An evaluation of the strengthening of national behavior through developing and training of national non-commissioned officers of West Papua regional police

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ABSTRACT

The development of "Superior Human Resources, Advanced Indonesia" in the police institution through the transformation to the Republic of Indonesia Police (Polri) which is precise includes making superior police officers who have national behavior by strengthening the eleven values of national identity. To strengthen this national attitude, the West Papuan Regional Police Office conducted the development and training program for young non-commissioned officers (NCOs) from West Papua using the Experiential Learning (EL) approach for one month. From this activity, it is expected the participating NCOs will not only have a strong sense of national identity but also become police officers who have sociocultural competence as a state apparatus. This study aims to reveal the achievement of national behavior on the values of national identity according to the curriculum used by analyzing the correlation and factors that form national behavior. The data were collected using a questionnaire and through observation, interviews, and documentation, and were analyzed using quantitative and qualitative descriptive techniques. Before being used, the questionnaire and observation sheet readability was validated by officers and staff of the Indonesian National Police Headquarters, psychologists, and educational evaluation experts, resulting in a Cronbach Alpha value of 0.899. The research sample was 165 people, established using the simple random sampling technique, while for the acquisition of qualitative data, interviews were conducted with the Head of the National Police School, one observer, and one instructor. The results showed that the achievement of national behavior with the EL method approach had a Spearman Rank correlation of the eleven factors formed was >0.5 (0.853 and 0.853), and the factor analysis was able to summarize 62.10% of the eleven variables. This evaluation shows that the significant nature of the faith and mutual cooperation of the participants and the benefits have succeeded in increasing the behavior of the character of nationality in the category of inviting others.

INTRODUCTION

At present, the efforts to solve the problems of security, national unity, and brotherhood are not sufficiently carried out through a police science approach, but because it is related to the problem of national unity, the Republic of Indonesia Police (Polri) make efforts through national insights by strengthening national behavior. This is in line with the mandate of Article 30 of the 1945 Constitution of the Republic of Indonesia, namely the development of "Excellent Human Resources, Advanced Indonesia" in the police institution (Institute of Indonesian Police Educa-

tion and Training, 2021). The transformation towards the Republic of Indonesia Police (Polri) which is precise includes making the human resources of the National Police superior in the Police 4.0 era; so that the West Papua Regional Police (Polda) organizes a program to improve the quality of its human resources by strengthening the national behavior to the Special Autonomy Affirmation NCOs in the Fiscal Year of 2021 with a national perspective, which was later replaced by the Special Autonomy Affirmation Officer to become a young NCO.

Polri needs superior human resources, who are superior and precise so that they can become a driving force in guarding social change, the dynamics of national development, and national politics. Excellent human resources of Polri are required to have superior competence. In carrying out their duties, they will always face external and internal challenges. The external challenges of Polri's human resources are dealing with the biggest challenges to becoming a developed country, namely, "integrity crisis and a lot of corruption by 34.3%, poorly-managed natural resources 20.6%, lack of science and technology experts 15.0%, economy 7.5%, identity politics 7.2%, weak state security and defense system 6.7%, and others (drugs, radicalism, public services, and community mentality) 3.4%", as shown by the results of the Kompas Research and Development survey in Figure 1.
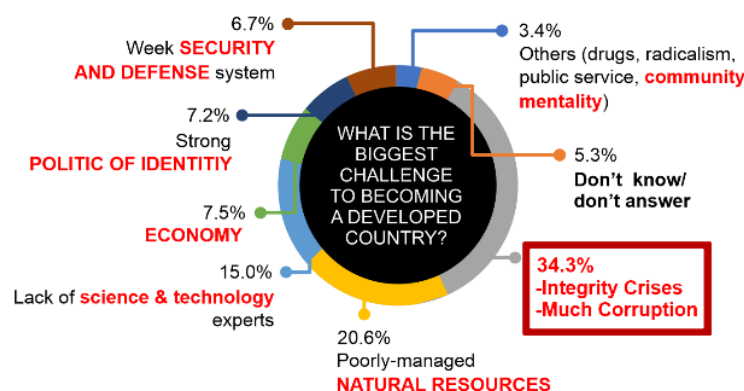
Source: Agustina (2019).

Figure 1. Infographic of Challenges to Being Advanced Countries

The internal challenges of the human resources of Polri are that the police face problems related to the deviant behavior of members of the Polri, namely: based on the data presented by the Head of Polri's Division of Profession and Security (DPS) in front of the National Police Chief at the National Police DVS Working Meeting, there were 2,503 cases in 2019; 3,304 cases in 2020; and 536 cases from January to early April 2021. In terms of the violation of the professional code of ethics, there were 1,021 cases in 2019; 2,081 cases in 2020; and 279 cases from January to early April 2021, and in terms of criminal violations, there were 627 cases in 2019; 1,024 cases in 2020, and 147 cases from January to early April 2021 (Rahma, 2021).

Based on the data mentioned above, the values of the nation's character, which are sourced from Pancasila, the constitution, and other national consensus have not been implemented optimally by Polri human resources. Therefore, Polri human resources with national character are needed as role models for other components of the nation.

The process of strengthening Polri's human resources with national character is currently carried out through developing and training programs, mental and spiritual development, the Polri professional code of ethics, and Polri chief's briefings. The program has been highly fragmented. The process of strengthening Polri's human resources with the national character that is not integrated and tends to be fragmented will become an obstacle. Therefore, the author is interested in compiling this individual work manuscript about "the strategy of strengthening the Polri

human resources with national character to create superior and precise Polri human resources in the era of the Industrial Revolution 4.0 in order to support the maintenance of the stability of the Home Affairs Ministry".

National character is a distinctive national collective nationality quality, both reflected in the awareness, understanding, taste, intention, and behavior of the nation and state as a result of the management of thought, heart, feeling, and intention, and body of a person or group of people (Indonesian National Resilience Institute, 2021b). In actualizing the national identity, every Indonesian citizen must have a character with a national perspective, namely the Indonesian people's perspective on themselves and their environment, prioritizing regional unity and integrity in the implementation of social, national, and state living (Indonesian National Resilience Institute, 2021a).

The national behavior as referred to above is strengthened by inculcating the values of national identity. The values of national identity are the character, nature, and morals of the nation as the actual state of a nation (national identity), which distinguishes it from other nations. The identity of the Indonesian nation is the unity of faith and humanity that forms feelings, thoughts, and attitudes of daily actions, which then affect the customs (traditions), culture, law in society, ethical values, aesthetics, character, persuasion, and/or the nation's genetics (Sumantri & Setiawan, 2019).

The objectives of implementing the program to improve the quality of the human resources of West Papua Regional Police through the developing and training program are to: (1) strengthen the values that are inspired by the Indonesian national identity to the National Police Officer from the NCO Education and Formation of Special Autonomy Affirmation in the fiscal year of 2021, (2) realize the noble values of Pancasila and encourage the unity and integrity of the Indonesian nation in carrying out the duties of Polri and the integrity of the Unitary State of the Republic of Indonesia, and (3) prepare Polri NCOs as the source for the Special Autonomy Affirmation development and training for the fiscal year of 2021 which has the character of the Indonesian nation and the character of police officers in carrying out the duties of the Indonesian National Police (Sprin/80/XII/HUK.6.6./2021, December 13, 2021). Based on the Warrant of the West Papua Police Chief where Education and Formation, the development and training program was carried out from January 1 to January 25, 2022 at the National Police School of West Papua. The number of participants was 1,496 people consisting of 1,210 males and 268 females. The male participants were divided into 23 platoons and the female participants were divided into six platoons, each of which consisted of 50 to 53 participants.

To support the strengthening of national behavior in NCO training at the West Papua Regional Police in 2021, the training institution of Polri has compiled a Precision Curriculum based on character and competency education, where the abilities resulting from education and formation are expected to produce an NCO who not only has a strong sense of nationality and love for the homeland, but also becomes a police officer who has socio-cultural competence as a state apparatus. Furthermore, in its realization in Precision Curriculum, national identity is divided into eleven values, namely: (1) faith, (2) humanity, (3) integrity, (4) humility, (5) tolerance, (6) brotherhood, (7) selflessness, (8) discipline, (9) mutual cooperation, (10) achievement, and (11) innovativeness. The level of behavior as a manifestation of strengthening national behavior is indicated by the level of competency achievement in the form of nationality starting from the lowest to the highest, as follows: (1) understanding for oneself, (2) having implemented, (3) inviting others, (4) becoming a role model, and (5) having a positive impact on society.

The Precision Curriculum, in accordance with the provisions of the Head of the Institute of Indonesian Police Education and Training (2021), consists of learning contents, namely: (1) Indonesian History, (2) National Insights, (3) Industrial Revolution 4.0 towards Society 5.0, (4) Democratization & Globalization, (5) Inter-ethnic Relations , and (6) History of Polri. Through the implementation of the curriculum, each developing and training program participant must

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have a distinctive quality of national collective behavior, reflected in the awareness, understanding, taste, intention, and behavior of the nation and state as a result of the management of the thought, heart, feeling, intention, and body of a person or a group of people (Indonesian National Resilience Institute, 2021b). Thus, if later placed and assigned, each participant has socio-cultural competence with a national perspective, namely the Indonesian people's perspective on themselves and their environment, prioritizing regional unity and integrity in the implementation of social, national, and state living (Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 38 of 2017).

Because all of the developing and training program participants have reached adulthood, whose age is over 17 years old, and who are high school graduates, in line with Knowles (1984), teaching them is more appropriate by using an andragogy approach which prioritizes experience. The experiential learning model is a learning process in which learners combine knowledge, skills, and values through direct experiences (Kolb & Kolb, 2005). Participants are invited to experience changes in behavior slowly so that they carry out the experience and feel the benefits obtained from it until it becomes a habit.

Kolb and Kolb (2005) conveys the EL process model in the form of a circular process consisting of four phases as shown in Figure 2. The Concrete Experience phase uses experiences that have been passed by participants or experiences provided for further learning. The Reflective Observation phase discusses the participants' experiences that have been passed or they share their reactions and observations that have been passed. The Abstract Conceptualization phase is the process of finding general trends and truths in experiences that have been undergone by participants or forming reactions to new experiences into new conclusions or concepts. The Active Experimentation phase modifies old behavior and puts it into practice in the daily situations of the participants.
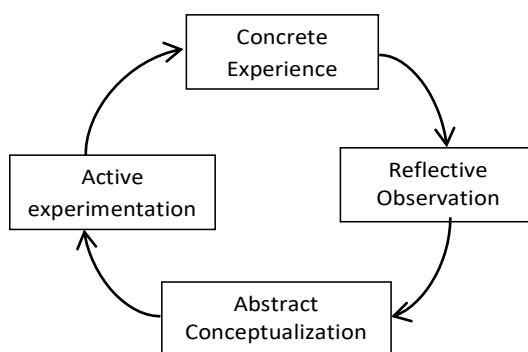

Figure 2. Model of Kolb Experiential Learning (Myers & Roberts, 2004)

The main objective of this study is to test and evaluate the extent to which theoretical knowledge and practical experience which are present and integrated into developing and training programs during training can improve national behavior. The research was carried out with the Decree of the Indonesian National Police Number B/354/1/DIK.2.1./2022/SSDM as of January 3, 2022 concerning the Application for Permit as a Researcher and the Monitoring and Evaluation Team for Strengthening the National Behavior of the National Police Officers of Special Autonomy Affirmation in the fiscal year of 2021. The following research tasks are derived from the research objectives: (1) to determine that the Kolb model is implemented in a balanced way in the development and training class in West Papua and (2) to determine that the development and training results in strengthening national behavior and socio-cultural competencies are as expected.

How successful is the development and training program and the factors that form the strengthening of Polri's human resources with national character in order to realize superior and

precise Polri's human resources in the era of the Industrial Revolution 4.0 in order to support the maintenance of the stability of the Home Affairs Ministry? This evaluation aims to explain the level of success using the Experiential Learning model with quite a lot of participants but very limited instructors. Specifically, as evaluation research, this evaluation has the aim of revealing the various dimensions of factors that can affect the effectiveness of the Affirmation Polri development and training program in West Papua. Because they are trained for only one month, which is usually carried out for a minimum of eight months at the NCO level, how are they further developed so that they can carry out their duties properly?

METHOD

This research was conducted at the National Police School (NPS) of the Regional Police of Manokwari, West Papua, from January 1 to January 25, 2022. The sample was established using the simple random sampling technique so members of the population have the same opportunity (Corbetta, 2003). The number of the sample selected for the acquisition of quantitative data was 165 participants of the development and training program, while for collecting the qualitative data, interviews were conducted with the Head of the NPS, one observer, and one instructor.

The instruments used include an interview guide, a questionnaire distributed before and after the program, and a test battery to measure the participant mastery of each material. The questionnaire uses a Likert five-point scale, with Cronbach Alpha reliability of >0.60 (Nunnally, 1978). The data analysis used the non-parametric statistical analysis of the Wilcoxon test, factor analysis, and percentage analysis. Factor analysis is an analysis conducted to determine the inter-relationship between a number of variables that are initially independent of one another (Sugiyono, 2016).

FINDINGS AND DISCUSSION

Descriptive Statistic

Based on the results of the pretest and posttest of national identity values, the data is processed and analyzed in the overall data description regarding the average or mean (M), highest score, lowest score, standard deviation (SD), and variance of each variable. Table 1 shows the description of the research data.

Table 1. Descriptive Statistic of Pretest and Postest

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre_Test	165	1.89	3.07	4.96	4.3748	.02893	.37166	.138
Post_Test	165	1.67	3.33	5.00	4.4779	.02641	.33929	.115
Valid N (listwise)	165							

Source: SPSS Output

The average scores of national identity values before and after the development and training program are 4.3748 and 4.4779 respectively. The lowest scores of the respondents for both tests are 3.07 and 3.33, while the highest scores are 4.96 for the pre-test and 5.00 for the post-test. The standard deviation (SD) of the two tests is 0.37166 and 0.33929. This means that the size of the spread of scores to the average of the two variables is not far away. In addition, the variance or distribution of the data is low, which is 0.138 and 0.115. To find out the differences in the scores of national identity, calculations were carried out on the same sample, both before and after the development and training program, as shown in Table 2.

Table 2. Ranks (Differences)

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	55[a]	77.98	4289.00
	Positive Ranks	107[b]	83.31	8914.00
	Ties	3[c]		
	Total	165		

a. Post_Test < Pre_Test
b. Post_Test > Pre_Test
c. Post_Test = Pre_Test
Source: SPSS Output

Negative ranks or the negative difference between the result before and that after strengthening national behavior is 77.98 and the sum rank score is 4289.00. This shows that there are differences in the decrease (reduction) between the participants' scores after and before they participated in the program, and there are 55 scores that decrease. Positive ranks are the positive difference between the score after and that before the development and training program. There are 107 positive data (N) which means that participants experienced an increase in their scores after they participated in the program. The mean rank or average increase is 83.31, while the number of positive ranks or sum of ranks is 8914.00. Ties show the same score before and after the development and training program, which are three ties, so it can be said that the scores before and those after the development and training program are the same.

Normality Test

Normality test aims to see whether or not the data is normally distributed. In normality testing, the data can be said to be normally distributed if the value of P (Sig.) is >0.05 for both Kolmogorov-Smirnov and Shapiro-Wilk, and in case otherwise it is not normally distributed. The result of the normality test is presented in Table 3.

Table 3. Normality Test with One-Sample Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.103	165	<.001	.952	165	<.001
Posttest	.111	165	<.001	.953	165	<.001

a. Lilliefors Significance Correction

Based on Table 3, the significance level (Asymp. Sig) of the national identity variable (Variable X) in the pretest is 0.001, and that in the posttest is 0.001. Both variables have significance on the Shapiro-Wilk test <0.05. Thus it can be concluded that the data of each variable is not normally distributed. Because the data distribution is not normal, the correlation analysis is not carried out using the Product Moment Technique. The correlation analysis was transferred through non-parametric analysis with the Spearman Rank correlation test.

Analysis with Spearman Rank Correlation

The correlation between the pretest and posttest scores results in the Spearman correlation coefficient value of 0.528 at the significance level of 0.001. Because the Spearman coefficient value is above 0.5, it can be concluded that the pretest and posttest scores have a strong and positive relationship (Neolaka, 2014). Based on the output above, it is known that N or the amount of research data is 165. Judging from the table of correlation test results with the Spearman Rank technique, the correlation coefficient value (sig.2-tailed) is 0.001 with a confidence interval (alpha) of 0.05 for the 2-sided test. The hypothesis (H*o*) in this study is: There is a significant relationship between the values of national identity and the strengthening of the young NCOs of West

Papua, and vice versa H1: There is no significant relationship between the values of national identity and the strengthening of nationality after developing and training. Based on Table 4, it can be concluded *Ho* is rejected and *H*1 is accepted; so there is a significant relationship between the changes in national behavior and the phases of Experiential Learning.

Table 4. Result of Correlation Using Rank Spearman

			Pre_Test	Post_Test
Spearman's rho	Pre_Test	Correlation Coefficient	1.000	.528**
		Sig. (2-tailed)	.	<.001
		N	165	165
	Post_Test	Correlation Coefficient	.528**	1.000
		Sig. (2-tailed)	<.001	.
		N	165	165

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient in Table 4 shows 0.001 or a positive value; so that the relationship between variables is unidirectional. This shows that the higher the values of national identity, the higher the national behavior. The significance level of 0.001 < 0.05 indicates that the achievement of national behavior has a significant relationship with the EL method. The correlation coefficient value of 0.528 indicates that the strength of the relationship among variables is in the interval of 0.40 – 0.70, which means the correlation is in the moderate category (Ghozali, 2006).

Factor Analysis

To obtain the data needed in the factor analysis, the level of national identity values is measured based on the Likert scale with a predetermined score, namely: *very satisfied* with a score of 5, *satisfied* with a score of 4, *quite satisfied* with a score of 3, *unsatisfied* with a score of 2, and *very unsatisfied* with a score of 1.

Table 5. Result of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.900
Bartlett's Test of Sphericity	**Approx. Chi-Square**	947.388
	Df	55
	Sig.	<.001

Bartlett's Test of Sphericity with chi-square 947.388 (df = 55) and the value of sig = 0.001 <0.05, as presented in Table 5, shows that the correlation matrix is not an identity matrix, so principal component analysis can be carried out. In addition, the resulting KMO value is 0.900 and the p-value is 0.001 (<0.05), and this value falls in the "very good data" category, suitable for factor analysis purposes. Therefore, the variables can be analyzed further (Hair et al., 2006).

Besides the KMO and Bartlett tests, Anti-image matrices were also checked to find out whether the variables were partially eligible for analysis and were not excluded from the test. Based on the Anti-image correlation in the table, there is a letter code (a) which means the sign for Measure of Sampling Adequacy (MSA). It is known that the MSA value of each variable under study is as follows: (1) faith - 0.860a, (2) humanity - 0.943a, (3) integrity - 0.902a, (4) humility - 0.925a, (5) tolerance - 0.860a, (6) brotherhood - 0.900a, (7) selflessness - 0.910a, (8) discipline - 0.899a, (9) mutual cooperation - 0.821a, (10) achievement - 0.911a, (11) innovativeness - 0.922a.

Based on the MSA results above, all independent variables can be analyzed further because each value is greater than 0.5. Thus, all variables of national identity still have the possibility to affect behavioral indicators and will be analyzed further so that it can be seen which variables are more dominant in influencing the strengthening of national values.

Eigen Value as a Forming Factor

The table of Total Variance Explained shows the percentage of total variance that can be explained by the diversity of the formed factors. The table also contains the eigenvalues of each factor formed. The table of Total Variance Explained describes the number of factors that may be formed. Seeing the number of factors formed must first pay attention to the eigenvalues. A factor is said to be formed if the eigenvalue is >1. The total eigenvalue is always sorted from the largest to the smallest (Santoso, 2015).

The finding shows that from the 11 values of national identity analyzed, only two components (factors) were formed. The variance that can be explained by component (factor) 1 is 5.716/11 x 100% = 51.964%, while by component (factor) 2 is 1.115/11 x 100% = 10.136%. The total of these two factors will be able to explain the indicators by 51.964% + 10.136%, or 62.10% of the 11 indicators, while 37.9% cannot be explained in this study. The sum of the eigenvalues for the 14 indicators is equal to the total variance of the 14 indicators, or 5.716 + 1.115 + 0.781 + 0.694 + 0.695 + 0.510 + 0.400 + 0.379 + 0.293 + 0.248 + 0.206 = 11. The conclusion is that there are only two factors that are formed because the two factors have eigenvalues of 5.716 and 1.115 (>1). For details, see Table 6.

Table 6. Result of Total Variance Explained Test

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	**5.716**	51.959	51.959	5.716	51.959	51.959	4.461	40.556	40.556
2	**1.115**	10.133	62.092	1.115	10.133	62.092	2.369	21.536	62.092
3	.781	7.098	69.190						
4	.694	6.312	75.502						
5	.659	5.988	81.490						
6	.510	4.633	86.123						
7	.400	3.639	89.762						
8	.379	3.449	93.211						
9	.293	2.664	95.875						
10	.248	2.254	98.129						
11	.206	1.871	100.000						

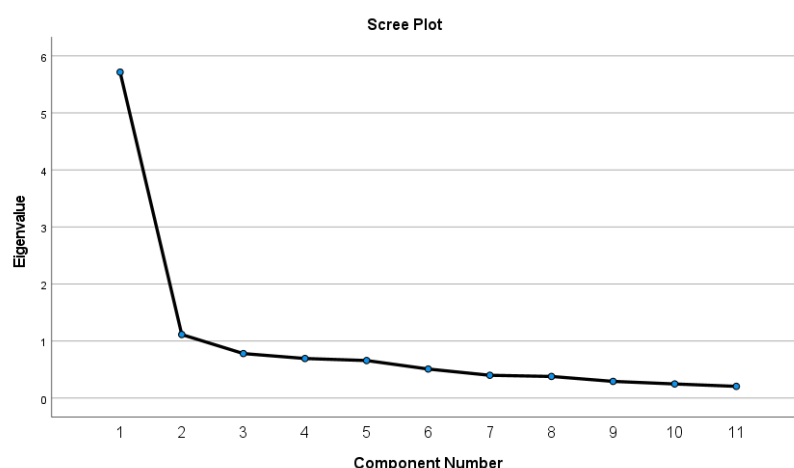Extraction Method: Principal Component Analysis.

Figure 3. Scree Plot Graph

While Table 6 describes the basis for the number of factors obtained by calculating numbers, the scree plot in Figure 3 shows a graph. It can be seen from one to two factors (the line from the Component Number axis = 1 to 2) that the direction of the line decreases quite

sharply. Furthermore, from numbers 2 to 3, the line is still decreasing, but with a smaller slope. Factor 3 is already below 1 of the Y-axis (eigenvalues). This shows that two factors are the best for summarizing 62.10% of the eleven variables.

Roles of Indicators in Determining a Factor

The role of indicators in explaining factors can be seen from the value of commonalities. According to Santoso (2015), the greater the value of commonalities, the higher the role of indicators in explaining the factors that are formed. The distribution of the 11 values of national identity on the two factors that are formed can be seen in Table 7. The figures in the table show the magnitude of the variance of the indicators that can be explained by the formed factors. For example, the indicator of *faith* has a correlation of 64.4% to the factors formed, and so on.

Table 7. Result of the Commonality Test

	Initial	Extraction
Faith	1.000	.644
Humanity	1.000	.415
Integrity	1.000	.762
Humility	1.000	.736
Tolerance	1.000	.540
Brotherhood	1.000	.699
Selflessness	1.000	.529
Discipline	1.000	.610
Mutual cooperation	1.000	.641
Achievement	1.000	.571
Innovativeness	1.000	.682

Extraction Method: Principal Component Analysis.

The next process, the determination of indicators in forming factors, can be seen from the comparison of the magnitude of the correlation value in each row (Santoso, 2015). More details can be seen in Table 8.

Table 8. Component Matrix

	Component	
	1	2
Faith	.511	.619
Humanity	.594	.251
Integrity	.849	-.202
Humility	.856	-.058
Tolerance	.693	-.242
Brotherhood	.805	-.228
Selflessness	.683	-.251
Discipline	.757	.191
Mutual cooperation	.548	.585
Achievement	.755	.029
Innovativeness	.781	-.267

Extraction Method: Principal Component Analysis.
a. 2 components extracted.
Source: SPSS Output

Table 8 shows the correlation coefficient of each indicator to the factors that are formed are as follows: (1) Faith: for Factor 1, correlation is 0.511, and for Factor 2, correlation is 0.619; (2) Humanity, for Factor 1, correlation is 0.594 and for Factor 2, correlation is 0.251, and so on up to (11) Innovativeness: for Factor 1, correlation is 0.781 and for Factor 2, correlation is -0.267.

The results of previous research on the evaluation of the pre-NCO training and development program of the Republic of Indonesia Police in Papua Province for regular and accelerated participants (Simangunsong & Purnomo, 2021) showed that development and training program participants experienced very significant improvement. Based on the estimation results of the regression equation, there is a strong relationship between habituation and teaching of materials on the use of national identity, namely the R-square value is above 60% for the two developing and training groups. The implementation of the Noken Pre-NCO Development and Training Curriculum and Module is going well, even exceeding the target.

The process of forming factors by their forming indicators can be seen from the results of the Rotated Component Matrix test. An indicator is declared to act as a forming factor indicated by the highest loading factor value. The results show that the indicators of integrity, humility, tolerance, brotherhood, selflessness, achievement, and innovativeness have the highest loading factor values in forming Factor 1. The indicators of faith, humanity, discipline, and mutual cooperation have the highest loading factor value in forming Factor 2. For more details, see Table 9. The final step of determining the factors is component transformation. The component transformation matrix serves to prove the magnitude of the correlation value of the formed factors (Santoso, 2015). For more details, see Table 10.

Table 9. Rotated Component Matrix[a]

	Component	
	1	2
Faith	.112	.795
Humanity	.376	.524
Integrity	.830	.271
Humility	.760	.398
Tolerance	.718	.156
Brotherhood	.805	.226
Selflessness	.713	.143
Discipline	.546	.559
Mutual cooperation	.162	.784
Achievement	.628	.419
Innovativeness	.806	.180

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in three iterations.

Table 10. Component Transformation Matrix

Component	1	2
1	**.853**	.522
2	-.522	**.853**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Source: SPSS Output

Table 10 shows that the correlation coefficient of each factor that is formed is > 0.5 (0.853 and 0.853). This means that the two factors that are formed are appropriate in summarizing the 11 existing indicators.

The Effect of the Model on National Behavior Strengthening

The experiential learning method is a learning model that activates learning to build knowledge and skills through direct experience or learning through action (Cahyani, 2001). The development and training program was held to improve participants' nationalism behavior using the EL model for a duration of 268 hours.

The results of the test administered at the end of the development and training program using the Test Battery are shown in Table 11. The table shows that the highest scores are 4.08 for faith and 3.90 for mutual cooperation, while the lowest score is 2.53 for humility. The average score is 3.50, which indicates the strengthening of national behavior is in the category of "already inviting others" to behave according to national identity. This average has a significant difference of 1.3 compared to the average of the Indonesian Police Pre-NCO Noken Development and Training Program in Papua Province for Regular and Accelerated participants (Simangunsong & Purnomo, 2021).

Table 11. Scores of National Identity Values

No.	National Identity Values	Score
1.	Faith	4.08
2.	Humanity	3.13
3.	Integrity	3.48
4.	Humility	2.53
5.	Tolerance	3.73
6.	Brotherhood	3.69
7.	Selflessness	3.75
8.	Discipline	3.58
9.	Mutual cooperation	3.90
10.	Achievement	3.54
11.	Innovativeness	3.04
	Average	3.50

Based on the results of interviews with the Head of the National Police School (NPS), the results of the achievement of national behavior is not maximum because the NPS has very limited in-focus, screens, and other supporting facilities. Consequently, in delivering materials, the instructors have difficulty, because learning requires simulations and games in the classroom (Yuliarti et al., 2014). Mobilization of participants is also very difficult and takes a long time, due to the far-apart classrooms and a large number of participants. In addition, the material presented is still new for instructors with different instructional approaches, while the instructor training is only held for three days.

However, according to the instructors, there has been an improvement in discipline, and the development and training program participants have pride as Indonesian people and a desire to continue learning. There is a change in the behavior of the participants, especially those who are still categorized in the "red criteria", including those who were often late to class. The guidance and training on the values of national identity for one month are not optimal, because there are a lot of materials that must be delivered and it requires sufficient time according to the learning approach used. One instructor also said that having resource persons and master instructors from the National Police Headquarters really helped the implementation of the development and training program. In line with the instructor's opinion, the observer stated that during the program, the instructors still needed to be assisted and accompanied, because this was the first time that the program was held at the West Papua Regional Police Office. Both instructors and observers stated that the Experiential Learning approach was very suitable for strengthening motivation, because it prioritized experience to reflect and internalize materials. This is also in line with the results of research conducted by Dumiyati (2015).

CONCLUSION

Based on the result of the correlation analysis and forming factors that have been carried out, it can be concluded that the correlation test with the Spearman Rank technique shows the correlation coefficient value (sig.2-tailed) is 0.001 with a confidence interval of 0.05 or 5% for a

two-tailed test. The correlation coefficient of 0.001 <0.05 indicates that the strengthening of national behavior has a significant relationship with the Experiential Learning model. Based on the correlation coefficient interpretation guidelines, the correlation coefficient of 0.528 indicates the level of strength of the relationship among variables is in the sufficient category. This means that national behavior has increased significantly with a sufficient category.

The two factors that are produced in the analysis are able to explain 62.10% of the factors that formed the change in national behavior. Two factors were formed, and they affected the improvement of the nationality behavior of the young NCOs of the West Papua Regional Police Office. The first factor is nationalism, which includes *integrity, humility, selflessness, tolerance, brotherhood, achievement*, and *innovativeness*. The second factor is belief and trust in God Almighty, which includes *faith, humanity, discipline,* and *mutual cooperation*. This is different from previous research which found that national behavior is affected by how to prove national identity, not talking without facts.

Although the number of the development and training program participants is quite large, the West Papua Regional Police office has succeeded in increasing nationality behavior in the sufficient category, as evidenced by all scores of nationality being above 2.00. This development and training program has also resulted in national behavior in the category of "inviting others to behave according to national identity". The good category of *faith* and character of *mutual cooperation* that the participants have is the basic capital for them in carrying out their daily tasks. In order for the development and training program participants to be more creative and innovative, it is recommended that further training and coaching in the form of strengthening knowledge and skills in solving problems in the community be conducted.

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