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Developing ASN Performance through Training Effectiveness and Competence: The Mediating Role of Digital Readiness at the Indonesian National Police Headquarters

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Abstract: This research is based on bureaucratic reform and the acceleration of digital transformation in the public sector, which places the performance of State Civil Apparatus (ASN) as a key factor in organizational success. In the era of digital government, law enforcement institutions are required not only to adapt to technological changes but also to ensure that the quality of their human resources aligns with the increasingly complex and data-driven needs of public services. A quantitative approach was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The study population consisted of 3,519 civil servants within the Indonesian National Police (Polri). The sampling technique used probability sampling with a simple random sampling method, ensuring that each member of the population had an equal chance of being selected. The sample size was determined using the Slovin formula with a 5% error rate, resulting in a sample size of 359 respondents. The results reveal that training effectiveness has no significant direct relationship with employee performance ($\beta = 0.055$; $p = 0.614$), while competence ($\beta = 0.425$; $p = 0.002$) and digital readiness ($\beta = 0.426$; $p < 0.001$) are positively and significantly associated with performance. Training effectiveness is positively associated with digital readiness ($\beta = 0.425$; $p < 0.001$), while competence shows a larger path coefficient to digital readiness ($\beta = 0.539$; $p < 0.001$). Furthermore, digital readiness fully mediates the relationship between training effectiveness and performance ($\beta = 0.181$; $p = 0.001$) and partially mediates the relationship between competence and performance ($\beta = 0.230$; $p = 0.003$). These findings highlight the critical role of digital readiness in translating human capital development into improved ASN performance.

Keywords: Training Effectiveness, Competence, Digital Readiness, Civil Servant Performance, PLS-SEM.

INTRODUCTION

Changes in information technology and the demands of modern public services have placed the performance of state civil servants (ASN) as a primary determinant of the

effectiveness of state bureaucracy. The performance of ASN in law enforcement agencies such as the Indonesian National Police (Polri) not only impacts internal productivity but also public trust in law enforcement and security services. Therefore, improving personnel capabilities (through training and competency development) is a priority for institutional policy to address the complexity of police duties.

According to data obtained from the Manpower section, personnel performance management has faced increasing challenges during the transition to digital systems, as shown in Table 1.

Table 1 Performance Development of National Police Headquarters Personnel

Years	Belum SKP
2023	26
2024	326

Source : National Police Headquarters Civil Servant Data

The findings indicate that the implementation of the e-Kinerja application within the Indonesian National Police (Polri) continues to face several challenges that affect the completion rate of Employee Performance Targets (SKP). The data reveal a significant increase in the number of personnel who failed to complete their SKP, rising from 26 personnel in 2023 to 326 personnel in 2024. This substantial increase suggests that the transition toward a digital-based performance management system has not been fully supported by adequate human resource readiness. The increase in incomplete SKP records indicates potential challenges in the implementation of e-Kinerja, although the available data do not independently establish the specific causes of non-completion. These conditions have hindered the performance evaluation process and potentially reduced the overall effectiveness of the organizational performance appraisal system. Therefore, strategic efforts are required to enhance digital readiness through strengthened training programs, technical guidance, and continuous monitoring to support the successful implementation of e-Kinerja and improve the quality of personnel performance management within Polri in a more effective and integrated manner.

This study examines ASN performance at the National Police Headquarters (Mabes Polri) by considering training effectiveness and competence as antecedents and digital readiness as a mediating variable. In the context of public services, ASN performance is crucial because they provide direct services to the public. ASN are responsible for providing efficient and quality services, therefore improving their performance must be a priority (Yu et al., 2022).

Empirical evidence from quantitative studies shows that well-designed and evaluated training programs have a positive impact on employee outcomes (learning, behavioral transfer, and work results). Recent meta-analyses and quantitative studies confirm that training design and delivery features moderate its effectiveness, meaning that it is not simply the presence of training but how it is designed that determines the impact on performance. These findings are relevant to the ASN context, as bureaucratic training programs are often mass-produced and poorly tailored (Uslu et al., 2022). Training for ASN must be comprehensive, encompassing technical skills as well as aspects of communication and managerial strategy. Well-designed training can improve ASN competency in supporting digital transformation (Gunawan & Widodo, 2022). By providing relevant and adequate materials, civil servants (ASN) can be prepared to adapt to increasingly complex and technology-based service needs.

In addition to training, individual competencies (hard and soft skills, police-specific task expertise, and digital competencies) have been shown to be important predictors of employee performance in law enforcement institutions. Quantitative research on police personnel shows a positive and significant relationship between professional competency and operational performance indicators (e.g., task accomplishment, decision-making, and case management), making competency investment a direct pathway to police organizational outcomes. This

finding supports the emphasis on competency development as a primary explanatory variable (Marudin, 2024).

A crucial aspect to consider is the digital readiness of civil servants. An organization's readiness to face digital transformation is a crucial factor that can influence the successful implementation of a digital strategy (Halpern et al., 2021). There is theoretical and empirical evidence that digital readiness often acts as a mediator between investment in digital training/capacity and organizational performance outcomes: training alone is insufficient if employees have not internalized perceptions of usefulness/ease of use or lack digital self-efficacy. Recent studies have highlighted the potential intermediary role of digital readiness; therefore, incorporating digital readiness as a mediator provides a more comprehensive model for examining these relationships in the ASN/Polri context (Shupsky et al., 2015)(Jorge et al., 2022). Several studies have further demonstrated the importance of digital competencies in enhancing public sector performance. Research on Indonesian civil servants (ASN) found that digital competence significantly contributes to employee effectiveness and supports the success of public-sector digital transformation (Setyawan et al., 2025). Likewise, studies on digital government transformation emphasize that organizational capability, workforce readiness, and digital skills are critical determinants of successful digital transformation outcomes (Alenezi, 2022).

This research stems from the demands of bureaucratic reform and accelerated digital transformation in the public sector, which places the performance of State Civil Apparatus (ASN) as a key factor in organizational success. In the era of digital government, law enforcement institutions are required not only to adapt to technological changes but also to ensure that the quality of their human resources aligns with the increasingly complex and data-driven needs of public services. The National Police Headquarters, as the central control center of the Indonesian National Police (Polri), plays a strategic role in orchestrating policies, information systems, and digital-based services. However, various indications indicate that improvements in ASN performance are not yet fully optimal, as they are still influenced by variations in training effectiveness, competency gaps, and individual levels of digital readiness.

This study also addresses an important research gap, as prior studies have predominantly examined the direct effects of training effectiveness and competence on employee performance, while the mediating role of digital readiness remains relatively underexplored, particularly within law enforcement institutions. By employing the SEM-PLS approach, this study provides a more comprehensive understanding of the mechanisms through which capacity development and digital transformation readiness contribute to the enhancement of civil servant performance. Therefore, the selection of both the research topic and the organizational setting offers significant theoretical relevance and practical value for strengthening human resource management practices and advancing the digital transformation agenda within Mabes Polri.

METHOD

This study used a quantitative cross-sectional survey design to examine the relationships among training effectiveness, competence, digital readiness, and civil servant performance. The study was conducted in civil servant work units within the Indonesian National Police Headquarters (Mabes Polri) from December 2025 to February 2026. The independent variables in this study included training effectiveness, competency, and digital readiness, while the dependent variable was civil servant performance.

The study population consisted of 3,519 civil servants within the Indonesian National Police (Polri). The sampling technique used probability sampling with a simple random sampling method, ensuring that each member of the population had an equal chance of being selected. The sample size was determined using the Slovin formula with a 5% error rate, resulting in a sample size of 359 respond**ents.**

Inclusion Criteria for Research Sampling

1. Civil servants (ASN) who were active and serving at the National Police Headquarters (Mabes Polri) at the time of the study.
2. Civil servants who had worked for at least one year, thus possessing sufficient experience in understanding the organization's work systems and performance assessments.
3. Civil servants who had participated in educational programs, training, workshops, or competency development activities organized by the National Police Headquarters within the last two years.
4. Civil servants who used or interacted with digital systems, office applications, or information technology to support their daily tasks

Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4.0. This method was chosen because it is capable of analyzing complex research models and does not require a strict normal data distribution (Nufus et al., 2025). The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS software. The analysis was conducted in two stages: outer model evaluation and inner model evaluation. The outer model evaluation was performed to assess the validity and reliability of the measurement model through convergent validity (factor loadings > 0.70 and Average Variance Extracted [AVE] > 0.50), discriminant validity using the Fornell-Larcker criterion and Heterotrait-Monotrait Ratio (HTMT), as well as reliability assessment through Composite Reliability and Cronbach's Alpha values greater than 0.70. In addition, model fit was evaluated using the Standardized Root Mean Square Residual (SRMR), with values below 0.08 indicating a good model fit, and the Normed Fit Index (NFI), with values approaching or exceeding 0.90 indicating acceptable model fit.

Subsequently, the inner model evaluation was conducted to examine the structural relationships among variables. This evaluation included the assessment of the coefficient of determination (R^2) to measure the model's explanatory power, as well as path coefficient testing using the bootstrapping procedure. Hypothesis testing was based on t-statistics greater than 1.96 and p-values less than 0.05. Furthermore, mediation analysis was performed to examine the role of digital readiness as an intervening variable in the relationship between training effectiveness, competence, and civil servant performance.

RESULTS AND DISCUSSION

Caracteristic Responden

The distribution of respondents based on gender indicates that the sample is predominantly female, accounting for 66.9% (240 respondents), while male respondents represent 33.1% (119 respondents). In terms of age, the majority of respondents fall within the 44–51 years age group, comprising 49.9% (179 respondents), followed by those aged 36–43 years at 31.8% (114 respondents). Smaller proportions are observed in the 28–35 years group (9.2%), 52–60 years group (8.9%), and 20–27 years group (0.3%). These findings suggest that the respondent profile is largely composed of mid-to-late career civil servants, which may influence their perspectives on training effectiveness, competence development, and digital readiness. Additionally, no missing data were identified, indicating that the dataset is complete and suitable for comprehensive analysis.

Outer Model

Convergent Validity

Convergent validity is conducted by examining item validity indicators, expressed as loading factor values. The number indicating the correlation between the question item score and the score of the metric construct that measures the construct is called the loading factor. Indicator loadings of 0.70 or higher were considered desirable. Indicators with lower loadings

were evaluated in conjunction with construct reliability and convergent validity before decisions regarding retention or removal were made. (Hair et al., 2023).

Table 2 Outer Loading Result

Indikator	Outer loadings	Keterangan
EP1 <- TRAINING EFFECTIVENESS	0,901	Valid
EP2 <- TRAINING EFFECTIVENESS	0,914	Valid
EP3 <- TRAINING EFFECTIVENESS	0,883	Valid
EP4 <- TRAINING EFFECTIVENESS	0,892	Valid
EP5 <- TRAINING EFFECTIVENESS	0,878	Valid
EP6 <- TRAINING EFFECTIVENESS	0,885	Valid
EP7 <- TRAINING EFFECTIVENESS	0,900	Valid
EP8 <- TRAINING EFFECTIVENESS	0,847	Valid
EP9 <- TRAINING EFFECTIVENESS	0,862	Valid
EP10 <- TRAINING EFFECTIVENESS	0,885	Valid
EP11 <- TRAINING EFFECTIVENESS	0,868	Valid
EP12 <- TRAINING EFFECTIVENESS	0,890	Valid
KD1 <- DIGITAL READINESS	0,801	Valid
KD2 <- DIGITAL READINESS	0,865	Valid
KD3 <- DIGITAL READINESS	0,866	Valid
KD4 <- DIGITAL READINESS	0,764	Valid
KD5 <- DIGITAL READINESS	0,898	Valid
KD6 <- DIGITAL READINESS	0,882	Valid
KD7 <- DIGITAL READINESS	0,876	Valid
KD8 <- DIGITAL READINESS	0,813	Valid
KD9 <- DIGITAL READINESS	0,904	Valid
KIN1 <- PERFORMANCE	0,749	Valid
KIN2 <- PERFORMANCE	0,814	Valid
KIN3 <- PERFORMANCE	0,802	Valid
KIN4 <- PERFORMANCE	0,877	Valid
KIN5 <- PERFORMANCE	0,738	Valid
KIN6 <- PERFORMANCE	0,817	Valid
KIN7 <- PERFORMANCE	0,860	Valid
KIN8 <- PERFORMANCE	0,893	Valid
KIN9 <- PERFORMANCE	0,796	Valid
KIN10 <- PERFORMANCE	0,888	Valid
KIN11 <- PERFORMANCE	0,822	Valid
KIN13 <- PERFORMANCE	0,804	Valid
KIN15 <- PERFORMANCE	0,797	Valid
COM1 <- COMPETENCY	0,886	Valid
COM2 <- COMPETENCY	0,894	Valid
COM3 <- COMPETENCY	0,874	Valid
COM4 <- COMPETENCY	0,880	Valid
COM5 <- COMPETENCY	0,908	Valid
COM6 <- COMPETENCY	0,897	Valid
COM7 <- COMPETENCY	0,915	Valid
COM8 <- COMPETENCY	0,843	Valid

Indikator	Outer loadings	Keterangan
COM9 <- COMPETENCY	0,915	Valid

Source: Results of data processing using SmartPLS 4.0, 2026

The evaluation of the measurement model indicates that the majority of indicators across all constructs demonstrate strong convergent validity, as reflected by outer loading values exceeding the recommended threshold of 0.70. For the construct of training effectiveness, all indicators (EP1–EP12) exhibit high loadings ranging from 0.847 to 0.914, indicating that the items are reliable and well-represent the latent construct. Similarly, the digital readiness construct (KD1–KD9) shows satisfactory loadings between 0.764 and 0.904, confirming adequate convergent validity. In the competence construct (KOM1–KOM9), all indicators demonstrate strong loadings (0.843–0.915), suggesting that the measurement items consistently capture the competence dimension. For the performance construct (KIN1–KIN15), most indicators meet the acceptable threshold, with loadings ranging from 0.738 to 0.893. However, two indicators KIN12 (0.677) and KIN14 (0.576) fall below the recommended threshold of 0.70. This suggests that these items may have weaker contributions to the construct and should be considered for removal or further evaluation to improve model quality. Overall, the measurement model demonstrates acceptable convergent validity, as the majority of indicators exceed the minimum loading requirement. The presence of a few lower-loading indicators does not substantially compromise the model; however, refining these items could enhance the robustness of the measurement model.

Validitas Konstrak

Average Variance Extracted (AVE) was extracted to evaluate the convergent validity of the latent variables. Consequently, it can be said that the latent variable meets convergent validity if the AVE value is 0.50 (Hair et al., 2023):

Table 3 Latent Variable AVE Results

Variable	Average variance extracted (AVE)	Description
Training Effectiveness	0,781	Valid
Digital Readiness	0,729	Valid
Performance	0,637	Valid
Competence	0,793	Valid

Source: Results of data processing using SmartPLS 4.0, 2026

All latent variables or constructs in the study meet the requirements for convergent variables, as shown in Table 4.11. The variables Training Effectiveness (X1), Competence (X2), Digital Readiness (Y1), and Performance (Y2) have a total AVE value greater than 0.5.

Construct Reliability

The indicator's confidence level—the component used to test the indicator based on the variables is known as composite reliability. A variable can be considered trustworthy or reliable if it has a composite reliability value of 0.7 (Hair et al., 2023). For each variable used in this study, the following Composite Reliability output values were obtained:

Table 4 Composite Reliability Results

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Training Effectiveness	0,975	0,975	0,977

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Digital Readiness	0,953	0,955	0,960
Performance	0,958	0,962	0,963
Competence	0,967	0,968	0,972

Source: Results of data processing using SmartPLS 4.0, 2026

Inner Model

The inner model or structural model is tested to determine how variables and their significance values relate to each other. Understanding how variables correlate is important. This allows for a hypothesis to be formulated for the research problem of how Training Effectiveness, Competence, and Digital Readiness influence Performance. The bootstrap resampling method was used to test the hypothesis. SmartPLS obtained a significance value of 0.05 for the p-value (Hair et al., 2023).

PLS Model Determination Coefficient

Table 5 Coefficient of Determination Result

Variable	R-square	R-square adjusted
Digital Readiness	0,879	0,878
Performance	0,782	0,780

Source: Results of data processing using SmartPLS 4.0, 2026

For the digital readiness variable, the R-square value was 0.879 and the adjusted R-square value was 0.878. This value indicates that 87.9% of the variation in digital readiness can be explained by the training effectiveness and competency variables in the research model, while the remaining 12.1% is influenced by factors outside the model. This value is considered very high, thus concluding that the model has very strong explanatory power in explaining digital readiness.

Meanwhile, for the performance variable, the R-square value was 0.782 and the adjusted R-square value was 0.780. This means that 78.2% of the variance in performance is explained by the predictors specified in the structural model, including training effectiveness, competence, and digital readiness, while 21.8% remains unexplained by the model. This value is also considered strong, indicating that the model adequately explains performance.

Model Fit Test

Table 6 Fit Model Measurement Results

Model	Saturated model	Estimated model
SRMR	0,046	0,046
d_ULS	2,208	2,208
d_G	2,491	2,491
Chi-square	4368,508	4368,508
NFI	0,797	0,797

Source: Results of data processing using SmartPLS 4.0, 2026

The SRMR (Standardized Root Mean Square Residual) value of 0.046 for both the saturated model and the estimated model indicates a low error rate, as it falls below the general limit of 0.08. This indicates that the model is capable of representing empirical data well. The Chi-square value of 4368.508 indicates a difference between the model and the empirical data, but in the PLS-SEM approach, this measure is not the main indicator of model feasibility because it is sensitive to sample size. Therefore, interpretation is more focused on other

indicators such as SRMR and NFI. Meanwhile, the NFI (Normed Fit Index) value of 0.797 indicates that the model has a fairly good level of fit, although it has not yet reached the very good category (≥ 0.90). This indicates that the model still has room for development to improve the overall level of fit. Phenomenally, these results indicate that the research model is sufficiently capable of explaining the relationship between the studied variables and representing empirical conditions in the field. The model can be said to be fit and suitable for use in hypothesis testing, although there are still opportunities for model improvement, such as adding variables or improving indicators so that the model's level of fit is more optimal.

The low NFI value can be caused by several factors, such as model complexity, a relatively large number of indicators, and the presence of variance that cannot be fully explained by the relationships between constructs in the research model. Furthermore, recent PLS-SEM literature emphasizes that model fit indices such as the NFI should not be used as the sole basis for model evaluation because the primary goal of PLS-SEM is to maximize the model's predictive ability. Therefore, model evaluation also needs to consider other indicators such as R^2 and effect size(Ringle et al., 2023).

Hypothesis Testing

Direct Effect

Table 7 Path Coefficient Results

Hypothesis	Original sample	T statistics	P values	Description
Training effectiveness -> performance	0,055	0,505	0,614	Hypothesis Rejected
Competence -> performance	0,425	3,094	0,002	Hypothesis Accepted
Digital readiness -> performance	0,426	3,576	0,000	Hypothesis Accepted
Training effectiveness -> digital readiness	0,425	6,111	0,000	Hypothesis Accepted
Competence -> digital readiness	0,539	7,714	0,000	Hypothesis Accepted

Source: Results of data processing using SmartPLS 4.0, 2026

H1: The Effect of Training Effectiveness on Performance

The analysis results indicate that training effectiveness does not have a significant effect on performance, with a coefficient value of 0.055, t-statistics of 0.505, and p-values of 0.614 (> 0.05). Although the relationship is positive, it is not statistically significant. This finding suggests that training has not yet been able to directly improve the performance of civil servants. This may be due to the need for mediating factors, such as digital readiness or the practical implementation of training outcomes in the workplace.

H2: The Effect of Competence on Performance

The results show that competence has a positive and significant effect on performance, with a coefficient value of 0.425, t-statistics of 3.094, and p-values of 0.002 (< 0.05). This indicates that improving the competence of civil servants directly contributes to enhanced performance. This finding confirms that competence remains a key factor in supporting individual performance within an organization.

H3: The Effect of Digital Readiness on Performance

Digital readiness is found to have a positive and significant effect on performance, with a coefficient value of 0.426, t-statistics of 3.576, and p-values of 0.000 (< 0.05). This result suggests that civil servants with higher levels of digital readiness tend to demonstrate better

performance. This finding highlights the importance of technological adaptability in enhancing work productivity in the digital era.

H4: The Effect of Training Effectiveness on Digital Readiness

The results indicate that training effectiveness has a positive and significant effect on digital readiness, with a coefficient value of 0.425, t-statistics of 6.111, and p-values of 0.000 (< 0.05). This suggests that the more effective the training provided, the higher the level of digital readiness among civil servants. This finding implies that well-designed training programs can enhance employees' ability to adapt to digital technologies.

H5: The Effect of Competence on Digital Readiness

Competence has a positive and significant effect on digital readiness, with a coefficient value of 0.539, t-statistics of 7.714, and p-values of 0.000 (< 0.05). This is the highest coefficient among the examined relationships, indicating that competence is the primary factor in shaping digital readiness. In other words, higher individual competence leads to greater preparedness in facing digital transformation.

Indirect Effect

Table 8 Indirect Influence Results

Hypothesis	Original sample	T statistics	P values	Description
Training effectiveness -> performance	0,181	3,297	0,001	Hypothesis accepted
Competence -> performance	0,230	3,019	0,003	Hypothesis Accepted

H6: Indirect Effect of Training Effectiveness on Performance through Digital Readiness

The results indicate that training effectiveness has a positive and significant indirect effect on performance, with a coefficient value of 0.181, a t-statistic of 3.297, and a p-value of 0.001 (< 0.05). This finding suggests that although training effectiveness does not have a significant direct effect on performance, its influence becomes significant when mediated by digital readiness. This phenomenon implies that training will only have a meaningful impact on performance when it enhances the digital readiness of civil servants. In other words, digital readiness acts as a full mediator in the relationship between training effectiveness and performance. This finding highlights the importance of integrating digital aspects into training programs to ensure that learning outcomes can be effectively applied in the workplace.

H7: Indirect Effect of Competence on Performance through Digital Readiness

The analysis shows that competence has a positive and significant indirect effect on performance, with a coefficient value of 0.230, a t-statistic of 3.019, and a p-value of 0.003 (< 0.05). This indicates that competence not only has a direct effect on performance but also exerts an indirect influence through digital readiness as a mediating variable. This finding suggests that digital readiness serves as a partial mediator in the relationship between competence and performance. In other words, improving civil servants' competence will be more effective in enhancing performance when it is accompanied by adequate digital readiness. Higher levels of competence strengthen individuals' ability to utilize digital technologies, which ultimately leads to improved performance.

Discusion

The Effect of Training Effectiveness on Performance

The results indicate that training effectiveness does not significantly affect employee performance ($\beta = 0.055$; $p > 0.05$), suggesting that training programs at Mabes Polri have not yet translated into measurable performance outcomes. This may be attributed to the limited alignment between training content and job requirements, where non competency-based and

less practical training reduces its impact (Mihardja et al., 2024), as well as structural constraints in police training systems (Susanto, 2025) . Furthermore, prior studies show that training often affects performance indirectly through mediating variables such as motivation and competence (Muhammad et al., 2024), which may explain the insignificant direct relationship found in this study. Weak post-training evaluation mechanisms also contribute to the limited transfer of learning into workplace performance (Rahayu et al., 2022). Therefore, improving competency-based training design and strengthening evaluation systems are essential to enhance performance in Mabes Polri. This issue is particularly relevant in bureaucratic organizations such as Polri, where hierarchical structures and formal procedures may limit individual flexibility in applying newly acquired competencies. Furthermore, recent studies suggest that training often exerts an indirect rather than direct effect on performance, operating through mediating variables such as motivation, employee engagement, and digital capability (Noe et al., 2014).

This finding has important practical implications for Mabes Polri. Training programs should be redesigned to move beyond conventional classroom-based approaches and incorporate hands-on digital simulations, case-based learning, and scenario exercises that reflect actual operational and administrative challenges faced by ASN personnel. For example, training modules should include the practical use of integrated digital platforms, electronic document management systems, data analytics tools, and digital reporting applications commonly utilized within the organization. Such an approach would enable employees to develop not only technical knowledge but also the confidence and adaptability required to operate effectively in a digital work environment. Furthermore, the e-Kinerja performance evaluation system should be aligned with employees' levels of digital readiness. Performance indicators should not solely measure task completion but also assess employees' ability to utilize digital systems, adapt to technological changes, and contribute to digital-based work processes. Mabes Polri may also consider establishing a continuous digital mentoring program in which employees with advanced digital competencies support colleagues with lower levels of digital readiness. Through these initiatives, training effectiveness can be more effectively transformed into improved digital readiness and, ultimately, enhanced ASN performance..

The Effect of Competence on Performance

The results indicate that competence has a positive and significant effect on performance ($\beta = 0.425$; $p < 0.05$), confirming that individual capabilities remain a key determinant of work outcomes. The positive coefficient suggests that improvements in knowledge, skills, and abilities directly enhance performance, while the statistical significance reflects strong empirical support. In the context of the Indonesian National Police and broader public sector institutions, competence is essential for ensuring effective task execution and professional performance. Empirical studies show that competence significantly improves police personnel performance through enhanced technical capacity and adaptive behavior(Putra & Kusumastuti, 2024)(Rahayu, 2025). Competency-based HR systems that strengthen institutional effectiveness, particularly in police reform contexts (Panuntun, 2025) These results imply that organizations should prioritize continuous competence development through training and competency-based performance systems to sustain both individual and organizational performance. The findings also suggest the need to refine the e-Kinerja performance evaluation system by incorporating indicators related to digital readiness and digital work behavior. Performance assessments should not only measure task completion but also evaluate employees' ability to utilize digital systems, adapt to technological changes, and contribute to digital transformation initiatives. By integrating digital readiness indicators into the e-Kinerja framework, Mabes Polri can create a more comprehensive performance management system that aligns human capital development with the organization's digital transformation agenda.

The Effect of Digital Readiness on Performance

Digital readiness demonstrates a positive and significant effect on performance (β = 0.426; p < 0.05), indicating that the ability of civil servants to utilize digital technologies is a critical factor in enhancing work productivity. This finding supports the argument that digital transformation in the public sector depends not only on technological systems but also on the readiness of individuals as end users. Conceptually, digital readiness encompasses digital literacy, attitudes toward technology, and the ability to adapt to digital systems. Emphasize that digital capability serves as a key driver of performance in modern organizations, as it enhances efficiency, accuracy, and decision-making speed(Verhoef et al., 2021). In the context of Mabes Polri, this result suggests that civil servants with higher levels of digital readiness are better able to optimize technology-based systems in supporting both administrative and operational tasks. Therefore, digital readiness should no longer be viewed merely as a supporting factor, but rather as a core competency in the contemporary public sector. Furthermore, the findings suggest the need to align the e-Kinerja performance evaluation system with employees' levels of digital readiness. Performance indicators should not only assess task completion and administrative outputs but also evaluate employees' ability to utilize digital platforms, adapt to new technologies, manage digital workflows, and contribute to digital innovation initiatives within the organization. By integrating digital readiness indicators into the performance management system, Mabes Polri can encourage employees to continuously develop their digital capabilities while ensuring that human capital development efforts generate measurable improvements in organizational performance.

The Effect of Training Effectiveness on Digital Readiness

The hypothesis testing results indicate that training effectiveness has a positive and significant effect on digital readiness (β = 0.425; p < 0.05), highlighting the strategic role of training in enhancing the digital preparedness of civil servants within the context of organizational digital transformation, such as at Mabes Polri. Empirically, effective training improves digital literacy, technological adaptability, and individuals' confidence in utilizing digital systems, thereby strengthening employees' adaptive capacity in responding to technology-driven work environments. This finding is consistent with Human Capital Theory and the concept of digital readiness, which emphasize training as a key mechanism for developing technology-based competencies(Junker et al., 2022)(Makori et al., 2022). However, the results also suggest that training does not directly influence performance but operates through digital readiness as an intervening mechanism. Therefore, organizations should prioritize the design of training programs that focus on practical and contextual digital competencies to ensure sustainable performance outcomes. In addition, the findings suggest the need to align the e-Kinerja performance management system with employees' levels of digital readiness. Performance evaluation indicators should not only measure task completion and administrative outputs but also assess digital competencies, technology utilization, digital collaboration, data management capabilities, and participation in digital innovation initiatives. By integrating digital readiness indicators into the e-Kinerja system, Mabes Polri can create stronger incentives for employees to continuously develop their digital capabilities while ensuring that training investments translate into measurable improvements in organizational performance and public service delivery.

The Effect of Competence on Digital Readiness

Competence exhibits the strongest positive effect on digital readiness (β = 0.539; p < 0.05), highlighting that individual capability is the primary foundation for adapting to digital transformation. Competent individuals are not only able to perform their tasks effectively but also demonstrate greater capacity to learn, adapt, and integrate new technologies into their work processes.This finding is consistent with research by van Laar et al. (2020), which shows that

digital skills are strongly influenced by fundamental competencies such as problem-solving, critical thinking, and learning ability. In other words, digital readiness is not solely the result of training interventions but also reflects the cognitive and professional capacities of individuals(van Laar et al., 2017).In the context of civil servants at Mabes Polri, this finding suggests that investment in competence development yields a dual benefit: it directly enhances performance while simultaneously strengthening digital readiness as a strategic capability for long-term organizational sustainability. Furthermore, the findings indicate the need to align the e-Kinerja performance evaluation system with employees' levels of digital readiness. Rather than focusing solely on conventional performance indicators, the system should include digital performance metrics such as the utilization of digital platforms, responsiveness to technology-based workflows, digital problem-solving capabilities, and participation in digital innovation initiatives. Mabes Polri may also establish a digital readiness assessment framework that categorizes employees according to their digital competency levels. Personnel with lower levels of digital readiness could then receive targeted mentoring, coaching, and continuous digital capacity-building programs, while employees with advanced digital capabilities could be developed as digital champions or internal mentors. Such initiatives would help ensure that competency development efforts are systematically translated into higher digital readiness and ultimately improved ASN performance within the ongoing digital transformation agenda of Mabes Polri.

Indirect Effect of Training Effectiveness on Performance through Digital Readiness

The results indicate that training effectiveness has a positive and significant indirect effect on performance through digital readiness ($\beta = 0.181$; $t = 3.297$; $p = 0.001$), while its direct effect is not significant, suggesting partial mediation. This finding implies that training programs within ASN Mabes Polri do not directly enhance performance unless they successfully build digital readiness as an intermediate capability. In line with the Human Capital Theory and Resource-Based View (RBV), training outcomes must be transformed into applicable competencies—particularly digital capabilities to generate performance improvements. This result is supported by recent studies showing that digital-based police training enhances adaptability, competence, and operational effectiveness when individuals are able to utilize technology effectively (Susanto, 2025). Therefore, digital readiness functions as a critical mechanism that enables the transfer of training into workplace performance, emphasizing the need for capability-oriented and technology-integrated training design in policing institutions. Furthermore, the findings indicate that digital readiness should be integrated into the organizational performance management system. Therefore, the e-Kinerja system at Mabes Polri should be adjusted to include indicators related to digital readiness, such as the ability to utilize digital platforms, adoption of electronic work processes, digital problem-solving capabilities, and participation in digital competency development programs. Performance evaluation should not solely focus on task completion but also assess employees' capacity to adapt to and effectively operate within a digital work environment. In addition, periodic assessments of digital readiness should be conducted to identify personnel requiring additional support. Based on these assessments, Mabes Polri can implement targeted digital mentoring and coaching programs, particularly for employees with lower levels of digital readiness. Such initiatives would ensure that investments in training generate measurable improvements in both digital capability and employee performance, thereby supporting the broader digital transformation agenda within the organization.

Indirect Effect of Competence on Performance through Digital Readiness

The findings indicate that competence exerts a positive and significant indirect effect on performance through digital readiness ($\beta = 0.230$; $t = 3.019$; $p < 0.05$), confirming the presence of a meaningful mediation mechanism in the context of ASN within Polri. This suggests that

competence does not operate in isolation; rather, its effectiveness is contingent upon the ability of individuals to translate their knowledge, skills, and attitudes into digital contexts. The significant indirect effect (β = 0.230) indicates that digital readiness represents an additional pathway through which competence is associated with performance, alongside the significant direct relationship between competence and performance (Nilawati et al., 2026) . This is reinforced by broader public administration literature, which emphasizes that ASN competence in the digital era must be redefined as a multidimensional construct integrating technical, digital, and adaptive capabilities to remain relevant in modern governance systems (Herwanto et al., 2024). Therefore, this study extends the human capital perspective by demonstrating that competence only becomes strategically valuable when mediated by digital readiness, implying that institutional strengthening through digital training, infrastructure, and organizational culture reform is essential to fully leverage competence in improving performance within Mabes Polri.

From a practical perspective, Mabes Polri should redesign its competency development and training programs to focus not only on theoretical knowledge acquisition but also on strengthening operational digital readiness. Training activities should incorporate hands-on digital simulations, technology-based case studies, and practical exercises that reflect real administrative and law enforcement tasks, such as the use of digital reporting systems, electronic document management, integrated personnel information systems, and data-driven decision-making tools. Furthermore, the implementation of the e-Kinerja system should be aligned with employees' levels of digital readiness by integrating digital competency indicators into performance evaluation criteria. This approach would allow the organization to identify personnel with low digital readiness, provide targeted mentoring and capacity-building interventions, and ensure that performance assessments accurately reflect employees' ability to operate effectively in an increasingly digital work environment. Consequently, the development of competence should be accompanied by systematic efforts to enhance digital readiness, thereby maximizing the contribution of human capital to organizational performance.

CONCLUSION

The findings provide several practical implications for human resource management within the Indonesian National Police Headquarters (Mabes Polri). Given that digital readiness fully mediates the relationship between training effectiveness and performance, POLRI should redesign its training system to focus not only on knowledge transfer but also on strengthening employees' digital capabilities. Specifically, training curricula should incorporate hands-on digital simulation modules, digital case-based learning, and technology-assisted problem-solving exercises that reflect the operational realities of modern public service and law enforcement.

Furthermore, POLRI should integrate the e-Kinerja system with daily digital workflows to encourage the practical application of digital competencies acquired through training. The organization is also encouraged to establish continuous digital mentoring and coaching programs, particularly for employees with lower levels of digital readiness, to accelerate adaptation to digital technologies and organizational transformation. These initiatives would enable human capital investments to generate measurable improvements in ASN performance.

This study has several limitations that should be acknowledged. First, the research was conducted exclusively within the Indonesian National Police Headquarters (Mabes Polri), which may limit the generalizability of the findings to other public-sector organizations. Second, the study relied on self-reported questionnaire data, which may introduce common method bias and subjective evaluation.

Third, the cross-sectional research design captures perceptions at a single point in time and therefore does not allow for the establishment of causal relationships or the observation of changes in digital readiness and performance over time. Fourth, employee performance was

measured based on respondents' perceptions rather than objective organizational performance indicators, which may not fully reflect actual work outcomes.

Future studies are encouraged to employ longitudinal research designs to examine the dynamic development of digital readiness and performance over time. In addition, future research should incorporate objective performance measures, such as e-Kinerja records, productivity indicators, or supervisor evaluations, to provide a more comprehensive assessment of employee performance. Expanding the study to other government institutions and exploring additional organizational factors, such as digital leadership, organizational culture, and technology acceptance, would further enrich the understanding of digital transformation in public-sector organizations.

These findings suggest that digital readiness should be treated as a strategic human capital capability rather than merely a technological competency, as it serves as the mechanism through which training effectiveness and competence are translated into improved ASN performance in digitally transforming public organizations.

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