



Industrial Relations In Human Resource Management Study: Human Resource Development Strategy At The Police Education And Training Center

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ABSTRACT

Purpose: This study aims to analyze the role of Industrial Relations within Human Resource Management as a strategic approach to human capital development at the Indonesian National Police Training and Education Institute (Lemdiklat Polri). The research emphasizes collaborative working relationships to enhance police personnel competencies. **Methodology:** A qualitative approach was applied using literature review and institutional policy analysis, supported by thematic interpretation of industrial relations principles, human resource development, and police education functions. **Results:** The study indicates that effective more effective human resource development strategies through the implementation of data-based planning, accelerated digitalization, competency-based curriculum updates, and integration of modern technology. **Findings:** The findings indicate that human resource development at the National Police Education and Training Institute (Lemdiklat Polri) is still hampered by non-data-driven planning, suboptimal system digitalization, training methods that do not focus on competency and performance, and minimal use of AI and automation technology. **Novelty:** This research introduces an integrative framework linking industrial relations to competency-based development in a police organization. **Originality:** It offers a unique perspective by positioning human relations synergy as a core driver of HR development in police training institutions. **Conclusion:** Industrial Relations serve as a strategic foundation for enhancing Lemdiklat's performance through measurable quality improvement. **Type of Paper:** This paper is an empirical research paper.

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INTRODUCTION

The rapidly changing public security environment—including the increasing complexity of police duties, the demands of technology-based public services, and performance pressures—demands adaptation of more responsive and measurable human resource (HR) management strategies. Recent empirical studies have shown that the size and composition of the police force (workforce size, structure, stability) influence institutional performance output, so decisions about HR development must be based on empirical evidence. (Kim et al., 2024).

In the context of public security organizations, personnel psychological well-being and job satisfaction are highly influential variables in the quality of operational performance; quantitative research in police populations demonstrates a significant relationship between job satisfaction, self-esteem, and quality of life, which in turn impacts task readiness. These findings underscore that

developing technical competencies alone is not enough HR interventions must also address psychosocial factors. (Han & Yoon, 2024).

Affandi's research highlights the importance of career management and training in improving employee performance within the police (Affandi, 2023). Given that the Indonesian National Police (Polri) faces unique challenges related to legitimacy and public trust, this study seeks to identify appropriate human resource strengthening strategies (Fitrianto et al., 2025). Industrial relations, as an element of HR management, places the interaction between organizational policies, HR practices, and work relationships (including communication, organizational justice, and conflict resolution mechanisms) as key to creating a work climate conducive to competency development. Studies of methods and policies in modern industrial/IR literature emphasize the importance of quantitative and mixed-methods methods for measuring the impact of industrial relations practices on organizational outcomes (Kane et al., 2025).

The human resource development strategy at the Indonesian National Police Education and Training Institute (Lemdiklat Polri) is expected to create a work environment that supports competency development. Research conducted by Syafitri and Adiwaty found evidence that a strong organizational culture increases the effectiveness of training and development programs (Syafitri & Adiwaty, 2025). This emphasizes the importance of developing not only technical skills but also employee involvement in the process (Syafitri & Adiwaty, 2025). Quantitative research on organizational stress and operational factors in the police force indicates that internal stress (e.g., managerial conflict, bullying, lack of support) and exposure to trauma negatively impact mental health and performance; this highlights the need to integrate HRD strategies (training, counseling, work-life programs) with industrial relations policies to reduce psychological barriers to learning and competency implementation (Porter & Gavin, 2025).

The importance of human resource development at the National Police Education and Training Institute (Lemdiklat Polri) cannot be underestimated. This research is driven by the fact that strengthening human resources will impact organizational effectiveness and efficiency and contribute to public trust, particularly in the challenging context of the digital era. Therefore, this research will make a significant contribution to the development of academic understanding and policy practice in law enforcement agencies.

METHOD

Metode Analisis

This study employed a qualitative descriptive design to provide an in-depth description of the application of Industrial Relations in the context of human resource management as a human resource development strategy at the Indonesian National Police Education and Training Institute (Lemdiklat Polri). The study was conducted within the Lemdiklat Polri from January to June, allowing researchers to conduct direct observations and gather information regarding the dynamics of work relations, institutional communication patterns, and the implementation of competency development policies within the education and training process. A qualitative approach was chosen because the research focused on the meaning and interpretation of work experiences, and interactions between actors within the Polri education ecosystem. Therefore, data collection was not directed at hypothesis testing but rather at in-depth findings.

Research subjects were purposively selected from informants deemed to have comprehensive knowledge of industrial relations practices and human resource development within the Lemdiklat Polri. These included structural HR officials, training instructors, and students currently or who had participated in Lemdiklat training programs. The research materials included social phenomena related to policy implementation, work culture, organizational support, and inter-unit coordination patterns. The equipment used included interview guidelines, an audio recorder, a camera for visual documentation, and qualitative data processing software for coding.

Data collection techniques included in-depth interviews, participant observation of the education and training process, and documentation studies of policies, standard operating procedures (SOPs), and archives of the National Police Education and Training Institute's (Lemdiklat Polri) human resource development strategy. Interviews were conducted semi-structured to explore the experiences, perceptions, and responses of informants to the prevailing industrial relations conditions. Observations were aimed at capturing real-life interactions between trainers, implementing personnel, and students, thus obtaining authentic data on institutional behavior and practices. Documentation studies were used to complement and verify empirical findings from the field.

Data analysis was conducted interactively, following the steps of data reduction, data presentation, and conclusion drawing. Interview data was transcribed and then coded thematically to identify categories and patterns of relationships between variables, particularly those related to organizational support, managerial communication, procedural justice, and their impact on student competency development. Triangulation of sources and techniques was conducted to ensure the validity and credibility of the findings, by comparing interview data, observations, and official documents to ensure objective interpretation of the results. All research procedures were carried out systematically so that readers or other researchers can replicate this research in similar institutional contexts..

RESULTS AND DISCUSSION

RESULTS

Industrial Relations in Human Resource Management (HRM) Studies

In Human Resource Management (HRM) studies, industrial relations is a crucial aspect that plays a role in creating harmonious working relationships between the company (management) and the workforce (employees and unions). Industrial relations encompasses all interactions, communications, and mechanisms for cooperation and conflict resolution that occur within the work environment to achieve shared goals between employees and the organization.

Industrial relations is an organized process of cooperation between management and the workforce to achieve production efficiency and mutual well-being through mutual understanding and effective communication. This view emphasizes that industrial relations are not solely oriented toward economic interests but also encompass the social and psychological aspects of the workplace (Flippo, 2013).

In HRM studies, industrial relations is part of the "maintenance" function, which aims to maintain employee satisfaction, loyalty, and commitment to the organization. According to Hasibuan (2017), good industrial relations is one manifestation of the HRM function in creating conducive working conditions through fair policies, open communication, and a balance between the rights and obligations of workers and the company.

In practice, industrial relations involves several key elements of HRM, such as:

1. Employment agreements and employment policies that clearly regulate the rights and obligations of both parties.
2. Welfare and compensation as a form of company responsibility to meet workforce needs.
3. Training and development that contribute to increased productivity and job satisfaction.
4. Communication and conflict resolution as a means of maintaining harmonious work relationships.

Thus, industrial relations in HRM is not merely a negotiation process between employees and management, but also part of an organization's strategy to create a healthy, equitable, and sustainable work climate.

Industrial relations implemented at the National Police Education and Training Institute (Lemdiklat Polri).

The industrial relations implemented at the National Police Education and Training Institute (Lemdiklat Polri) essentially reflect the typical working relationship patterns of government organizations with semi-military characteristics that emphasize discipline, hierarchy, and command. However, within the framework of modern Human Resource Management, the National Police Education and Training Institute (Lemdiklat Polri) also adopts industrial relations principles that emphasize communication, development, and the fair and proportional management of personnel rights and obligations.

First, the communication mechanism at the National Police Education and Training Institute (Lemdiklat Polri) operates through a clear structural channel, starting from the immediate superior to the institution's leadership. Communication is conducted through formal meetings, routine briefings, instructional delivery, and educational evaluation forums. In addition to top-down communication, there is also room for bottom-up communication through the submission of suggestions, reports, or obstacles, which are accommodated in the personnel reporting system. This communication pattern supports the creation of coordinated working relationships and reduces the potential for misperceptions in the execution of duties.

Second, the aspect of personnel development is a crucial foundation of industrial relations at the National Police Education and Training Institute (Lemdiklat Polri). Development is carried out in a structured manner through competency training, instructor coaching and mentoring, strengthening professional ethics, and enhancing discipline and integrity as fundamental characteristics of a National Police (Polri) member. This development program is not only technical in nature but also encompasses the development of soft skills such as communication, leadership, and problem-solving. This ongoing development is a form of industrial relations that positions personnel as strategic assets to be developed, not simply as executors of instructions.

Third, the management of personnel rights and obligations is clearly regulated through internal Polri regulations, which encompass mechanisms for granting rights such as welfare, educational facilities, job protection, and career development opportunities. These rights are balanced with personnel's obligations to comply with regulations, maintain professionalism, and carry out educational and training tasks according to established standards. This balance between rights and obligations creates fair and conducive industrial relations, while fostering a sense of responsibility and organizational commitment.

Effective Human Resource Development Strategy for the National Police Education and Training Institute

Human Resource Development at the National Police Education and Training Institute is a strategic necessity considering that findings indicate several aspects that are still not optimal, including:

1. Training Planning Not Yet Data-Based

Training planning at the National Police Education and Training Institute remains routine and administrative, without the support of in-depth needs analysis. Program development does not refer to a competency gap analysis, which should be conducted based on position, competency standards, and personnel performance achievements in the field. Furthermore, the use of learning analytics is still very limited, so the effectiveness of previous training cannot be used as a basis for decision-making. This condition results in training programs potentially being poorly targeted and not fully meeting organizational needs.

2. Partial Digitalization of the National Police Education and Training Institute System

The training process at the National Police Education and Training Institute is still dominated by manual and semi-manual methods, both in administration and management of learning activities.

The implementation of digital systems such as an integrated Learning Management System (LMS) is not yet optimal, resulting in incomplete automation of attendance, module distribution, evaluation, and participant certification. Furthermore, the use of microlearning and mobile learning is still minimal, even though these methods can increase the flexibility and effectiveness of learning. This limited digitalization makes the training process slower, less documented, and difficult to monitor in real time.

3. Training Methods Not Yet Competency- and Performance-Based

Learning methods at the National Police Education and Training Institute (Lemdiklat Polri) still focus on delivering material, rather than achieving measurable competencies and performance. The curriculum has not been fully designed to produce competency outcomes, so training outputs tend to be theoretical and less applicable to the operational needs of the National Police. Furthermore, the lack of post-training evaluations makes it difficult to monitor the transfer of knowledge to the workplace. The participant performance assessment model is also unstructured, so learning outcomes do not fully reflect actual abilities.

4. Low Use of AI & Automation Technology

The use of artificial intelligence (AI) and automation technology in learning and training administration is still very limited. AI can actually provide recommendations for individual learning paths, conduct automatic assessments, and even analyze participant learning behavior. Furthermore, administrative processes such as scheduling, certificate management, and training documentation can be automated to increase efficiency. However, this potential is currently underutilized strategically, resulting in underutilization of opportunities to improve staff performance and training effectiveness.

Based on various findings indicating limitations in data-driven planning, digitalization of training systems, competency-based learning methods, and the use of AI and automation technology, more effective strategies are needed to strengthen human resource development at the National Police Education and Training Institute (Lemdiklat Polri). These strategies are crucial to ensuring that the training process produces professional, adaptive police personnel who are ready to face the challenges of increasingly complex tasks in the digital era. Possible human resource development strategies are outlined in the following table.

Table 1 Human resource development strategy

No.	Main Strategy	Actions to Be Implemented	Expected Outcomes
1	Data-Driven Training Planning	1. Conduct competency gap analysis based on job roles & performance. 2. Develop a competency database for Polri. 3. Integrate training, performance, and HR data for planning. 4. Utilize learning analytics for planning and decision-making.	1. More accurate training targeting. 2. Increased budget efficiency. 3. Training programs aligned with organizational needs.
2	Lemdiklat System Digitalization	1. Build an integrated LMS (attendance, modules, assessments, certifications).	1. Faster and more efficient processes. 2. Centralized and accessible training data.

		2. Implement microlearning, mobile learning, and online learning.	3. Flexible and modern training delivery.
		3. Digitalize administrative processes of training.	
3	Competency- & Performance-Based Curriculum	1. Redesign curriculum focusing on measurable competency outputs. 2. Strengthen post-training evaluation. 3. Use an Assessment Center for competency measurement. 4. Develop modules based on actual police operational cases.	1. Effective knowledge transfer. 2. Significant competency improvements. 3. Better alignment between operational performance and training.
4	AI & Automation Utilization	1. Use AI for personalized learning recommendations. 2. Implement automated assessment systems. 3. Apply chatbots for learning and material access. 4. Automate administrative processes (schedule, certificates, documentation).	1. Increased work efficiency. 2. Faster assessment and evaluation process. 3. More adaptive and individualized learning.
5	Instructor Competency Enhancement	1. Strengthen instructor pedagogy (andragogy, active learning). 2. Instructor certification. 3. Improve digital literacy and LMS capability. 4. Performance-based instructor evaluation.	1. Higher teaching quality. 2. Standardized learning methods. 3. Competent and up-to-

Source: Data Processed, 2025

Discussion

The findings, which demonstrate the need for data-driven training planning and the use of learning analytics for training planning at Lemdiklat (Education and Training Institute), align with literature that emphasizes that learning analytics improves the accuracy of educational interventions by tracking learning behavior and performance metrics. Responsive analytics dashboard design facilitates real-time feedback and curriculum improvement, thereby maximizing learning transfer. The use of learning analytics must also consider the human aspect (human-centered design) so that the tool is trustworthy and accepted by trainers and participants (Gallagher et al., 2024).

Findings on the digitalization of systems (LMS, microlearning, mobile learning) at Lemdiklat (Education and Training Institute) support empirical evidence that LMS implementation improves accessibility, learning motivation, and training administration efficiency. However, LMS effectiveness depends on pedagogical design, data integration, and infrastructure support factors also emerging in interviews with informants who reported the need to improve instructor digital literacy and platform stability. Therefore, a digital strategy must be accompanied by a mentoring policy, IT capacity, and monitoring of platform effectiveness (Gallagher et al., 2024).

The focus on competency-based curricula and performance-oriented modules found in field studies is consistent with the finding that training designed for specific competency outputs and

based on operational cases increases relevance and transfer to daily tasks. Systematic post-training evaluations (e.g., assessment centers, case simulations) also strengthen the evidence that measurable curriculum design improves organizational outcomes but clear quantitative indicators are needed to monitor the sustainability of the effects. Strengthening instructor capacity (andragogy, certification, digital literacy) identified in field findings is reflected in studies that emphasize instructors as a key determinant of training transfer. Investments in instructor pedagogy, certification standards, and performance-based assessments improve teaching quality and method consistency. Best practices include train-the-trainer programs, peer coaching, and regular evaluations combined with instructor KPIs. (Mehner et al., 2025).

The findings on AI and automation implementations (personalized learning recommendations, automated assessments, chatbots) align with the literature showing that AI can accelerate skill-gap identification, recommend personalized learning paths, and improve administrative efficiency. The literature also warns of ethical and technical challenges data privacy, algorithmic bias, and stakeholder engagement that must be addressed through data governance, model transparency, and validity testing of AI systems. Practical recommendations: scalable pilots, evaluation of the validity of AI recommendations against learning outcomes, and a phased integration roadmap (Babashahi et al., 2024).

The findings related to international strategic partnerships and the development of a continuous learning culture support the literature suggesting that organizations that implement a continuous learning culture supported by transformational leadership and learning incentives will demonstrate increased work engagement and innovation capacity. Successful practices include international benchmarking, exchange programs, and internal campaigns that instill norms of lifelong learning. In implementing this, the Education and Training Institute (Lemdiklat) needs to design long-term participation and outcome indicators to assess the impact of the learning culture (Halmaghi, 2023).

qualitative study confirms that a combination of strategies data driven decision making (learning analytics), digital infrastructure (LMS & AI), instructor empowerment, comprehensive evaluation (Kirkpatrick), and a culture of continuous learning complement each other to optimize human resource development at the Indonesian National Police Education and Training Institute (Lemdiklat Polri). Implementation must consider technical aspects (IT infrastructure, analytics toolkits), humanistic aspects (instructor and participant acceptance), and governance (privacy, algorithm validation). Further recommendations include structured trials (pilots), the development of data integration SOPs, and further quantitative studies to measure the effects between the variables identified in this qualitative study.

CONCLUSION

The industrial relations implemented at the National Police Education and Training Institute (Lemdiklat Polri) reflect a blend of hierarchical government organizational characteristics and modern professional values in human resource management. The working relationship model at Lemdiklat Polri is not solely command-based, but also prioritizes effective structural communication, ongoing development, and a balance of personnel rights and obligations. This pattern fosters coordination, discipline, integrity, and loyalty as the primary foundations of working relationships.

Findings indicate that human resource development at Lemdiklat Polri remains hampered by non-data-driven planning, suboptimal system digitalization, training methods that do not focus on competency and performance, and minimal utilization of AI and automation technology. To address these issues, a more effective human resource development strategy is needed through the implementation of data-driven planning, accelerated digitalization, competency-based curriculum updates, and the integration of modern technology. Implementing this strategy will strengthen the quality of training and produce more adaptive, professional, and digitally-adaptive police personnel.

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