JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA

Kudus Police Personnel Performance in the Context of Cross-Functional Coordination: The Role of Training and Professional Competence

Kristiantoro
Faculty of Economy, Sultan Agung Islamic University of Semarang (UNISSULA), Semarang, E-Mail: Kristiantoro.std@unissula.ac.id

Abstract. *This study aims to investigate the relationship between training, professional competence, cross-functional coordination, and personnel performance in the police environment. The Explanatory Research method is used by applying the Partial Least Square (PLS) method to analyze the relationship between these variables. The population of this study consisted of 108 Temanggung Police personnel, and sampling used the census method. The results of the study indicate that good training implementation is positively related to increased personnel performance and professional competence. In addition, higher professional competence is also related to increased personnel performance. The findings also confirm that the influence of training and professional competence on personnel performance will be stronger if supported by strong cross-functional coordination. Conversely, if cross-functional coordination is weak, the influence of training and professional competence on personnel performance will be lower. The practical implications of this study highlight the importance of supporting training, competency development, and cross-functional coordination practices in improving personnel performance in the police environment.*

Keywords: *Competence; Police; Professional; Training.*

1. Introduction

Law Number 2 of 2002 concerning the Indonesian National Police outlines the role of the police as law enforcement officers who directly interact with the community, dealing with various phenomena. The law explains the function of the police as part of the state government in maintaining public order and security, enforcing the law, providing protection, patronage, and service to the community. Article 4 of the law emphasizes that the purpose of the police is to create domestic security, involving the maintenance of public order, law enforcement, protection, patronage, and service to the community, while upholding human rights.

Article 13 of the Law stipulates the main duties of the police, which include maintaining public order and security, law enforcement, and providing protection, care, and service to the community. Carrying out these duties is considered a major challenge for every member of the police, especially with the currents of globalization, democracy, free markets, technological advances, and demands for human rights.

The main requirement to achieve competitiveness and independence within the ranks of the Republic of Indonesia National Police is improving the performance of police members (Arif, 2021). Implementation of the performance of Polri members

based on the performance management system regulated by Article 5 of the Regulation of the National Police of the Republic of Indonesia Number 2 of 2018 concerning the performance assessment of members of the National Police of the Republic of Indonesia. This performance management system includes the stages of performance planning, performance monitoring, implementation of performance assessments, and performance evaluation.

The demands on the Indonesian National Police from the Indonesian people are increasing, who expect the implementation of the duties and functions of the police as maintainers of public security and order, law enforcers, protectors, guardians, and public servants to be carried out professionally, transparently, responsively, and accountably. In response to public expectations, the National Police has made various efforts to improve, organize, strengthen, and reform to become a professional police institution that is trusted by the public (Agustina et al., 2023).

The effort involves setting targets in the arrangement and change. In the period 2005-2009, Polri focused on building public trust (trust building). In the period 2010-2014, Polri attempted to build partnerships (partnership building). Meanwhile, in the period 2015-2025, Polri has a target to achieve excellence (strive for excellence).

In this context, the Indonesian National Police as the institution responsible for domestic security needs to prepare its personnel to anticipate dynamic developments. Changes in the attitudes and behavior of Indonesian National Police members are key to responding to demands for a democratic, transparent, accountable police force that prioritizes the supremacy of law and human rights (Gaussyah, 2012). This requires effective performance, especially for the Kudus Police as an integral part of the police force.

One important aspect in the professional preparation of police officers is the level of professional skills and competencies (Wulan et al., 2022). In the context of patrol, these competencies include various skills, such as processing official documents, using databases, radio communication, video recording during patrols, and providing emergency medical assistance.

The importance of developing patrol officers' competencies and skills also includes mastery of physical influence techniques, use of special tools, firearms, and driving skills in extreme conditions. Psychological influence on offenders and the ability to convince them to comply with legal requirements are also important focuses.

Education and training are essential needs in supporting competency improvement, and this must be managed effectively with proper coordination (Ramli et al., 2023). The purpose of education and training is to improve the performance of the apparatus in providing services to the community, with a focus on improving the quality of service according to established standards (Onyeador et al., 2021). Apparatus training activities are an effort to improve competence in order to produce optimal performance through the transfer of knowledge,

attitudes, and skills.

In addition, the National Police implements education and training strategies and creates creative innovations, such as the "traffic accident investigation door to door" policy, which shows a change in mindset from acting as a public servant. The National Police also prioritizes the role of authority in guarding, escorting, and patrolling the environment and community activities.

Meanwhile, in the Kudus Police, there are differences in interests and perspectives that cannot be avoided when individuals from various functions work together on a project, caused by differences in orientation in achieving goals, personal relationships, and external factors. In building cross-functional coordination, it is necessary to improve the leadership and skills of team members, and it is necessary to build a more interactive organizational culture to support innovative efforts. This needs to be improved to ensure that the performance of the Kudus Police HR can develop innovatively.

Cross-functional coordination involves harmonious cooperation and communication among various units or special functions within a police organization (Ayu, 2016). Policing is a multi-faceted endeavor, requiring smooth integration between departments, such as patrol, investigation, intelligence, community engagement, and administrative units. Effective cross-functional coordination is essential to optimize the overall performance of the police.

The performance of human resources of the Kudus Police is faced with a number of challenges, such as inefficiency, lack of effectiveness, lack of professionalism, and lack of human resources who have the competencies needed to carry out their duties properly. Another obstacle is the difficulty of getting additional personnel to fill the vacancies in accordance with the required competencies, considering the retirement, promotion, or transfer of personnel duties. Therefore, the Jepara Police seeks to improve the empowerment of existing personnel by developing their competencies, so that they can complete their tasks in accordance with the applicable SOP (standard operating procedures). Thus, this study will explore the model for improving human resource performance through improving the professional competencies and abilities of personnel at the Kudus Police.

2 . Research methods

This chapter describes the direction and method of conducting research, including the type of research, data sources, data collection methods, population and samples, variables and indicators, and analysis techniques.

This research was conducted to test the hypothesis with the intention of justifying or strengthening the hypothesis with the hope that it can ultimately strengthen the theory that is used as a basis. In relation to the above, the type of research used is "Explanatory research" or research that is explanatory in nature, meaning that this research emphasizes the relationship between research variables by testing the hypothesis, the description contains a description but the focus lies on the relationship between variables (Singarimbun, 1982).

JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA
Vol. 21 No. 1 January (2024)

3. Results and Discussion

Respondent Description Analysis

Research respondents this is the Kudus Police Personnel totaling 107 members. The research was conducted by distributing research questionnaires on April 6-15, 2024. The distribution of questionnaires used an online questionnaire (google form). The results of the distribution of research questionnaires obtained 107 questionnaires that were completely filled out and could be processed. The description of respondents can be presented according to their characteristics which are presented as follows:

1) Gender

A description of the picture of research respondents according to gender characteristics can be presented as follows:

Respondent Description Table Based on Gender

Gender	Frequency	Percentage
Man	72	67.3
Woman	35	32.7
Total	107	100.0

Source: Data processing results, 2024.

above shows that there are 72 male respondents (67.3%) and 35 female respondents (32.7%). The data shows that the number of men is greater than women. Male police officers tend to be considered physically stronger, so they enforce traffic rules firmly and effectively, especially when dealing with problems in the field. Female police officers are considered to have good and high empathy and good communication skills, making it easier to provide direct services to the community.

2) Age

Description of the respondent's profile research according to age characteristics can be presented as follows:

Respondent Description Table Based on Age

Age	Frequency	Percentage
21 - 30 years	27	25.2
31 - 40 years	34	31.8
41 - 50 years	29	27.1
51 - 60 years	17	15.9
Total	107	100.0

Source: Data processing results, 2024.

The data presented in Table 4.2 shows that the number of respondents aged 21-30 years was 27 respondents (25.2%), those aged 31-40 years were 34.

respondents (31.8%), aged 41-50 years as many as 29 respondents (27.1%), and there were 17 respondents (15.9%) aged 51-60 years. From the data above, it can be seen that the largest number of respondents are in the age range of 31-40 years. At that age, police officers generally have a lot of experience and expertise in law enforcement. The maturity of this age

makes personnel wiser in making decisions when on duty in the field.

3) Last education

A description of the picture of research respondents according to educational characteristics can be presented as follows:

Respondent Description Table Based on Last Education

last education	Frequency	Percentage
High School/Vocational School	48	44.9
Diploma	20	18.7
Bachelor	36	33.6
S2	3	2.8
Total	107	100.0

Source: Data processing results, 2024.

Based on Table 4.3 above, it can be seen that most respondents have a high school/vocational high school education, which is 48 respondents (44.9%). For respondents with a diploma degree, there are 20 respondents (18.7%), respondents with a bachelor's degree are 36 people (33.6%), and respondents with a master's degree are 3 people (2.8%). The findings above show that most respondents have a high school/vocational high school education background. At this level of education, traffic police members have the ability to carry out duties in accordance with agency policies. For example, in handling emergency situations that occur on the highway.

4) Length of work

A description of the picture of research respondents according to their length of service characteristics can be presented as follows:

Respondent Description Table Based on Length of Work

Length of work	Frequency	Percentage
0 - 10 years	55	51.4
11 - 20 years	28	26.2
21 - 30 years	18	16.8
> 30 years	6	5.6
Total	107	100.0

Source: Primary Data Processing Results, 2024.

In Table 4.4, it is known that most respondents who have worked for 0-10 years are 55 respondents (51.4%). Respondents with a work period of 11-20 years are 28 respondents (26.2%), a work period of 21-30 years are 18 respondents (16.8%), and respondents with a work period > 30 years are 6 respondents (5.6%). The work experience of police officers makes it easier for them to understand the law and law enforcement procedures.

In this section, descriptive analysis is conducted to obtain a picture of respondents' responses to the research variables. This analysis is conducted to obtain perceptions about respondents' tendencies to respond to the indicator items used to measure the variables and to determine the status of the variables studied at the research location.

The description of the variables is grouped into 3 categories, namely: low category, score =

1.00 - 2.33, medium category, score = 2.34 - 3.66 and high/good category, with a score of 3.67 - 5.00. The description of each research variable in detail can be described in the following section:

1. Training

Respondent response description in the form of descriptive statistics, the Training variable data can be presented as follows:

Descriptive Statistics Table of Training Variables

Variables and indicators	Mean	Standard Deviation
Training	3.90	
5. Interest in the methods used	3.89	0.86
6. Harmonization with the sustainability of field activities	3.87	0.80
7. Adequate practice room facilities	3.95	0.73
8. Compliance with training participants' time	3.88	0.79

shows that the overall mean value of the Training variable data is 3.90, which is in the high/good category range (3.67 – 5.00). This means that the respondents have high Training. The results of the data description on the Training variable were obtained with the highest mean value being the indicator of Adequate practice room facilities (3.95) and the lowest indicator of Harmonization with the sustainability of field activities (3.87).

2. Professional Competence

Respondent response description in the form of descriptive statistics, the Professional Competence variable data can be presented as follows:

Descriptive Statistics Table of Professional Competence Variables

Variables and indicators	Mean	Standard Deviation
Professional Competence	3.77	
7. Knowledge	3.84	0.75
8. Skills	3.72	0.77
9. Self-concept	3.81	0.79
10. Values	3.72	0.75
11.Characteristics personal	3.73	0.76
12.Motif	3.78	0.74

In the overall professional competence variable, the mean value obtained was 3.77, which is in the high/good category (3.67 – 5.00). This means that respondents have a high perception of professional competence. The results of the data description on the professional competence variable with the highest mean value are the Knowledge indicator (3.84). There are two indicators with the lowest scores, namely the Skills and Values indicators, each with a score of (3.72).

3. Cross-functional coordination

Respondent response description in the form of descriptive statistics, the cross-functional

coordination variable data can be presented as follows:

Descriptive Statistics Table of Cross-Functional Coordination Variables

Variables and indicators	Mean	Standard Deviation
Cross-functional coordination	3.77	
1) relationship with other units	3.68	0.90
2) build good communication with sub units	3.82	1.01
3) helping each other (taawudz)	3.80	1.00

In the overall cross-functional coordination variable, the mean value obtained was 3.77, which is in the high/good category range (3.67 – 5.00). This means that respondents have a high/good level of cross-functional coordination. The results of data descriptions on the cross-functional coordination variable obtained with the highest mean value being the indicator of building good communication with sub-units (3.82) and the lowest being the indicator of relationships with other units (3.68).

4. Personnel Performance

Respondent response description in the form of descriptive statistics, the Personnel Performance variable data can be presented as follows:

Descriptive Statistics Table of Personnel Performance Variables

Variables and indicators	Mean	Standard Deviation
Personnel Performance	3.78	
1) leadership	3.64	1.02
2) social networks	3.79	0.96
3) communication	3.72	0.98
4) emotional control	3.94	1.01
5) integrity	3.64	1.01
6) creativity	3.84	0.92
7) independence	3.71	0.98
8) administrative processing	3.95	1.02

In the overall Personnel Performance variable, the mean value obtained was 3.78, located in the high/good category range (3.67 - 5.00). This means that respondents have a high perception of Personnel Performance. The results of the data description on Personnel Performance obtained with the highest mean value being the administrative processing indicator (3.95). There are two indicators with the lowest scores, namely the leadership and integrity indicators, each with a score of (3.64).

Evaluation of Measurement Model (Outer Model)

In this study, data analysis was carried out using a simultaneous model with the PLS approach, the basic evaluation carried out was

evaluation of the measurement model (outer model) with the aim of determining the validity and reliability of the indicators that measure latent variables. Validity criteria are measured

by convergent and discriminant validity, while construct reliability criteria are measured by composite reliability, Average Variance Extracted (AVE), and Cronbach Alpha.

Convergent Validity

Evaluation of the latent variable measurement model with reflective indicators is analyzed by looking at the convergent validity of each indicator. Convergent validity testing in PLS can be seen from the magnitude of the outer loading of each indicator on its latent variable. According to Ghozali (2011) an Outer loading value above 0.70 is highly recommended.

1) Evaluation of Convergent Validity of Cross-Functional Coordination Variables

In this study, the measurement of the Cross-functional Coordination variable (Z) is reflected through three indicators, namely: relationships with other units (Z-1), building good communication with other sub-units (Z-2), and helping each other (taawudz) (Z-3). Evaluation of the outer model or measurement model can be seen from the outer loading value of each indicator of the Cross-functional Coordination variable as follows:

Outer Loading Calculation Results Table Cross-functional Coordination Construct

Indicator	*Outer loading*
Z_1 <- Cross_Functional Coordination	0.869
Z_2 <- Cross_Functional Coordination	0.840
Z_3 <- Cross_Functional Coordination	0.909

In the table above you can seeIt is known that the loading factor for the indicator Relationship with other units is 0.869, Building good communication with other sub-units is 0.840, and Helping each other (taawudz) is 0.909. The test results indicate that all loading factor values for the Cross-functional Coordination indicator have values greater than the critical limit of 0.700. Thus, the Cross-functional Coordination variable (Z) can be formed or explained well or can be said to be convergently valid by the indicators Relationship with other units, Building good communication with other sub-units, Helping each other (taawudz), Based on the results of the convergent validity test on each variable, it can be concluded that all indicators are declared valid, so they can be used to explain the variables in this study. Discriminant Validity

Discriminant validity namely a measure that shows that the latent variable is different from other constructs or variables in theory and is proven empirically through statistical testing. Discriminant validity is measured by the Fornell Lacker Criterion, HTMT, and Cross loading. The test results on each variable can be explained as follows:

1. Fornell Lacker Criterion Test Results

Validity testing using the Fornell-Larcker Criterion is done by looking at the root value of the Average Variance Extract (AVE) compared to the correlation between constructs with other constructs. This test is fulfilled if the root of the AVE is greater than the correlation between variables.

JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA
Vol. 21 No. 1 January (2024)

Table of Discriminant Validity Test Values with Fornell-Larcker Criterion Criteria

	Personnel Performance	Professional Competence	Cross-Functional Coordination	Training
Personnel Performance	**0.855**			
Professional Competence	0.423	**0.823**		
Cross-Functional Coordination	0.819	0.351	**0.873**	
Training	0.773	0.411	0.813	**0.827**

Note: The values in bold are the AVE root values.

information is obtained that the AVE root value is higher than the correlation value between other constructs. This result indicates that the constructs in the estimated model have met the criteria for high discriminant validity, meaning that the results of the data analysis can be accepted because the values that describe the relationship between constructs develop. This can mean that all constructs have good discriminant validity. Thus, the research instrument used to measure all constructs or latent variables in this study has met the criteria for discriminant validity.

2. Heterotrait-Monotrait Ratio (HTMT) Test Results

Validity testing using the Heterotrait-monotrait ratio (HTMT) criteria is carried out by looking at the HTMT matrix. The accepted HTMT criteria are below 0.9 which indicates that the evaluation of discriminant validity is accepted.

Table of Discriminant Validity Test Values with Heterotrait-monotrait ratio (HTMT) criteria

	Personnel Performance	Professional Competence	Coordination cross-functional	Training	Coordination cross Function x Professional Competence	Coordination cross Function x Training
Personnel Performance						
Professional Competence	0.446					
Cross-Functional Coordination	0.556	0.396				
Training	0.855	0.463	0.869			
Cross-coordination Function x Professional Competence	0.421	0.518	0.583	0.489		
Cross-Functional Coordination x Training	0.641	0.449	0.669	0.603	0.522	

Source: Processed primary data (2024)

shows that the values in the HTMT matrix are not more than 0.9. This means that the model shows that the evaluation of discriminant validity is acceptable. From the results of the discriminant validity test, it can be seen that the HTMT test requirements have been met so that all constructs in the estimated model meet the criteria for good discriminant validity,

meaning that the results of the data analysis can be accepted.

3. *Cross Loading*

The results of the analysis regarding the correlation of the construct with its own indicators or the correlation of the construct with other indicators can be presented in the cross loading table section.

Table of Correlation Values of Constructs with Indicators (Cross Loading)

	Personnel Performance	Professional Competence	Cross-Functional Coordination	Training
X1_1	0.544	0.284	0.656	**0.834**
X1_2	0.667	0.279	0.781	**0.814**
X1_3	0.624	0.384	0.631	**0.814**
X1_4	0.700	0.396	0.682	**0.844**
Y1_1	0.379	**0.753**	0.322	0.354
Y1_2	0.374	**0.880**	0.303	0.363
Y1_3	0.445	**0.772**	0.350	0.311
Y1_4	0.298	**0.863**	0.252	0.323
Y1_5	0.311	**0.895**	0.257	0.355
Y1_6	0.232	**0.759**	0.216	0.311
Y2_1	**0.881**	0.346	0.739	0.680
Y2_2	**0.851**	0.388	0.736	0.703
Y2_3	**0.842**	0.315	0.639	0.611
Y2_4	**0.852**	0.341	0.676	0.664
Y2_5	**0.873**	0.321	0.735	0.672
Y2_6	**0.816**	0.456	0.715	0.657
Y2_7	**0.854**	0.338	0.650	0.623
Y2_8	**0.869**	0.381	0.698	0.667
Z_1	0.713	0.302	**0.869**	0.682
Z_2	0.663	0.316	**0.840**	0.727
Z_3	0.766	0.304	**0.909**	0.772

Discriminant validity testing in this way is said to be valid if the correlation value of the construct with its own indicator is greater than with other constructs and all correlation values of the construct with its own indicator and other constructs show positive values. From the results of data processing presented in the cross loading table, it can be seen that these requirements have been met so that all constructs in the estimated model meet the criteria for good discriminant validity, meaning that the results of data analysis can be accepted.

Reliability Test Reliability measurement can be done using 3 (three) methods, namely:

a. *Composite Reliability*.

Composite Reliability shows the degree that indicates common latent (unobserved), so that it can show the block indicator that measures the internal consistency of the construct

forming indicators, the accepted limit value for the Composite reliability level is 0.7 (Ghozali & Latan, 2015)

b. *Average Variance Extracted* (AVE)

If the AVE value > 0.5 then the indicator used in the study is reliable, and can be used for research. It is better if the AVE measurement value is greater than 0.50 (Ghozali & Latan, 2015).

c. Cronbach's alpha

If the Cronbach alpha value > 0.70 then the construct can be said to have good reliability.

The results of composite reliability, Cronbach's Alpha, and AVE between constructs and their indicators can be seen in the following table:

Reliability Test Results

	Cronbach's alpha	***Composite reliability (rhoc)***	***Average variance extracted (AVE)***
Personnel Performance	0.947	0.956	0.731
Professional Competence	0.903	0.926	0.677
Cross-Functional Coordination	0.844	0.906	0.763
Training	0.846	0.896	0.683

Source: Processed primary data (2024)

shows the results of the reliability test of each construct can be said to be good. This is evidenced by the AVE value of each construct > 0.5, the composite reliability and cronbach alpha values of each construct > 0.7. Referring to Chin's opinion in Ghozali (2011) then the results of the composite reliability of each construct can be used in the analysis process to show whether or not there is a relationship in each construct, because the results obtained have a value > 0.70, from the results above all variables have a composite reliability value > 0.7 meaning that they have a good reliability value and can be used for further research processes. Reliable shows that the indicators used in real research are in accordance with the real conditions of the object being studied.

Based on the results of the evaluation of convergent validity and discriminant validity as well as variable reliability, it can be concluded that the indicators as measures of each variable are valid and reliable measures.

Goodness of fit evaluation

PLS analysis is a variance-based SEM analysis aimed at testing model theories that focus on predictive studies. Several measures to state the acceptance of the proposed model include R square and Q square (Hair et al., 2019).

a. R square

R square shows the magnitude of the variation of endogenous variables that can be explained

by other exogenous or endogenous variables in the model. The interpretation of R square according to Chin (1998) quoted (Abdillah, W., & Hartono, 2015) is 0.19 (low influence), 0.33 (moderate influence), and 0.67 (high influence). The following results of the determination coefficient (R2) of the endogenous variables are presented in the following table

R-Square Value Table

	R-square	R-square adjusted
Personnel Performance	0.735	0.722
Professional Competence	0.169	0.161

The coefficient of determination (R-square) obtained from the model is 0.735, meaning that the Personnel Performance variable can be explained 73.5% by the Professional Competence, Training, and Cross-functional Coordination variables. While the remaining 26.5% is influenced by other variables outside the study. The R square value (0.735) is in the range of 0.67 - 1.00, meaning that the Professional Competence, Training, and Cross-functional Coordination variables have an influence on the Personnel Performance variable in the high category.

The R square value of Professional Competence is 0.169, meaning that Professional Competence can be explained 16.9% by the variables of Personnel Performance, Training, and Cross-functional Coordination, while the remaining 83.1% is influenced by other variables outside the study. The R square value (0.151) is in the range of 0.00 - 0.19, meaning that the variables of Personnel Performance, Training, and Cross-functional Coordination have an influence on the variable of Professional Competence in the low category.

b. Q square

Q-Square (Q2) describes the measure of prediction accuracy, namely how well each change in exogenous/endogenous variables is able to predict endogenous variables. Q-Square predictive relevance for structural models is a measure of how well the observation values are generated by the model and also its parameter estimates. Size. Q square above 0 indicates that the model has good predictive relevance or model prediction suitability. The criteria for the strength of the model are measured based on Q-Square Predictive Relevance (Q2) according to Ghozali & Latan (2015, p. 80) as follows: 0.35 (strong model), 0.15 (moderate model), and 0.02 (weak model).

The results of the Q-Square value calculation for the structural model of this study are as follows:

Q-square Value Table

	SSO	SSE	Q^2 (=1-SSE/SSO)
Personnel Performance	856,000	409,358	0.522
Professional Competence	642,000	575,479	0.104

JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA
Vol. 21 No. 1 January (2024)

Cross-Functional Coordination	321,000	321,000	0.000
Training	428,000	428,000	0.000

The Q-square (Q2) value for the Police Personnel Performance variable is 0.522, indicating a Q square value > 0.35, so it can be said that the model has high predictive relevance. This means that the estimated parameter value produced by the model is in accordance with the observation value or the structural model is stated to fit the data or has good suitability.

Structural Model Evaluation (Inner Model)

Structural model testing (inner model) is to see the relationship between latent constructs by looking at the results of the path parameter coefficient estimation and its significance level (Ghozali, 2011). This procedure is carried out as a step in testing the proposed research hypothesis. The test obtained the output results from the loading factor construct structure model which will explain the influence of the Police Personnel Performance construct, Intellectual Stimulation Leadership Style on Precision Work Culture.

In this case, data processing is used using the Smart PLS v4.0 software tool. The results of the data processing are shown in the following image:

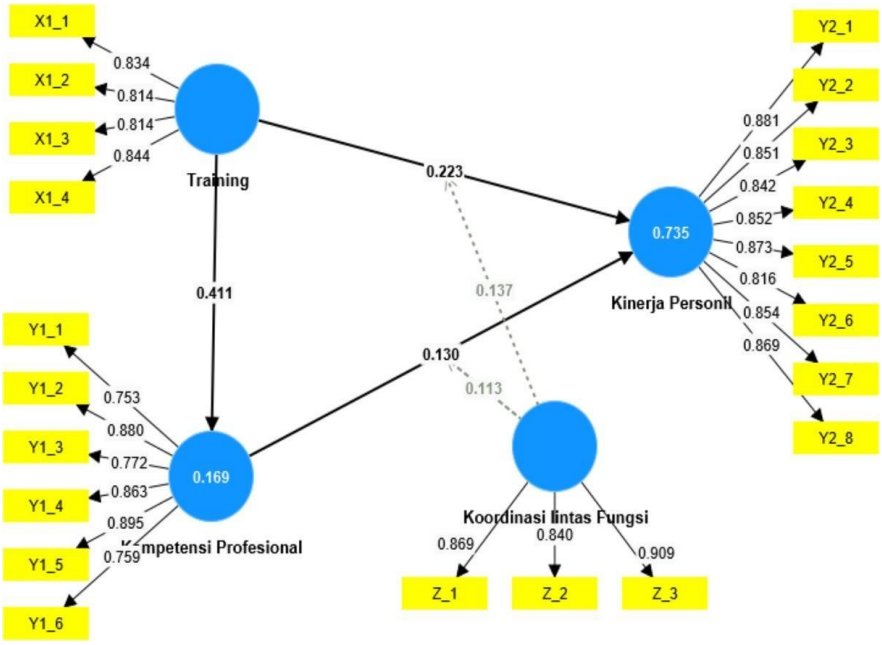

Figure Full SEM-PLS Model

Source: Primary data processing with Smart PLS (2024)

Multicollinearity Test

Before conducting a hypothesis test, a multicollinearity test needs to be conducted. Multicollinearity is a condition where there is a correlation between independent variables

JRBI
JURNAL RISET BISNIS INDONESIA
ISSN: 0216-2190
MAGISTER MANAJEMEN-UNISSULA
Vol. 21 No. 1 January (2024)

or between independent variables that are not mutually independent. The multicollinearity test can be done by looking at the Collinearity. Statistics (VIF) value on the inner VIF Values. If the inner VIF <5 indicates no multicollinearity (Hair et al., 2019).

Multicollinearity Test Results Table

Relationship between variables	VIF
Professional Competence -> Personnel Performance	1,477
Cross-Functional Coordination -> Personnel Performance	3.946
Training -> Personnel Performance	3.473
Training -> Professional Competence	1,000
Cross-Functional Coordination x Professional Competence -> Personnel Performance	1,733
Cross-Functional Coordination x Training -> Personnel Performance	1,828

Based on the results above, it can be seen that the VIF values of all variables are below 5. This means that there is no multicollinearity problem in the model formed.

Analysis of Influence between Variables

Hypothesis testing of the research is carried out to determine whether a hypothesis is accepted or not by comparing t count with t table with the condition that if t count > t table, then the hypothesis is accepted. The critical value used when the sample size is greater than 30 and two-tailed testing is 1.65 for a significance level of 10%, 1.96 for a significance level of 5% and 2.57 for a significance level of 1% (Marliana, 2019). In this case, to test the hypothesis, a significance level of 5% is used where the t table value is 1.96 (Ghozali & Latan, 2015). The results of testing the influence of each variable in this study can be presented in the following table:

Path Coefficients Table

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Professional Competence -> Personnel Performance	0.130	0.130	0.065	2.013	0.044
Cross-Functional Coordination -> Personnel Performance	0.552	0.554	0.108	5.110	0.000
Training -> Personnel Performance	0.223	0.222	0.099	2.264	0.024
Training -> Professional Competence	0.411	0.416	0.091	4,520	0.000
Cross-Functional Coordination x Professional Competence -> Personnel Performance	0.113	0.113	0.054	2.110	0.035
Cross-Functional Coordination x Training -> Personnel Performance	0.137	0.140	0.054	2,518	0.012

Source: Primary data processing with Smart PLS 4.1.0 (2024)

Decisions are made based on the calculated statistical test values and previously determined

significance levels. Hypothesis testing is done by comparing the predetermined t table with the calculated t resulting from the PLS calculation. Based on the table of data processing results above, it can be seen in the testing of each hypothesis that has been proposed, namely:

1. Hypothesis Testing 1:

H1: The better the implementation of personnel training, the better the personnel performance will be.

In testing hypothesis 1, the original sample estimate value was obtained at 0.223. This value proves that Training has a positive effect on Personnel Performance, the results of which are also strengthened by the results of the t-test which obtained a calculated t value (2.264) > t table (1.96) and p (0.024) < 0.05, so it can be said that there is a positive and significant effect of Training on Personnel Performance. Thus, the first hypothesis stating that 'The better the implementation of personnel training, the better the personnel performance' can be accepted.

2. Hypothesis Testing 2:

H2: The better the implementation of personnel training, the better the professional competence will be.

In testing hypothesis 2, the original sample estimate value was obtained at 0.411. This value proves that Training has a positive effect on professional competence, the results of which are also strengthened by the results of the t-test which obtained a calculated t value (4.520) > t table (1.96) and p (0.000) < 0.05, so it can be said that there is a positive and significant effect of Training on employee engagement. Thus, the second hypothesis which states that 'The better the implementation of personnel training, the better the professional competence' can be accepted.

3. Hypothesis Testing 3:

H3: The better the professional competence, the better the personnel performance.

In testing hypothesis 3, the original sample estimate value is obtained at 0.130. This value proves that professional competence has a positive effect on personnel performance, the results of which are also strengthened by the results of the t-test which obtained a calculated t value (2.013) > t table (1.96) and p (0.044) < 0.05, so it can be said that there is a positive and significant effect of professional competence on personnel performance. Thus, the third hypothesis which states that 'The better the professional competence, the better the personnel performance' can be accepted.

4. Hypothesis Testing 4:

H4: The influence of training on personnel performance will be stronger if there is strong cross-functional coordination. Conversely, training on personnel performance will be weaker if there is weak cross-functional coordination.

In testing hypothesis 4, the original sample estimate value for the moderation variable (Cross-Function Coordination x Training) was obtained at 0.137. This value proves that the

moderator variable Cross-Function Coordination is able to strengthen the influence of Training on personnel performance. This is proven by the results of the t-test obtained t count (2.518) > t table (1.96) and p (0.012) < 0.05, so it can be said that good Cross-Function Coordination is able to strengthen the influence of Training on personnel performance. Thus the fourth hypothesis can be accepted.

5. Hypothesis Testing 5:

H5: The influence of professional competence on personnel performance will be stronger if there is strong cross-functional coordination. Conversely, professional competence on personnel performance will be weaker if there is weak cross-functional coordination.

In testing hypothesis 5, the original sample estimate value for the moderation variable (Cross-Function Coordination x Employee Engagement) was obtained at 0.113. This value proves that the moderator variable Cross-Function Coordination is able to strengthen the influence of professional competence on personnel performance. This is proven by the results of the t-test which obtained a calculated t value (2.110) > t table (1.96) and p (0.035) < 0.05, so that it can

It is said that good cross-functional coordination can strengthen the influence of training on personnel performance. Thus, the fifth hypothesis can be accepted. testing each hypothesis that has been proposed, namely:

1. The better the implementation of personnel training, the better the personnel performance will be.

Measurement of training variables reflected through four indicators, namely: leaders can create a stimulating environment to question assumptions; promote different perspectives; encourage new thinking; and propose new ways of looking at problems has been proven to be able to improve professional competence variables indicated by knowledge; skills; self-concept; values; personal characteristics; and motives.

The results of this study support previous research which shows that there is a positive relationship between training and employee performance (Laing, 2021; Nguyen & Duong, 2020; Niati et al., 2021; Onyango & Wanyoike, 2014).

2. The better the implementation of personnel training, the better the professional competence will be.

Evaluation of training variables is carried out through four main indicators: the leader's ability to create a conducive environment to review existing assumptions; encourage a variety of perspectives; stimulate innovative thinking; and introduce new ways of looking at a problem. These four indicators have proven effective in improving personnel performance, which is assessed through the following eight indicators: leadership skills; social network formation; communication skills; emotional control; integrity; creativity; independence; and administrative processing skills.

Based on data analysis, the indicator of the training variable with the highest loading value is the adjustment of the training schedule to the availability of participants. Meanwhile, in the

personnel performance variable, the indicator with the highest loading value is leadership. These results indicate that good adjustment of the training schedule has a significant effect on improving the quality of participant leadership. This indicates that when training is aligned with the right time for participants, it can significantly strengthen their leadership character.

On the other hand, the indicator of the training variable with the lowest loading value is the sustainability of field activities and the availability of adequate practice room facilities. For the personnel performance variable, the indicator with the lowest loading value is creativity. This finding indicates that the sustainability of field activities and the provision of adequate facilities contribute to increasing personnel creativity. The availability of adequate facilities and ongoing activities provide space for personnel to experiment and apply new ideas, which ultimately increases their creativity.

From the results of this analysis, several strategic steps that can be taken are to ensure a flexible training schedule and in accordance with the availability of participants to maximize the positive influence on leadership development. Then, improve the quality and availability of facilities and ensure the sustainability of the program to support the development of creativity and innovation in the long term.

These results confirm previous research, namely Research (Napitupulu, 2020; Ramli et al., 2023) which shows a significant relationship between Education and Training and Competence.

3. The better the professional competence, the better the personnel performance.

Professional competence is measured using six indicators that include: knowledge, skills, self-concept, values, personal characteristics, and motives. It was found that professional competence significantly supports the improvement of personnel performance, which is measured through eight indicators, namely leadership, social networks, communication, emotional control, integrity, creativity, independence, and administrative processing capabilities.

The analysis shows that among the professional competence indicators, personal characteristics have the highest loading value. This indicates that personal traits such as self-confidence, work ethics, and great responsibility affect the leadership ability of personnel. This means that personal characteristics such as initiative, honesty, and perseverance directly improve leadership quality, which includes the ability to lead a team, make effective decisions, and motivate coworkers.

The results of this study support the results of previous research which stated that the higher the individual's professional competence, the higher the HR performance (Basori Alwi et al., 2021; Bondarenko et al., 2023; Kristianty Wardany, 2020; Nabela Selvi, Fitria Happy, 2021).

4. The influence of training on personnel performance will be stronger if there is strong cross-functional coordination.

The results of the study prove that the moderator variable of cross-functional coordination is able to strengthen the influence of training on personnel performance, which means that good cross-functional coordination is able to strengthen the influence of training on

personnel performance.

Thus, it can be concluded that good coordination between functions in an organization strengthens the impact of training on personnel performance. Cross-functional coordination is measured through three indicators, namely: relationships with other units, building good communication with other sub-units, and helping each other or taawudz. The indicator of helping each other (taawudz) has the highest loading value, indicating that the practice of helping each other between units in the organization is very important in strengthening the effectiveness of training. This indicates that when there is good synergy and cooperation between units, the effect of training on improving performance becomes more pronounced. The involvement and mutual support between employees from various departments helps in the implementation of new practices taught in training sessions, as well as in overcoming various operational challenges that may arise.

On the contrary, the indicator with the lowest loading value is building good communication with other sub-units. This result shows that good communication alone is not necessarily as effective as the practice of helping each other in the context of cross-functional coordination. There is a need for more

5. The influence of professional competence on personnel performance will be stronger if there is strong cross-functional coordination.

The moderator variable Cross-Functional Coordination has the ability to increase the impact of Professional Competence on personnel performance. This means that when Cross-Functional Coordination runs well, the impact of training on personnel performance becomes stronger. Professional Competence includes all skills, knowledge, and abilities possessed by personnel to carry out their tasks effectively. Meanwhile, Personnel Performance measures how effective, efficient, and productive personnel are in carrying out their work. The Cross-Functional Coordination variable describes how departments or units within an organization collaborate synergistically to achieve common goals, through good communication, collaboration, and support between units.

The influence of Professional Competence on Personnel Performance will be stronger when there is strong cross-functional coordination within the organization. This means that the abilities, knowledge, and skills possessed by personnel will have a more significant impact on their performance when cooperation and coordination between units and departments within the organization are running well. Thus, when Professional Competence is combined with strong cross-functional coordination, it creates a more productive work environment and enables personnel performance to reach a higher level. This means that investment in the development of professional competence can provide more optimal results when supported by a well-organized work system and effective coordination throughout the organization.

4. Conclusion

The results of this study provide answers to the previously formulated research questions, namely how to improve the performance of human resources of Kudus Police members

through training and development of professional competencies by considering the influence of cross-functional coordination effects. These findings can be concluded as follows: 1. Human resource (HR) performance in the Police can be formed or improved through the development of professional competencies related to police duties, which are the result of effective training. The statement states that the performance of human resources (HR) in the Police can be improved through the development of professional competencies related to police duties, which are the result of effective training. This emphasizes the importance of investing in relevant and effective training as a way to improve the performance of police officers in carrying out their duties better. 2. Effective coordination between various functions can increase the impact of training programs on personnel performance. This indicates that when various parts of the organization work synergistically and support each other, the training provided will be more effective in influencing the performance of individuals within it. In other words, good cooperation between organizational functions increases the likelihood that training will provide greater benefits in improving the skills, knowledge, and overall performance of personnel. Good coordination between units and departments within the organization, as found in the Kudus Police, increases the effectiveness of Professional Competence in influencing personnel performance.

5. References

Agustina, S., Andika Darma, W., Fajar, V. F., Maulana, D., Fachrie, M., & Putra,

Anis, R., Made, I., Dirgantara, B., & Harsasi, M. (2022). Pengaruh Kecerdasan Emosional dan Lingkungan Kerja Terhadap Kinerja Anggota Kepolisiandengan Mediasi Komitmen Organisasi. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *3*, 1011–1022. http://jurnaledukasia.org

Arif, M. (2021). Tugas dan fungsi kepolisian dalam perannya sebagai penegak hukum menurut Undang-Undang Nomor 2 Tahun 2002 tentang kepolisian. *Al-Adl: Jurnal Hukum*, *13*(1), 91–101.

Ayu, R. C. (2016). *PENINGKATAN KINERJA SUMBER DAYA MANUSIA MELALUI KEMAMPUAN INDIVIDU DAN KOMPETENSI PROFESI DENGAN PENGARUH EFEK MODERASI KOORDINASI LINTAS*

Basori Alwi, I., Machali Pengaruh Kompetensi Profesional terhadap Kinerja Guru melalui Variabel Kontrol Etos Kerja di SMK Daarul Abroor Tasikmalaya, I., & Machali UIN Sunan Kalijaga Yogyakarta, I. (2021). Pengaruh Kompetensi Profesional terhadap Kinerja Guru melalui Variabel Kontrol Etos Kerja di SMK Daarul Abroor Tasikmalaya. *Jurnal Pendidikan Madrasah*, *6*(2).

Bendoly, E., Bharadwaj, A., & Bharadwaj, S. (2012). Complementary drivers of new product development performance: Cross-functional coordination, information system capability, and intelligence quality. *Production and Operations Management*, *21*(4), 653–667. https://doi.org/10.1111/j.1937- 5956.2011.01299.x

Bondarenko, V., Okhrimenko, I., Yevdokimova, O., Sydorchuk, N., Dzhezhyk, O.,Boichuk, I., Kalashnik, N., Kozlovets, M., Slyusar, V., Pavlenko, V., Biruk, N., Verbovskyi, I., &

Bloshchynskyi, I. (2023). Professional Skills and Competencies of the Future Police Officers. *International Journal of AppliedExercise Physiology Www.Ijaep.Com*, *9*(5). www.ijaep.com

Empat.

Fardaniah Abdul Aziz, S., & Ahmad, S. (2011). Stimulating training motivation using the right training characteristic. *Industrial and Commercial Training*, *43*(1), 53–61. https://doi.org/10.1108/00197851111098171

Foerstl, K., Hartmann, E., Wynstra, F., & Moser, R. (2013). Cross-functional integration and functional coordination in purchasing and supply management: Antecedents and effects on purchasing and firm performance. *International Journal of Operations and Production Management*, *33*(6),689–721. https://doi.org/10.1108/IJOPM-09-2011-0349

FUNGSI. . Unissula Semarang.

Gaussyah, M. (2012). Revitalisasi Fungsi SDM Polri dan Anggaran Polri menuju Profesionalime. *Kanun Jurnal Ilmu Hukum*, *14*(3), 361–375.

Handoko, T. H. (2012). *Manajemen Personalia dan Sumber Daya Manusia*. BPFE.

HARBOURS AUTHORITY. In *© International Research Journal Publishers*

Hasibuan, M. S. P. (2014). *Manajemen : Dasar, Pengertian, dan Masalah* (revisi).

Hidayani, S. (2016). Manajemen Sumber Daya Manusia. *Manajemen Sumber DayaManusia*, *2008*(Apr-2016), 1–86.

https://ejurnlaunma.ac.id/index.php/madinasika

Indah, O. :, Utami, H., Hasanah, A., Tarbiyah, F., Keguruan, I., Sunan, U., & Yogyakarta, K. (2018). *KOMPETENSI PROFESIONAL GURU DALAM PENERAPAN PEMBELAJARAN TEMATIK DI SD NEGERI MAGUWOHARJO 1 YOGYAKARTA*. *2*(2), 121–139.

Kadarisman, M. (2012). *ManajemenPengembangan Sumber Daya Manusia*.

Kristianty Wardany, D. (2020). *KONTRIBUSI KEPEMIMPINAN DANKOMPETENSI PROFESIONAL TERHADAP KINERJA GURU*. *1*(2), 73–82.

Laing, I. F. (2021). THE IMPACT OF TRAINING AND DEVELOPMENT ON WORKER PERFORMANCE AND PRODUCTIVITY IN PUBLIC SECTORORGANIZATIONS: A CASE STUDY OF GHANA PORTS AND

Li, S., Wang, K., Huo, B., Zhao, X., & Cui, X. (2022). The impact of cross-functional coordination on customer coordination and operational performance: an information processing view. *Industrial Management and Data Systems*, *122*(1), 167–193. https://doi.org/10.1108/IMDS-04-2021-0265 Mathis, R.,& John H. Jackson. (2012). *Manajemen Sumber Daya Manusia. ,* (immy Sadeli & Bayu. Prawira Hie, Eds.; 1st ed., Vol. 1). alemba

Nabela Selvi, Fitria Happy, N. (2021). Pengaruh Kompetensi Profesional danMotivasi Kerja Guru Terhadap Kinerja Guru. *Jurnal Pendidikan*, *2*(1), 12–16. Napitupulu, R. H. M.

(2020). The Relationship Between Education, Training, andCivil Servant Lecturers Competency. *Journal of Business Management*

Nguyen, C., & Duong, A. (2020). The Impact of Training and Development, Job Satisfaction and Job Performance on Young Employee Retention. *International Journal of Future Generation Communication and Networking*,*13*(3), 373–386.

Niati, D. R., Siregar, Z. M. E., & Prayoga, Y. (2021). The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(2), 2385–2393. https://doi.org/10.33258/birci.v4i2.1940

Norman, C. (1971). Education & training. *Education + Training*, *13*(12), 397. https://doi.org/10.1108/eb016254