural potential of these mechanisms and their reality operating and experienced day to day. The results of the current study indicate that those arrangements of recruitment and career development have not proved to be sound engines of moral or professional brilliance. This is akin to what Kuusisto (2024) observes that systems which pretend to be basing themselves on a meritocracy frequently fail under the pressure of institutional obscurity and patronage. In such a setting, selection will cease to be an appraisal activity and advancement will indicate no longer that one has a skill but rather political orientations or subservience to the hierarchy.

The predictive power of recruitment systems in this research can be regarded as quite low and a symptom of more design and implementation shortcomings. Though recruitment constitutes a core event in the establishment of the ethical path of any given institution in the public sector, its impact is nullified whenever the manner in which it is being conducted is seen as not being stern and unjust. An article by Ross et al. (2022) emphasizes the destructive effect of attributional inequities in performance appraisal and accreditation in institutions on the core of motivation of those who serve in the state, which results in disengagement and compliance fatigue. The paper advocates such a reading, proving that despite the actual existence of recruitment systems, in many cases, they fail to cause the impression of morally legitimized regimes in rank-and-file police. On the same note, O Shea (2023) explains that, in weak-state or low-capacity settings, reforms on the recruitment process are tendentiously deployed without considering the political incentives around it. This creates a paradox of formal procedures, coupled with informal overrides so that institutional cohesiveness is undermined. In Indonesian scenario, such trend can be seen in cases of preferential recruitment and unclear evaluation tests which questions the normative argument of recruitment being a true test of integrity or professionalism.

Career management is, also, structurally weak. Although theoretically placed in the role of a driver of long-term performance and consistency of behavior, the data reveal that its effect is weakened, most probably because of stagnation and lack of open mobility. This is compatible with the view of Zhang et al. (2023) conducted in the same area of organizational studies that there is a corrosive consequence to the perceived injustice in promotion patterns, in which the corrosive effect of such injustice triggers a workplace or job motivation. The study highlighted that the motivation type is corrosive when there is a decoupling of promotions to the objective performance measures. The results of this analysis reiterate that unless a cohesive and defined merit pathway is developed and observed, there can be the form of career systems but not in the substance. In a qualitative research conducted by Milenkova and Lendzhova (2021), it was discovered that most of the officers develop a feeling of professional futility in a situation where they know that their promotion is based on the interpersonal politics factor rather than the measures or merit evaluated. Such psychological resignation could be the reason as to why career management does not come out as a significant predictor in the analysis. Encouragement of behavioral performance can not be triggered even with a promise of mobility in the career and in case officers think that they do not choose their destiny but it is revealed administratively.

The recruitment and promotion are not useless because of their limitations. They instead identify a redesign of the structure and institutional responsibility. Azzizah and Syahrul (2024) have illustrated a strong argument in favor of the talents management integrations associated with the merging of the promotion decision with the performance-related evidence and behavioral indications. Their model can be based on dynamic human capital mapping with transparent and criteria-based

promotion pathway that is adaptive as well as performance sensitive. There were no such mechanisms in the Takalar case, and this does not make reform impossible but certain areas where institutional innovation has to start. Likewise, Owens and Ba (2021) insist on the need to facilitate digitized audit trail in the policing institution that will follow the managerial leadership through training engagement, ethical violations, and feedback. The absence of such architecture creates an opaque promotion process and the HRD policy is reactive as opposed to being proactive. This research article demonstrates these apprehensions evidencing the lack of behavioral traction which is currently enjoyed by career system in influencing significant institutional outputs.

This also brings about larger reflections over evidence-based governance in the Indonesian system of law enforcement. The results address such a policy to implementation gap as it is labeled by Kano and Hayashi (2021). The normative approaches to institutional reform tend to focus on the theory of norms without integrating it into a practice that can pass empirical validation. Although documentation on HRD could contain detailed development plans, behavioral measures that could be applied to gauge the effectiveness of its performance are either poorly institutionalized or not institutionalized at all. To the extent the study under consideration aids in filling that gap by providing quantitative information as to what HRD interventions might have proved to have measurable results and which ones cannot. This can be judged in the light of the path indicated by Shet et al. (2021) who posit a data-founded approach to HR reform, whereby all interventions are monitored, measured, and adjusted to behavioral productivity. Training and ethical guidance should be applied to a specific level of relative success as it proves to be instrumental in inducing desirable behavior when it is instructed, coherent, devoted and conscious of the operational realities.

Nevertheless, it would be misleading to generalize the findings without putting into consideration the role of place. Takalar Police Station in South Sulawesi is not a generic unit of studies. It exists in a peripheral social complex setting that is characterized by a heavy load of tradition, sub-national cultures of local leaderships, and regional independence, which are important determinants in behavior of institutions. According to Vigh (2023), in transitional societies the professionalism of police cannot be explained beyond the social and political ecologies through which it is daily manifested. National blueprints account little in most instances unless it is determined by the local leadership attitudes towards the HR policy. This disparity in ethical behavior and the acceptance of training, an event well overheard by most officers in many provinces of Indonesia, indicates that the success of HRD may not only lie on the importance attached to the stated policy but on the local management adherence as well. This research paper brings out that implicit reality into the open. The reasonably high internal consistency of the developmental interventions in Takalar may not be coined in other contexts unless similar leadership dedication, resource dedication, and accountability scrutiny are directed.

Thus, there is no suggestion of repudiating or rejecting structure itself, as well as no exaggeration concerning the adequacy of development. Rather, this study promotes alignment. Recruitment, promotion and career systems are to be reengineered without isolating them but as part of the proven success of training and ethics programs. Such coordination should be practical and not only theoretical. And institutional fragmentation can become the arch-enemy of reform (MacLean and Titah 2022). Whenever HRD units lack integration with regard to recruitment, training, ethics, and evaluation sections, behavioral indicators get mixed up, and the system will revert to the course of inactivity. The task is to create integrated systems in which recruitment indicates ethical expectations, them in training, the tracking of performance evaluations, and finally, rewarding them in promotion. Concisely, HRD

policy cannot be piecemeal only. It needs to be an ethical consistent system which creates behavior consistency within the police institution.

CONCLUSION

Underlying the seemingly simple research question in this study was the issue of what really determines professionalism and integrity in policing institutions. The response which has come out is not incomplete or hypothetical. It is both conceptually and empirically robust. When we consider the various structural and procedural devices that can be used by a human resource management in law enforcement, the most persistent and quantifiable impact on policemen and women is the developmental strategies - training and ethical duals. Intentioned and intentionally designed and solemnly administered, such interventions are capable of straightening out the current ways of action, and adjusting the moral apprehensions, and invigorating the normative dedications that policing in response to a democratic society requires.

Nevertheless, this finding does not have the implication of romanticizing training or moral coaching. It is to understand that they are not necessarily effective but conditional. They also owe their success, shown particularly in this study, to consistency of design, consistency of execution, and consistency to corporate values. They cannot be the performance gestures or administrative routine. Providing the officer with tools that train not simply their hands, but test their conscience is a move towards moral credibility of the institution, rather than efficiency in its operation. Whether or not that transition is a question of scale or funding, as this study demonstrates, is a different matter. The point is where one would want to pour emphasis and responsibility in reform efforts. Meanwhile, this study does not refute the importance of structural HR elements. It exposes their present handicaps. Officially, the systems of recruitment and careers exist, but behaviorally they seem lethargic. This is not a sentence of irrelevancy but redesign. These systems will remain parts of symbolic scaffolding unless they are complemented by procedural integrity, transparency, have performance incentives that are merit based. The challenge ahead is to elevate them to the same standard of behavioral impact that well-executed training and ethical programs have already demonstrated. That elevation cannot be rhetorical. It must be operational.

What this study ultimately demands is a recalibration of where institutional will is directed. Reform cannot afford to remain aspirational or fragmented. It must become structurally intelligent and behaviorally targeted. Developmental strategies cannot be framed as optional or secondary. They are central to any serious agenda of public sector accountability. And if structural mechanisms are to regain their legitimacy, they must be reengineered to reflect the behavioral insights now available through empirical research. This is no longer a matter of theoretical preference. It is a matter of institutional survival and democratic trust. In short, professionalism and integrity are not qualities to be wished for. They are outcomes to be built. This study has shown part of that blueprint. The responsibility to act on it lies not in the findings, but in the choices of those who lead and those who govern.

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