An evaluation of the Petty Officer Training program of the Republic of Indonesia police using the Kirkpatrick model

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ARTICLE INFO

ABSTRACT

This study aims to evaluate the Petty Officer Training Program Noken to determine the program's success based on predetermined character values. The program evaluation uses Kirkpatrick's evaluation model with four levels: reaction, learning, behavior, and result. The data were obtained using a questionnaire, observations, interviews, and documentation and analyzed using quantitative and qualitative descriptive techniques. Before the questionnaire and observation sheets were used, their readability was tested to the Super Team for the National Identity formed by the Republic of Indonesia Police Headquarters and experts in psychology and educational evaluation. The results of the instrument readability test showed excellent results, with a score of 4.8 on a scale of 1-5. However, some revisions were needed, especially for the instruments for policymakers and management. The results of the evaluation of the two groups show that for the assessment at level 1: reaction, the participants' reaction to the organizing committee and resource persons is very high, and there is just a need to pay attention to the availability of facilities. At level 2: learning, the achievement of key competencies is very significant in its assessment. At level 3: behavior, there are behavioral changes including diligence in doing worship, discipline in attending classes, neat and clean clothes, working in groups, communicating well, and accuracy and speed in completing daily tasks. At level 4: result, the level of achievement of character values is very significant. The effect of conditioning and the teaching of materials contributes very significantly to applying national identity in everyday life.

INTRODUCTION

At present, the problems of the nation and country, both from outside and within the country, have an effect on the weakness of social capital, which is marked by a mutually suspicious relationship between citizens and groups of citizens. Other problems include the spread of intolerance, hate speech, and identity politics. An example of this is the demonstration and riot in Papua on August 29, 2019. This condition has an effect on the weakening of national unity and brotherhood. Therefore, to create a professional, modern, and reliable Indonesian police in carrying out its main functions, not only does the Republic of Indonesia police use a community policing paradigm approach, but also a national approach to support the realization of an action plan for the national resilience program.

In 2019, the Republic of Indonesia Police Chief's priority program was to create superior human resources of Indonesian police through pro-active recruitment, and the recruitment with clean, transparent, accountable, and humanitarian principles and using IT specifically for natives

of Papua and West Papua (Decree of the Chief of Indonesian National Police No. KEP/2513/ XII/2019). The National Police Program is also an elaboration of the President's Program, which is to create superior Indonesian human resources, so that through the recruitment of Indonesian police members, it is expected that prospective petty officers will be obtained, who can carry out police duties in accordance with Law No. 2 of 2002 concerning Indonesian National Police.

Furthermore, the preparation of the prospective members is called the Petty Officer Training Program of Noken (POTP Noken) through the 2020 Budget Year Admission. The participants of the 2020 POTP Noken are recruiting members of the Indonesian Police for the 2020 academic year to take part in education for the formation of the Indonesian Police Officers for the 2020 academic year who are qualified to be professional, modern, and reliable police officers. This training program was designed by the Human Resources Division of the Republic of Indonesia Police Headquarters, while the coaching and training was centered at the Papua Provincial Police Academy for two months from September to November 2020. The number of the participants of the POTP Noken who had been recruited were 272, and 146 of them were from Papua and 126 from West Papua. However, due to the Covid-19 pandemic, during the training the participants were divided into two groups: the regular group and the accelerated group. The Regular Group consisted of 257 participants while the Accelerated Group consisted of 15 participants.

The POTP Noken aims to build the national character of the prospective petty officers, native to the regions of Papua and West Papua who are inspired by the identity of the Indonesian nation so that they are able to act as a driving force in the realization of Pancasila and become agents in strengthening the brotherly unity of the Indonesian nation to support the realization of the country's goals. The POTP Noken curriculum was compiled by the Module Development Team, the Republic of Indonesia Police Headquarters, which focuses on the character of the Indonesian national identity (Letter of Assignment of the Chief of Indonesian National Police No. Sprin/1637/VI DIK.2.1/2020/SSDM). The Indonesian national identity consists of 12 values, namely: (1) faith, (2) humanity, (3) integrity, (4) humility, (5) tolerance, (6) brotherhood, (7) selflessness, (8) discipline, (9) mutual cooperation, (10) perseverance, (11) innovativeness, and also (12) communicativeness. The training program puts more emphasis on the humanitarian approach toward bringing about behavior change, not on physical pressure. The distinctive feature of the teaching is its nonmental violence use and sense of kinship and affection approach according to the characteristics of the unity of faith and humanity.

The expected graduates are the Indonesian citizens who have a view of themselves as the Indonesian nation and the homeland of Indonesia as a unitary unit of the Unitary Nation of the Republic of Indonesia which is imbued with national identity and prospective students of education for the formation of Indonesian police officers in the fiscal year 2020. The teaching kits consist of: (1) values of national identity, (2) a dictionary of key competencies and behaviors, (3) teaching modules, and (4) videos and infographics. The graduate profile is characterized by five levels of key competencies, for example, tolerance has a level of behavior, including: (1) accepting differences, (2) likes to help others, (3) acting and inviting others, (4) consistently acting and inviting others, and (5) being a role model in the association among religious communities.

The coaching and training is carried out through habituation and teaching of materials. Habituation is an activity to apply the values of identity in everyday life. The implementation of the teaching of materials is divided into four stages, namely: (1) basic and personality formation stage, (2) debriefing national insights and police introduction stage, (3) self-development stage, and (4) stabilization stage. First, basic formation is the cultivation of noble values and character embodied in heart, exercise, thought, and intention through changing mindsets. Personality is the stage of self-identification as an individual created by God Almighty and as part of the Indonesian people. This stage is also at the same time a self-concept that will become part of members of the family, community, and environment that prioritizes relationships and interactions with other people as part of Indonesian society based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

Second, the debriefing of national and police insights is the stage of inculcating the values of national insight originating from Pancasila, the 1945 Constitution, *Bhinneka Tunggal Ika*, the Unitary State of the Republic of Indonesia, the Text of the Proclamation of Indonesian Nation Independence, the Red and White Flag, Indonesian language as the Language of Unity, the Symbol of the State, the National Anthem that every Indonesian citizen must have in order to love the Indonesian homeland which is imbued with national identity and become superior human resources in the era of globalization and the Industrial Revolution 4.0. The profession introduction is the stage of introducing the main tasks of the Indonesian police, and the organization of the Indonesian police, as well as the implementation of general police duties, and the history of the Indonesian police. Providing character that is imbued with the identity of the Indonesian nation is through the unity of faith and humanity in order that the program participants can act as a driving force in the application of Pancasila and to become an agent in strengthening the fraternal unity of the Indonesian nation in order to support the realization of the country's goals (Sumantri & Setiawan, 2019).

Third, the self-development stage is the stage of providing participants with interpersonal skills, creativity, and innovativeness, in the form of understanding social media and the Internet and how to use them for community service. This stage also provides motivation and inspiration so that they are confident to become wise citizens in living their daily lives. Finally, the stabilization stage is the stage of providing learning experiences in the form of direct work training in the community by solving problems or looking for problems that occur in the surrounding environment and doing social services and briefing lectures which are a summary of all previously studied subjects.

The teaching model used in the POTP Noken is a combination of Experiential Learning and Neuro Linguistic Programming (NLP). Experiential learning is the learning process that involves each participant in contemporary and challenging activities designed based on a coaching program where participants will be actively involved to gain values and inspiration in a structured program, which aims to conduct a concrete experience process (Kolb & Kolb, 2005). NLP was developed at the University of California at Santa Cruz in 1970 (Tosey et al., 2005). The founders and main authors are Richard Bandler, a student (originally) and John Grinder, a professor of linguistics. Neuro Linguistic Programming (NLP) is based on the idea that there is a relationship between neurological processes, language (linguistics) and behavioral patterns that originate from experience (programming). NLP is a learning method that activates conscious and unconscious brain power (conscious and subconscious mind) by using language (linguistics) in a sequence of mental processes (programming) that affects behavior to create positive and constructive meaning in our lives (HemmatiMaslakpak et al., 2016).

By studying these relationships, individuals are effectively transformed from their old ways of feeling, thinking, and behaving, into new and far more helpful forms of human communication (Huehls, 2010; Seysener, 2011). The purpose of this training is that the training participants have good strategies in dealing with stress and build a more positive perception.

The coaching and training program is implemented for the first time in the police environment, so it requires an evaluation whose purpose is to find out the success of the implementation of training based on predetermined stages. The program evaluation model specifically created for the training is the Kirkpatrick Evaluation Model (2006). This model was chosen because it has been widely used to evaluate training programs around the world. One of them is the application of Kirkpatrick's Four-Level Model in the Evaluation of Education and Training of Instrument Programs at the Oil and Gas Training Center in 2014 (Ramadhon, 2016).

Kirkpatrick is an expert in evaluating training programs in the field of human resources development (HR). The evaluation model that is developed by Kirkpatrick (1998) is known as the Kirkpatrick Four Level Evaluation Model. According to Kirkpatrick (1998), the evaluation of the effectiveness of the training program includes four levels of evaluation, namely: level 1: reaction, level 2: learning, level 3: behavior, and level 4: result. (1) Reaction evaluation is an evaluation to

determine the level of trainees' satisfaction with the implementation of a training. (2) Learning evaluation is an evaluation to measure the additional level of knowledge, skills, and changes in trainees' attitudes after attending the training. (3) Behavior evaluation is an evaluation to determine the level of change in the work behavior of trainees after returning to their work environment. (4) Results evaluation is an evaluation to determine the result of changes in the work behavior of trainees on the level of organizational productivity. The four stages of evaluation are described in more detail as follows.

Kirkpatrick's Four Level Evaluation Model

The four-level evaluation model was introduced in 1959 when Donald L. Kirkpatrick wrote a series of four articles entitled "Techniques for Evaluating Training Programs" published in *Training and Development*, the journal of *The American Society for Training and Development* (ASTD). The articles describe a four-level evaluation formulated by Kirkpatrick based on the concepts from his dissertation at the University of Wisconsin, Madison. Donald L. Kirkpatrick and Kirkpatrick (2006) suggest three specific reasons for evaluating training programs, namely: to justify the existence of a training budget by showing how the training program contributes to organizational goals and objectives, to determine whether a training program is continued or not, and to obtain information on how to improve the training program in the future. The four-level evaluation method represents a sequence of each stage for evaluating a training program. The sequence in question is that each level must be done in stages. This is because each level in the four-level model is important and each level has an effect on the next level. The four levels are as follows.

Level 1: Reaction

The reaction level evaluation is basically an evaluation of the participants' satisfaction with the various activities followed. The participants' reaction can determine the level of achievement of the objectives of the implementation of the training. The training program is considered successful if the trainees are satisfied with all the elements involved in the implementation process.

The success of the learning activity process cannot be separated from the trainees' interest, attention, and motivation in participating in the training. Trainees learn better when they react positively to the learning environment. There are two types of reaction instruments to evaluate level 1 reactions: the trainees' reactions to the management and to the resource persons. The purpose of the reaction level evaluation is to provide the organizers with valuable input of the training program for improving future training programs; to give suggestions and input to teachers regarding their level of effectiveness in teaching; to provide decision makers with information related to the implementation of the training program; and to provide resource persons with the information that can be used as a basis for making teaching standards for future programs.

Level 2: Learning

At the learning level, trainees learn the knowledge or skills conveyed in teaching activities. Measuring learning means determining one or more things related to the training objectives, such as what knowledge has been learned, what skills have been developed or improved, and what attitudes have changed. According to Ramadhon (2016), there are steps taken in evaluating at the learning level, namely: (a) evaluating the increase in knowledge, skills, and changes in attitude before and after training; (b) measuring attitudes using tests that have agreed indicators; (c) measuring knowledge using pretest and posttest; (d) measuring skills using performance tests; (e) taking appropriate action based on the results of the measurements. What is meant by appropriate action in this case is to take confirmative action with the evaluation results at the reaction level, because the teacher is less communicative in delivering the material, because learning strategies are not in line with the expectations of the participants, or because other factors at level-1 might cause participants to experience demotivation in learning, so that lack of evaluation in reaction can immediately get attention.

Level 3: Behavior

Behavior according to D. L. Kirkpatrick (1998) is the extent to which changes in behavior arise because participants follow the training program. A level-3 evaluation is conducted to identify the extent to which the training materials are applied to the participants' jobs and workplaces. According to Tan and Newman (2013), behavioral evaluation measures what learned knowledge, skills, or attitudes can be applied or transferred to work. From the aforementioned definition, it can be interpreted that the purpose of conducting an evaluation at the behavioral stage is to measure changes in work behavior that arise because an employee participates in a training program. To be able to apply the behavior change, according to D. L. Kirkpatrick (1998), there are four necessary conditions, namely: (1) one must have the desire to change; (2) one must know what to do and how to do it; (3) one must work in a proper work environment; and (4) one should be rewarded because he/she has changed.

Training programs can provide the first and second conditions with training programs that support attitude change in accordance with the training objectives by providing materials related to knowledge, skills, or attitudes. However, the third condition about the right working environment is directly related to the supervisor and the participant's environment.

Level 4: Result

The implementation of training programs, of course, aims to get good results, such as improving quality, productivity, or safety levels. Evaluation of results, according to Donald L. Kirkpatrick and Kirkpatrick (2006), can be defined as an end result that occurs as a result of trainees' participation in the training program. The steps in conducting an evaluation at level-4 are: (1) do an evaluation at level-3 first; (2) give your self-time to see result emerging or achieved. There is no specific time to evaluate the results, so that in determining the time of the evaluation, the various factors involved must be considered; (3) do it with a survey method using a questionnaire or interviews with training participants and company leaders; (4) take measurements, both before and after the training program if possible; (5) perform re-evaluation at the appropriate time; (6) consider the costs with the results obtained; (7) use secondary data, such as sales data, production data, and other data that support survey results in analyzing results.

As explained earlier, the implementation of the four-level evaluation model must be done sequentially because each level is important and has an effect on the next level. For example, if a direct evaluation is carried out at level-3 (without conducting level-2 evaluation), when the evaluation results indicate that only a few participants have changed their behavior in accordance with the training objectives, the conclusion that is drawn is that the training program is not good, so it is not be continued or modified. This is inappropriate, because in implementing behavior change, there are other influencing factors, such as workplace conditions and the leader of the trainees.

Another factor that is of no less importance is to look at the results of the evaluation analysis at level-2, and thus it can be traced whether the participants' inability to change their behavior is also caused by their lack of understanding of the training materials. The reason for the participants' lack of understanding the materials can then also be traced by looking at the results of the analysis of participants at level-1, whether their lack of understanding of the materials is caused by their dissatisfaction with the implementation of the training or because of the lack of the trainers' quality, so that they are not motivated to learn. Thus, with the implementation of the four-level model sequentially, there is a better basis for the analysis to draw a conclusion.

Evaluation is also closely related to the assessment process, both learning outcomes assessment and process assessment. Evaluation serves to develop a learning program that includes teaching and learning designs. Evaluation also serves to determine the position of a learning program based on certain criteria, so that a program can be trusted, believed, and carried out sustainably, or vice versa, that it must be improved or perfected.

The reason why it has been implemented is that stage 1-reaction aims to determine the participants' reactions to the training program, and stage 2-learning also aims to determine the im-

provement of participants' competence in attitudes, knowledge, and skills. Stage 3-behavior aims to assess changes in the behavior of the training graduates after returning to their workplace. Stage 4-result aims to assess participants in terms of performance result after participating in the training, in this case the Petty Officer Training Program of Noken (POTP Noken) whether they made a better contribution to themselves during the education for the establishment of police officers.

In general, this evaluation aims to explain the level of success of the POTP Noken. In the end, it is expected to improve and refine and can be used as a reference in determining program policies at the national police academies in other regional police offices. Specifically, as an evaluation research, this evaluation has an aim of knowing the various dimensions that can affect the effectiveness of the POTP Noken.

METHOD

The Petty Officer Training Program of Noken (POTP Noken) at the Papua National Police Academy is carried out for prospective Indonesian police officers who come from Papua and West Papua for 45 days. This research was conducted to get an overview of the implementation of the program using the Kirkpatrick Evaluation Model. The model includes four levels: evaluating reaction, evaluating learning, evaluating behavior, and evaluating result. The type of this research is quantitative and descriptive qualitative in interpreting the four levels of Kirkpatrik model. The data on the four levels of Kirkpatrick's model were collected using several instruments/questionnaire. For the first to fourth levels of the evaluation of Kirkpatrick model, the data were collected using closed, open, and short answer questionnaire. The questionnaire used were first estimated with the reliability of the questionnaire with Cronbach's Alpha.

The subjects in this study are the participants of the POTP Noken, who received a training program on the values of the national identity. The total population of this study is 272 indigenous Papuan male students, 146 of whom were sent by the District Police Office of Papua and 126 by the District Police Office of West Papua. Because at that time there were 15 participants affected by Covid-19, the program was postponed for 14 days. The accelerated group, which was affected by Covid, was given additional time for evening learning and assignments. Furthermore, the primary data were obtained through the program participants, namely 15 participants in the accelerated group and 60 in the regular group. The regular group was further divided into two groups consisting of 45 participants from Papua and 15 from the West Papua. The secondary data were obtained from 15 instructors and two resource persons. The research subjects for policy makers are the head of the Police Academy of Papuan Regional Police Office, the Papuan Police Head of HR Bureau, and the Head of Personnel Management of Bureau of Personnel Management, Human Resources Division, Republic of Indonesia Police Headquarters. The research procedure is a mechanism that is carried out during the implementation of research. This research procedure followed that of Sugiyono (2013) as follows.

Literature Survey

This stage was collecting literature and information related to the research title. The main literature material was the General Instructions set by the Indonesian National Police Chief. In completing the main literature material, the researchers collected and identified modules and teaching materials to realize the objectives of the POTP Noken.

Problem Identification

At this stage, the researchers identified the problems to be discussed related to the quality management and the success or failure of the POTP Noken based on the literature and information that had been obtained. Therefore, at the beginning of the training, a mapping of the values of the participants was carried out to see the extent of the participants' nationalism insight.

After completing the POTP Noken, the participants were given the task of actualizing what they had obtained to the community or their immediate environment for one week until the POTP Noken began and the evaluation and monitoring were carried out by a small independent team.

Literature Study

At this stage, the researchers studied the literature to be used as a theoretical study of the values of national identity in this study. The researchers studied the theories about the values of national identity, and how to apply it in everyday life, which was inspired by national identity. Various library sources were used to see the perspective of the Indonesian people regarding themselves and their environment, regional unity and integrity in the implementation of life as a community and nation associated with identity, national identity, and nationalism insight.

Hypothesis formulation

At this stage, the researchers raised the initial question "Is there a relationship between quality management and the satisfaction of the training participants, the success or failure of the POTP Noken and how big is the relationship." When the POTP Noken took place, monitoring was carried out by the supervisor, who was immediately attached to each team. The teaching carried out by the trainers from preparation to completion of the program and the monitoring and evaluation were carried out by their respective supervisors.

Determining Variables and Data Sources

At this stage, the researchers determined the variables about the satisfaction of the program participants and the success or failure of the program. Then, the researchers determined the variables of quality management aspects, namely human resources, materials, and equipment. Furthermore, the researchers determined the kind of data needed based on the population, sample, and sampling method.

The research subject is the subject that is intended to be studied, the center of attention or the target of the researchers. The subjects of this study are POTP Noken participants who had completed the program. The participants who become respondents are the people who are asked to provide information about a fact or opinion. This information can be submitted in written form, namely when filling out a questionnaire or when answering an interview. The parties who are the respondents are the Implementation Division such as: program participants, trainers/instructors, caregivers, and program organizers, namely the Head of the Papua National Police Academy, the Head of the Papua Police HR Bureau, and the Head of the Human Resources Division of the Republic of Indonesia Police Headquarters. As many as 45 participants from Papua and 15 participants from West Papua in the regular group and all 15 participants in the accelerated group was established as the sample of this research. The sampling used the purposive sampling method, with the following criteria: the program participants had completed all teaching materials according to the module and trainers, caregivers, and officials who carried out the quality management of the education and training.

Determining and Developing Research Instruments (Questionnaire)

This stage was the determination of the research instrument, which was a questionnaire. The questionnaire was prepared based on indicators from each level of Kirkpatrik's evaluation, divided into four parts, namely the identity of the data source, qualitative data, quantitative data, and essays. The questionnaire consisted of four parts, namely Part 1 containing six items of respondent's reaction data. Part 2 was a 6-point learning questionnaire, Part 3 was a 52-point outcome questionnaire, Part 4 was a 21-point result questionnaire, and Part 5 was a 29-item filled-in questionnaire. In this study, each aspect used its own assessment. The evaluation of learning programs in the POTP Noken was carried out in four aspects, namely Evaluating Reaction, Evalu-

ating Learning, Evaluating Behavior, and Evaluating Results. In conducting the assessment, the researchers maintained or prioritized objectivity, so that each assessment needed a rubric or assessment criteria.

Part 1 of the quality management questionnaire contained several questions regarding the personal data of respondents, such as the duties and responsibilities of the POTP Noken. The qualitative section of quality management consisted of three questions about human resources (HR), two questions about materials, and two questions about equipment. Meanwhile, the success or failure questionnaire consists of six items in the form of in-depth interview transcripts.

The measurement scale on the questionnaire uses the five-point Likert Scale. In Part 2, the identification of the scale used is as shown in Table 1.

Table 1. Qualitative Scale Identification

Score		Description
5	=	Very Important/ Very True/Very High/Always
4	=	Important/True/High/Often
3	=	Quite Important/ Quite True/Quite High/Sometimes
2	=	Not Quite Important/ Not Quite True/ Poor/Seldom
1	=	Never/Wrong/Very Poor/Never

Part 3 is a questionnaire containing multiple choice questions. The questionnaire consists of 13 questions for conditioning and 32 questions for the four aspects of Kirtpartrik. The measurement scale uses a five-point scale, to level out answers that have units that are different from one another. The identification of the scale used is as shown in Table 2.

Table 2. Quantitative Scale Identification

Answers		Score
A	=	1
B	=	2
C	=	3
D	=	4
E	=	5

Part 4 contains essay questions, which respondents directly answer in accordance with the conditions that occurred during the implementation of the program. The field for quality management consists of four questions about HR, six questions about teaching materials, and two questions about equipment. The part about the success or failure of the POTP Noken consists of three questions about human resources, three questions about teaching materials, and one question about equipment. To support this research, the researchers needed secondary data. The secondary data needed are: regulations and supporting literature and the information on notes from observations of caregivers and trainers during the implementation of the POTP Noken and actions taken by management when problems and obstacles occurred. All of those parts were arranged in one bundle to be distributed to respondents.

Field Observation and Licensing

At this stage, the researchers searched for data sources and permits from competent parties to fill out the questionnaire. Before going into the field, the researchers asked the Bureau of Personnel Management, Human Resources Division, Republic of Indonesia Police Headquarters for permission to take data to the training program. Then, in order to synchronize the POTP Noken with the regional HR development program, a meeting was held with the Head of the HR Bureau at the Papua Regional Police Office. Finally, before the questionnaire was distributed to respondents, the researchers asked the Head of SPN Papua and the class leader of each group for permission.

Collecting Data

At this stage, the researchers distributed the questionnaire to respondents. This was done in conjunction with observation and licensing to save time, cost, and effort. The primary data needed for this research were collected using the questionnaire given to the respondents. The data collection methods used were the questionnaire method and literature/documentation method. The questionnaire method is a method by distributing questionnaire to be filled out about the process of implementing the POTP Noken related to the variables to be searched. The first step was to arrange permits for the POTP Noken organizers, in this case the Papuan National Police Academy, in order to meet competent respondents to fill out questionnaire. Then a meeting agreement with the respondent was made. The questionnaire was given to respondents to be filled in according to the actual situation without direction from the researchers. After completion, the respondents submitted the questionnaire to the researchers. The literature/documentation method is a method by collecting, identifying, and processing written data in the form of relevant books, regulations, activity reports, and relevant data for research.

The sample respondents from the regular group were established randomly, and it represented the classes. The questionnaire for participants consists of 86 items for regular group and 88 items for accelerated group. The questionnaire for the instructor consists of 29 items, including the entries. The guidelines for interviewing policy makers or quality management, namely, for the head of the National Police Academy as many as seven questions and for the Head of Bureau of Personnel Management and the Head of Personnel Management, Human Resources Division, Republic of Indonesia Police Headquarters as many as eight questions. The evaluation instrument is accompanied with instructions for filling out. The questionnaire was completed and interviews were carried out in three days, from 7 to 9 November 2020 at the National Police Academy of Papua Regional Police Office, at Jalan Tj. Ria No. 1, Tj. Ria, North Jayapura, Jayapura City, Papua.

Data Processing

The data processing consisted of giving variable codes, tabulations, and calculations using the Excel program and SPSS version 22. Then a second tabulation was carried out. The first stage of data tabulation was to group answers from respondents and it was carried out on all types of answers to the questionnaire. Data tabulation 2 was grouping the calculated data or output from SPSS 13.0 for parts 2 and 3 of the questionnaire. The data from the questionnaire were recapitulated using Ms. Excel, while those of the interviews were summarized in an interview result sheet. The analysis of the regular and accelerated groups based on the number and percentage of achievements was carried out on the levels of: (1) reaction, (2) learning, (3) behavior, and (4) result (Donald L. Kirkpatrick & Kirkpatrick, 2006). The calculation of the correlation coefficient and Cronbach's Alpha for levels 3 and 4 was carried out to see the validity and reliability of the instrument used. The final step was to do multiple regression analysis to see the effect of conditioning and teaching materials on the participants' achievement of national identity values using SPSS version 22.

Data Analysis

At this stage, the researchers analyzed the results of data processing based on the results of existing research and theories. Analysis is an important part of scientific research methods because, by doing so, the data can be given meanings that are useful in solving problems. There are two approaches to information analysis based on the type of information obtained, namely quantitative analysis and qualitative analysis.

Quantitative analysis is an analysis based on the results of data calculations. This stage is to determine the strength and weakness of each relationship seen from the correlation value. If the correlation value is <0.5 then the correlation is weak or not correlated. If the correlation value is

0.5 < r < 1 then the correlation is strong. In addition, it is also necessary to check the direction of the correlation, negative or positive. That is, if it is positive then the relationship is in the same direction, and if it is negative then the relationship is reversed or in the opposite direction. After that, the illogical relationships between variables were eliminated. Thus, it will show what variables can be analyzed further.

The qualitative analysis used next is a discussion of the results of the quantitative analysis. Logical relationships are explained along with some existing theories and the results of processing data entry. If the results of the relationship analysis are in accordance with the existing theory, no further study will be conducted. However, if the opposite happens, then further discussion is needed about why it is not appropriate.

Conclusion Drawing

This stage was the final stage, namely drawing conclusions based on data analysis and checking whether they were in accordance with the aims and objectives of the study. The next stage was to relate the quality management variable to the construction failure variable. Therefore, the final result of the analysis would show the factors that affected participants' satisfaction and the effect of quality management on the success or failure of the POTP Noken.

FINDINGS AND DISCUSSION

Reaction Level

The reaction level evaluation is basically an evaluation of the participants' satisfaction with the various activities that they followed. The reaction of the participants determined the level of achievement of the objectives of the implementation of the program. The POTP Noken is considered successful if the program participants are satisfied with all the elements involved in the implementation process.

The success of the learning activity process could not be separated from the interest, attention, and motivation of the participants to participate in the training. They learned better when they reacted positively to the learning environment. There were two types of instruments to evaluate participants' reactions.

Participants' Reactions to the Regular Group Management

The aim was to reveal the satisfaction of the participants with the success of the learning process which could not be separated from the interest, attention, and motivation related to (a) the importance of learning, (b) sufficient time, (c) mastery level of instructors/resource persons, (d) facilities, (e) care, and (f) learning methods.

Participants' Reactions to the Accelerated Group Management

The aim was to determine the satisfaction of the participants with the success of the learning process which could not be separated from the interest, attention, and motivation related to (a) the importance of training, (b) sufficient time, (c) mastery level of instructors/resource persons, (d) facilities, (e) care, (f) teaching methods, (g) time to do tasks, and (h) activity time in class.

The results of the assessment of the participants' evaluation of all aspects for the two groups are shown in Table 3. All aspects of the reaction are in the "Very Good" category. Based on the evaluation of participants' reactions to the POTP Noken, it can be said that it is effective and satisfactory. However, there are some notes that need further attention or are not in accordance with the expectations of participants, namely the availability of facilities and trash bins that are not available as needed. The head of the National Police Academy of Papua District Police Office is also aware of this.

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According to the instructor, it is necessary to hold the POTP Noken because it can inculcate good behavior, discipline, and conscious loyalty. The training participants are motivated by providing in-depth insight into the police profession where being a good police officer requires a lot of learning, practicing, and obeying the applicable rules.

Table 3. Recapitulation of Reaction Levels

No.	Percentages	
	Regular Group	Accelerated Group
1.	100%	100%
2.	98.33%	100%
3.	100%	100%
4.	90.00%	86.67%
5.	96.67%	93.33%
6.	100%	100%
7.		100%
8.		100%

Based on the results of field observations, it was found that the participants were quite active in each session. However, there are still a small number of participants who seem to be late for class in some of the material presentation sessions, but they are active in participating in the material presentation sessions. The results of the interview show that the participants were generally quite enthusiastic in participating in the training program.

The results of the assessment of the participants' evaluation show that the resource persons are "Very Good" as evidenced by the acquisition of an overall average score of 100%. There are three resource persons in: Mr. RS, Mr. K, and Mr. LP. The resource persons mastered the material and provided enthusiasm, and changed the mindset so that the participants were very enthusiastic at the stage of forming the basis and personality and a sense of nationalism insight. Based on the results of the interviews with participants, it is known that the instructor explained how to design learning programs not only theoretically but also by playing so that it was fun and all participants were always active.

Learning Level

At this stage, an evaluation of learning outcomes was carried out, which included the achievement of learning objectives and expected learning outcomes from the teaching-learning process. For the POTP institutions, especially the National Police Academy of Papua Regional Police Office, this is very important, because the success and subsequent components are closely related to the components of this learning outcome. The learning outcomes that were tested were in accordance with the subjects taught and the objectives of the learning at the POTP.

At the learning stage, it is expected that there will be changes in the program's participants according to the objectives of the training program. The changes referred to are: (a) habit of being always punctual, (b) always praying according to their respective religions and beliefs, (c) having the ability to complete tasks, (d) having relevant knowledge in performing daily tasks, (e) having insight in the context of the Republic of Indonesia, (f) having informal knowledge.

Table 4. Recapitulation of learning level

No.	Percentages	
	Regular Group	Accelerated Group
1.	93.33%	93.33%
2.	98.33%	100%
3.	100%	100%
4.	100%	100%
5.	100%	100%
6.	98.33%	93.33%

The results of the assessment of the participants' evaluation of all aspects for the two groups are shown in Table 4. All aspects of learning are in the "Very Good" category. Based on the evaluation of participants' learning, it can be said that the POTP Noken is effective and successful. According to the instructor, the teaching was marked by working well in group assignments, being very critical and curious about teaching and learning activities at National Police Academy, and having confidence to act out in front of their peers.

The effectiveness of learning programs is measured in terms of three aspects, namely: behavior, knowledge, and skills. Without changing attitudes, increasing knowledge, and improving skills in students, the program is considered as a failure. This evaluation is also called the assessment of learning outcomes (output). Therefore, the measurement of learning outcomes (learning measurement) means determining one or more of the following: (1) behavior change, (2) knowledge that has been learned, and (3) skills that have been developed or improved. The quality of the test used is a test battery that is in accordance with the training curriculum. All the materials provided are also in accordance with the needs, and the materials are in accordance with the curriculum.

The evaluation of the learning of the POTP Noken is an activity that is integrated in the program design. The Indonesian National Police Headquarters authority covers the preparation of tests for the achievement of key behaviors and nationalism identity values and the determination of graduation through a set of multiple-choice tests. The categorization of graduation to the issuance of a Certificate of Training Completion is all carried out by the Indonesian National Police Headquarters. The participants are declared to have passed if they already have level 2 key behaviors and a minimum score of 70 for each aspect of nationalism identity.

Behavior Level

Behavior according to Donald L. Kirkpatrick & Kirkpatrick (2006) is defined as the extent to which behavior changes arise because participants follow a training program. A level-3 evaluation was conducted to identify the extent to which the material in the training was applied to the participants' jobs and workplaces. According to Tan and Newman (2013), behavioral evaluation measures what knowledge, skills, or attitudes are learned to be applied or transferred to the job. From the aforementioned definition, it can be interpreted that the purpose of conducting an evaluation at the behavioral stage is to measure changes in work behavior that arise because an employee participates in a training program.

In order to be able to apply the behavior change, based on the program curriculum, there need to be three conditions: (1) change of mindset so that they have the desire to change, (2) habituation in daily activities, (3) inspiration from the materials of nationalism identity and role models or community figures. Changes in mindset are characterized by: (a) direction on how to behave in life, (b) instructors' motivation, (c) behavior towards fellow participants, and (d) behavior as part of Indonesian society.

At behavior level, an assessment of the participants' behavior during the POTP Noken was carried out to find out changes in their behavior after participating in the program. The results of the assessment of the participants' evaluation of all aspects for the two groups are shown in Table 5. All aspects of behavior are in the "Very Good" category. Based on the evaluation of participants' behavior, it can be said that there has been a very significant change.

Table 5. Behavior Level Recapitulation

No.	Percentages	
	Regular Group	Accelerated Group
1.	100%	93.33%
2.	100%	100%
3.	100%	93.33%
4.	98.33%	100%

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According to the Head of the Human Resources Bureau of the Papuan Police District Office, the mindset change occurred because: (1) the teaching involved Papuan historical figures who struggled for the Republic of Indonesia independence, (2) the teaching is with love and compassion, in accordance with the background and characteristics of the training participants, (3) training participants have many talents to solve problems that exist in the community. Likewise, according to the instructor/caregiver, changes in behavior are due to the fact that the participants have known and understood the history of the Indonesian nation, are increasingly disciplined and critical, understand their duties, and remain enthusiastic.

Result Level

The implementation of the training program, of course, aims to get good results, such as improving the quality, productivity, or safety levels. The evaluation at the result level aims to reveal whether the training program is useful in achieving organizational goals. The final results in the context of evaluation at the result level include increased production results, customer satisfaction, and increased teacher morale. The relationship between positive results received and training activities is complicated because there are many other aspects that affect this and the training.

The result of achieving the values of national identity is characterized by: (a) their relevance to the problems that exist in society, (b) knowledge needed in society and the state; (c) having an result on changing attitudes in daily life, and (d) the result of increasing productivity in people's lives, and (e) achievement of the predetermined target.

Table 6. Result Level Recapitulation

No.	Percentages	
	Regular Group	Accelerated Group
1.	96.67%	100%
2.	100%	100%
3.	100%	100%
4.	98.33%	93.33%
5.	93.33%	93.33%

At the result stage, an assessment of the participants during the POTP Noken was carried out to find out the result after their participation in the training. The results of the assessment of the participants' evaluation of all aspects for the two groups are shown in Table 6. All aspects of the result are in the "Very Good" category. Based on the evaluation of the participants' result on the training, it can be said that they got very significant results.

This is in line with the statement by the head of the National Police Academy of Papua District Police that initially the training was estimated to reach only level 7 (standard), but the POTP Noken is very satisfying and it shows that Papuan and West Papuan youngsters can also learn. According to the instructor, the result in daily behavior is marked by awareness and sincerity to worship God Almighty, returning lost items, and being punctual for activities at National Police Academy. Likewise, according to the Head of Personnel Management, Bureau of Personnel Management, Human Resources Management, Republic of Indonesia Police Headquarters, the implementation of the curriculum and module for the POTP Noken went well, even exceeding the target. The level of achievement of key competencies and national identity values is above level 2 or the participants have behaved according to these values.

Estimating the Effect of Habituation and Teaching Materials on the Results of Applying the National Identity

To apply national identity, according to the curriculum, training participants habituate themselves to apply the values in daily activities. In addition to this refraction, the participants

were also given materials and role models so that they were inspired by the teaching of the materials in order to behave that reflects national identity. Changes in behavior from the aspect of habituation are represented by 18 items for behavioral variables and 26 items for the aspect of the teaching of the materials.

The validity and reliability of the final instrument of habituation and the teaching of materials was obtained with the help of the SPSS for Windows Version 22.0 program (Priyatno, 2010). Based on the results of the validity test, the calculated r-value (Corrected Item Total Correlation) for all items (indicators), both regular and accelerated groups, is above the r-table (n=60. 0.256). The calculation carried out shows a good result because the minimum requirement that must be met for an item to be valid, which is greater than 0.239 (Ghozali, 2006), can be met. Thus, it can be concluded that the item is valid.

The item validity coefficient is expressed directly by the comparison between the number of item validity indices and the number of item reliability indices. The validity of the test with the criteria will be maximized if the test contains the items that have a validity index equivalent to their reliability index (Allen & Yen, 1979). The result of the calculation of the aforementioned reliability test shows that the indicator of behavioral change due to habituation has a very high reliability coefficient (Cronbach's Alpha in the regular group = 0.884 and that in the accelerated group = 0.867), because according to Nunnally and Bernstein (1994), or the index commonly used in social research, if Cronbach's Alpha (α) is above 0.60, it indicates that a construct or variable is reliable.

The result of the calculation of the reliability test above shows that the indicators of behavior change due to the teaching of the materials have a very high reliability coefficient (Cronbach's Alpha in the regular group = 0.944 and that in the accelerated group = 0.961) because, according to Nunnally and Bernstein (1994), for the index commonly used in social research, if the number of Cronbach's Alpha (α) is above 0.60 a construct or variable is reliable.

The magnitude of the effect of refraction and teaching of the materials was estimated by using the multiple regression analysis. In accordance with the rules in performing multiple regression analysis as stated by Gujarati and Porter (2009), a regression equation must have data that are normally distributed, free of heteroscedasticity, and free from multicollinearity in order to obtain a good and unbiased regression equation. The result of the data normality test that has been carried out shows that the data used in this regression equation are not normally distributed and have heteroscedasticity, and there is no multicollinearity so that it meets the requirements to perform multiple regression analysis properly. To solve the problem, achieve the goal, test the hypothesis, and find out whether the explanatory variable partially has a significant effect on the dependent variable, the researcher conducted a t-test. The results of the multiple regression analysis that have been carried out are as follows.

Correlation Coefficient

Product moment correlation and multiple correlation can be used to determine the relationship between the independent variable and the dependent variable. According to Sudjana (2005), the correlation coefficient between the variables X1 and Y, and X2 and Y can be found using the Pearson correlation formula. To find out whether or not the calculated correlation coefficient is significant, it is necessary to compare it with the r table Product Moment at the significance level of 0.05 (95% confidence level). The rule of the significance test is: If $r_{count} \geq r_{table}$, then H_0 is rejected, meaning that there is a significant relationship, and if $r_{count} < r_{table}$, then H_0 is accepted, meaning there is no significant relationship.

The effect of habituation and teaching of materials on the results of applying the national identity was obtained with the help of the SPSS for Windows Version 22.0 program. Table 7 shows the correlation of the results of habituation and the teaching of materials for the regular group. Table 8 shows the correlation of the results of habituation and the teaching of the training materials for the accelerated group.

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Table 7. Regular Group Level of Success in Actualizing Nation Self-Identity

		Correlations		
		Habituation	Material Inspiration	Result
Habituation	Pearson Correlation	1	.688**	.657**
	Sig. (2-tailed)		0	0
	N	60	60	60
Material Inspiration	Pearson Correlation	.688**	1	.762**
	Sig. (2-tailed)	0		0
	N	60	60	60
Result	Pearson Correlation	.657**	.762**	1
	Sig. (2-tailed)	0	0	
	N	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8. Success Level in Applying National Identity of Accelerated Group

		Correlations		
		Habituation	Material Inspiration	Result
Habituation	Pearson Correlation	1	.719**	.763**
	Sig. (2-tailed)		0.003	0.001
	N	15	15	15
Material Inspiration	Pearson Correlation	.719**	1	.796**
	Sig. (2-tailed)	0.003		0
	N	15	15	15
Result	Pearson Correlation	.763**	.796**	1
	Sig. (2-tailed)	0.001	0	
	N	15	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the significant value of the H_1 variable (habituation) = 0.00 < 0.01 so H_0 is rejected, which means that the independent variable H_1 partially has a positive effect on the Y variable. The significant value of the H_2 variable (material) = 0.00 < 0.01 so H_0 is rejected, which means the independent variable H_2 is partially positive and has a significant effect on variable Y. Thus, there is heteroscedasticity in the regression equation. The result of the calculation shows that the correlation meets the requirement and is very strong because the minimum requirement that must be met is that the correlation coefficient is greater than 0.239 (Ghozali, 2006).

Table 8 shows the significant value of the H_1 variable (habituation) = 0.00 < 0.01 so that H_0 is rejected, which means that the independent variable H_1 partially has a positive effect on the Y variable. The significant value of the H_2 variable (teaching of materials) = 0.00 < 0.01 so that H_0 is rejected, which means the independent variable H_2 partially has a positive and significant effect on variable Y. Therefore, it can be concluded that there is heteroscedasticity in the regression equation. The result of the calculation carried out shows that the correlation meets the requirement and is very strong because the minimum requirement that must be met is that the correlation coefficient is greater than 0.239 (Ghozali, 2006).

Estimating the Regression Equation

The regression analysis is a statistical analysis that analyses the relationship between two or more variables (Pituch & Stevens, 2016). In general, there are two kinds of relationship between two or more variables, namely a two-way relationship. To determine the form of the relationship, the researchers used the regression analysis. The regression analysis is used to see a one-way relationship between more specific variables, where the x variable functions as the independent variable, which is the affecting variable, and the y variable as the dependent variable is the affected variable. Usually, variable x is also referred to as the independent variable or the respondent variable, and variable y is the dependent variable (Sukestiyarno, 2015).

The estimate of the multiple regression equation between habituation and the teaching of materials with the results of applying the national identity was obtained by utilizing the SPSS for Windows Version 22.0 program. Table 9 shows the R-square result of habituation and teaching of materials in the regular group, while Table 10 shows those in the accelerated group.

Table 9. R-square in Regular Group

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784[a]	0.614	0.601	0.24498

a. Predictors: (Constant), Material Inspiration, Habituation
b. Dependent Variable: Result

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.788	0.437		1.801	0.077
Habituation	0.287	0.128	0.253	2.233	0.029
Material Inspiration	0.556	0.107	0.588	5.186	0

a. Dependent Variable: Result

Table 10. R-square of Accelerated Group

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Standard Error of Estimation
1	.842[a]	0.709	0.66	0.2156

a. Predictors: (Constant), Material Inspiration, Habituation
b. Dependent Variable: Result

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.127	0.635		1.774	0.101
Habituation	0.345	0.196	0.395	1.761	0.104
Material Inspiration	0.411	0.18	0.512	2.283	0.041

a. Dependent Variable: Result

The value of R square (Regular Group) = 0.614 presented in Table 9 shows that 61.4% of the success of the POTP Noken is determined by habituation and inspiration from the training materials. The value of R square (Regular Group) = 0.614 in Table 9 shows that 61.4% of the Y variance can be explained by the changes in variables X1 (Habituation) and X2 (Teaching of Materials). Meanwhile, the remaining 38.6% is explained by other factors outside the model. Thus, the estimation equation (Regular Group) is as in Formula (1).

$$Y = 0.788 + 0.287*X1 + 0.556*X2 + e \dots\dots\dots\dots (1)$$

If X1 increases by one unit, and X2 remains constant then Y will increase by 0.287 unit. If X2 increases by one unit, and X1 remains constant, Y will increase by 0.556 unit, so that X2 has more effect on Y than on X1 because the regression coefficient X2 is higher than the regression coefficient X1. If X1 and X2 are zero, then the value of Y is a constant a, which is 0.778.

The value of R square (Accelerated Group) = 0.709 shown in Table 10 shows that 70.9% of the Y variance can be explained by the changes in variables X1 and X2. Meanwhile, the remaining 29.1% is explained by other factors outside the model. Based on Table 10, the value of R square (Accelerated Group) = 0.709 in Table 10 shows that 70.9% of the POTP Noken's success is determined by habituation and inspiration from the training materials. Therefore, the estimation equation (Accelerated Group) is as in Formula (2).

$$Y = 1.127 + 0.345*X1 + 0.411*X2 + e \dots\dots\dots\dots (2)$$

If X1 increases by one unit, and X2 remains constant, Y will increase by 0.345 unit. If X2 increases by one unit, and X1 remains the same, Y will increase by 0.411 unit, so that X2 has more effect on Y than on X1 because the regression coefficient X2 is higher than the regression coefficient X1. If X1 and X2 are zero, then the value of Y is a constant a, which is 1.127.

CONCLUSION

Based on the research findings and discussion about the POTP Noken whose implementation is made in two groups, the following conclusions is drawn. (1) The evaluation at the reaction stage shows that the POTP Noken participants are very satisfied with the service from the organizing committee, and the resource persons from the POTP Noken are effective, satisfactory, and fun. However, there are some notes that need further attention or are not in accordance with the participants' expectations, namely the inadequate facilities and that trash bins are not available. (2) The evaluation at the learning stage shows that the participants are very enthusiastic in participating in the learning process. The teaching process of the POTP Noken can be said to be effective and successful. According to the instructor, the teaching is indicated by participants' working well in group assignments, being very critical and curious about teaching and learning activities at National Police Academy, and having confidence to perform in front of their peers. All POTP Noken participants are declared to have passed by obtaining a certificate of completion of the training. (3) The evaluation at the behavioral stage shows that the alumni of the POTP Noken have experienced behavioral changes in discipline to attend classes, dress appearance, independence, service to students, attitude to team or group work, and speed and accuracy in completing assignments, all of which have changed for the better. Based on the evaluation of participants' behavior towards the training, there has been a very significant change. The change in the mindset occurred because: (a) the teaching involved Papuan historical figures who struggled for the Republic of Indonesia independence, (b) the teaching with love and compassion is in line with the training participants' background and characteristics, and (c) training participants have many talents to solve problems that exist in the community. The changes in behavior occurs because participants have known and understood the Indonesian history and they are increasingly disciplined and critical, understand their duties, and remain enthusiastic. (4) Based on the evaluation of the result of the training, it can be said that the participants experienced very significant results. The POTP Noken is very satisfying and it shows that the youngsters of Papua and West Papua can also learn. The result in daily behavior is marked by the participants' awareness and sincerity to worship God Almighty, honesty to return lost items, and punctuality for activities at the National Police Academy. The implementation of the POTP Noken curriculum and module went well, even exceeding the target. The level of participants' achievement of key competencies and national identity values is above level 2 showing that the participants have acted according to these values. Based on the estimation results of the regression equation, there is a strong relationship between habituation and the teaching of materials on the use of national identity. Both approaches contributed very significantly, which is above 60% for the two groups of training participants. From the results of the evaluation of training's achievement, there is no significant difference between participants in the regular group and those in the accelerated group.

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