

Integrative Model of Training and Motivation as a Strategy to Improve the Operational Performance of Brimob Personnel

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Abstract: This study aims to analyze the influence of training and motivation on the performance of members of the South Sulawesi Police Pioneer Battalion A and formulate an integrative model that can be used as a strategy to improve operational performance. Using a quantitative approach with a correlational design, data was collected from 85 respondents through a Likert scale questionnaire. Data analysis was carried out by multiple linear regression using SPSS version 25. The results showed that training had a positive and significant effect on performance ($\beta = 0.421$; $p < 0.05$) and motivation had a greater influence on performance ($\beta = 0.537$; $p < 0.05$). Simultaneously, training and motivation explain 61% of the variation in member performance ($R^2 = 0.610$). These findings resulted in an Integrative Model of Training and Motivation as a strategic recommendation, which emphasizes the importance of a combination of improving technical competence through training and strengthening internal motivation through ongoing motivation programs. This model can be a reference in the formulation of human resource development policies within the Brimob.

Keyword: Training, Motivation, Operational Performance, HR Management.

INTRODUCTION

Human resources have long been recognized as the most strategic asset of any organization. In the context of public institutions with high-risk operational mandates, the quality of human capital is not only a determinant of organizational success but also a key factor in ensuring public trust and safety. Within police organizations, particularly special units such as the Mobile Brigade Corps (*Brimob*) in Indonesia, the demand for professional, disciplined, and resilient personnel has become increasingly urgent. Brimob, as a paramilitary police unit, is tasked with responding to situations of high intensity and complexity, ranging from counterterrorism and riot control to disaster management. Such responsibilities require not only advanced technical skills but also strong internal motivation to sustain performance under extreme pressure.

Training has traditionally been positioned as the primary mechanism for equipping police officers with the necessary knowledge, skills, and competencies. In the field of human resource management, training is defined as a systematic process designed to enhance the abilities of employees so they can perform their tasks effectively and efficiently. For Brimob personnel, training encompasses physical endurance, technical mastery of weaponry, tactical strategies for public order management, and psychological preparedness. However, empirical evidence suggests that training alone does not automatically translate into optimal performance outcomes. Without sufficient motivational drives such as recognition, promotion opportunities, and a sense of duty training outcomes may remain underutilized in daily practice.

Motivation, as a psychological force, plays a complementary role in shaping employee behavior and performance. Classical theories, such as Maslow's hierarchy of needs and McClelland's theory of achievement, emphasize that individual performance is influenced by both intrinsic and extrinsic motivational factors(1)(2)(3)(4). In the paramilitary setting of Brimob, intrinsic factors may include a sense of responsibility, pride in serving the nation, and self-actualization, while extrinsic factors may include material rewards, promotions, and organizational recognition. Prior studies in human resource management have demonstrated that motivation enhances job satisfaction, reduces absenteeism, and fosters commitment to organizational goals(5)(6)(7). Within high-risk security institutions, motivation is even more critical because personnel are often exposed to life-threatening circumstances that demand extraordinary resilience(8).

Despite the acknowledged importance of both training and motivation, there remains a gap in empirical studies that investigate their integrative effects on performance in Indonesia's paramilitary police units. While research in corporate and public-sector organizations has consistently reported the positive influence of training and motivation on employee performance, the contextual differences in Brimob marked by hierarchical discipline, physical and psychological demands, and constant exposure to operational risks necessitate context-specific analysis. Preliminary observations within the Battalion A Pelopor of Brimob South Sulawesi revealed a decline in performance indicators, including reduced effectiveness in handling operational tasks, lower quality of reporting, and increased absenteeism. These findings highlight the urgency of systematically examining how training and motivation interact to influence performance within this unique organizational setting.

In this study, State of The Art looks at the extent to which previous research was carried out related to the Integrative Model of Training and Motivation as a Strategy to Improve Operational Performance.

In ensuring research in the form of articles in reputable international journals that are indexed, through the help of the Dimensions Application, 3534 document titles were found with the words Training and Motivation as a Performance Improvement Strategy with several stages of limitation. Then with the help of the VosViewer application, I almost couldn't find an article discussing Training and Motivation as a Performance Improvement Strategy.

Thus, this concept is suitable for use in looking for New Models to improve operational performance. So that the State of The Art and Novelty in this study is expected to become a New Model. The following is the display in the VosViewer application in figure 1.

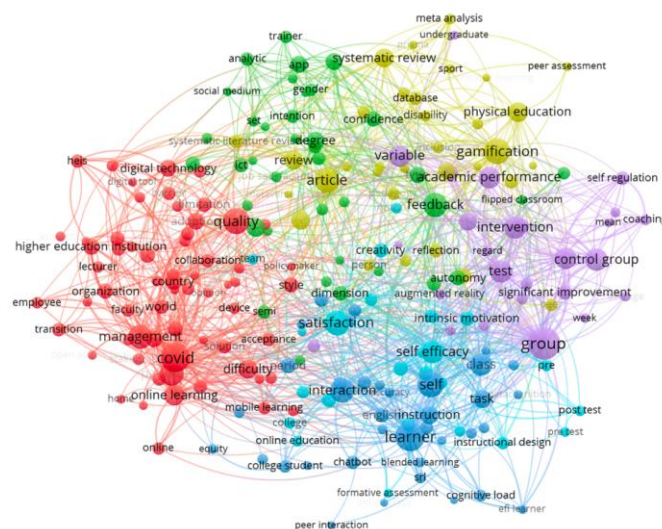


Figure 1. Network Visualization

Recent empirical data reinforce the significance of this inquiry. Statistical analyses conducted through multiple linear regression show that both training and motivation exert significant positive effects on the performance of Brimob personnel. Training was found to contribute to the enhancement of technical and tactical skills, while motivation demonstrated a stronger effect in sustaining consistent performance levels. Together, these two variables explained 61% of the variation in performance outcomes, underscoring their critical role as dual pillars of human resource development.

These findings resonate with global literature that advocates for integrative approaches to employee development, where skill-building initiatives are closely aligned with motivational reinforcement.

Theoretically, this research contributes to the broader discourse on human resource management in high-risk institutions by bridging the gap between training effectiveness and motivational psychology(9)(10)(11)(12)(13). Practically, it offers evidence-based recommendations for designing integrated models of personnel development in Brimob, where technical training is systematically linked with motivational strategies. Such an approach is essential not only for improving individual performance but also for enhancing organizational resilience and professionalism in fulfilling its mandate of safeguarding public security.

In light of the above, this study addresses three central research questions: (1) What is the effect of training on the performance of Brimob personnel? (2) How does motivation influence performance outcomes? and (3) To what extent do training and motivation jointly affect performance in operational contexts characterized by high risk? By answering these questions, the study not only provides empirical insights into the determinants of police performance in Indonesia but also contributes to the formulation of an Integrative Training and Motivation Model. This model is expected to serve as a strategic framework for the sustainable development of Brimob personnel, ensuring their readiness and professionalism in protecting society against diverse security threats.

RESEARCH METHOD

This study employed a quantitative approach with an explanatory survey design, aiming to examine the causal relationship between training, motivation, and performance among members of the Battalion A Pelopor of the Mobile Brigade Corps (Brimob), South Sulawesi Regional Police. The explanatory design was selected to test hypotheses derived from human resource management theories, particularly those emphasizing the role of training and motivation in enhancing employee performance(14). A cross-sectional strategy was applied, where data were collected at a single point in time to capture variations across respondents(15).

The research was conducted at Battalion A Pelopor, Brimob Unit, South Sulawesi Regional Police, an elite paramilitary police force tasked with handling high-risk operations such as riot control, counterterrorism, and disaster response. This specific site was chosen due to its strategic role in maintaining public security and because preliminary observations revealed a decline in performance indicators. Data collection took place between February and May 2025, coinciding with routine operational and training activities of the unit.

The population of this study consisted of all active members of Battalion A Pelopor. Using a purposive sampling technique, 85 personnel were selected as respondents. This sample size was considered adequate based on statistical requirements for multiple linear regression analysis, ensuring sufficient power to detect significant relationships among variables. The respondents represented various ranks and roles, providing a comprehensive view of how training and motivation influence performance in diverse operational contexts.

Three main variables were measured in this research:

1. Independent Variables

Training (X_1): assessed through five indicators—quality of instructor, participant engagement, training methods, training materials, and training objectives. Each indicator was operationalized using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5).

Motivation (X_2): measured across two dimensions—intrinsic (responsibility, target orientation, clarity of goals, feedback, and sense of achievement) and extrinsic (financial incentives, recognition, career advancement, and welfare guarantees). Responses were also captured using a five-point Likert scale.

2. Dependent Variable

Performance (Y): defined as the ability of personnel to carry out tasks effectively and efficiently in accordance with organizational standards. The performance construct was measured through six indicators: quality of work, quantity of output, timeliness, effectiveness, discipline, and accountability.

Both primary and secondary data were utilized. Primary data were collected through structured questionnaires distributed to selected respondents, while secondary data were obtained from internal reports, training documentation, and official records of Battalion A Pelopor. Prior to distribution, the questionnaire underwent expert validation to ensure content relevance, followed by a pilot test to confirm clarity and reliability.

The validity of the instrument was tested using Pearson's product moment correlation, ensuring that each item correlated significantly with its respective construct(16). Reliability was assessed through Cronbach's alpha coefficient, with all variables achieving values above the threshold of 0.70, indicating high internal consistency.

To address the research objectives, data were analyzed using multiple linear regression analysis with the aid of SPSS version 25. The analysis involved three main tests:

1. Partial Test (t-test): to examine the individual effects of training and motivation on performance.
2. Simultaneous Test (F-test): to evaluate the joint effect of training and motivation.
3. Coefficient of Determination (R^2): to measure the proportion of variance in performance explained by the independent variables.

All analyses were conducted at a 5% significance level ($\alpha = 0.05$). Assumptions of regression, including normality, multicollinearity, and heteroscedasticity, were checked to ensure the robustness of the model.

RESULT AND DISCUSSION

Results

The following is the data processing of samples obtained in the training analysis at BRIMOB using Model Summary:

Table.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.781	0.610	0.600	3.215

Source: Processed data, 2025.

The regression analysis produced an R value of 0.781 and an R^2 of 0.610, indicating that 61% of the variation in performance among Brimob personnel can be explained by training and motivation simultaneously. The remaining 39% is attributable to other factors not included in the model, such as

leadership, organizational culture, workload, and resource availability. The adjusted R² value of 0.600 further confirms the stability of the model across the sample

Table.2 Simultaneous Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2187.532	2	1093.766	105.72	0.000
Residual	1395.468	82	17.012		
Total	3583.000	84			

Source: Processed data, 2025.

The F-test yielded a value of 105.72 with $p = 0.000 (< 0.05)$. This result demonstrates that training and motivation jointly exert a significant influence on personnel performance. The finding suggests that these two variables complement one another in shaping the ability of Brimob members to execute their high-risk tasks effectively

Table.3 Partial Test (Coefficients)

Variabel	Unstandardized Coefficients (B)	Std. Error	t	Sig.
(Constant)	12.453	1.789	6.96	0.000
Pelatihan (X ₁)	0.421	0.082	5.13	0.000
Motivasi (X ₂)	0.537	0.075	7.16	0.000

Source: Processed data, 2025.

The results of the t-test are as follows:

1. Training (X₁): Regression coefficient (B) = 0.421, $t = 5.13$, $p = 0.000 (< 0.05)$. This indicates that training has a positive and significant impact on performance. Every unit increase in training is associated with a 0.421 increase in performance, holding other variables constant.
2. Motivation (X₂): Regression coefficient (B) = 0.537, $t = 7.16$, $p = 0.000 (< 0.05)$. This demonstrates that motivation also has a positive and significant effect on performance, with a stronger influence than training. Each additional unit of motivation leads to a 0.537 increase in performance.
3. Constant (α): The intercept value of 12.453 indicates the baseline performance level when both training and motivation are absent.

These results establish that both training and motivation independently and collectively contribute to enhancing the performance of Brimob personnel.

Discussions

The Effect of Training on Performance

The findings confirm that training significantly improves the performance of Brimob personnel. This supports Dessler's (2020) conceptualization of training as a systematic process for equipping employees with skills necessary to perform their duties. In the Brimob context, training extends beyond technical knowledge to include field simulations, tactical maneuvers, and psychological resilience. The positive coefficient of training in this study highlights the role of well-designed training programs in enhancing operational readiness, reducing errors, and increasing task efficiency.

Comparable evidence has been reported in previous research within both corporate and public security settings. For example, Sugianto et al. (2024) found that effective training interventions significantly improve productivity and quality of work outcomes. Similarly, Tangianu et al. (2025) showed that training aligned with participant needs enhances competency development and job satisfaction (17)(18). These findings align with the current study, demonstrating that structured training is indispensable for building the technical and psychological preparedness required in high-risk policing.

The Effect of Motivation on Performance

The analysis also revealed that motivation exerts a stronger influence on performance than training. This suggests that while skills are critical, the willingness to apply those skills under demanding conditions is equally, if not more, important. Motivation embodies both intrinsic factors, such as responsibility and pride, and extrinsic factors, such as recognition and career advancement. Maslow's hierarchy of needs and McClelland's theory of achievement both provide theoretical grounding for this finding, highlighting that human behavior is driven by unmet needs and the pursuit of accomplishment(19).

This result resonates with Shetty et al. (2024), who found that intrinsic motivation plays a pivotal role in sustaining performance in challenging environments(20). In the Brimob setting, motivation becomes vital due to the frequent exposure of personnel to life-threatening operations. Strong motivation fosters resilience, discipline, and accountability, thereby ensuring that personnel not only possess the skills but are also driven to utilize them effectively.

The Joint Effect of Training and Motivation

The simultaneous test confirms that training and motivation interact to produce a stronger effect on performance. Training enhances technical and tactical abilities, while motivation ensures that personnel remain committed to applying these competencies in the field. This synergy aligns with McGregor's Theory X and Theory Y, which suggest that organizational productivity is shaped not only by managerial control but also by the extent to which employees are engaged and motivated.

The integrative impact of training and motivation supports the development of a holistic human resource strategy. As shown in the model tested in this study, training without motivation may lead to underutilized skills, while motivation without adequate training may result in misdirected enthusiasm. When both factors are harmonized, personnel performance improves across dimensions of quality, timeliness, effectiveness, and discipline.

Theoretical and Practical Implications

From a theoretical perspective, this study enriches the literature on human resource management in high-risk paramilitary organizations, a context that has received limited scholarly attention. The findings demonstrate that the dual emphasis on skill development and motivational reinforcement is necessary to sustain high performance in environments characterized by volatility and uncertainty.

Practically, the study provides evidence-based insights for Brimob leadership and policy makers. First, continuous and context-specific training must be prioritized, with simulations and field exercises reflecting real operational scenarios. Second, motivational programs should be institutionalized, encompassing both material incentives and recognition mechanisms. Third, integration between training and motivation should be formalized through policies that link training outcomes with career progression, rewards, and opportunities for self-development.

1. Training significantly enhances performance by strengthening technical, tactical, and psychological capacities.

2. Motivation exerts a stronger positive effect than training, demonstrating its central role in sustaining discipline and resilience.
3. The combination of training and motivation explains 61% of performance variation, underscoring their integrative role in human resource development.

These findings underscore the need for a comprehensive and integrative approach to personnel development in Brimob, ensuring that members are not only technically competent but also psychologically driven to fulfill their duties with professionalism and dedication.

Research Limitations

Some of the limitations of this research include Data was only taken from one battalion (Pioneer Battalion A), so generalization of results needed to be done carefully. Other variables such as leadership, work facilities, and organizational culture have not been incorporated into the model. The study was cross-sectional, so it did not describe long-term changes due to training and motivation interventions.

Conceptual Diagram of Integrative Model

Here's a conceptual diagram:

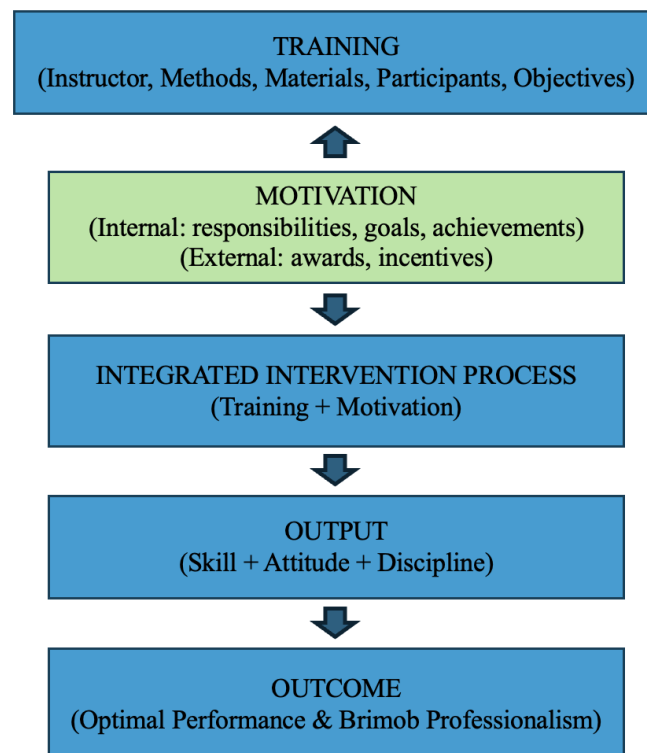


Figure 2. Integrative Model of Training and Motivation for Brimob Member Performance

This model illustrates the integrative relationship between training and motivation in improving the performance of members of the South Sulawesi Police Pioneer Battalion A Brimob. Training acts as a reinforcement of technical skills (hard skills) through instructors, methods, materials, participants, and measurable training objectives. Motivation acts as an internal and external driver that generates the will to work optimally. These two factors are combined in an integrated intervention process that produces outputs in the form of improved skills, work attitudes, and

discipline, which ultimately drives outcomes in the form of optimal performance and organizational professionalism. This model can be used as a strategic reference for unit leaders in designing policies for human resource development based on empirical data and evidence-based management.

The principles of model implementation are:

- 1) Needs-Based Training :
Training Need Analysis so that it is right on target.
- 2) Outcome-Based :
Each training program should have clear indicators of success (e.g., increased shooting ability, decreased offense rate).
- 3) Reward and Punishment System Integration:
Motivation is increased through a reward system for those who excel and punishment for violators, so as to create a disciplined work culture.
- 4) Periodic Monitoring and Evaluation:
Evaluation was carried out through training satisfaction questionnaires, performance assessments, and field observations. The results of the evaluation are used for continuous improvement.

Strategic recommendations in the form of:

- 1) Training Policy:
Battalion commanders need to allocate a specific budget for routine training, including field simulation training, physical exercise, and mental resiliency training.
- 2) Motivation Program:
Develop merit-based motivation programs, such as monthly awards, a performance points system, and transparent promotional channels.
- 3) Training and Motivation Integration:
Each training activity should be followed by motivation, mentoring, and coaching sessions so that participants feel valued and encouraged to implement the training results.
- 4) Improving the Quality of Human Resources:
Engage professional instructors, both internal and external, to provide materials relevant to the operational needs of the Brimob.
- 5) Technology Utilization:
Use e-learning or blended learning to expand training access without disrupting operational schedules.

This model can also be the basis for the development of a more systematic, empirical data-based SOP for Brimob Human Resources Development and in accordance with the vision of the National Police in improving the professionalism and performance of the unit.

Based on the results of the regression analysis and integrative model that has been prepared, the first strategic recommendation is to improve the quality and frequency of training. Battalion commanders need to develop competency-based training curricula that are relevant to operational challenges, such as social conflict management exercises, anti-terror, disaster rescue, and training in the use of modern equipment. Training should be carried out periodically with a combination of field, classroom, and simulation methods so that members gain experience that is close to real conditions. Training evaluations should be conducted systematically to ensure skills transfer occurs effectively.

The second recommendation is to strengthen a comprehensive and sustainable work motivation program. Motivational programs focus not only on material incentives such as bonuses or awards, but also include non-material aspects such as recognition from superiors, providing transparent

promotional opportunities, and creating a supportive work atmosphere. The reward and punishment mechanism needs to be designed proportionately so that outstanding members get appreciation, while disciplinary violations are dealt with strictly so as to create a fair and professional work culture.

The third recommendation is the integration of training and motivation in human resource development policies. Training should be accompanied by motivation, coaching, and mentoring sessions so that participants are encouraged to apply the skills acquired. The results of post-training performance evaluations can be used as the basis for providing incentives, promotions, or special assignments so that a direct link is created between training, motivation, and career opportunities. This integration will strengthen members' sense of belonging to the organization and increase their loyalty.

Fourth, it is recommended to implement evidence-based monitoring and evaluation to ensure the success of the integrative model. Unit leaders can develop a performance dashboard that monitors the development of training, motivation, and performance indicators in real-time. This data can be used as material for strategic decision-making, training curriculum improvement, and motivational program adjustments. With a data-driven approach, performance improvement efforts will be more targeted and have a sustainable impact on the professionalism of the Brimob Corps.

CONCLUSION

Based on the results of research and data analysis, it can be concluded that well-planned training, including the quality of instructors, suitability of methods, materials, and objectives, is proven to improve technical skills, discipline, and preparedness of members of the South Sulawesi Police Pioneer Battalion A. Motivation, both internal and external, has a significant and greater effect on performance than training. Meeting the needs of awards, promotional opportunities, and a fair reward system are the main drivers of performance improvement. The results of the F test showed that training and motivation simultaneously explained 61% of the variation in member performance. This means that the combination of the two produces a stronger synergistic effect than if only one of the factors were enhanced. This research gave birth to an Integrative Model of Training and Motivation, which can be used as the basis for the formulation of evidence-based human resource development policies to improve the operational performance of Brimob units. The results of the study provide concrete recommendations for unit leaders to integrate training and motivation into personnel development policies, improve the quality of the training curriculum, and strengthen the merit-based motivation system.

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