
STRATEGY FOR DEVELOPING BHABINKAMTIBMAS COMPETENCY TRAINING AT KORBINMAS BHARKAM POLRI

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Abstract

This study aims to analyze the effectiveness of Bhabinkamtibmas competency training and formulate a development strategy at Korbinmas Baharkam Polri. The study used a descriptive qualitative approach with data collection techniques through interviews, documentation, and observation of 14 purposively selected informants. Data analysis was conducted using an interactive model with stages of reduction, presentation, and conclusion drawing. The training program evaluation used the CIPP (Context, Input, Process, Product) model. The results showed that the training was not optimal, characterized by a Training Needs Analysis (TNA) that was not data-based, limited resources, learning methods that were still predominantly theoretical, and evaluations that were unable to measure the impact on performance. Based on these findings, a training development strategy was formulated that included strengthening data-based TNA, implementing blended learning, optimizing internal resources, reorienting practice-based learning, and developing continuous evaluation based on the Kirkpatrick model. This strategy is expected to increase the effectiveness, efficiency, and sustainability of training in supporting the improvement of Bhabinkamtibmas competency and the quality of public services.

Keywords: training, Bhabinkamtibmas, CIPP, TNA, blended learning, training evaluation

INTRODUCTION

National development is largely determined by the quality of human resources, particularly state apparatus as implementers of government functions and public services. In the context of security, the Indonesian National Police (Polri) has a strategic role, as stipulated in Law Number 2 of 2002, namely maintaining public security and order and providing protection and services to the community.(Sitompul, 2016). The implementation of these tasks is carried out through a community policing (Polmas) approach, with

Bhabinkamtibmas as the vanguard who interacts directly with the community.(Indonesian National Police Education and Training Institute, 2024).

This role requires Bhabinkamtibmas to possess comprehensive competencies, as stipulated in the 2024 Special Work Competency Standards (SK3). However, empirical evidence indicates a gap between the need for and the availability of competencies. Quantitatively, the number of Bhabinkamtibmas is quite large and spread throughout Indonesia, as shown in the following table:

Table 1Data on the Number of Bhabinkamtibmas in 2025

No	Name of Regional Police	Amount	No	Name of Regional Police	Amount
1	West Nusa Tenggara	1,166	19	Metro Jaya	907
2	East Kalimantan	551	20	East Java	6,257
3	North Kalimantan	212	21	Southeast Sulawesi	613
4	Maluku	641	22	West Kalimantan	938
5	South Sumatra	1,429	23	North Maluku	426
6	NTT	902	24	West Sulawesi	483
7	West Java	4,236	25	North Sumatra	1,444
8	Aceh	1,559	26	Central Kalimantan	760
9	Babel	393	27	Jambi	652
10	South Kalimantan	878	28	Central Sulawesi	1,091
11	Central Java	4,576	29	Lampung	1,513
12	Papua	872	30	Banten	813
13	Boast	953	31	West Papua	298
14	Bengkulu	755	32	Riau Islands	330
15	South Sulawesi	1,605	33	Bali	726
16	North Sulawesi	636	34	Gorontalo	415
17	DIY	451	35	Central Papua	215
18	Riau	1,171	36	Southwest Papua	359
TOTAL		41,226			

Source: Sub-Directorate of Bhabinkamtibmas (2025)

Despite their large numbers, not all personnel possess adequate competencies. This is evident in the low training coverage, as shown in the following figure:

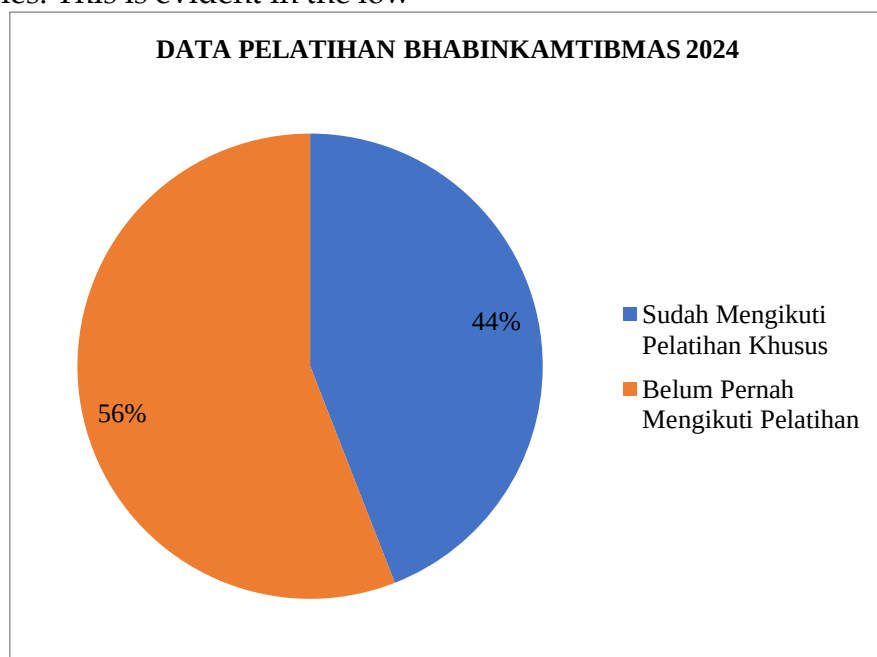


Figure 12024 Bhabinkamtibmas Training Data

Source: Anev Subdit Bhabinkamtibmas, 2024 (processed)

The data shows that more than half of the personnel have not received formal training, potentially impacting the quality of their fieldwork. This situation is further exacerbated by the

personnel's educational level, which is still dominated by high school graduates, as shown in the following table:

Table 2Bhabinkamtibmas Education Level in 2025

No	Level of education	Percentage
1	High School/Vocational School/Islamic High School	79.5%
2	S1	20%
3	S2	0.5%
Total		100%

Source: Sub-Directorate of Bhabinkamtibmas (2025)

Furthermore, the ratio of personnel to the area covered is also less than ideal. By 2023, 40,017 personnel will be required to cover 83,589 villages/sub-districts, meaning that one Bhabinkamtibmas will, on average, cover more than one area. This situation demands high levels of competence, particularly in social communication and problem-solving within a heterogeneous community.

On the other hand, training implementation still faces various limitations. The current in-person training model has limited reach, with only 240 participants able to train in 2023, 60 in 2024, and only 18 participants for instructor training in 2025. This indicates a gap between the need for competency development and available training capacity.

Theoretically, training is a systematic process to improve an individual's knowledge, skills and work attitudes.(Gustiana et al., 2022; Iswan, 2021; Riono, 2019), which has implications for increasing competence and performance(Sedarmayanti, 2012; Wibowo, 2017)However, limited training has an impact on the low ability of personnel to face new challenges, such as technology-based crimes.(Setiawan, 2022), although

training has proven effective in improving field skills(Sumijati et al., 2018).

Based on these conditions, the main problem lies not only in the low training coverage, but also in the suboptimal training development strategy that can effectively and efficiently reach all personnel. Therefore, an adaptive, innovative, and needs-based Bhabinkamtibmas competency training development strategy is needed to support the sustainable improvement of the quality of Polri human resources.

LITERATURE REVIEW

Research on Bhabinkamtibmas competency development shows that training plays a strategic role in improving personnel performance in the field. Previous studies have confirmed that training success is determined not only by the material itself, but also by the program's evaluation and development strategies.

StudySarmina & Zaini(2022) andWidodo & Baharudin(2022) showed that the role of Bhabinkamtibmas in maintaining public order and security is increasingly complex, especially in the digital era and the community policing approach. However, limited competence, particularly in technology and social communication, is a major

obstacle. This is reinforced by Bauromi & Farid (2024) and Sitanggang et al. (2024) who found that the implementation of digital-based programs and extension was not optimal due to a lack of technical training and communication skills.

From the training evaluation side, Simangunsong & Purnomo (2021), Septianto & Gofur (2024), and Solomon (2020) emphasized that training effectiveness needs to be measured comprehensively, not only by participant satisfaction levels but also by behavioral changes and performance outcomes. Evaluation approaches such as the Kirkpatrick model and ongoing evaluation are essential to ensure that training has a real impact.

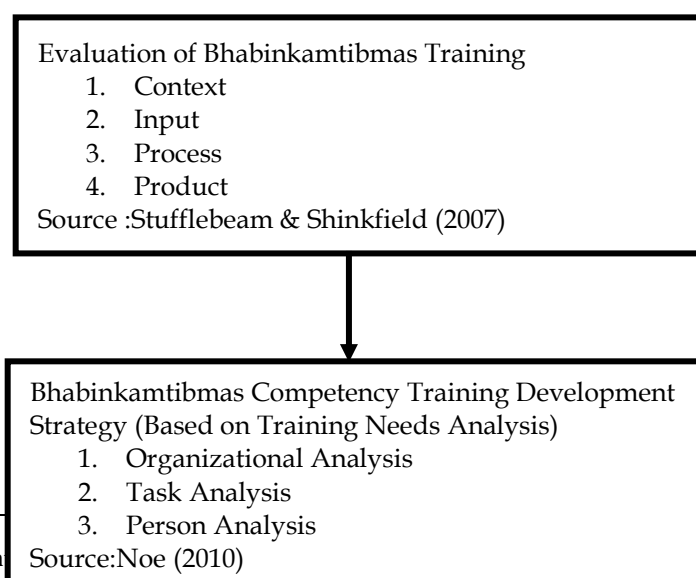
In addition, research Dahl et al. (2023) and See & Davies (2024) highlighted the importance of adaptive training methods, such as peer learning and simulation-based training, which have been shown to improve communication skills, decision-making, and response to field situations. Ulyah & Rindaningsih (2023) also emphasized that effective training must be needs-based and results-oriented.

In general, previous research indicates that the main problems with

Bhabinkamtibmas training include limited participant numbers, suboptimal training methods, a lack of systematic evaluation, and the absence of a competency-based development strategy. Furthermore, there has been no research specifically examining training evaluation and development strategies within the Korbinmas Baharkam Polri (Indonesian National Police) training program.

Based on this, this study uses a training program evaluation approach with the CIPP (Context, Input, Process, Product) model to assess the effectiveness of Bhabinkamtibmas training as a whole, starting from planning to the results achieved. Stufflebeam & Shinkfield (2007). Furthermore, the evaluation results are used as a basis for formulating a training development strategy based on Training Needs Analysis (TNA) which includes organizational analysis, task analysis, and person analysis. (Noe, 2010).

Thus, this literature review confirms that comprehensive evaluation and needs-based development strategies are key to increasing the effectiveness of Bhabinkamtibmas competency training, as depicted in the framework of thinking in Figure 2.



METHODS

This study uses a descriptive qualitative approach to gain an in-depth understanding of the implementation and development strategies for Bhabinkamtibmas competency training within the Korbinmas Baharkam Polri environment. This approach was chosen because it can comprehensively reveal the meanings, perceptions, and experiences of stakeholders regarding the social phenomena studied.(Creswell, 2014).

Through this approach, research not only explains what occurs in the training process, but also how and why it occurs, including the dynamics, constraints, and competency development needs in the field. The research was conducted in a natural setting using an inductive thinking pattern, allowing researchers to develop concepts and strategies based on empirical data. The research results are presented in a descriptive narrative to provide a comprehensive picture of the phenomenon being studied.

Data collection technique

Data collection was carried out using several complementary techniques, namely:

1. Documentation: Documentation techniques were used to obtain secondary data that was contextual and historical in nature. The documents analyzed included regulations, strategic plans, training reports, participant statistics, and other administrative documents related to the implementation

and evaluation of Bhabinkamtibmas training. Document analysis was conducted systematically to identify policy patterns, implementation, and program challenges.

2. Interviews are conducted semi-structured to gather in-depth information from informants. This technique allows informants flexibility in conveying their experiences and perspectives, while remaining focused on the research focus (Creswell, 2024).

Informants were selected using a purposive sampling technique, with the criteria being direct involvement in training, a minimum of three years of experience, and an understanding of the dynamics of Bhabinkamtibmas competency development. Informants consisted of structural officials in the Korbinmas Baharkam Polri (National Police's Community Police Corps), training administrators, instructors, and training participants from several classes. The total number of informants in this study was 14.

Data Analysis Techniques

Data analysis is carried out interactively and continuously following the model.(Sugiyono, 2019), which cover:

1. Data Collection
Collecting data through interviews and documentation systematically.
2. Data Reduction
Simplify and focus data on information relevant to research objectives.

3. **Data Display**
Present data in narrative, table, or chart form to facilitate understanding of patterns and relationships between variables.
4. **Conclusion Drawing and Verification**
Interpret the meaning of data and draw conclusions that are continuously validated to remain consistent with empirical findings.

Research Instruments

In this study, the researcher is the main instrument that plays a role in collecting and analyzing data.(Sugiyono, 2019). In addition, supporting instruments are used in the form of:

1. document evaluation guidelines for analyzing secondary data, and

2. semi-structured interview guidelines for gathering primary data.

Data collection is supported by tools such as voice recorders, field notes, cameras, and computer devices for data transcription and analysis processes.

Research Locus

This research was conducted at the Korbinmas Baharkam Polri (Community Police Corps), located in South Jakarta. The location was chosen based on Korbinmas' strategic role as the main implementing element of the Indonesian National Police (Polri) in fostering public security and order and developing the competency of Bhabinkamtibmas nationally.

Table 3Data on the Number of Bhabinkamtibmas in 2025

No	Key Informant	Amount
1.	Director of Public Order, Community Policing, Community Policing, and Security Corps of the Indonesian National Police	1
2.	Head of the Community Development and Security Agency of the Indonesian National Police	1
3.	Head of Sub-Directorate of Bhabinkamtibmas, Korbinmas Baharkam Polri	1
4.	Head of the Community Service Unit of the Bhabinkamtibmas Sub-Directorate, Community Service Corps, Baharkam Polri	1
5.	Kaurmin Sub-Directorate of Bhabinkamtibmas	1
6.	Participants of Wave I in 2023	2
7.	Participants of Wave II in 2023	2
8.	Participants of Wave III in 2023	2
9.	Participants in 2024	2
10.	Instructor	1
Number of Key Informants		14

RESULT

The research results show that Bhabinkamtibmas training can no longer be viewed as a mere administrative activity, but rather as a

strategic instrument for developing personnel competencies that directly impact the quality of public services and enhance public trust. In this context, training plays a central role as a

mechanism for transforming individual capacity toward professionalism that adapts to social dynamics.

However, resource limitations, whether in terms of budget, time, or personnel distribution, pose a major challenge to optimal training delivery. This situation demands a more innovative and efficient approach. In line with David Osborne's view, public organizations are required to optimize limited resources through adaptive and innovative strategies. Therefore, the training strategy formulated in this study is not only oriented towards

improving learning quality but also on implementing it under limited conditions.

1. Evaluation of the Bhabinkamtibmas Training Program

The Bhabinkamtibmas training program evaluation in this study was conducted comprehensively using the CIPP (Context, Input, Process, Product) model developed by Daniel L. Stufflebeam. This approach was chosen because it provides a comprehensive overview of the program's effectiveness, from its suitability to needs to its impact.

Table 4 Training Program Evaluation (CIPP Model)

Aspect	Findings	Problems	Impact
Context	Needs are not yet data-based	TNA is not optimal	Training is not on target
Input	Limited human resources & budget	Resources are not optimal	Uneven quality
Process	Theoretical dominant method	Minimal practice	Non-applicable competencies
Product	Evaluation only certification	No performance measurement	Pseudo-competence

Source: Data processed by researchers (2026)

As shown in Table 4, the primary function of this table is as a systemic diagnostic tool that identifies root causes of training problems. In terms of context, the suboptimal Training Needs Analysis (TNA) indicates that the training planning process remains administrative and not based on empirical data. This results in inaccurate training targets, resulting in the material provided being less than fully relevant to the needs of the field.

In terms of input, resource limitations, both in terms of budget and instructors, reflect suboptimal organizational resource management. This aligns with David Osborne's view, which emphasizes that public organizations are required to manage

resources efficiently through innovation and adaptive strategies.

Furthermore, in terms of process, the dominance of the lecture method indicates that the learning approach is still teacher-centered, thus providing little opportunity for participants to develop practical skills. However, according to the experiential learning theory proposed by David A. Kolb, effective learning must involve direct experience to produce behavioral change.

Meanwhile, in terms of product, evaluations that focus solely on certification show a tendency to be output-oriented, rather than outcome-oriented. This has the potential to lead to the phenomenon of pseudo-

competence, a condition where participants are declared administratively competent but are unable to apply their competencies in practice.

a. Context Aspect

The research results indicate that, normatively, Bhabinkamtibmas training has a strong conceptual foundation, particularly in supporting the community policing (Polmas) paradigm. However, empirically, there remains a gap between the competency needs of personnel in the field and the training program itself. This gap indicates

that the Training Needs Analysis (TNA) has not been comprehensive and data-driven.

This finding is reinforced by interview results, which indicate that the number of personnel who have participated in training is still limited compared to the complexity of the tasks faced. Thus, this situation reflects a gap between the ideal condition (*das sollen*) and the actual condition (*das sein*). To clarify these findings, the following is a summary of the results of the context aspect evaluation:

Table 5 Evaluation Results of the Context Aspect of the Bhabinkamtibmas Training Program

Indicator	Ideal Conditions	Field Findings	Implications
Data-driven TNA	Implemented comprehensively	Not optimal	Training is not on target
Suitability of needs	According to field assignments	Still partial	Competency gap
Future orientation	Future-oriented	Not yet accommodated	Not adaptive to change

Source: Data processed by researchers (2026)

Based on the table, it can be analyzed that the main weakness in the context aspect lies in the suboptimal training needs identification process. Theoretically, this condition contradicts the Goldstein and Noe concept, which emphasizes the importance of the TNA as the primary basis for training design. Therefore, without an accurate TNA, training programs have the potential to be irrelevant and less impactful in improving performance.

b. Input Aspect

In terms of input, the research results indicate significant resource limitations, particularly in terms of budget, human resources (instructors), and supporting infrastructure. Budgetary limitations were the dominant factor affecting training implementation. There was a significant gap between the planned budget and the actual budget received, resulting in a limited number of training sessions and participants. The following is a summary of the input evaluation:

Table 6 Evaluation Results of the Input Aspects of the Bhabinkamtibmas Training Program

Input Components	Ideal Conditions	Field Findings	Impact
Budget	Adequate	Very limited	Uneven training
Instructor	Sufficient & competent	Less quantity	The quality of learning is declining
Infrastructure	Support implementation	Limited	Training transfer is not optimal

Source: Data processed by researchers (2026)

Analysis shows that limited inputs force organizations to prioritize programs, resulting in unequal access to training among personnel. From Swanson's theoretical perspective, this situation indicates an imbalance between program needs and resource capacity. Furthermore, limited field facilities also hamper the transfer of training, preventing the optimal

application of acquired competencies.

c. Process Aspect

The evaluation of the process aspect indicates that the training implementation has not been optimal. This is indicated by the relatively short training duration, learning methods that are not fully interactive, and administrative pressures to achieve certification targets. The following is a summary of the process aspect evaluation:

Table 7 Evaluation Results of the Process Aspect of the Bhabinkamtibmas Training Program

Process Indicator	Ideal Conditions	Field Findings	Impact
Training duration	Enough for practice	Very short	Not deep understanding
Learning methods	Interactive & practical	Theoretical dominance	Competence is less applicable
Training orientation	Substantive	Administrative	<i>Pseudo Competence</i>

Source: Data processed by researchers (2026)

These findings indicate that the training process tends to be oriented toward meeting administrative targets rather than learning quality. From Kirkpatrick's perspective, this condition hinders the achievement of behavioral change and outcomes. However, the study also found potential for

development through the use of digital technology (blended learning). This approach is considered capable of increasing training effectiveness by combining online and offline learning.

d. Product Aspects

In terms of outcomes, the Bhabinkamtibmas training has

generally had a positive impact, particularly in increasing knowledge and some behavioral changes for personnel. However, this impact is not yet optimal and

is not evenly distributed. The following is a summary of the evaluation of the outcomes aspect:

Table 8 Evaluation Results of the Product Aspect of the Bhabinkamtibmas Training Program

Evaluation Level	Findings	Category
Reaction	Participants are satisfied	Good
Learning	Understanding increases	Enough
Behavior	Some things have changed	Not optimal
Results	The impact of the organization is not yet measurable	Weak

Source: Data processed by researchers (2026)

Analysis shows that the training only reaches the learning and some behavioral levels, but has not yet had a significant impact on the results level. This is due to limited training coverage, a lack of supportive work environment, and the absence of a continuous evaluation system. From Baldwin and Ford's theoretical perspective, the failure of training transfer is a

major factor contributing to the program's low impact on organizational performance.

Based on the integration of all research findings, it can be concluded that the main problems in Bhabinkamtibmas training are systemic and interconnected across CIPP dimensions. To clarify these relationships, a synthesis of the research results is presented below:

Table 9 Synthesis of Problems Based on CIPP Dimensions

Dimensions	Main Problems	Impact
Context	TNA is not optimal	Training is not on target
Input	Limited resources	Uneven training
Process	Ineffective training	Competence is not optimal
Product	Impact not yet measurable	Performance is not optimal

Source: Data processed by researchers (2026)

The table shows that weaknesses in the context and input aspects have direct implications for the training process and outcomes. In other words, failures in the planning stage will have a systemic impact on the entire program. Theoretically, this finding aligns with Stufflebeam's CIPP model,

which emphasizes that program success is largely determined by the integration of context, input, process, and product. Furthermore, this study's findings also reinforce Noe and Armstrong's theory that training should be needs-based, adaptive, and future-oriented.

Thus, it can be emphasized that Bhabinkamtibmas training has not yet fully functioned as a strategic instrument for competency development, but rather tends to be administrative in nature. Therefore, a comprehensive transformation of the training system is needed, starting from strengthening the TNA based on data, optimizing resources, reorienting the learning process, and developing a sustainable evaluation system. This transformation is crucial given the Bhabinkamtibmas' role as the National Police's vanguard in building public trust. Therefore, improving competency not only impacts individuals but also organizational performance and the institution's overall legitimacy.

2. Evaluation Results-Based Training Development Strategy

In response to these various problems, an integrated training development strategy was formulated.

a. Strengthening Context Aspects through Data-Based Training Needs Analysis (TNA)

Table 10 Level-Based TNA Mapping and Training Implications

TNA Level	Focus of Analysis	Training Implications
Organization	Policy and strategic direction	Priority-based training for community policing and public services
Task	Real activities in the field	Applied materials (mediation, communication, early detection)
Individual	Personnel competency gap	Specific and personal needs-based training

Source: Data processed by researchers (2026)

Thus, TNA not only functions as a needs identification tool, but also as a basis for strategic decision-making in evidence-based training planning.

b. Optimizing Input Aspects through Blended Learning and

The main problem in the context dimension lies in the suboptimal implementation of Training Needs Analysis (TNA), which is still partial and not data-driven. This results in training programs not fully aligning with actual needs in the field. This finding aligns with the theory that training effectiveness is largely determined by the accuracy of identifying training needs.

Strengthening data-driven TNA is a strategic step to bridge this gap. With an approach that encompasses the organizational, task, and individual levels, training can be designed in a more targeted and contextual manner. The following is a synthesis of the relationship between training needs and interventions:

Utilization of Internal Resources

Budget and instructor limitations are the main challenges in the input dimension. In this context, implementing a blended learning model has proven to be a strategic solution that can

increase efficiency while expanding the reach of training. Blended learning enables the integration of online and offline learning, making the learning process more flexible, adaptive, and sustainable.

Additionally, optimizing internal resources through a

train-the-trainer approach and internal benchmarking is also a crucial factor in addressing instructor shortages. The following is a comparison of the effectiveness of conventional and blended learning approaches:

Table 11 PComparison of Training Effectiveness

Aspect	Conventional	Blended Learning
Cost	Height (accommodation, transportation)	More efficient
Reach	Limited	Broad and inclusive
Flexibility	Low	Tall
Sustainability	Limited	Sustainable

Source: Data processed by researchers (2026)

Thus, this strategy not only addresses resource limitations, but also encourages the transformation of the training system towards a more modern and adaptive model.

c. Reorientation of Process Aspects towards Substantive and Practice-Based Learning

Research findings indicate that the training process still tends to be administrative in nature and places little emphasis on learning quality. This results

in participants' poor ability to apply training materials in the field.

Reorienting the training process to a practice-based (experiential) learning approach is a crucial step in improving learning effectiveness. This approach emphasizes active participant involvement through simulations, case studies, and role-plays that reflect real-world conditions.

Table 12 Comparison of Learning Methods and Their Impact

Learning methods	Characteristics	Impact
Lecture	Passive, theoretical	Limited understanding
Simulation	Interactive, contextual	Skill enhancement
Case study	Analytical	Strengthening problem solving skills

Source: Data processed by researchers (2026)

With this approach, training not only produces conceptual understanding, but also practical competencies relevant to the duties of Bhabinkamtibmas.

d. Strengthening Product Aspects through Continuous Evaluation of the Kirkpatrick Model

In the product dimension, the main problem lies in the suboptimal evaluation system capable of comprehensively measuring the impact of training. Current evaluations tend to be limited to administrative aspects (graduation), thus failing to capture changes in behavior and

performance. Applying the Kirkpatrick evaluation model offers a solution for measuring training effectiveness comprehensively, from reactions to organizational impact.

Table 13 Kirkpatrick Training Evaluation Model

Evaluation Level	Focus	Indicator
Reaction	Participant satisfaction	Training feedback
Learning	Increased knowledge	Pre-test vs post-test
Behavior	Changes on the ground	Supervisor observation
Results	Impact of the organization	Public trust, public order and security stability

Source: Data processed by researchers (2026)

Through ongoing evaluation, organizations can ensure that training truly makes a real contribution to improving personnel performance and the quality of public services.

e. Integration of Strategy within the Framework of Continuous Training System

This discussion demonstrates that the effectiveness of Bhabinkamtibmas training

cannot be achieved through a partial approach, but rather requires comprehensive integration across CIPP dimensions. The strategy formulated in this study reflects a systemic approach that connects planning (TNA), implementation (blended learning and experiential learning), and evaluation (Kirkpatrick) in a continuous cycle.

Table 14 Integration of Training Strategies within the CIPP Model Framework

Dimensions	Key Strategy	Outcome
Context	Data-driven TNA	Accurate training needs
Input	Blended learning & internal HR	Increased efficiency and reach
Process	Practice-based learning	Applicative competence
Product	Continuous evaluation	Measurable impact

Source: Data processed by researchers (2026)

This integration creates a training system that is not only effective and efficient, but also adaptive to the dynamics of Bhabinkamtibmas duties and developments in the strategic environment.

Thus, an effective and efficient Bhabinkamtibmas training strategy must be built on three main principles: needs-based, practice-oriented, and evaluation-driven. These three principles serve as the foundation for

creating a training system that not only improves personnel competency but also directly impacts the quality of service and public trust in the National Police.

CONCLUSION

The research results indicate that the implementation of Bhabinkamtibmas training has not been fully optimal in improving personnel competency as a whole. Based on an evaluation using the CIPP model, the main weaknesses lie in the

suboptimal Training Needs Analysis (TNA), which results in training that is not well-targeted, limited resources that impact training quality, learning methods that are still predominantly theoretical, and an evaluation system that is unable to measure the impact of training on performance in a concrete manner.

These findings indicate the need for a transformation in training delivery, moving beyond administrative orientation to a more substantive approach based on real-world needs. Therefore, strengthening data-driven training programs (TNA) is a fundamental step in ensuring the accuracy of training targets. Furthermore, the implementation of blended learning models needs to be optimized as a solution to budget and reach limitations, accompanied by optimization of internal resources

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- through instructor development and internal benchmarking practices. Reorienting training methods toward practice-based learning is also crucial for improving personnel's application skills. Furthermore, strengthening comprehensive training evaluation systems based on models such as Kirkpatrick's is necessary to ensure that training not only results in certification but also impacts improved performance in the field.
- Thus, the implications of this study confirm that improving the quality of Bhabinkamtibmas training requires integrated policy support, strengthening of human resource capacity, and an adaptive and sustainable training system, so as to be able to support improving the quality of service and public trust in the Indonesian National Police.
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