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The Effect of Competency and Work Experience on the Performance of Teaching Staff at SPN Polda Metro Jaya

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Abstract: The performance of teaching staff is a strategic factor in supporting the success of the education and training process at the National Police School (SPN) of the Jakarta Metropolitan Police. Teaching staff with high competence and adequate work experience are expected to be able to deliver learning materials effectively, professionally, and in accordance with the demands of police duties. This study aims to analyze the influence of competence and work experience on the performance of teaching staff at the SPN of the Jakarta Metropolitan Police, both partially and simultaneously. This study uses a quantitative approach with a survey method. The study population was 132 teaching staff, with a sample of 99 respondents determined using a specific sampling technique. Data collection was carried out through questionnaires, while data analysis used multiple linear regression with the help of the SPSS program. The results of the study indicate that partially, competence has a positive and significant effect on teaching staff performance. This finding indicates that the higher the level of competence of teaching staff, the higher the resulting performance. In addition, work experience also has a positive and significant effect on teaching staff performance, indicating that the length of experience and mastery of tasks obtained from work practices contribute significantly to improving performance. Simultaneously, competence and work experience have a significant effect on teaching staff performance. The coefficient of determination (R Square) value of 0.442 indicates that competence and work experience are able to explain 44.2% of the variation in teaching staff performance, while the remaining 55.8% is influenced by other factors outside the research model. This study confirms that continuous improvement of competence and strengthening of work experience are important factors in improving the performance of teaching staff in the SPN Polda Metro Jaya environment.

Keyword: Competence, Work Experience, Teaching Staff Performance, SPN Polda Metro Jaya.

INTRODUCTION

The National Police Education Unit (SPN) of the Jakarta Metropolitan Police is a strategic educational institution tasked with developing professional, competent police human resources capable of facing complex security challenges in the metropolitan area. The performance of its teaching staff is a key factor in determining the success of the learning process and the achievement of student competency standards. Performance is measured not only by the ability to deliver material, but also by the ability of teachers to apply adaptive, disciplined, and professional learning methods that instill the character and values of the police organization (Unmul et al., 2024; Sukamto & Pardjono, 2017). High instructional performance reflects the quality of teaching that is able to prepare graduates for real-world tasks.

Teaching staff competency is a crucial aspect in determining the quality of instructional performance. This competency encompasses pedagogical, professional, personal, social, and technical competencies relevant to police operational duties. According to Sukamto & Pardjono (2017) and Mulyadi et al. (2022), strong competency enables instructors to understand and deliver material effectively, apply appropriate learning methods, and adapt approaches to student needs. Furthermore, adequate competency also facilitates instructors instilling professional ethics and organizational culture. Therefore, weak competency can reduce teaching quality and directly impact instructional performance.

Besides competence, work experience is also a crucial factor in shaping instructor performance. Work experience in the police force, including operational experience, investigations, field training, and technical assignments, adds value to the learning process. Instruction based on real-life experiences tends to be more applicable and contextual, helping students understand real-life operational challenges (Maslina et al., 2024). Previous research confirms that extensive work experience is positively correlated with the effectiveness and quality of instructor performance, as instructors can provide actual and relevant case studies.

The phenomenon of variation in teacher performance at the National Police Service (SPN) of the Jakarta Metropolitan Police (Polda Metro Jaya) is an important reason for conducting this research. Some teachers demonstrate high performance, with good mastery of the material, effective instructional skills, and commitment to the learning process. Conversely, there are teachers whose performance is suboptimal, characterized by a lack of innovative learning methods, limited mastery of modern instructional techniques, and a weak ability to deliver material contextually (Rivai & Sagala, 2020; Maslina et al., 2024). This performance variation indicates that competency and work experience play a significant role in differentiating individual performance.

The challenges of the digital era and the transformation of the Indonesian National Police (Polri) require instructors to possess more comprehensive competencies. The integration of technology-based learning, the use of digital devices, and the use of modern data-driven materials require a high degree of adaptability from instructors. Hadi et al. (2021) emphasize that improving competency and work experience are crucial factors in enabling instructors to face the professional dynamics and demands of educational technology. Unpreparedness for this transformation can reduce instructional effectiveness and hinder the achievement of the strategic goals of police education institutions.

The work experience of instructors is also influenced by the dynamics of assignments within the police force. Not all instructors have the same operational experience; some are more focused on administrative experience, while others have extensive operational experience. This difference in experience has the potential to create gaps in instructional skills, particularly in materials requiring technical and tactical understanding (Turner & Choi, 2019). Previous research has shown that work experience is a key factor influencing variations in individual performance within police education and training organizations.

Based on this description, the combination of competence and work experience is believed to be the main factor determining instructor performance at the SPN Polda Metro Jaya.

Competence provides the technical and pedagogical foundation, while work experience enriches learning with real-world contexts and case studies. Rivai & Sagala (2020) and Mulyadi et al. (2022) emphasized that strengthening these two factors can significantly improve the quality of instructional performance. Therefore, this study is crucial to provide empirical evidence regarding the influence of competence and work experience on instructor performance, while also providing strategic recommendations for human resource management in the police education environment.

Competence

Competence is the main foundation in determining the quality and performance of teaching staff in educational institutions, including the SPN Polda Metro Jaya. According to Spencer and Spencer (1993), competence is an individual characteristic that distinguishes high and low performance, including knowledge, skills, motivation, values, and work attitudes. Meanwhile, Boyatzis (1982) emphasized that competence is not only related to technical abilities, but also interpersonal and conceptual abilities that influence work effectiveness. In the context of police education, pedagogical, professional, social, and personal competence are important elements that influence the ability of teachers to deliver material effectively and adaptively according to the needs of students (Sukanto & Pardjono, 2017).

Furthermore, Campbell et al. (1990) explained that competencies include observable and measurable behaviors that directly contribute to an individual's performance and work outcomes. This is in line with McClelland's (1973) opinion, which states that mastery of key competencies enables individuals to face work challenges effectively, improve performance, and minimize errors. Robbins and Judge (2019) added that the competencies possessed by teaching staff influence their ability to design, manage, and assess the learning process so that academic performance can be achieved optimally.

Adequate competency also serves as a foundation for innovation and adaptation in the learning process. According to Hadi et al. (2021), highly competent teachers are able to adapt instructional methods to the demands of technological developments and student dynamics. This is crucial at the SPN Polda Metro Jaya, where teaching is not only theoretical but also must be practical to support participants' readiness for operational police duties. Therefore, strengthening competency is a determining factor for improving teacher performance in achieving police education goals.

Work Experience

Work experience is the accumulation of an individual's professional practice, which can influence the abilities and performance of teaching staff. According to Kolb (1984), experiential learning enables individuals to acquire knowledge and skills through hands-on practice, reflection, and self-evaluation. In the context of teaching at the SPN Polda Metro Jaya, instructors' work experience—including operational, security, and investigative experience—is a crucial resource for delivering applicable and contextual material to students (Maslina et al., 2024).

Furthermore, according to Hadi et al. (2021), work experience improves teachers' ability to solve problems, make quick decisions, and implement appropriate learning strategies. This is reinforced by research by Campbell et al. (1990), which shows that broader work experience is positively correlated with teaching effectiveness and performance. Turner and Choi (2019) emphasize that extensive experience allows teachers to present real-life case studies, making it easier for students to understand complex theoretical concepts and operational procedures.

Furthermore, work experience also influences ongoing professional development. According to Mulyadi et al. (2022), instructors with extensive work experience have better reflective skills and are able to adapt teaching methods to different student characteristics. Robbins & Judge (2019) added that sufficient professional experience helps instructors

anticipate obstacles in the learning process and improve work efficiency. Thus, work experience not only improves instructional quality but also strengthens instructor performance in achieving academic and operational targets.

Teaching Staff Performance

Teaching staff performance reflects an individual's effectiveness in producing quality educational output, both in terms of quantity and quality of the learning process. According to Milkovich et al. (2021), individual performance is determined by a combination of competence, experience, motivation, and a supportive work system. In the context of police education, teaching performance is measured by the ability to convey material clearly, innovative learning methods, student success in understanding and applying the material, and achievement of established competency standards.

Gibson et al. (2018) emphasized that work performance is determined not only by individual capacity but also by how individuals manage resources, time, and learning strategies. This is in line with Robbins & Coulter (2021), who stated that instructional performance is also influenced by managerial skills, adaptability to change, and the teacher's professional experience. Previous research by Sukanto & Pardjono (2017) and Mulyadi et al. (2022) found that teachers with high competence and adequate work experience can significantly improve participants' learning performance.

Furthermore, the performance of the teaching staff at the SPN Polda Metro Jaya is also closely related to the organization's effectiveness in preparing police personnel ready for duty. Hasibuan (2019) stated that teaching staff performance is a measure of performance that encompasses efficiency, quality, and consistency of work. With adequate competence and extensive work experience, teaching staff can deliver an efficient learning process, improve participant skills, and ensure graduates possess operational competencies that meet police professional standards. Therefore, teaching staff performance is a crucial indicator of the success of police educational institutions in achieving their strategic goals.

METHOD

Types of research

This study uses a quantitative approach with a causality method (explanatory research) to analyze the influence of competence and work experience on the performance of teaching staff at the SPN Polda Metro Jaya. The quantitative approach was chosen because it allows for objective measurement of relationships between variables using numerical data, as well as statistical hypothesis testing (Creswell, 2014; Sugiyono, 2018).

The causality method is used to determine the cause-and-effect effect, where competence and work experience act as independent variables, while the performance of teaching staff is the dependent variable. This approach allows researchers to empirically evaluate the contribution of each variable to performance and determine the dominant variables that influence teaching performance (Sekaran & Bougie, 2016). With this method, the study is expected to provide an in-depth understanding of the relationship between competence and work experience on the instructional performance of teaching staff in the police education environment.

Population and Sample

The study population was all teaching staff at the SPN Polda Metro Jaya with a total of $N = 132$ people. Due to the limited population size, the study used a census sampling technique, but some respondents could not be reached, resulting in an effective sample of 99 people being analyzed. This sample selection is considered representative because it covers a large portion of the population, allowing the study results to accurately describe the characteristics of the teaching staff (Hair et al., 2019; Sekaran & Bougie, 2016). This technique also minimizes

sampling bias while allowing for a comprehensive evaluation of the relationships between variables within the context of the SPN Polda Metro Jaya.

Method of collecting data

Research data were collected through a structured questionnaire based on theoretical indicators for each variable. The questionnaire used a 1–5 Likert scale to assess teaching staff's perceptions of competence, work experience, and productivity. The questionnaire method was chosen because it effectively collects data from a large number of respondents, is easy to analyze quantitatively, and allows for systematic measurement of individual perceptions and internal attitudes (Sugiyono, 2018; Creswell, 2014).

The questionnaire was equipped with clear instructions to ensure consistent and valid responses. Furthermore, the use of the questionnaire allowed researchers to compare perceptions between teaching staff with different levels of experience and competence, thus supporting empirical causal analysis.

Research Instruments

The research instrument includes three main variables, namely competence (X1), work experience (X2), and teaching staff performance (Y). Competence is measured through pedagogical, professional, personal, social, and technical indicators (Spencer & Spencer, 1993; Boyatzis, 1982; Sukanto & Pardjono, 2017). Work experience is measured through indicators of flight hours, diversity of tasks, operational experience, administrative experience, and adaptability (Kolb, 1984; Maslina et al., 2024; Mulyadi et al., 2022).

Teaching staff performance is measured through the achievement of learning targets, quality of instruction, time efficiency, adaptability, and contribution to student achievement (Milkovich et al., 2021; Gibson et al., 2018; Hasibuan, 2019). The validity and reliability of the instrument were tested using SmartPLS, including Outer Loadings, Composite Reliability, and Average Variance Extracted (AVE), to ensure that the indicator measurements were able to accurately reflect the variables (Hair et al., 2019).

Data Analysis Methods

Data analysis was conducted using SmartPLS version 4.0 with the PLS-SEM (Partial Least Square Structural Equation Modeling) approach. The analysis includes: (1) testing the measurement model (outer model) to assess the convergent validity, discriminant validity, and reliability of indicators; (2) testing the structural model (inner model) to test the influence between variables, including path coefficients and T-Statistics through bootstrapping 5,000 samples to assess the significance of the influence; and (3) evaluating R-Square to see the contribution of independent variables to the dependent variable (Hair et al., 2019; Henseler et al., 2016).

This method allows researchers to assess the simultaneous and partial influence of competence and work experience on teaching staff performance, while identifying the most dominant variables so that they can be used as managerial recommendations at the SPN Polda Metro Jaya.

Hypothesis

Hypothesis 1 (H1)

H1: Competence has a positive and significant effect on the performance of SPN Polda Metro Jaya teaching staff. H0: Competence does not affect the performance of SPN Polda Metro Jaya teaching staff.

Hypothesis 2 (H2)

H2: Work experience has a positive and significant effect on the performance of SPN Polda Metro Jaya teaching staff. H0: Work experience does not affect the performance of SPN Polda Metro Jaya teaching staff.

Hypothesis 3 (H3)

H3: Competence and work experience simultaneously have a positive and significant effect on the performance of SPN Polda Metro Jaya teaching staff. H0: Competence and work experience simultaneously do not affect the performance of SPN Polda Metro Jaya teaching staff.

RESULTS AND DISCUSSION

Inner Model Evaluation

After assessing the model and finding that each construct meets the criteria of Convergent Validity, Discriminant Validity, and Composite Reliability, the next step is to evaluate the structural model, which includes testing model fit, Path Coefficient, and R². Model fit testing is used to determine whether a model fits the existing data.

Fit Model

Model Fit Table		
	Saturated model	Estimated model
NFI	0.678	0.678

Source: Processed Data, 2025

Based on the table, the Normed Fit Index (NFI) value was recorded at 0.678, or 67.8%, indicating a fairly good level of model fit. This result indicates that the overall research model adequately represents the data, allowing the structure of the relationships between the variables in the study to be accepted and further analyzed.

Path Coefficient

Path Coefficient Table	
	Path Coefficient
KOM -> KTP	0.532
PK -> KTP	0.247

Source: Processed Data, 2025

The table shows that the Competence variable has a positive influence on the Teaching Staff Performance variable, indicating that improving teaching staff competency significantly drives improvements in teaching staff performance. Furthermore, the Work Experience variable also has a positive influence on Teaching Staff Performance, indicating that teaching staff work experience contributes to performance improvement.

R² (R-Square)

Based on the data processing that has been carried out using smartPLS 4.0, the R-Square value is obtained as follows:

R-Square Table

Variables	R-Square
Teaching Staff Performance	0.442

Source: Processed Data, 2025

Based on the R-Square value table of 0.442 or 44.2% of the Teaching Staff Performance variable is influenced by Competence and Work Experience, so the R-Square of the Teaching Staff Performance variable is stated as moderate, while the remaining 55.6% can be explained or influenced by other variables besides Competence and Work Experience.

Calculate GoF (Goodness of fit)

$$GoF = \sqrt{AVE_{mean} \times R^2}$$

$$GoF = \sqrt{0,579 \times 0,442}$$

$$= \sqrt{0,255918}$$

$$= 0.506$$

In this study, the Mean AVE value is 0.579 and the R² value of the endogenous variable is 0.442, so the GoF value is: 0.506. According to Wetzels et al. (2009), the GoF value is classified as small GoF = 0.10, medium GoF = 0.25, large GoF = 0.36. With a GoF value of 0.720, the model in this study is included in the high fit category (good fit). This means that the model used is able to explain the data as a whole very well and is worthy of being used as a basis for drawing research conclusions.

F-Square Test

F Square Table

Work Effectiveness (Y)	
KOM -> KTP	0.436
PK -> KTP	0.094

Source: Processed Data, 2025

Based on the table above, the following conclusions can be drawn:

The relationship between Competence and Teaching Staff Performance shows an F-Square value of 0.436, which is considered strong. This indicates that Competence contributes significantly to Teaching Staff Performance. The level of knowledge, skills, analytical abilities, work attitudes, achievement motivation, and personality/character of teaching staff have been shown to be the main factors driving the improvement of teaching staff performance at the National Police School (SPN) of Polda Metro Jaya. Of Work Experience on Teaching Staff Performance is 0.094, which is considered very small.

This indicates that although Work Experience has a positive contribution to Teaching Staff Performance, its direct influence is relatively lower compared to other factors. In other words, increasing Work Experience has a limited impact on changes in Teaching Staff Performance, although it remains statistically significant.

Hypothesis Testing

Based on the data processing results, the hypothesis testing of this study was based on t-statistics and p-values to assess the significance of the influence between variables. The hypothesis was accepted if the p-value was <0.05, indicating a statistically significant influence. The testing was conducted using the SmartPLS application through path coefficient analysis with the bootstrapping technique. This technique is used to obtain stable and reliable parameter estimates, thus describing the direction, strength, and significance of the causal relationship between variables in the research model:

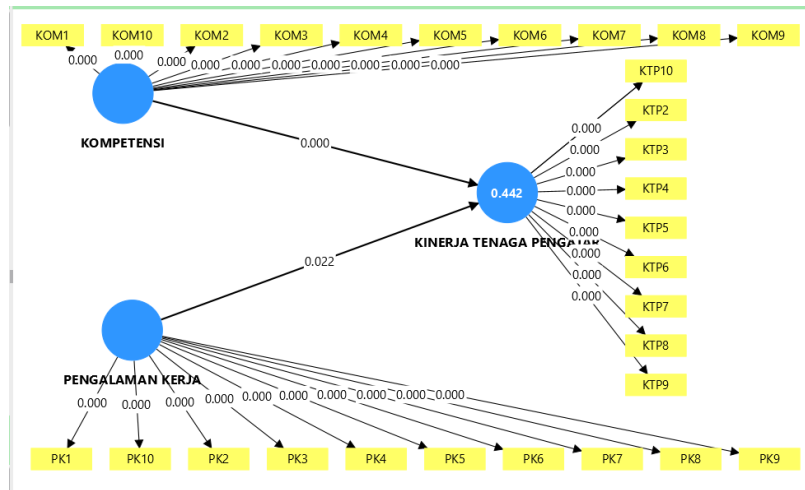


Table of Hypothesis Test Results using the Path Coefficient Bootstrapping Technique

	Original sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T statistics	P value	Information
Competence -> Teaching Staff Performance	0.532	0.538	0.096	5,513	0.000	Positive and significant
Work Experience -> Teaching Staff Performance	0.247	0.261	0.108	2,301	0.022	Positive and significant

Source: Processed data, 2025

Based on the results of the SEM-PLS analysis, the influence of Competence on the Performance of Teaching Staff shows the Original Sample (O) value = 0.532, Sample Mean (M) = 0.538, with Standard Deviation (STDEV) = 0.096, resulting in T Statistics = 5.513 and P value = 0.000, which indicates that the influence of Competence on the Performance of Teaching Staff is positive and significant. Meanwhile, Work Experience on the Performance of Teaching Staff has Original Sample (O) = 0.247, Sample Mean (M) = 0.261, with STDEV = 0.108, resulting in T Statistics = 2.301 and P value = 0.022, which indicates that the influence

is also positive and significant, but not stronger than Competence, confirming that Competence is the main factor in improving the Performance of Teaching Staff at the National Police School (SPN) Polda Metro Jaya

Hypothesis Results Table

	Hypothesis	Conclusion
Hypothesis 1	There is a positive influence of competence on the performance of teaching staff.	Accepted
Hypothesis 2	There is a positive influence of work experience on the performance of teaching staff.	Accepted
Hypothesis 3	There is a simultaneous influence between competence and work experience on the performance of teaching staff.	Accepted

Based on the results of the analysis, the research hypothesis shows that Competence has a positive influence on the Performance of Teaching Staff , so this hypothesis is accepted. Furthermore, Work Experience also has a positive influence on the Performance of Teaching Staff , so this hypothesis is accepted. In addition, simultaneous testing shows that Competence and Work Experience together have a positive influence on the Performance of Teaching Staff, so the simultaneous hypothesis is also accepted, confirming the importance of these two variables in improving the performance of teaching staff at the State Police School (SPN) Polda Metro Jaya

The Influence of Competence on Teaching Staff Performance

The results of the study indicate that competence has a positive and significant effect on the performance of teaching staff at the SPN Polda Metro Jaya. This is evidenced by a t-statistic value of $5.513 > 1.967$, an influence coefficient of 0.532, and a p-value of 0.000 (<0.05). These findings confirm that competence is the most dominant variable in improving teaching staff performance. The higher the competence, the more optimal the resulting teaching performance, both in terms of material mastery, learning methods, and achievement of learning targets.

Theoretically, these results align with Spencer and Spencer (1993) and Robbins and Judge (2019), who stated that competence is a fundamental individual characteristic that directly influences superior performance. These findings also align with research by Nasution and Madiistriyatno (2024) and Rivai and Sagala (2020), which found that competence significantly influences employee performance, including within the Indonesian National Police (Polri). Therefore, these findings reinforce the notion that improving competence is key to improving the performance of teaching staff at the SPN Polda Metro Jaya.

The Influence of Work Experience on Teaching Staff Performance

The results of the study indicate that work experience has a positive and significant effect on teaching staff performance, with a t-statistic value of $2.301 > 1.967$, an influence coefficient of 0.247, and a p-value of 0.022 (<0.05). This indicates that the better the teaching staff's work experience, the better their performance in the learning process. Work experience enables teaching staff to deliver material in a more applicable and contextual manner.

These findings align with the theories of Mathis and Jackson (2019) and Robbins and Judge (2019), which state that work experience improves problem-solving skills and individual work effectiveness. These findings are also consistent with research by Sutrisno (2016) and

Gibson et al. (2012), which found that work experience positively impacts performance. Therefore, work experience is a crucial factor supporting the performance of teaching staff at the SPN Polda Metro Jaya.

The Simultaneous Influence of Competence and Work Experience on the Performance of Teaching Staff

The simultaneous test results showed an R-square value of 0.442, or 44.2%, indicating that teaching performance was influenced by both competence and work experience together by 44.2%. This value indicates a moderate influence, where the combination of high competence and good work experience will produce more optimal teaching performance than the influence of each variable individually.

These results align with Mangkunegara's (2017) performance theory and Rivai and Sagala's (2020) research, which states that performance is the result of the interaction between ability and experience. However, other factors still influence performance, such as motivation, leadership, work environment, and supporting facilities, accounting for 55.8% (Robbins & Judge, 2019). Therefore, improving the performance of teaching staff at the SPN Polda Metro Jaya needs to be done comprehensively, not only through competence and work experience.

CONCLUSION

The results of the study indicate that competence has a positive and significant influence on the performance of teaching staff at the SPN Polda Metro Jaya. Highly competent teaching staff are able to master the material in depth, apply effective learning methods, and optimally achieve learning targets. This finding aligns with the views of Spencer and Spencer (1993) and Robbins and Judge (2019), who stated that competence is the primary foundation for individuals to achieve superior performance. Furthermore, previous research by Nasution and Madiistriyatno (2024) and Rivai and Sagala (2020) reinforces that improving competence is key to improving the quality of teaching within the police force.

Work experience has also been shown to play a significant role in supporting teaching performance. Teaching staff with extensive work experience are able to deliver material in a more applicable and contextual manner, linking theory to real-world practice, and providing more relevant learning for students. This finding aligns with the theories of Mathis and Jackson (2019) and Robbins and Judge (2019), which state that work experience improves problem-solving skills, decision-making, and individual work effectiveness. Previous research by Sutrisno (2016) and Gibson et al. (2012) also showed that work experience positively contributes to performance, making it a significant contributing factor in improving teaching performance.

Simultaneously, competence and work experience mutually reinforce each other's influence on teaching staff performance. The combination of high competence and adequate work experience results in more optimal teaching performance than if either factor were strengthened alone. This finding is consistent with Mangkunegara's (2017) theory and research by Rivai and Sagala (2020), which states that performance is the result of the interaction between individual abilities and experience. However, other factors also influence performance, such as motivation, leadership, work environment, and supporting facilities (Robbins & Judge, 2019). Therefore, improving teaching staff performance at the SPN Polda Metro Jaya requires a comprehensive approach, with an integrated approach combining competency development, work experience, and other supporting factors.

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