

# THE INFLUENCE OF MASS CONTROL TRAININGS ON THE COMPETENCY OF MASS CONTROL MEMBERS OF SABHARA IN HANDLING DEMONSTRATIONS

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*Abstract—Police professionalism can be seen, measured, and perceived significantly by the community in the forms of security guarantee and community's secured feeling when they carry out their activities. The Indonesian National Police, called Polri as a law enforcement apparatus that handles a lot of public issue in Indonesia is required to be able to keep up with the development of an increasingly advanced and critical society. The increased demonstrations are often felt to interfere with public order and the smooth running of community social activities which most of the time result in security disturbances. Polri is granted authority to organize security and order so that the greater public interest is not sacrificed. In order to be able to realize the expectation and beliefs of the community, a good competence is needed from the actors or human resources, especially the members of Mass Control Unit (MCU) of Sabhara. The aim of the study is usefull in knowing the effect of Mass Control Training (MCU) in the cognitive domain, psychomotor, affective, simultaneously and partially and most dominant toward competency of members of Sat Sabraha Polres in Cilacap District police in overcoming in the demonstration. The aim of the study is conduct at Sat Sabraha, Cilacap Police Station by using quantitative approaches and survey methods. Sampling with population for all members Dalmas Sat Sabraha unit Cilacap which 37 people. Data analysis using statistics, following the instrument test, classical normality and assumptions, followed by regression analysis and significance test (influence) simultaneous and partial to the hypothesis. The conclusion in this study found that simultaneously the Mass Control Research variable (X) affects the variable Training of Members of the Dalmas Sat Satraha Police Unit in Cilacap in handling demonstration actions (Y) 51.2%*

*are in Partial, stating that each Training Variable is in the Cognitive (X1), Psychomotor (X2) and Affective (X3), has a significant and significant effect on the Competence of members of the Dalmas Unit (Y). Then from the three sub-variables of Mass Control Training (X) the most dominant variable affecting the Dalmas Unit Member Competency (Y) is a sub variable of the Affective Dalmas Training (X3).*

**Keywords—Training, Competence, Demonstration**

## I. INTRODUCTION

Today, along with the development of civilization and technology, more and more problems occur in society. One of them is the occurrence of various conflicts within the community. It is noticeable in the mass media that we are exposed to demonstrations and rallies in Indonesia. The rise of demonstrations appears to interfere with the public order and the smooth running of community social activities and also frequently causes security disturbances. Every citizen, indeed, has freedom to express his or her opinions. However, in expressing what is being fought for, the applied rules and regulations must still be considered. Do not let such freedom disturb public security and order.

Indonesia has Law Number 9/1998 concerning freedom of delivering public opinions but unfortunately some people do not completely adhere to it. In reality, demonstrations occasionally end up with violent or anarchic acts committed by either the demonstrators or the police officers who secure the action.

Creating and maintaining a safe and orderly society is not an easy thing. This is also experienced by Polri that faces various challenges day by day. Some of the challenges are the demonstrations that people act as the forms of people's aspiration in public. When Polri personnel notice that a demonstration begins to disrupt public order and security, it is the duty of the police officers to take an action. The task of controlling the

mass in the demonstration events becomes the responsibility of one of the functions of Polri, namely Sabhara, especially the Mass Control Unit (MCU).

Polri is granted an authority to establish and maintain public order and security so that the greater public interest is not sacrificed. There must be several standard operational procedures that Polri must consider and follow in order to restore the public order and security. In this current democratic era, where rules of engagement in handling demonstrations have been clearly formulated, law enforcement actions must not violate laws or breach human rights. This is what Polri and other relevant parties need to pay attention to so that they are able to consider the handling of demonstration from various aspects. In order to successfully handle demonstrations, MCU needs police officers who are skillful, capable, competent, and qualified to carry out the tasks entrusted by the community.

Based on the introduction above, the research questions can be defined as 1) Is there a simultaneous influence of mass control trainings on the competencies of the members of MCU in handling demonstrations? 2) Is there any influence on each sub-variable of mass control trainings on the competencies of the members of MCU in carrying out the task of handling demonstration actions? 3) Which sub-variable of mass control training (MCT) has the most dominant influence on the competencies of the MCU members in handling demonstrations?

## II. LITERATURE REVIEW

It goes without saying, the education and training department of an organization has strategic roles in improving the quality of its human resources who are expected to become professional and possess competencies, attitude and behavior in accordance with their related duties and roles. Someone's competency can be perceived from his or her knowledge, skills, and attitude. Knowledge and attitude can be obtained through the process of education and training (Salam, 2005). However, some experts stated that behavioral competencies are difficult to change and develop; they can be taught and trained (Gunawan, 2006). Article 1 of the Decree of the Chief of Polri in 2010 states that training is an effort or a process, a program of action, or an activity to provide, maintain, and improve abilities and skills that focus on advanced practice or being accustomed to doing tasks or work. Furthermore, Siagian, (1988:175) in Lubis (2008), stated that "training is the teaching and learning processes using certain techniques and methods". Conceptually, training is intended to improve the skills and abilities of a person or group of people, those who have worked in an organization, whose work efficiency, effectiveness and productivity are considered to be improved in a directed and pragmatic manner.

Thus, it can be concluded that there is a relationship between training and the realm of education/learning. Besides, training indicators can be represented in the indicators of education/learning. Indicators of education/learning that exist in Bloom and Krathwohl's taxonomy of learning state that learning includes three domains, namely cognitive, psychomotor, and affective. Some other terms that also describe the three domains are, among others, as expressed by Ki Hajar Dewantoro, namely the actions of thinking, feeling, and having intention which can also be defined in terms of reasoning, comprehending, and implementing (Fatimatu Zahro, 2012). In details, Bloom's Taxonomy is as follows:

1. Cognitive domain: Bloom divides the domain of cognition into six levels. This domain consists of two parts; the first part is knowledge (category 1: knowledge) and the second part is intellectual skills and abilities (categories 2-6: comprehension, application, analysis, synthesis, and evaluation).
2. Psychomotor domain is a domain that is related to skills or ability to act after someone gets a particular learning experience (Fatimatu Zahro, 2011).
3. Affective domain. The distribution of this domain is compiled by Bloom together with Krathwohl (1956) dealing with attitudes and values. Some experts say that a person's attitude can be predicted if he or she has a high level of cognitive mastery.

Based on some of the discussions above, it can be said that training is an activity and teaching learning process that are carried out in a systematic and conceptual way by prioritizing advanced practice or attuning to task or work completion, or forming and developing knowledge (cognitive), skills (psychomotor) and attitude or behavior (affective) of individuals or groups of individuals in order to achieve and produce particular goals. According to Bloom's theory, researchers believe that training is basically a process of interaction between participants and educators and a learning resource in a learning environment to obtain and develop abilities of what might be mastered (learned), which involves the three domains of education, affective, and psychomotor as stated in Bloom Taxonomy.

In relation to education and training, competency refers to actions (performance) that are rational and meet certain specifications in carrying out tasks. Competency is the ability to carry out or do a job or task that is based on skills and knowledge and is supported by work attitude demanded by the work (Wibowo, 2011).

According to Huston (1974) as quoted by Naila (2012) who also adopted the opinion of Spencer and Spencer (1993) it was stated that competence ordinarily is defined as adequacy for a task or as possession of required knowledge, skills, and abilities (competence is an adequate task or ownership of knowledge, skills and proficiency/behavioral attitudes). Competencies show the characteristics of the knowledge and skills owned or needed by individuals that enable them to carry out their duties and responsibilities effectively and improve the standards of professional quality of their work ( Naila, 2012).

The increasing job challenges in the reform era, coupled with the era of democracy and bigger opportunity for the people to express their opinions through demonstrations/rallies now have logical consequences for the need of good competence of Polri, especially the members of MCU of Sabhara in handling demonstrations committed by community members in expressing their opinions. The process of the handling demonstrations can run well if the competencies possessed by the members of MCU are good. In order to have good competencies, efforts are certainly needed, among others, by conducting mass control trainings for the members of MCU. The Mass Control Training (MCT) is required to build good competencies of the members of MCU in carrying out their duties in order to achieve the organizational goals.

### III. RESEARCH METHODOLOGY

The study was conducted using a research model of influence that illustrates the relationship between independent variable (X), that is, MCT and the dependent variable (Y), namely the competencies of the members of MCU of Cilacap Police Resort. In regard to MCT, the writers employ training/learning theory from Bloom (1956) and Krathwohl (1964) which are composed of sub-variables of cognitive (X<sub>1</sub>), psychomotor (X<sub>2</sub>), and affective (X<sub>3</sub>) domains. On the other side, to explain the competencies of the members of MCU of Cilacap Police Resort, this study applies the competency theory of W. Robert Houston, which states that *competence* is ordinarily defined as adequacy for a task or as possession of required knowledge, skills, and abilities.

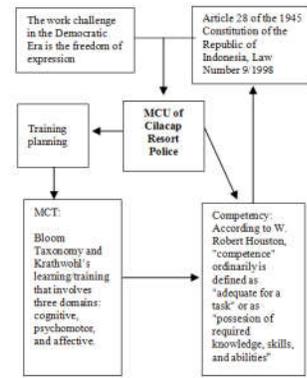


Fig. 1. Framework of Thinking (Source: The elaboration of relevant theories)

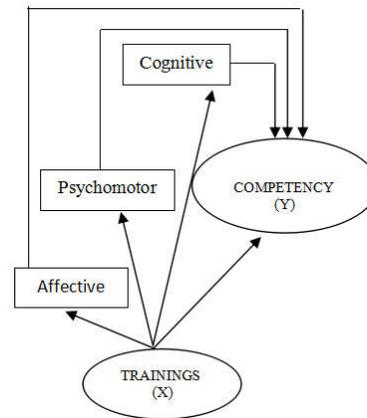


Fig. 2. Framework of Hypothesis (Source: Thinking process by researcher)

The null hypothesis (H<sub>0</sub>) is  $\mu_1 = \mu_2$ , meaning that there is apparently no influence of MCT on the competencies of the members of MCU in handling demonstrations/rallies. On the other side, the alternative hypothesis (H<sub>a</sub>) is  $\mu_1 \neq \mu_2$ , meaning that it is suspected that there is an influence of MCT on the competencies of the members of MCU in handling demonstrations/rallies.

A quantitative approach with a survey method was applied in this research study. Questionnaires with likert scale were distributed to 37 of the members of MCU of Cilacap Police Resort using saturated sampling technique. Such analysis technique uses multiple linear regressions. Meanwhile, operational variables are constructed to become independent variables (X), namely Mass Control Training (MCT) based on Bloom Taxonomy and Krathwohl (Fatimatuzzahroh, 2011), and dependent variable (Y), namely the competency of MCU personnel (Huston in Djamarah (1994) and Naila (2012) as follows:

The results of the reliability test showed that the instrument of the research was reliable because the score of Cronbach alpha was bigger than 0.60 (Ghozali, 2009)

*A. Hypothesis Testing through Multiple Linear Regression Analysis*

The results of the regression analysis are in the form of coefficients for each independent variable. The coefficient is obtained by predicting the value of the dependent variable with an equation (Tabachnick, 1996 in Ghozali, 2009). The independent variables of this study consist of MCU trainings (X) on the cognitive domain (X1), psychomotor domain (X2), and affective domain (X3) and the competencies of the members of MCU (Y) as the dependent variable. After fulfilling several series of regression analysis as explained above, then from the results of the multiple regression calculation it can be seen that according to Ghozali (2009), the coefficient of determination ( $R^2$ ) basically measures how far the ability of the model in contrasting the variation of the dependent variable.

*B. Determination Coefficient Test*

**Table 2. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.836a	.698	.670	2.26353	1.653

(Source: SPSS Processed Primary Data)

Predictors: (Constant), X3, X1, X2

Based on the coefficient of determination (R-Square) obtained, it will be known the degree of relationship between independent variables, namely cognitive domain in MCT (X1), psychomotor domain in MCT (X2), and affective domain in MCT (X3) as well as dependent variable, namely MCU members' competencies (Y). The table above shows that the number of the coefficient of determination (R Square or  $R^2$ ) is 0.698. The coefficient of determination ranges from 0 to 1.

Nugroho (2005) in Sujianto, (2009:71) stated that for multiple linear regression, it is better to use the Adjusted R Square or written Adjusted R Square, because it is adjusted to the number of independent variables used. That is why the coefficient of determination used is 0.67, as shown in the Adjusted R Square column in the table. The coefficient of determination that has been adjusted is 0.67 or 67%, which means that 67% of the dependent variable (MCU members' competencies) (Y) is explained by independent variables, which consist of cognitive domain in MCT (X1), psychomotor domain in MCT (X2), and affective domain in MCT (X3). While the rest is 33% ( $100\% - 67\% = 33\%$ ), explained by other variables outside the variables used.

**Table 1. Operational Variables X and Y**

Variable	Sub-variable	Indicators
Variable X (Mass Control Training/MCT)	Cognitive	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul>
	Psychomotor	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Readiness</li> <li>• Guided responses</li> <li>• Mechanism</li> <li>• Complex overt responses</li> <li>• Adaptation</li> <li>• Origination</li> </ul>
	Affective	<ul style="list-style-type: none"> <li>• Receiving/paying attention</li> <li>• Responding</li> <li>• Valuing</li> <li>• Organization</li> <li>• Characterization</li> </ul>
Variable Y (Competency of the personnel of MCU)	Knowledge, skill and attitude	<ul style="list-style-type: none"> <li>• Knowledge on regulations</li> <li>• Science application</li> <li>• Human skills</li> <li>• Technical skill</li> <li>• Conceptual skill</li> <li>• Trust</li> <li>• Emotional level</li> <li>• Tendency to act</li> </ul>

(Source: Theory of MCT (Bloom) and Theory of Competency (Djamarah))

**IV. RESULTS AND DISCUSSION**

The test of validity on the items of the questionnaire showed that three of eight-teen questions of cognitive sub-variable were not valid and must be changed; two of fourteen questions of psychomotor sub-variable were not valid and must be changed; and one of eleven of affective sub-variable was not valid and must be changed. Meanwhile, the test of validity on the items of competency variable showed that two of seventeen questions were not valid and must be changed. The invalid questions have been dropped.

**C. F-Statistic Test (Simultaneous Significance Test)**

Using the SPSS program ver. 16.0, the results of the F-test is 24.702 and the F-table is 2.901 with a probability value (significance) = 0.000 according to what is shown in the table below:

**TABLE 3. F-TEST RESULTS ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	379.685	3	126.562	24.702	.000a
Residual	163.954	32	5.124		
Total	543.639	35			

(Source: SPSS Processed Primary Data)

- a. predictors (constant) X1, X2, X3
- b. Dependent Variable (Y)

In general, a simultaneous influence test (F-test) is used to test the hypothesis. The simultaneous hypotheses are: (1)  $H_0$ : There is no influence of MCT (cognitive, psychomotor, and affective) on the competencies of the members of MCU in handling demonstrations, and (2)  $H_a$ : There is an influence of MCT (cognitive, psychomotor, affective) on the competencies of the members of MCU in handling demonstrations.

Another statement made by Sujianto (2009:72) said that the guideline used in addition to compare F-count with F-table is by comparing the significance value (Sig.) with the real level ( $\alpha$ ), if  $\text{Sig.} < \alpha$  (significance value is smaller than the real level) then  $H_0$  is rejected.

Based on the table above, the calculated F value is 24.702. It means that it is far greater than 4 ( $24.702 > 4$ ). Then when compared with the value of F-table (F-table = 2.901), the value of F-count is also much greater ( $24.702 > 2.901$ ). Furthermore, by comparing the significance value (Sig.) with the real level ( $\alpha$ ), the significance value of 0.000 is smaller than  $\alpha$  ( $0.000 < 0.05$ ).

Therefore, it can be concluded that the cognitive, psychomotor, and affective domains, as the sub-variables of the independent variable of the MCT (X), altogether or simultaneously have a significant effect on the dependent variable Y (the competencies of the members of MCU in handling demonstrations).

**D. T-Statistic Test (Individual Parameter Significance Test)**

According to Ghozali (2009:88), the t-test basically shows how far the influence of one independent variable explains the variation of the dependent variable. In this study, the writers intend to prove partially the significance of the independent variables, which are MCT on the cognitive domain ( $X_1$ ), psychomotor domain ( $X_2$ ), and affective domain ( $X_3$ ) on the dependent variable, namely the competencies of the

members of MCU. Thus, the influence of variable of MCT on the competencies of the members of MCU partially can be described as follows:

**TABLE 4. COEFFICIENTS OF DEPENDENT VARIABLE (Y)**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-4.229	8.128		-.520	.606
X <sub>1</sub>	.348	.110	.338	3.170	.003
X <sub>2</sub>	.377	.117	.346	3.229	.003
X <sub>3</sub>	.153	.153	.424	3.920	.000

(Source: SPSS Processed Primary Data)

From the table above, it can be seen that the multiple regression equation is  $Y = -4.229 + 0.348X_1 + 0.377X_2 + 0.599X_3$ . Table 4 above shows that the variable of MCT in cognitive domain ( $X_1$ ) has t-cal= 3.170 with the significance value 0.003. Therefore,  $t\text{-test} > t\text{-table}$  and the significance value is  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. In conclusion, the results of the t-test indicate that training on cognitive domain ( $X_1$ ) in partial has a significant effect on the competencies of the members of MCU (Y). From the table above, it is also apparent that the variable of MCT on the psychomotor domain ( $X_2$ ) has t-cal= 3.229 with the significance value 0.003. Therefore,  $t\text{-test} > t\text{-table}$  or  $t\text{-test} < t\text{-table}$  and the significance value is  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be concluded that the results of the t-test indicate that the training on the psychomotor domain ( $X_2$ ) partially has a significant effect on the competencies of the members of MCU (Y). The table displays that the variable of MCT on the affective domain ( $X_3$ ) has t-cal= 3.920 with the significance value 0.000. Therefore,  $t\text{-test} > t\text{-table}$  or  $t\text{-test} < t\text{-table}$  and the significance value is  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. The conclusion is that the results of the t-test indicate that the training of affective domain ( $X_3$ ) partially has a significant effect on the competencies of the members of MCU Unit (Y).

**V. CONCLUSIONS**

Based on the data analysis and study and in line with the problem formulation, it can be concluded that all sub-independent variables of MCT simultaneously or altogether have a significant influence on the competencies of the members of MCU in handling demonstrations. The different results of the t-test among domains (cognitive, affective, and psychomotor) on the competencies of the members of MCU in handling demonstrations can be described that 1) the Sig.value of the variable of training on the cognitive domain ( $X_1$ ) is  $0.003 < 0.05$ . This shows that the variable of training on the cognitive domain ( $X_1$ ) has a real and significant influence on the competencies of the members of MCU in handling demonstrations (Y), 2) the Sig.value of the variable of training on the psychomotor domain ( $X_2$ )

shows that  $0.003 < 0.05$ , meaning that the variable of training on the psychomotor domain ( $X_2$ ) has a real and significant influence on the competencies of the members of MCU in handling demonstrations (Y), and 3) the Sig.value of variable of training on the affective domain ( $X_3$ ) are  $0,000 < 0.05$ . This shows that the variable of training on the affective domain ( $X_3$ ) has a real and significant influence on the competencies of the members of MCU in handling demonstration actions (Y). Finally, from the three sub-variables of MCT (X), the affective domain ( $X_3$ ) most dominantly influences the competencies of the members of the MCU in handling demonstrations.

#### VI. SUGGESTIONS

Based on this research, it is found that there is a significant influence of MCT on the affective and cognitive domains of the competencies of the members of MCU in handling demonstrations. Therefore, it is expected that the system, method, and strategy of MCT on the affective and cognitive domains should be continuously maintained by, such as, enforcing discipline of the members, especially in terms of training and providing reward/punishment. In this research, it is also found that there is a significant influence of MCT on the cognitive, psychomotor, and affective domains altogether (simultaneous) of the competencies of the members of MCU in handling demonstrations.

Based on the results of this study, there are several things that can be done: (1) maintaining and improving MCT on the cognitive domain. This is because the basic training on the cognitive domain has a significant influence on the competencies of the members of MCU of Cilacap Police Resort in handling demonstrations, (2) maintaining and increasing the influence of basic MCT on the psychomotor domain on the competencies of the members of MCU of Cilacap Police Resort in handling demonstrations, (3) an analysis and evaluation of method and strategy for MCT especially on the psychomotor domain should be carried out so that the influence can be more significant on the competencies of the members of MCU of Cilacap Police Resort in handling demonstrations, (4) maintaining and improving MCT on the affective domain because the domain has been proven to have the most significant influence among the other sub-variables on the competencies of the members of MCU of Cilacap Police Resort in handling demonstrations, and (5) it is necessary to conduct further analysis and evaluation on the basic training method and strategy for better operational actions.

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