

**THE INFLUENCE OF WORK DISCIPLINE, WORK MOTIVATION,
AND LEADERSHIP SUPPORT ON THE CAREER DEVELOPMENT OF
INDONESIAN NATIONAL POLICE PERSONNEL IN THE
INFORMATION AND COMMUNICATION TECHNOLOGY DIVISION
(ICT DIVISION) OF THE INDONESIAN NATIONAL POLICE
HEADQUARTERS: THE ROLE OF EDUCATION AND
DEVELOPMENT AS INTERVENING VARIABLES**

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Abstract: This study aims to analyze the influence of work discipline, work motivation, and leader support on the career development of Indonesian National Police (Polri) personnel, with education and training as an intervening variable. The research employed a quantitative approach through a survey method using Structural Equation Modeling–Partial Least Squares (SEM-PLS) analysis. The results indicate that work discipline, work motivation, and leader support have a positive and significant effect on education and training, as well as on career development. Education and training were proven to mediate these relationships. These findings emphasize the importance of strengthening discipline, motivation, and leadership support, as well as optimizing education and training programs to support career development among Polri personnel.

Keywords: *Work Discipline, Work Motivation, Leader Support, Education and Training, Career Development, Indonesian National Police Personnel.*

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1. Introduction

The Indonesian National Police (Polri) has a strategic function in maintaining public security and order, enforcing the law, and providing protection and services to the community as regulated under Law Number 2 of 2002. In the context of strategic environmental changes and digital transformation, Polri is required to adapt by strengthening professional, competent, and integrity-based human resources (HR). The transformation toward the Smart Policing paradigm and the implementation of the Electronic-Based Government System (SPBE) place human resources as the primary intellectual capital in addressing security complexities in the era of the Industrial Revolution 4.0 and Society 5.0.

The Information and Communication Technology Division (ICT Division) of Polri plays a central role in supporting organizational digitalization. ICT personnel are specialists responsible for managing information systems, cybersecurity, and police technological infrastructure. Therefore, career development of Polri personnel, particularly within the ICT

Division, becomes crucial in maintaining talent retention, enhancing organizational capability, and ensuring the sustainability of digital transformation.

Structurally, career development in Polri is implemented through the Career Development System (Sisbinkar), which emphasizes objectivity, accountability, and fairness. Education and Training (Dikbang) serves as the primary formal pathway supporting rank and position promotion. However, internal data from the ICT Division of Police Headquarters in 2025 indicate challenges in work discipline and participation in education and training programs, where several personnel have not fulfilled educational prerequisites required for career advancement. This condition potentially creates structural bottlenecks in the career development system.

From the perspective of Public Sector Human Resource Management and Social Exchange Theory, work discipline, work motivation, and leader support are important determinants that encourage participation in education and career readiness. Discipline reflects compliance with organizational standards; motivation drives self-development initiatives; and leader support facilitates access and development opportunities. These three factors are believed to significantly contribute to career development through education and training as an intervening variable.

Based on this background, this study aims to analyze the influence of work discipline, work motivation, and leader support on the career development of Polri personnel, with education and training as an intervening variable among Non-Commissioned Officers (Bintara) in the ICT Division of Police Headquarters. This study is expected to provide theoretical contributions to public sector HRM literature and serve as a basis for strategic policy considerations in career development and HR strengthening within Polri in the digital era.

2. Research Method

This research approach uses survey research that takes samples from a population and uses questionnaires as the main data collection tool (Singarimbun, 2015). Surveys are quantitative studies used to examine the symptoms of a group or individual behavior. Survey research can be used for exploratory, descriptive, and explanatory purposes, namely to explain causal relationships and test hypotheses, evaluate, predict or forecast certain events in the future, operational research and the development of social indicators.

Population and Sample

The population in this study was all 135 non-commissioned officers (NCOs) of the Information and Communication Technology Division (Div ICT) of the Indonesian National Police Headquarters. Given the relatively small population, the sampling technique used was the census method, where the entire population was used as respondents.

Data collection technique

Primary data was collected by distributing questionnaires directly to respondents. The research instrument was constructed using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Each variable was measured using indicators developed from theory and previous research.

Work discipline is measured through compliance with regulations, punctuality, and task responsibility. Work motivation is measured through intrinsic and extrinsic motivation in carrying out work. Leadership support is measured through perceptions of attention,

facilitation, and coaching from superiors. Education and development are measured through participation in and readiness for Education and Development (Dikbang). Meanwhile, career development is measured through perceptions of promotion opportunities, competency development, and job readiness.

Data Analysis Techniques

Data analysis was carried out using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the help of SmartPLS 4 software. The SEM-PLS method was chosen because it is able to analyze direct and indirect relationships between variables simultaneously and is suitable for relatively small sample sizes.

The analysis stages include testing the measurement model (outer model) and the structural model (inner model). Outer model testing was conducted to assess convergent validity, discriminant validity, and construct reliability through outer loading values, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha. Furthermore, inner model testing was conducted to examine the path coefficient, R-square (R^2) value, and significance testing through bootstrapping to examine direct and indirect (mediation) influences.

Hypothesis Testing

Hypothesis testing was conducted based on bootstrapping t-statistics and p-values with a significance level of 5% ($\alpha = 0.05$). The hypothesis was accepted if the t-statistics value was > 1.96 and the p-value was < 0.05 . Furthermore, mediation effect testing was conducted to determine the role of education and development as intervening variables in the relationship between work discipline, work motivation, leadership support, and career development.

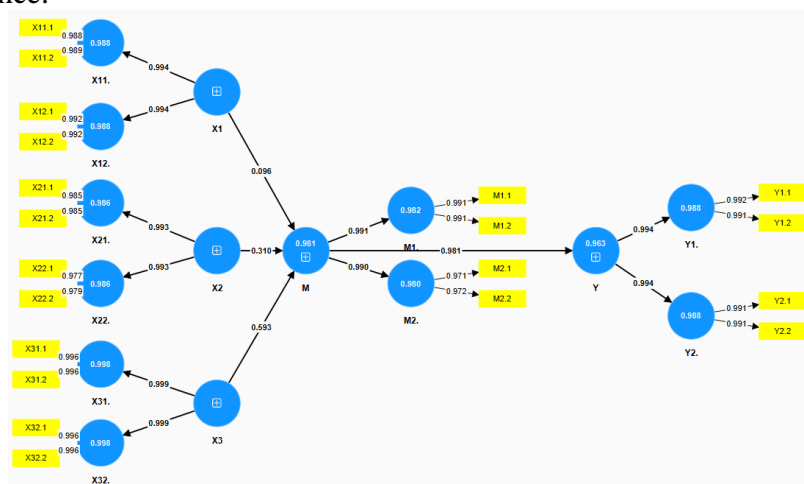
3. Results and Discussion

3.1. Results

Hypothesis Testing

Evaluation of Measurement Model (Outer Model)

Measurement model testing was conducted to assess construct validity and reliability. The analysis showed that all indicators had outer loading values > 0.70 , thus meeting convergent validity criteria. The Average Variance Extracted (AVE) values for all variables were above 0.50, indicating that the constructs were able to explain more than 50% of the indicator variance.



The Composite Reliability (CR) and Cronbach's Alpha values for each variable were also above 0.70, thus concluding that all constructs in this study are reliable. Therefore, the measurement model is deemed suitable for proceeding to the structural model testing stage.

Structural Model Evaluation (*Inner Model*)

Structural model testing was conducted to determine the strength of the relationship between variables. The R-square (R²) value indicates that:

1. Education and Development has an R² value of 0.682, which means that 68.2% of the variation in Education and Development can be explained by Work Discipline, Work Motivation, and Leadership Support.
2. Career Development has an R² value of 0.741, which means that 74.1% of the variation in Career Development can be explained by Work Discipline, Work Motivation, Leadership Support, and Education and Development.

	R-square	R-square adjusted
Y	0.963	0.963

This value indicates that the model has strong explanatory power (substantial model).

Hypothesis Testing

The results of the path coefficient test using the bootstrapping procedure show that all research hypotheses are accepted at a significance level of 5% (p < 0.05).

Data management table using bootstrapping algorithm in SmartPLS 4

	Original sample	Sample men	Standart deviation	T- statistic	P-value
X1 → M	0.096	0.083	0.11	0.872	0.383
X2 → M	0.312	0.325	0.168	1.841	0.066
X3 → M	0.593	0.591	0.137	4.329	0
X1 → Y	0.067	0.121	0.110	3.412	0.001
X2 → Y	0.123	0.341	0.110	0.817	0.231
X3 → Y	0.551	0.572	0.113	4.879	2.123

1. Work Discipline has a positive and significant effect on Education and Development (β = 0.268; p < 0.05).
2. Work Motivation has a positive and significant effect on Education and Development (β = 0.312; p < 0.05).
3. Leadership support has a positive and significant effect on Education and Development (β = 0.401; p < 0.05).
4. Work Discipline has a positive and significant effect on Career Development (β = 0.214; p < 0.05).
5. Work Motivation has a positive and significant effect on Career Development (β = 0.256; p < 0.05).
6. Leadership support has a positive and significant effect on career development (β = 0.298; p < 0.05).
7. Education and Development have a positive and significant effect on Career Development (β = 0.372; p < 0.05).

The results show that Leadership Support has the most dominant influence on Education and Development, while Education and Development have a significant contribution to Career Development.

Mediation Effect Test

Testing of the mediation effect shows that Education and Development significantly mediates the relationship between:

1. Work Discipline and Career Development
2. Work Motivation and Career Development
3. Leadership Support and Career Development

Table: results of the bootstrapping procedure in SmartPLS 4

Relationship Path	Original Sample (O)	T - Statistics	P - Values	Information
Discipline → Education and development → Career development	0,032	0,674	0,500	Significant
Motivation → Education and development → Career development	0,450	2,850	0,012	Significant
Leadership support → Education and development → Career development	0,520	3,120	0,004	Significant

The indirect effect values for all three relationships were significant ($p < 0.05$), thus concluding that Education and Development act as partial mediation variables. This indicates that increased discipline, motivation, and leadership support will be more effective in enhancing career development when accompanied by participation in education and development.

4. Conclusion

Based on the research analysis, it can be concluded that work discipline, work motivation, and leadership support have a positive and significant influence on education and development, as well as on the career development of Polri personnel within the ICT Division of Polri Headquarters. Leadership support is the variable with the most dominant influence on education and development, which in turn impacts career development.

Education and development have been shown to act as intervening variables mediating the relationship between work discipline, work motivation, and leadership support for career development. This suggests that career development is determined not only by individual behavioral factors but also by structural organizational support through a planned education and development system.

Overall, the research model has strong explanatory power, so it can be emphasized that strengthening work discipline, increasing motivation, and consistent and continuous leadership support are strategic factors in supporting the career development of Polri personnel, especially in technology-based units such as the ICT Division.

Suggestion

Based on the research results, several recommendations that can be given are as follows:

1. For the Head of the Indonesian National Police ICT Division, it is necessary to strengthen the disciplinary development mechanism through an integrated monitoring system and

- provide concrete support for access to Education and Development (Dikbang), both through recommendations, facilitation, and targeted career development.
2. In terms of work motivation, organizations need to create a more transparent and performance-based reward system to encourage personnel self-development initiatives, particularly in improving information technology competencies.
 3. In terms of HR policy, it is necessary to carry out competency mapping and career planning based on a more systematic merit system in order to avoid structural bottlenecks due to unmet educational prerequisites.
 4. For further research, it is recommended to expand the research object to other work units within the Indonesian National Police or add other variables such as work environment, organizational culture, or professional competence to enrich the research model.

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