



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

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Abstract

This study investigates the influence of human resource development strategies on the professionalism and integrity of police personnel. The research evaluates four developmental dimensions, namely training and education, ethical guidance, career management, and recruitment systems, to determine their contributions to professional and ethical behaviour. A quantitative explanatory approach was employed using survey data collected from 125 police officers, and the relationships among variables were analyzed using multiple linear regression. The findings reveal that training and education together with ethical guidance significantly enhance both professionalism and integrity, whereas career management demonstrates only a limited effect on professionalism and recruitment systems do not significantly influence either outcome. These findings indicate that continuous competency development and ethical reinforcement are more effective than structural administrative mechanisms in strengthening behavioural quality within police organizations. The study contributes to the human resource development literature by highlighting the central role of developmental interventions in cultivating ethical and professional policing while providing practical guidance for designing evidence based human resource policies that support institutional performance and public trust.

INTRODUCTION

Human resources constitute the most valuable strategic asset in public organizations because institutional effectiveness ultimately depends on the competence, behaviour, and ethical commitment of their personnel. Within policing institutions, this principle becomes increasingly important as police officers simultaneously function as law enforcers, public servants, and representatives of the state in maintaining social order and protecting citizens' rights. The rapid expansion of digital technologies, increasing societal expectations regarding transparency and accountability, and the growing complexity of transnational and cyber-related crimes have significantly transformed the operational environment of contemporary policing. Consequently, police organizations are expected not only to improve operational efficiency but also to strengthen professionalism and integrity as

fundamental pillars of democratic governance and public trust (Cordner, 2023; Milenkova & Lendzhova, 2021; Vigh, 2023; Hidayat et al., 2023; Modise, 2023; Zhanbayev et al., 2023; Sa'adah et al., 2025). In this context, professionalism extends beyond technical competence to encompass discipline, accountability, service orientation, and adaptive decision making, while integrity reflects the consistent application of ethical values, honesty, responsibility, and compliance with legal and organizational standards (DeJuliis, 2024; Asgaruddin, 2023; Raj et al., 2022; Akyazi et al., 2023). These complementary attributes have become essential indicators for evaluating the effectiveness and legitimacy of police organizations across different institutional settings.

The increasing importance of professionalism and integrity has shifted the focus of organizational reform from administrative restructuring toward strategic human resource development. Contemporary human resource development is no longer confined to conventional education and training programmes but has evolved into a comprehensive organizational strategy encompassing competency development, ethical reinforcement, leadership cultivation, career planning, organizational learning, and continuous performance improvement. Recent studies consistently demonstrate that organizations investing in systematic human resource development achieve higher organizational performance, stronger employee engagement, greater adaptability, and improved service quality (Farndale et al., 2023; Udahehuka et al., 2024; Jarodi et al., 2024; Kareem, 2019; Otoo, 2019). Within policing institutions, developmental strategies have become increasingly important because modern police officers must continuously adapt to technological innovation, evolving legal frameworks, community-oriented policing models, and increasingly sophisticated criminal behaviour. Accordingly, sustainable police reform depends not only on structural regulations but also on institutional capacity to cultivate competent, ethical, and professionally committed personnel through continuous learning and organizational support (Fischer et al., 2022; Zhang et al., 2023; Bai et al., 2023; Ferreira et al., 2025; Marciniak, 2021).

Despite substantial investments in police reform across many countries, empirical evidence indicates that strengthening professionalism and integrity remains a persistent institutional challenge. Numerous studies report that organizational reforms frequently encounter implementation gaps because formal regulations, recruitment mechanisms, and bureaucratic procedures do not necessarily translate into behavioural improvements among police personnel (Ross et al., 2022; Negt & Haunschild, 2025; Farndale et al., 2023). Similar concerns are evident in Indonesia, where the Indonesian National Police has introduced competency-based human resource management, merit-oriented career systems, improved recruitment procedures, and enhanced educational programmes through its Human Resources Strategic Plan. Nevertheless, practical implementation continues to face considerable obstacles, including unequal training quality, limited evaluation of developmental outcomes, insufficient availability of qualified instructors, inconsistent ethical supervision, and varying organizational commitment across police institutions (Azzizah & Syahrul, 2024; An, 2024; Shet et al., 2021; Jarodi et al., 2024). These institutional realities indicate that administrative reform alone is insufficient to strengthen behavioural quality unless it is supported by continuous developmental interventions capable of shaping both professional competence and ethical responsibility.

Previous international studies have consistently acknowledged that individual dimensions of human resource development positively influence employee performance and organizational effectiveness. Training programmes have been shown to improve technical competence, adaptive decision making, and operational effectiveness, while ethical guidance strengthens accountability, organizational

commitment, and responsible behaviour (Owens & Ba, 2021; Grace & Uveges, 2022; Nguyen et al., 2023; Adel et al., 2024). Likewise, organizational culture, leadership quality, developmental feedback, and evidence-based human resource management have been identified as important determinants of sustainable organizational performance (Zhang et al., 2023; Udahemuka et al., 2024; Okon et al., 2024). However, the existing literature remains largely fragmented because most studies examine these developmental dimensions independently, focusing either on technical competence, ethical behaviour, leadership effectiveness, or organizational culture without simultaneously evaluating their relative contributions to both professionalism and integrity within policing institutions. Consequently, current empirical evidence provides only limited understanding of which human resource development strategies produce the greatest behavioural impact in law enforcement organizations, particularly within developing countries where institutional reforms continue to evolve.

Although previous studies have substantially advanced the understanding of human resource development within public organizations, several important theoretical and empirical limitations remain. First, the majority of existing studies investigate individual human resource development practices independently, emphasizing either training effectiveness, ethical leadership, organizational culture, or career development without integrating these dimensions into a comprehensive analytical framework (Farndale et al., 2023; Udahemuka et al., 2024; Zhang et al., 2023). Second, most empirical evidence evaluates organizational performance through general indicators such as employee productivity, job satisfaction, organizational commitment, or service quality, while comparatively limited attention has been devoted to examining professionalism and integrity as complementary behavioural outcomes within policing institutions (Jarodi et al., 2024; Marciniak, 2021; Okon et al., 2024). Third, studies focusing specifically on police organizations frequently concentrate on structural reforms, including recruitment systems, promotion policies, and institutional regulations, rather than empirically assessing whether developmental interventions such as continuous training and ethical guidance generate stronger behavioural outcomes than administrative mechanisms (Ross et al., 2022; Negt & Haunschild, 2025; O'Shea, 2023). Consequently, despite increasing scholarly attention to police reform, limited empirical evidence explains the relative effectiveness of different human resource development strategies in simultaneously strengthening professionalism and integrity.

This gap is particularly relevant in Indonesia, where institutional reforms increasingly emphasize competency-based human resource management while continuing to encounter implementation challenges across regional police organizations. Although the Indonesian National Police has introduced merit-oriented career development, competency-based education, and integrity strengthening programmes, empirical evaluations of their behavioural effectiveness remain relatively scarce (Azzizah & Syahrul, 2024; Jarodi et al., 2024). Existing research generally assumes that recruitment systems and career management automatically improve organizational performance; however, these assumptions have rarely been tested against developmental interventions such as structured training and ethical coaching. Furthermore, relatively few studies have quantitatively compared multiple dimensions of human resource development within a single explanatory model capable of identifying which developmental strategies exert the strongest influence on police professionalism and integrity. This limitation restricts both theoretical advancement and evidence-based policymaking because institutional reforms continue to rely primarily on administrative assumptions rather than measurable behavioural outcomes (MacLean & Titah, 2022; Shet et al., 2021; Kano & Hayashi, 2021).

From a theoretical perspective, this study extends the human resource development literature by conceptualizing professionalism and integrity as dynamic behavioural capacities cultivated through continuous organizational learning rather than static individual attributes acquired solely through recruitment or promotion. While previous studies acknowledge that training, ethical guidance, organizational culture, and leadership contribute to employee development (Cordner, 2023; Fischer et al., 2022; Zhang et al., 2023), empirical evidence explaining the comparative contribution of these developmental mechanisms within policing institutions remains limited. This study therefore integrates four strategic dimensions of human resource development, namely training and education, ethical guidance, career management, and recruitment systems, into a unified analytical framework that simultaneously explains two essential organizational outcomes, namely professionalism and integrity. Such an integrated perspective enables a more comprehensive understanding of behavioural development by distinguishing developmental interventions that actively shape professional conduct from structural mechanisms whose behavioural influence may be comparatively limited.

The novelty of this research lies in three principal contributions. First, unlike previous studies that predominantly examine isolated human resource practices, this study provides a comparative evaluation of multiple human resource development strategies within a single empirical model. Second, the study simultaneously investigates professionalism and integrity as complementary behavioural outcomes, thereby offering a more holistic explanation of police personnel development than studies focusing on either construct independently. Third, by generating empirical evidence from the Indonesian policing context, this research enriches the relatively limited international literature concerning behavioural human resource development in law enforcement institutions operating within developing countries. These contributions not only strengthen theoretical understanding regarding developmental human resource strategies but also provide practical insights for designing evidence-based personnel policies capable of enhancing institutional accountability, professional competence, ethical behaviour, and sustainable public trust.

Accordingly, this study aims to examine the influence of human resource development strategies on the professionalism and integrity of police personnel at the Takalar Police Department, South Sulawesi, Indonesia. Specifically, the study evaluates the relative contributions of training and education, ethical guidance, career management, and recruitment systems in shaping professional and ethical behaviour among police officers. The findings are expected to contribute to the advancement of human resource development theory by clarifying the behavioural mechanisms through which developmental interventions influence policing outcomes. Practically, the study provides empirical evidence that may assist policymakers and police administrators in prioritizing human resource development policies capable of strengthening professionalism, institutional integrity, organizational performance, and public confidence in law enforcement institutions.

METHODS

Research Design

This study employed a quantitative explanatory research design to investigate the influence of Human Resource Development (HRD) strategies on the professionalism and integrity of police personnel. An explanatory approach was selected because the study sought to examine the causal relationships between HRD strategies and two behavioral outcomes through hypothesis testing. Quantitative research provides an objective framework for measuring respondents' perceptions using standardized instruments and enables statistical evaluation of the relative contribution of each

HRD dimension to organizational. Consistent with this approach, the study focused on identifying how specific HRD strategies contribute to the development of professional competence and ethical behavior among police officers within a public law enforcement institution.

Research Setting

The research was conducted at the Takalar Police Department, Pattallassang District, Takalar Regency, South Sulawesi, Indonesia. The institution was purposively selected because it has continuously implemented several human resource development initiatives, including technical training, ethical guidance, competency development, and career management programs. These initiatives provide an appropriate organizational context for evaluating the effectiveness of HRD strategies in strengthening professionalism and integrity among police personnel. Furthermore, the availability of institutional documentation and administrative support facilitated comprehensive data collection throughout the research period.

Population and Sample

The target population comprised all active police personnel serving at the Takalar Police Department across various operational and administrative divisions, including the Sabhara Unit, Criminal Investigation Unit, Traffic Unit, Intelligence and Security Unit (Intelkam), and the Integrated Police Service Center (SPKT). Based on official personnel records, the population consisted of 180 active officers. To ensure proportional representation of each organizational unit, the study employed a proportional stratified random sampling technique. This probability sampling approach minimizes sampling bias while improving the representativeness of the sample across different functional divisions. The required sample size was determined using the Slovin formula with a 5% margin of error, resulting in 125 respondents who participated in the study.

Research Variables and Instrument

The study examined one independent construct, namely Human Resource Development Strategy, operationalized through four dimensions: training and education, ethical guidance, career management, and recruitment system. Two dependent variables were investigated, namely Professionalism and Integrity. Professionalism was measured using indicators reflecting technical competence, work discipline, responsibility, compliance with organizational procedures, and service communication. Integrity was assessed through indicators representing honesty, accountability, consistency of actions, adherence to organizational rules, and ethical responsibility. These indicators were translated into structured questionnaire items using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), where higher scores indicated stronger agreement with each statement. The questionnaire was developed based on the operational definitions of each construct to ensure conceptual consistency between theoretical variables and empirical measurement.

Data Collection Procedure

Primary data were collected using structured questionnaires distributed directly to respondents during the research period. Before the main survey was conducted, the instrument underwent a pilot test involving 20 police officers who were not included in the final sample. The pilot study aimed to evaluate item clarity, construct validity, and internal consistency before full-scale data collection. Revisions were made to several questionnaire items based on the pilot results to improve comprehensibility and measurement accuracy. In addition to primary data, secondary information was obtained from institutional documents, including personnel records, training reports, performance evaluation documents, and disciplinary records. These

documents were used to strengthen the contextual interpretation of the quantitative findings and provide supporting information regarding HRD implementation within the organization. Participation in the study was voluntary, and respondents were informed that all responses would remain anonymous and be used solely for academic research purposes.

Validity and Reliability Testing

Prior to hypothesis testing, the psychometric properties of the research instrument were evaluated to ensure measurement quality. Construct validity was assessed using the Pearson Product Moment correlation technique, where item-total correlation coefficients exceeding 0.30 were considered acceptable. Instrument reliability was evaluated using Cronbach's Alpha coefficient, with values greater than 0.70 indicating satisfactory internal consistency. The validity and reliability assessment confirmed that all questionnaire items were appropriate for measuring the intended constructs and produced consistent responses across respondents.

Data Analysis

The collected data were analyzed using IBM SPSS Statistics version 26. Data analysis was conducted in several sequential stages. First, descriptive statistical analysis was performed to summarize respondents' perceptions through measures of central tendency and dispersion, including means and standard deviations. Second, Pearson correlation analysis was conducted to examine the strength and direction of relationships among the study variables while providing preliminary evidence regarding potential multicollinearity. Finally, two multiple linear regression models were estimated separately to evaluate the influence of HRD strategies on professionalism and integrity. Partial effects of each predictor were assessed using the t-test, whereas the overall significance of each regression model was evaluated using the F-test. Model explanatory power was assessed using the coefficient of determination (R^2), and statistical significance was determined at a significance level of $p < 0.05$. This analytical procedure enabled comparison of the relative contribution of each HRD dimension to both behavioral outcomes and provided empirical evidence for testing the proposed research 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 Cronbach's 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

s	No. of Items	Min Item-Total Correlation	Max Item-Total Correlation	Cronbach's Alpha
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

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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

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

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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 $R^2 = 0.49$

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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 $R^2 = 0.47$

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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

Source: Authors' analysis based on survey data processed using IBM SPSS Statistics Version 26, 2025

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.

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

This study demonstrates that human resource development strategies contribute differently to the development of professionalism and integrity among police personnel. The findings indicate that training and education, together with ethical guidance, are the most influential determinants of both behavioral outcomes, highlighting the importance of continuous competency development and value-based learning in strengthening professional conduct and ethical responsibility. In contrast, career management exhibited only a modest contribution to professionalism, while the recruitment system did not significantly influence either professionalism or integrity, suggesting that structural human resource mechanisms alone are insufficient to produce meaningful behavioral improvements.

Theoretically, this study extends the human resource development literature by demonstrating that professionalism and integrity should be understood as dynamic behavioral outcomes cultivated through sustained developmental interventions rather than as products of recruitment or administrative career systems alone. Practically, the findings provide evidence for police organizations to prioritize evidence-based training, ethical coaching, and continuous professional development while improving the transparency and effectiveness of recruitment and career management policies. This study is limited by its cross-sectional design, reliance on self-reported perceptions, and focus on a single police institution, which may restrict the generalizability of the findings. Future research is encouraged to employ longitudinal or multi-institutional designs, incorporate objective performance indicators, and examine additional organizational factors such as leadership, organizational culture, job satisfaction, and organizational commitment to develop a more comprehensive understanding of professionalism and integrity within law enforcement institutions.

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