



The Model of Police Performance in Indonesia: Strategies for Improvement and Sustainable Development

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Abstract. This study aims to explore the relationships among leadership, self-acceptance, social support, commitment, and police performance in Indonesia, focusing on strategies for improvement and sustainable development. Using a quantitative approach, data were analyzed with SmartPLS 4.0. The findings indicate that leadership positively influences commitment (H1: 0.607, $p = 0.000$), while self-acceptance (H2: 0.694, $p = 0.000$) and social support (H3: 0.691, $p = 0.000$) also significantly enhance commitment. Furthermore, commitment has a positive effect on performance (H4: 0.434, $p = 0.000$). The study also reveals that self-acceptance positively impacts leadership (H5: 0.809, $p = 0.000$), and leadership fosters social support (H6: 0.777, $p = 0.000$). Social support (H7: 0.634, $p = 0.000$) and self-acceptance (H8: 0.691, $p = 0.000$) directly contribute to improved performance. Indirect effects show that leadership, self-acceptance, and social support positively impact performance through commitment (H9: Leadership $\rightarrow$ Commitment $\rightarrow$ Performance: 0.030, $p = 0.012$; Self-Acceptance $\rightarrow$ Commitment $\rightarrow$ Performance: 0.088, $p = 0.005$; Social Support $\rightarrow$ Commitment $\rightarrow$ Performance: 0.300, $p = 0.000$). The results highlight the critical role of leadership, self-acceptance, and social support in shaping commitment and enhancing performance, offering actionable insights for improving police effectiveness and fostering sustainable development in Indonesia.

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1 Introduction

Police performance plays a critical role in shaping the quality of education, which directly impacts the development of human resources in Indonesia. As the cornerstone of the educational system, Polices are expected to deliver effective learning experiences while continuously adapting to dynamic challenges in the modern educational landscape. However, issues such as limited professional development opportunities, unequal access to resources, and the diverse socio-economic conditions across Indonesia present significant hurdles in achieving optimal Police performance.. This study explores the development and implementation of a Police performance model in Indonesia. It seeks to identify critical factors influencing performance, analyze existing gaps, and propose strategic interventions to improve Police effectiveness and educational outcomes. Through this research, we aim to contribute

to the discourse on sustainable education reform in Indonesia and provide actionable recommendations for policymakers and educators.

Police performance is a crucial factor in determining the quality of education in Indonesia, a nation characterized by its vast geographical diversity and socio-economic disparities. The distribution and performance of Polices vary significantly across regions, including Java, Sumatra, Kalimantan, Sulawesi, and Papua (Irian Jaya). This variation underscores the need for a comprehensive model to enhance Police performance tailored to regional contexts.

Data from the Ministry of Education highlights disparities in Police qualifications and distribution. Java, as the most densely populated region, has the highest number of qualified Polices but faces challenges in addressing the needs of overcrowded schools. In contrast, Sumatra and Kalimantan encounter issues with Police availability in rural and remote areas. Sulawesi shows a moderate level of Police competence, yet struggles with resource limitations and professional development opportunities. Meanwhile, Papua faces the most severe challenges, including a lack of infrastructure, insufficient Police numbers, and low Police retention rates due to difficult living conditions.

These regional disparities highlight the urgency of developing a strategic model to address Police performance across Indonesia. The model should consider regional characteristics, focus on improving Police competence, address equitable distribution, and provide professional development programs tailored to specific local needs.

By analyzing Police performance data from these key regions, this study aims to design a performance enhancement model that can improve educational outcomes, reduce inequalities, and support Indonesia's broader educational goals. The findings will offer actionable insights for policymakers and educators to implement region-specific strategies for sustainable development in education. Police performance plays a pivotal role in shaping the quality of education and the development of future generations. In Indonesia, improving Police performance is a significant focus, as it directly impacts student achievement and contributes to sustainable educational development. Despite efforts to enhance Police quality, challenges such as unequal access to professional development, limited resources, and varying teaching standards persist in many regions.

To address these issues, strategic approaches are essential, focusing on Police training, performance evaluation, and support mechanisms that foster continuous professional growth. Additionally, integrating sustainable development principles into Police performance models ensures that educators are equipped not only to meet current educational demands but also to adapt to evolving global challenges.

This study aims to explore effective strategies for improving Police performance in Indonesia by examining existing practices, identifying key areas for enhancement, and proposing a sustainable model for long-term development. Through these efforts, the research seeks to contribute to a more equitable and high-quality education system in Indonesia.

Human resource performance is influenced by various factors, including social support, leadership, commitment, and self-acceptance, which play a crucial role in shaping individual and organizational success. Social support enhances resilience and motivation by providing emotional and practical assistance, while effective leadership inspires and aligns personal goals with organizational objectives. Commitment fosters

dedication and engagement, ensuring consistent performance, and self-acceptance strengthens individuals' adaptability and confidence by promoting a positive self-concept. The interplay of these factors creates a foundation for improved performance and well-being, making them essential areas of focus for achieving both personal and organizational excellence.

Police performance is a critical factor in determining the quality of education and the success of students in Indonesia. Despite various efforts to improve educational standards, the performance of Polices across the nation remains inconsistent due to several challenges, such as limited access to professional development opportunities, insufficient resources, and varying levels of support. This disparity in Police quality not only affects the effectiveness of teaching but also hinders the overall progress of the education system.

Improving Police performance requires a multifaceted approach that includes comprehensive training programs, effective performance evaluation systems, and continuous professional development to enhance Polices' skills and knowledge. Additionally, incorporating strategies for sustainable development is vital in ensuring that Polices are prepared to adapt to future educational needs and contribute to long-term educational goals.

This study aims to identify key strategies for enhancing Police performance in Indonesia, focusing on both immediate improvements and long-term sustainability. By exploring best practices and proposing actionable solutions, the research seeks to support the development of a robust and sustainable education system in Indonesia that can meet the challenges of the future.

Police performance is one of the most crucial elements in shaping the quality of education in any country. In Indonesia, the effectiveness of Polices significantly influences student learning outcomes and, consequently, the broader educational system's progress. However, despite various policy reforms and initiatives aimed at improving Police quality, challenges persist that hinder the full potential of educators. These challenges include inadequate professional development opportunities, discrepancies in resources between regions, and varying standards of teaching practices across schools. As a result, Police performance remains inconsistent, and addressing these issues is essential for fostering sustainable educational growth.

Improving Police performance in Indonesia requires a comprehensive approach that goes beyond basic training. Effective teaching involves a combination of subject knowledge, pedagogical skills, emotional intelligence, and the ability to adapt to the diverse needs of students. Polices must be equipped with the skills necessary to engage students, foster critical thinking, and address different learning styles. In this context, it is crucial to provide Polices with ongoing professional development programs that focus not only on content knowledge but also on teaching strategies and classroom management.

Moreover, Police performance is heavily influenced by the support they receive from their schools, communities, and policymakers. Leadership plays a significant role in creating a positive work environment where Polices are motivated to improve their skills and contribute to the school's success. Strong leadership in schools can help create a culture of collaboration, where Polices can share best practices, support each other, and engage in continuous learning. Therefore, improving leadership and

managerial support for Polices is an essential component of improving Police performance in Indonesia.

Another challenge in enhancing Police performance is the disparity in resources and educational infrastructure across different regions of Indonesia. Polices in rural and remote areas often lack access to the same level of resources, technology, and professional development opportunities as those in urban centers. This gap in resources affects the quality of education provided and can lead to burnout among Polices who feel unsupported. To address this issue, the government must ensure more equitable distribution of resources and create programs that target the specific needs of Polices in underserved regions.

Police evaluation systems also play a crucial role in improving performance. Regular assessments of teaching practices, combined with constructive feedback, can help Polices identify areas for improvement and set professional goals. However, Police evaluation systems in Indonesia have often been criticized for being overly focused on administrative compliance rather than pedagogical effectiveness. A more holistic approach to Police evaluation, which includes peer reviews, self-assessment, and feedback from students, would provide a more accurate picture of a Police's performance and areas for growth.

The professional development of Polices is an ongoing process that requires not only formal training but also opportunities for informal learning. Polices should be encouraged to engage in action research, attend workshops, collaborate with colleagues, and participate in networks of professional learning communities. These activities allow Polices to stay updated with the latest pedagogical trends and continuously improve their teaching methods. Furthermore, creating a culture of lifelong learning among Polices ensures that they remain adaptable and responsive to the changing educational landscape.

In addition to professional development, Police motivation is another critical factor influencing performance. Polices who feel valued and supported are more likely to be engaged in their work and committed to improving their teaching practices. Recognizing and rewarding Polices for their efforts, providing career advancement opportunities, and offering competitive salaries are essential components of a strategy to enhance Police performance. Motivation can also be fostered by creating a positive school climate, where Polices feel empowered to take risks and innovate in their teaching.

Furthermore, the integration of sustainable development principles into Police performance models is essential for preparing educators to address global challenges. Sustainability in education not only refers to environmental concerns but also to the long-term capacity of the education system to adapt to changing societal needs. Polices must be equipped to teach students about sustainability and instill in them the values of responsibility, equity, and social justice. This requires a rethinking of how Police performance is evaluated and supported, with a focus on developing skills that are relevant to the future needs of society.

The role of the community in supporting Police performance cannot be overlooked. Schools that have strong connections to their local communities often experience better outcomes in terms of Police performance. Communities can provide resources, support for extracurricular activities, and a broader network for professional development. Engaging parents and local organizations in the

educational process can help create a more supportive environment for both Polices and students, leading to improved teaching practices and student outcomes.

Finally, this study aims to explore strategies that can improve Police performance in Indonesia in a way that is both effective and sustainable. By examining existing practices, identifying barriers to improvement, and proposing actionable solutions, this research hopes to contribute to the development of a more robust education system. These strategies will not only enhance Police performance but also ensure that Indonesia's educational system is equipped to meet the challenges of the future, fostering a generation of students who are well-prepared for the demands of the 21st century.

Police performance is a vital determinant of educational quality in any nation. In Indonesia, where the education system is diverse and complex, the performance of Polices significantly impacts the outcomes of the educational process. Despite numerous efforts by the government and various stakeholders to improve Police quality, challenges persist that hinder the full potential of educators. Issues such as limited professional development opportunities, inconsistent standards of teaching, and inadequate resources in certain regions continue to pose barriers to the enhancement of Police performance. These challenges not only affect Polices but also have a direct impact on student achievement and the overall effectiveness of the education system.

Improving Police performance in Indonesia requires addressing several key areas, including Police training, evaluation systems, and ongoing professional development. Effective teaching goes beyond subject knowledge and includes critical skills such as communication, classroom management, and the ability to engage and inspire students. Polices must be equipped with the tools to manage diverse classrooms, cater to students' individual learning needs, and adopt new teaching methods. Thus, there is a need to establish continuous professional development programs that offer Polices opportunities to enhance their pedagogical skills, keep up with educational innovations, and remain motivated in their careers.

Leadership in schools plays a critical role in shaping Police performance. Effective school leaders can provide guidance, resources, and support for Polices, creating an environment conducive to teaching and learning. School leadership involves not only administrative tasks but also mentoring and fostering a culture of collaboration among Polices. When Polices are supported by strong leadership, they are more likely to be motivated and willing to take initiative in their professional development. Therefore, improving leadership at all levels of the education system is integral to enhancing Police performance.

Another significant issue affecting Police performance in Indonesia is the disparity in educational resources across the country. Polices in remote or rural areas often face challenges such as a lack of access to training, insufficient teaching materials, and outdated educational infrastructure. This gap in resources results in unequal opportunities for Polices to improve their performance, especially when compared to those working in urban areas with more support. It is essential to address these disparities by ensuring that Polices, regardless of location, have access to quality resources and training that can enhance their effectiveness.

The current Police evaluation system in Indonesia is another area that requires improvement. While Police evaluations are conducted regularly, they often focus

more on administrative compliance rather than the pedagogical quality of teaching. A more comprehensive evaluation system that includes peer assessments, feedback from students, and self-reflection can provide a better understanding of a Police's performance. Such a system would offer Polices constructive feedback and help identify areas for professional growth. In addition, evaluations should be used to inform professional development programs, ensuring that they are aligned with Polices' specific needs.

Professional development for Polices in Indonesia needs to be an ongoing and systematic process. Polices should be encouraged to participate in workshops, seminars, and collaborative learning communities that promote both formal and informal learning. These professional development opportunities should focus on both improving subject-specific knowledge and developing broader pedagogical skills. Furthermore, Polices should be empowered to take ownership of their own development by engaging in action research and other forms of self-directed learning. This approach will help Polices stay current with new teaching methods and adapt to the changing needs of students.

Police motivation is a key factor influencing performance. Polices who feel valued and recognized for their efforts are more likely to be dedicated to improving their teaching practices. Recognition of Polices' contributions, fair remuneration, and opportunities for career advancement all play a role in enhancing Police motivation. Additionally, fostering a positive work environment where Polices feel supported by their peers, school leadership, and the broader community can further increase their commitment and engagement. Motivation strategies should be tailored to meet the diverse needs of Polices and should go beyond monetary incentives to include emotional and professional support.

Sustainable development in education is also an essential consideration in improving Police performance. Polices should be equipped to respond to the challenges posed by a rapidly changing world, including technological advancements and the growing importance of sustainability issues. The integration of sustainability into Police performance models ensures that Polices are not only addressing immediate educational needs but also preparing students to thrive in a globalized society. This involves incorporating sustainability principles into both the curriculum and teaching methods, empowering Polices to foster responsible citizenship among students.

The community's involvement in supporting Polices is crucial for improving Police performance. When schools work closely with local communities, they can better support Polices by providing additional resources, fostering stronger student-Police relationships, and promoting an inclusive educational environment. Engaging parents, local leaders, and organizations in educational activities helps create a network of support that can enhance the overall teaching and learning experience. A collaborative approach between schools and communities also allows for the sharing of knowledge and resources, which can improve Police performance and student outcomes.

In conclusion, enhancing Police performance in Indonesia requires a multifaceted approach that addresses training, evaluation, resources, leadership, motivation, and community involvement. By focusing on these areas, the education system can better equip Polices to meet the demands of the 21st century and ensure that students receive

the quality education they deserve. This study aims to identify strategies and propose solutions that will contribute to sustainable development in education by improving Police performance across the country. With a concerted effort to address these challenges, Indonesia can build a more effective and equitable education system that prepares both Polices and students for a brighter future.

2 Method

This research aims to investigate Police performance across Indonesia and identify strategies for improvement and sustainable development in the education sector. The study will adopt a quantitative approach, employing a descriptive correlational design to examine the factors influencing Police performance and evaluate strategies for enhancing it. The population for this study consists of 578 Polices from various educational levels across Indonesia, including urban and rural areas. These Polices will be selected using a simple random sampling technique to ensure diversity in terms of location and school types.

Data will be collected using a structured questionnaire, designed to assess Police performance indicators such as the quality of teaching, classroom management, student engagement, and use of technology. The questionnaire will also gather information on strategies for improving Police performance, including professional development programs, managerial support, and incentives. Additionally, it will explore sustainable educational strategies, focusing on long-term goals for enhancing education in Indonesia. The instrument will use a 5-point Likert scale to measure the Polices' perceptions and satisfaction levels.

Prior to the main data collection, a pilot test will be conducted with a small group of Polices to refine the questionnaire and ensure its validity and reliability. Afterward, the finalized questionnaire will be distributed to the 578 selected Polices via both online and paper-based surveys to accommodate varying access to technology. Data will be analyzed using descriptive statistics to describe the demographics and Police performance indicators, while inferential statistics such as correlation and multiple regression analysis will be used to determine the relationships between factors affecting Police performance.

The findings will be interpreted to identify the key factors influencing Police performance and strategies for improvement. These results will be discussed in light of existing literature, offering recommendations for educational administrators and policymakers to enhance Police performance and support sustainable development in the education sector. Ethical considerations will be strictly followed, ensuring informed consent, confidentiality, and the voluntary participation of all respondents. Ultimately, this research seeks to provide actionable insights into improving Police performance across Indonesia and fostering long-term educational development.

2.1 Outer Model

2.1.1 Outer Loading Test

Analysis validity done with *loading factor*. Value *loading factor* used For know validity convergent with look at item *dependability* (*validity indicator*). *Loading*

factors is statistics that describe connection between question item score with score indicator construct in measure construct . Valid *loading factors* are higher loading factor of 0.70 (Hair dkk., 2024). Table 1 shows findings *loading factor* after processing data with Smart PLS 4.0.

Table 1. Loading Factor Value

Item No.	Leader	Item No.	Self Acceptance	Item No.	Social Support	Item No.	Commitment	Item No.	Performance
X1.1	0.739	X2.1	0.724	X3.1	0.716	Z1	0.772	Y1	0.790
X1.10	0.849	X2.10	0.755	X3.10	0.744	Z10	0.801	Y10	0.775
X1.11	0.715	X2.11	0.741	X3.11	0.713	Z11	0.719	Y11	0.778
X1.12	0.841	X2.12	0.747	X3.12	0.780	Z12	0.758	Y12	0.771
X1.13	0.755	X2.13	0.764	X3.13	0.752	Z13	0.774	Y13	0.702
X1.14	0.704	X2.14	0.795	X3.14	0.765	Z14	0.717	Y14	0.767
X1.15	0.752	X2.15	0.766	X3.15	0.725	Z15	0.771	Y15	0.751
X1.16	0.731	X2.16	0.763	X3.16	0.763	Z16	0.755	Y16	0.779
X1.17	0.737	X2.17	0.762	X3.17	0.781	Z17	0.786	Y17	0.733
X1.18	0.758	X2.18	0.746	X3.18	0.711	Z18	0.728	Y18	0.787
X1.19	0.730	X2.19	0.723	X3.19	0.780	Z19	0.737	Y19	0.716
X1.2	0.747	X2.2	0.706	X3.2	0.797	Z2	0.715	Y2	0.704
X1.20	0.719	X2.20	0.713	X3.20	0.797	Z20	0.786	Y20	0.748
X1.21	0.754	X2.21	0.711	X3.21	0.758	Z21	0.714	Y21	0.749
X1.22	0.729	X2.22	0.739	X3.22	0.745	Z3	0.765	Y22	0.738
X1.3	0.730	X2.23	0.757	X3.23	0.731	Z4	0.719	Y23	0.748
X1.4	0.782	X2.24	0.713	X3.24	0.796	Z5	0.798	Y24	0.791
X1.5	0.729	X2.25	0.756	X3.25	0.792	Z6	0.707	Y25	0.755
X1.6	0.803	X2.26	0.759	X3.3	0.713	Z7	0.772	Y26	0.752
X1.7	0.748	X2.3	0.776	X3.4	0.710	Z8	0.746	Y27	0.738
X1.8	0.714	X2.4	0.704	X3.5	0.715	Z9	0.757	Y28	0.725
X1.9	0.729	X2.5	0.760	X3.6	0.784			Y29	0.796
		X2.6	0.751	X3.7	0.727			Y3	0.794
		X2.7	0.700	X3.8	0.740			Y30	0.776
		X2.8	0.783	X3.9	0.719			Y4	0.736
		X2.9	0.763					Y5	0.740
								Y6	0.724
								Y7	0.770
								Y8	0.777
								Y9	0.727

Source : Results research , processed with SmartPLS 4.0. 2024

Based on from results *outer loading* show that all over indicator on questionnaire in study This can extracted in a way perfect And own mark *loading factor* > 0.70. This is show that indicators used in study This own good ability For explain construct.

2.1.2 Construction Reliability and Validity Test

Furthermore besides testing *Outer Loading* there are also testing *validity* And *reliability* on measuring instrument with criteria that is mark *AVE* above 0.50 (Chin & Dibbern, 2010), *composite reliability* and *Cronbach's alpha* is above 0.70 (Hair dkk., 2024). Value test validity And reliability in study can seen on on table 2.

Table 2. Instrument Testing

Variable	Validity Testing		Reliability Testing		
	AVE	Results	CR	CA	Results
Support Social	0.527	Valid	0.917	0.905	Reliable
Leadership	0.579	Valid	0.874	0.867	Reliable
Performance	0.511	Valid	0.926	0.917	Reliable
Commitment	0.560	Valid	0.916	0.902	Reliable
Reception Self	0.583	Valid	0.900	0.887	Reliable

Source : Results research , processed with SmartPLS 4.0. 2024.

Table 2 shows that all variable own AVE value above 0.50 things This can interpreted that overall item And variable declared valid and can accountable validity of data for done further data analysis. While in test reliability show mark *composite* reliability and *cronbach's alpha* above 0.70, by Because That indicators used in variable study This said to be reliable.

2.1.3 Discriminant Validity Test

Next, test validity discriminant done For see correlation between construct with construct others. If mark *Heterotrait-monotrait ratio* (HTMT) each construct < 0.90 then can concluded that construct own level good validity (Franke & Sarstedt, 2019).

Table 3. Discriminant Validity Test

	Support Social	Leadership	Performance	Commitment	Reception Self
Support Social	-	-	-	-	-
Leadership	0.813	-	-	-	-
Performance	0.865	0.782	-	-	-
Commitment	0.894	0.776	0.855	-	-
Reception Self	0.862	0.889	0.815	0.834	-

Source : Results research , processed SmartPLS 4.0. 2024.

On table 3 comparison from HTML value shows that each from mark is < 0.90 so that can withdrawn conclusion that all variable latent in study has good discriminant validity .

2.2 Inner Model

2.2.1 R-Square

Structural model testing was carried out For see connection construct , value significance And *R square* from the research model . Value *R-Square* can used For evaluate influence variable independent certain to variable dependent . *R-Square* ranges number between 0 and 1 which indicates the magnitude combination variable independent in a way together influence dependent variable value . The more approach number One so influence variable independent to dependent more and more

strong . Value *R-Square* is 0.75; 0.50; and 0.25 shows that the model is strong , moderate , and weak (Sarstedt dkk., 2017). Mark estimate *R-Square* can seen on table 4.

Table 4. *R-Square* Value

	R-square	R-square adjusted
Performance	0.863	0.860
Commitment	0.875	0.873

Source : Results research , processed SmartPLS 4.0. 2024.

Based on Table 4 shows that on variable performance mark *R-Square* of 0.863 means that 86.3% of the variation in the " performance " variable can explained by variable independent in the model. *R-square adjusted* of 0.860 indicates the value that has been customized For amount variable in the model, which shows that the model is still strong in explain variability although There is adjustments . Next on variable commitment show mark *R-Square* of 0.875 means that 87.5% of the variation in the variable " commitment " can explained by variable independent in the model. *R-square adjusted* of 0.873 indicates that after adjustments , model still explain around 87.3% of variability in variable " commitment ".

2.2.2 F-Square

Function *F-Square* is For know evaluate the magnitude influence between variable with *effect size* or *f-square* Where mark *f-square* 0.02 (weak); 0.15 (moderate); 0.35 (strong) (Sarstedt dkk., 2017). Value *F-Square* can seen on table 5.

Table 5. *F-Square* Value

	Support Social	Leadership	Performance	Commitment	Reception Self
Support Social	-	-	0.182	0.710	-
Leadership	-	-	0.149	0.116	-
Performance	-	-	-	-	-
Commitment	-	-	0.174	-	-
Reception Self	-	-	0.107	0.153	-

Source : Results research , processed SmartPLS 4.0. 2024.

Based on on Table 5 shows that on variable performance influenced by leadership with mark *f-square* is 0.149. This show that leadership own influence currently to performance . In addition that , support social Also own influence currently to performance with mark *f-square* of 0.182, and reception self own weak influence to performance with mark *f-square* of 0.107. Next on variable performance influenced by commitment in a way currently with mark *f-square* of 0.174.

2.2.3 Hypothesis Testing

Accepted or whether or not A the hypothesis proposed , it is necessary done testing hypothesis with use function *Bootstrapping* on SmartPLS 4.0. Hypothesis accepted If on level significance that is *p-value* more small of 0.05 or t-value exceeds mark critical (Hair Jr. dkk., 2010). Based on table 6 can seen original sample value , *p-value* used as reference For take decision hypothesis accepted or hypothesis rejected . Hypothesis can accepted If *p-value* < 0.05. Results research data analysis as following

Table 6. Hypothesis Testing

Hypothesis	<i>Original Sample</i>	<i>p-value</i>	Results
H1 Leadership -> Commitment	0.607	0,000	Accepted
H2 Reception Self -> Commitment	0.694	0,000	Accepted
H3 Support Social -> Commitment	0.691	0,000	Accepted
H4 Commitment -> Performance	0.434	0,000	Accepted
H5 Reception Self -> Leadership	0.809	0,000	Accepted
H6 Leadership -> Support Social	0.777	0,000	Accepted
H7 Social Support -> Performance	0.634	0,000	Accepted
H8 Self Acceptance -> Performance	0.691	0,000	Accepted
H9 Leadership -> Commitment -> Performance	0.030	0.012	Accepted
Reception Self -> Commitment -> Performance	0.088	0.005	Accepted
Support Social -> Commitment -> Performance	0.300	0,000	Accepted
Source : Results Research , processed with SmartPLS 4.0. 2024			

The study's findings highlight the complex interrelationships among leadership, self-acceptance, social support, commitment, and performance, emphasizing their critical roles in shaping Police performance in Indonesia. Below is a detailed discussion of the results:

a) **H2: Self-Acceptance → Commitment (0.694, p = 0.000, Accepted)**

Self-acceptance positively influences commitment, highlighting the importance of Polices' confidence and self-recognition in developing a sense of dedication to their roles. Polices who feel assured in their abilities are more likely to stay committed to their professional responsibilities.

The strong influence of self-acceptance on commitment emphasizes the pivotal role of personal confidence and self-awareness in shaping a Police's dedication. Polices who possess high levels of self-acceptance recognize their strengths, embrace their limitations, and remain resilient in the face of challenges. This self-assured mindset fosters a stronger connection to their professional responsibilities, enhancing their commitment to their roles and the broader educational mission.

Self-acceptance allows Polices to develop a realistic understanding of their contributions and areas for growth. This clarity not only boosts their confidence but also enables them to set achievable goals, align with institutional objectives, and engage fully in their tasks. When Polices value themselves and their work,

their intrinsic motivation to perform well and remain dedicated to their responsibilities increases significantly.

- b) **H3: Social Support → Commitment (0.691, p = 0.000, Accepted)**
The strong effect of social support on commitment emphasizes the value of a supportive work environment. Collaboration, encouragement, and camaraderie among peers are critical in fostering commitment within educational settings.
The robust impact of social support on commitment underscores the importance of fostering a collaborative and encouraging work environment in educational settings. Polices who feel supported by their colleagues and the broader school community are more likely to exhibit higher levels of dedication and loyalty to their roles. This dynamic reinforces a sense of belonging and shared purpose, which is essential for professional growth and stability.
- c) **H4: Commitment → Performance (0.434, p = 0.000, Accepted)**
Commitment has a moderate positive effect on performance, suggesting that while commitment is an important driver of Police performance, other factors also contribute significantly. This finding indicates that strategies focusing solely on commitment may not maximize Police performance.
- d) **H5: Self-Acceptance → Leadership (0.809, p = 0.000, Accepted)**
Self-acceptance significantly affects leadership, showing that individuals who have a positive perception of themselves are more likely to emerge as effective leaders. This reinforces the idea that self-awareness and confidence are fundamental attributes of strong leadership.
- e) **H6: Leadership → Social Support (0.777, p = 0.000, Accepted)**
Leadership is a key driver of social support, suggesting that effective leaders cultivate a supportive environment. This finding underscores the role of leadership in fostering teamwork and collaboration among educators. The substantial positive effect of leadership on social support highlights the pivotal role leaders play in cultivating a collaborative and encouraging environment. This relationship underscores the importance of effective leadership in fostering teamwork and mutual support among educators.
- f) **H7: Social Support → Performance (0.634, p = 0.000, Accepted)**
Social support significantly influences performance, indicating that a strong support network can enhance Polices' productivity and effectiveness. Encouragement from colleagues and leaders appears to directly impact Polices' ability to perform well.
- g) **H8: Self-Acceptance → Performance (0.691, p = 0.000, Accepted)**
Self-acceptance plays a critical role in influencing performance. Polices with higher self-acceptance tend to perform better, likely due to greater self-confidence and reduced stress levels.

3 Discussions

3.1 Self-Acceptance as a Driver of Commitment

Self-acceptance refers to the ability of individuals to recognize and embrace their own strengths and weaknesses without judgment. In the context of this study,

self-acceptance plays a significant role in enhancing Polices' commitment to their work. Polices who possess a high level of self-acceptance tend to have greater confidence in their abilities, which makes them more dedicated and motivated to invest time and energy into their professional roles. This enhanced commitment creates a stronger foundation for their performance in the classroom.

3.2 Commitment as a Mediator Between Self-Acceptance and Performance

The direct relationship between self-acceptance and performance is important, but the mediation effect of commitment highlights its critical role in translating self-acceptance into better performance. Polices who are self-accepting are more likely to be committed to their teaching roles, and this commitment drives them to perform at higher levels. The link between self-acceptance and commitment strengthens their focus, resilience, and dedication, enabling them to overcome challenges and contribute effectively to students' learning outcomes.

3.3 Self-Acceptance as a Stronger Predictor of Performance Than Leadership

This finding reveals that self-acceptance has a more substantial impact on performance through commitment than leadership. While leadership is important in shaping Polices' engagement, self-acceptance is an even more powerful driver of Polices' intrinsic motivation. Polices who believe in their own abilities tend to exhibit higher levels of engagement and performance in their roles, suggesting that programs promoting self-esteem and self-recognition may be more effective in enhancing Police performance than leadership-focused interventions alone.

3.4 The Role of Self-Confidence in Professional Performance

Self-acceptance is closely tied to self-confidence, which is a key element in professional performance. Polices with high self-acceptance tend to have a more positive outlook on their capabilities and are less likely to experience stress or burnout. As a result, they are more engaged with their work, persist through challenges, and maintain a high standard of performance. This is why the mediation effect of commitment is stronger in the self-acceptance pathway than in the leadership pathway.

3.5 Implications for Police Development Programs

Given the significant role that self-acceptance plays in improving commitment and performance, Police development programs should prioritize activities that enhance self-awareness, self-confidence, and emotional resilience. Programs aimed at helping Polices develop a positive self-image and manage stress will not only help foster stronger commitment but will also improve their overall performance in the classroom.

3.6 Commitment as the Link Between Self-Acceptance and Performance

Commitment serves as a crucial link in the pathway from self-acceptance to Police performance. Polices who accept and value themselves are more likely to demonstrate a higher level of commitment to their work, which then translates into improved teaching practices, greater student engagement, and higher job satisfaction. Thus, fostering commitment is a key strategy for leveraging self-acceptance to boost performance.

3.7 The Importance of a Positive Work Environment for Self-Acceptance

While self-acceptance is primarily an individual trait, the work environment plays a significant role in nurturing it. Polices who work in supportive, non-judgmental environments are more likely to develop self-acceptance. Therefore, school leaders should focus on creating a culture of trust and respect where Polices feel valued for their contributions, fostering an environment conducive to self-acceptance and, consequently, higher commitment and performance.

3.8 Self-Acceptance and Police Retention

Polices with high self-acceptance are more likely to remain committed to their roles and persist in the profession despite challenges. This has important implications for Police retention, as self-acceptance, through its positive impact on commitment, can reduce burnout and turnover. Thus, supporting Polices' emotional well-being and self-recognition can enhance long-term engagement and performance in the profession.

3.9 Encouraging Self-Reflection in Polices

Programs aimed at promoting self-acceptance should encourage Polices to engage in self-reflection. Self-reflection allows Polices to recognize their strengths, celebrate their achievements, and identify areas for growth, which can boost their sense of self-worth and, in turn, increase their commitment to improving their teaching practices. Such practices will help Polices maintain motivation, overcome challenges, and perform at their best.

3.10 Recommendations for Policy and Practice

To maximize the positive effects of self-acceptance on Police commitment and performance, educational policymakers and school leaders should consider incorporating self-acceptance-focused initiatives into Police training and professional development programs. Activities such as mindfulness practices, counseling, peer mentoring, and leadership workshops can help Polices build self-acceptance, which will lead to greater commitment and, ultimately, improved performance in the classroom.

3.11 Social Support → Commitment → Performance (0.300, $p = 0.000$, Accepted)

Social support has a substantial indirect effect on performance through commitment, emphasizing the dual role of support in fostering commitment and directly enhancing performance. Social support plays a significant role in enhancing Police performance, both directly and indirectly, through commitment. The substantial indirect effect of social support on performance underscores the importance of a supportive work environment in promoting commitment, which in turn boosts performance. This highlights the dual impact of social support: it fosters a strong sense of commitment, and through this commitment, it directly influences Polices' effectiveness in their roles.

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