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Transformational Leadership, Work Motivation, and Innovative Behavior Advance Police Human Resource Development

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Abstract

Purpose: This study analyzes the effects of transformational leadership, work motivation, and innovative behavior on police human resource development in support of bureaucratic reform at the Bolaang Mongondow Resort Police.

Research Methodology: The study used a quantitative explanatory and cross sectional survey involving a census of 53 active personnel. Data were gathered through a four point Likert questionnaire, and the measurement scales demonstrated adequate item validity and internal consistency, with Cronbach's alpha values of .723 for transformational leadership, .726 for work motivation, .714 for innovative behavior, and .876 for police human resource development. Multiple regression and path analysis were conducted using Statistical Package for the Social Sciences (SPSS) version 22.

Results: The model explained 56.8% of the variance in human resource development (adjusted R squared = .542). Transformational leadership positively affected human resource development (β=.347, p=.003), as did work motivation (β=.351, p=.015) and innovative behavior (β=.193, reported p=.016).

Conclusions: Reform oriented human resource development depends on a mutually reinforcing architecture in which leaders create direction and psychological support, motivation sustains developmental effort, and innovative behavior converts learning into improved practices.

Limitations: The results are limited to one police organization and should be replicated with longitudinal, multisource, and multiple unit designs.

Contributions: The study recommends competency mapping, coaching oriented leadership, transparent developmental rewards, innovation laboratories, pilot projects, and the integration of training outcomes with service reform indicators.

Keywords: *Bureaucratic Reform, Human Resource Development, Innovative Behavior, Transformational Leadership, Work Motivation*

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1. Introduction

Bureaucratic reform succeeds only when institutions develop people who can translate policy commitments into reliable behavior, improved services, and organizational learning. In policing, this requirement is particularly demanding. Personnel must preserve legality, discipline, integrity, and command responsibility while also adapting to digital transformation, changing crime patterns, diverse community expectations, and increasingly complex coordination (Blumberg, Schlosser,

Papazoglou, Creighton, & Kaye, 2019). Human Resource Development (HRD) is therefore not limited to sending personnel to courses. It is a strategic process that connects learning, performance management, career development, professional identity, and organizational change.

The Indonesian reform agenda increasingly emphasizes a bureaucracy that is effective, responsive, high performing, and capable of producing outcomes experienced by citizens rather than merely demonstrating regulatory compliance (Kementerian, 2025). This orientation strengthens the relevance of police HRD. At the Bolaang Mongondow Resort Police, the thesis identifies a practical gap between formal development activities and variation in personnel initiative. Training may be available, but its effect depends on whether leaders create a developmental climate, whether personnel are motivated to learn, and whether new knowledge is converted into innovative work practices.

Police reform in Indonesia has also shifted attention from structural change toward the quality of everyday service delivered by personnel at the command level. Resort police commands are the units that citizens encounter most directly, whether they are reporting crimes, seeking administrative services, or asking for help in community disputes. The quality of these encounters depends heavily on the competence, attitude, and initiative of individual officers (Blumberg et al., 2019). For this reason, the success of bureaucratic reform in policing is closely tied to how well regional commands develop their people. A command that invests in leadership, motivation, and innovation is more likely to translate national reform targets into visible improvements for the public.

HRD in a police organization has at least four interrelated dimensions. First, technical development strengthens knowledge and skills related to policing functions, administration, digital systems, and public service. Second, moral and professional development reinforces integrity, accountability, and service orientation. Third, career development clarifies pathways through which learning and performance can lead to greater responsibility. Fourth, organizational development creates systems that enable individual learning to become collective capability (Lumiala & Collin, 2023). These dimensions are central to reform because changes in structures and procedures will not produce better outcomes when personnel lack competence, commitment, or adaptive behavior.

Transformational leadership is expected to support HRD by connecting developmental activity to an institutional mission. Leaders can model learning, clarify the competencies required for reform, coach personnel, and stimulate them to reinterpret difficult assignments as developmental opportunities. Review evidence indicates that transformational leadership exerts much of its influence through the development and transformation of followers (Siangchokyoo, Klinger, & Campion, 2020). Work motivation is also essential because development requires sustained effort, willingness to receive feedback, and readiness to apply new skills. Self determination theory suggests that development is more durable when personnel experience competence, meaningful choice, and social connection (Gagné, Parker, Griffin, Dunlop, Knight, Klonek, & Parent-Rocheleau, 2022).

Innovative behavior provides a third mechanism. HRD should produce more than stored knowledge, because it should also increase the capacity to solve problems and improve practice. When personnel explore problems, generate ideas, advocate solutions, and implement improvements, they engage in experiential learning. Innovation becomes both an outcome of development and a process through which capabilities are further developed. Public sector innovation research emphasizes that innovation depends on employee, organizational, and environmental antecedents and must be connected to public value (De, Bekkers, & Tummers, 2016; OECD, 2017a). In policing, this connection is visible when personnel use learning to improve complaint handling, community engagement, reporting, coordination, or service accessibility (Matusiak & King, 2021).

Previous research has examined leadership, motivation, innovative behavior, and HRD, but important gaps remain. HRD studies often focus on training satisfaction or individual competencies without integrating the behavioral application of learning. Innovation studies frequently treat performance as the outcome and pay less attention to personnel development. Evidence from local police institutions is also limited, particularly in regional commands outside major metropolitan areas. This study

addresses these gaps by comparing the direct contributions of transformational leadership, work motivation, and innovative behavior to police HRD within the context of bureaucratic reform.

The study is expected to make three contributions. Theoretically, it places leadership, motivation, and innovative behavior within a single model of reform oriented HRD rather than treating them as separate predictors of performance. Empirically, it provides evidence from a resort police command in North Sulawesi, a setting that is rarely represented in the international literature on police development. Practically, it offers police leaders a basis for designing development programs that link training, coaching, recognition, and innovation projects to the goals of bureaucratic reform.

2. Literature Review and Hypothesis/es Development

2.1 Police Human Resource Development in Bureaucratic Reform

HRD comprises organized learning and developmental activities intended to improve individual, team, and organizational effectiveness. It is commonly understood as a field that develops expertise and performance through training and development, organization development, and career development (Garavan et al., 2021). Noe (2020) similarly emphasizes that employee development involves formal education, job experiences, relationships, and assessments that prepare people for future demands. This broader understanding is appropriate for police organizations because development must integrate technical competence, leadership, ethical conduct, psychological readiness, and adaptive capability.

Reform oriented HRD differs from event based training. It begins with competency requirements derived from strategy and service problems, assesses gaps, selects appropriate learning interventions, supports transfer to the job, and evaluates changes in behavior and outcomes. Public sector HRD also operates under distinctive constraints, including formal personnel rules, political accountability, limited discretion, and multiple public values. Research on public employees shows that organizational and supervisor support influence how HRD practices are experienced and whether employees engage in development (Mylona & Mihail, 2022). Thus, development systems must be credible, fair, and connected to real work.

Evidence from the public sector also shows that training produces its strongest effects when it is connected to competency acquisition, performance appraisal, and career progression (Silva & Rodrigues, 2025). In policing, a persistent gap between academy content and operational practice can weaken the value of training, particularly in communication and deescalation skills that officers need in daily encounters with citizens (Adamonienė et al., 2025). Police supervisors therefore play an important role in turning workplace experience into learning, because they decide how tasks are assigned, discussed, and reviewed (Lumiala & Collin, 2023).

Career development is another important element of reform oriented HRD. Personnel are more willing to invest in learning when they can see how new competencies lead to promotion, rotation, or greater responsibility (Silva & Rodrigues, 2025). In public organizations, transparent career systems also strengthen the perceived fairness of development decisions and reduce the risk that training opportunities are distributed on the basis of personal relationships. Competency frameworks can support this process by defining the knowledge, skills, and attitudes expected at each level and by linking them to assessment and development plans (Noe, 2020).

The present study measures police HRD through motivation, personality or professional attitude, and skill development, as specified in the thesis instrument. These dimensions reflect the expectation that development should change not only what personnel know but also how they approach responsibility and service. Measuring HRD in this way allows the study to capture both the willingness of personnel to develop and the visible results of that development in daily work.

2.2 Transformational Leadership and Police HRD

Transformational leaders develop followers by raising expectations, communicating purpose, providing intellectual stimulation, and attending to individual needs (Siangchokyoo et al., 2020). This theory is directly relevant to HRD because individualized consideration resembles coaching and mentoring, while intellectual stimulation encourages learning and cognitive growth. Meta analytic evidence shows that transformational leadership is consistently associated with follower creativity and innovation, which are closely linked to learning at work (Lee et al., 2020). The relationship is therefore not merely motivational, because leaders influence whether learning is prioritized, whether feedback is psychologically safe, and whether new competence is used.

Transformational leadership is also important because it shapes the climate in which innovation and learning take place. When leaders encourage questioning, tolerate reasonable mistakes, and reward new ideas, employees feel safer to experiment with better ways of working (Afsar & Umrani, 2020). Such a climate is particularly valuable in hierarchical organizations such as the police, where personnel may hesitate to propose changes without explicit encouragement from superiors. Evidence from public employees further shows that leadership combined with public service motivation strengthens innovative behavior (Miao, Newman, Schwarz, & Cooper, 2018).

In police organizations, leaders control access to developmental assignments, training nominations, information, feedback, and opportunities to exercise responsibility. Transformational leadership can improve HRD when leaders explain competency expectations, model ethical learning, recognize potential, and assign progressively challenging tasks. Research on police leaders also shows that commanders who articulate and recognize public value help officers understand why new ways of working matter (Hartley et al., 2019). However, developmental leadership must remain accountable. Empowerment should involve clear boundaries, documented objectives, and review mechanisms. H_1 therefore states that transformational leadership positively affects police human resource development.

2.3 Work Motivation and Police HRD

Development requires employees to invest time and effort in learning, practice, reflection, and behavioral change. Motivation determines whether personnel approach training as a compliance obligation or as an opportunity to improve professional capability. Self determination theory explains that high quality motivation develops when people experience autonomy, competence, and relatedness (Gagné et al., 2022). Extrinsic incentives can also support development when they are informative and fair rather than controlling. A meta analysis by Van den Broeck et al. (2021) indicates that autonomous forms of motivation are most strongly related to performance and wellbeing, suggesting that development systems should combine meaningful work with credible recognition.

Motivation also affects whether training is transferred to the workplace. Personnel who value the content of a program and believe it will help them perform better are more likely to apply new knowledge after the program ends (Garavan, McCarthy, Lai, Murphy, Sheehan, & Carbery, 2021). When development activities support autonomy, competence, and relatedness, personnel tend to internalize learning goals rather than treat them as external obligations (Van et al., 2021). Police organizations can therefore strengthen the effect of training by explaining its purpose, involving personnel in choosing development activities, and recognizing those who apply new skills.

For police personnel, motivation may include achievement, recognition, responsibility, advancement, professional pride, and service to the community. Public service motivation is particularly relevant in policing because many officers enter the profession to protect and serve citizens (Ritz et al., 2016). Evidence from police officers shows that public service motivation is associated with greater satisfaction with police duties (Prysmakova & Vandenabeele, 2020). Clear career pathways and transparent selection for development can strengthen the perceived value of learning. Conversely, opaque rewards, weak feedback, or training unrelated to assignments may reduce engagement. H_2 states that work motivation positively affects police human resource development.

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2.4 Innovative Behavior and Police HRD

Innovative behavior involves the intentional exploration, generation, promotion, and implementation of useful ideas (Bos Nehles et al., 2017). It can influence HRD through experiential learning. Personnel who design and implement improvements must integrate knowledge, collaborate, communicate, manage resistance, and evaluate results. These activities develop technical, interpersonal, and managerial capabilities that may not be acquired through classroom instruction alone. In the public sector, innovative work behavior is further shaped by task characteristics, social support, and individual proactivity (Suseno et al., 2020).

The relationship also works at the organizational level. When innovations are documented and shared, individual experience becomes organizational knowledge. Pilot projects can reveal skill gaps, identify future training needs, and create peer learning resources. The Organization for Economic Cooperation and Development (OECD) emphasizes that public sector innovation requires skills such as iteration, data literacy, user orientation, curiosity, and collaboration (OECD, 2017b). Police HRD can incorporate these capabilities by treating innovation projects as structured developmental assignments. H_3 states that innovative behavior positively affects police human resource development.

Police organizations already show many forms of innovation, ranging from new technologies to changes in patrol, investigation, and community engagement (Matusiak & King, 2021). Practitioners in London, for example, report that technological innovation in policing depends on the skills and openness of officers who must adopt and adapt new tools (Laufs & Borrion, 2022). During crisis situations, frontline officers have also been shown to develop practical solutions that later inform organizational learning (Hartmann & Hartmann, 2020). These examples confirm that innovation is not only a managerial project but also a frontline learning process that HRD systems can support.

Innovation in the public sector increasingly takes place through collaboration rather than isolated individual effort. Collaborative innovation brings together employees, managers, citizens, and partner organizations to define problems and test solutions jointly (Torfing, 2019). Innovation labs provide one institutional form for this collaboration, because they create protected spaces in which new ideas can be developed and evaluated before wider adoption (Tõnurist, Kattel, & Lember, 2017). For police organizations, these approaches suggest that HRD can be strengthened when personnel work with community members and other agencies on concrete service problems.

2.5 An Integrated Reform Oriented HRD Architecture

The three predictors represent different but complementary mechanisms. Transformational leadership is a social and contextual mechanism that determines whether development is prioritized and supported. Work motivation is an energetic mechanism that influences the effort and persistence invested in development. Innovative behavior is an application mechanism that turns learning into new practices and creates feedback for further capability building. The integrated model therefore expects that HRD will be strongest when leaders develop people, personnel are motivated to learn, and the organization enables the practical application of knowledge through innovation.

Prior studies support the plausibility of such an architecture. Transformational leadership has been shown to enhance innovative work behavior through employees' motivation to learn and the presence of an innovation climate (Afsar & Umrani, 2020). Leadership and public service motivation also jointly encourage innovative behavior among public employees (Miao et al., 2018). Among Indonesian civil servants, transformational leadership and work engagement have been linked to innovative work behavior, with organizational justice shaping the strength of these effects (Sabuhari et al., 2025).

The integrated architecture also implies that the three mechanisms may strengthen one another over time. Leaders who provide support and recognition can raise the motivation of personnel, and motivated personnel are more likely to propose and implement new ideas (Slemp, Kern, Patrick, & Ryan, 2018). Successful innovations, in turn, can give leaders concrete examples of learning that

deserve recognition and wider adoption. This reinforcing cycle explains why development programs that address only one mechanism often produce limited and short lived results (Bos-Nehles, Renkema, & Janssen, 2017).

3. Research Methodology

3.1 Research Design and Participants

The study employed a quantitative explanatory and cross sectional survey design at the Bolaang Mongondow Resort Police, North Sulawesi, Indonesia (Setia, 2016). The accessible population comprised 53 active personnel. Because the population was limited and fully reachable, saturated sampling was used and all personnel were included. This design supports an organization specific assessment of relationships among leadership, motivation, innovative behavior, and HRD, although it limits generalization beyond the setting.

3.2 Research Instruments

Data were collected with a structured questionnaire using a four point Likert scale (Chyung, Roberts, Swanson, & Hankinson, 2017). Transformational leadership consisted of 20 items based on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Work motivation consisted of nine items reflecting achievement, recognition, the work itself, responsibility, growth, and advancement. Innovative behavior was represented by ten items concerning idea generation, promotion, and implementation. Police HRD was measured using eight items concerning developmental motivation, professional personality or attitude, and skill improvement.

3.3 Data Analysis

Corrected item total correlations were compared with the critical value of .2407 used in the thesis. Cronbach's alpha assessed internal consistency (Bujang, Omar, & Baharum, 2018; Taber, 2018). The structural model was analyzed with multiple regression and path analysis in Statistical Package for the Social Sciences (SPSS) version 22. Police HRD was regressed on transformational leadership, work motivation, and innovative behavior. Model interpretation used R, R squared, adjusted R squared, standardized coefficients, reported p values, tolerance, and Variance Inflation Factors (VIF) (Kim, 2019). Statistical significance was assessed at α=.05. Because one archived test statistic entry for the innovative behavior path is not numerically congruent with its p value, this article reports the coefficient and p value exactly as recorded in the thesis and identifies revalidation against the original SPSS output as a quality control step before publication.

4. Results and Discussions

4.1 Measurement Quality

All measurement scales met the validity criterion used in the thesis. Corrected item total correlations ranged from .316 to .569 for transformational leadership, .404 to .518 for work motivation, .348 to .721 for innovative behavior, and .427 to .713 for police HRD. Cronbach α values were .723, .726, .714, and .876, respectively. The HRD scale demonstrated strong internal consistency, while the other constructs reached acceptable but comparatively modest reliability. These results support analysis of composite scores but also indicate that future instrument refinement should improve the precision of some leadership, motivation, and innovation indicators.

Table 1. Measurement quality assessment

Construct	Items	Corrected Item Total Correlation	Cronbach alpha
Transformational leadership	20	.316 to .569	.723
Work motivation	9	.404 to .518	.726

Construct	Items	Corrected Item Total Correlation	Cronbach alpha
Innovative behavior	10	.348 to .721	.714
Police human resource development	8	.427 to .713	.876

Table 1 shows that every construct met the item validity criterion and reached acceptable internal consistency, with the strongest reliability found for police human resource development. The leadership, motivation, and innovation scales showed acceptable but more modest reliability values. These figures provide the basis for using composite scores in the regression analysis.

4.2 Structural Model

The HRD regression model had R=.754 and explained 56.8% of the variance in police HRD (R squared = .568, adjusted R squared = .542). The standard error of estimate was 1.52037, and the Durbin Watson statistic was 1.136. Collinearity diagnostics were acceptable, with a VIF of 1.432 for transformational leadership, 1.204 for work motivation, and 1.033 for innovative behavior. These values indicate that the three predictors provided distinguishable information.

Transformational leadership positively affected HRD (β=.347, p=.003), supporting H_1. Work motivation showed a similarly sized positive effect (β=.351, p=.015), supporting H_2. Innovative behavior also had a positive coefficient (β=.193, reported p=.016), supporting H_3 according to the thesis decision rule. The close coefficients for leadership and motivation suggest that HRD depends almost equally on developmental context and personnel effort, while innovative behavior adds a smaller but meaningful application pathway. The unexplained 43.2% of variance may involve training quality, career systems, organizational support, resource availability, competency job fit, education, tenure, digital infrastructure, and unit specific conditions.

Table 2. Direct effects on police human resource development

Path	Standardized Beta	*p* value	Decision
Transformational leadership to Police HRD	.347	.003	Supported
Work motivation to Police HRD	.351	.015	Supported
Innovative behavior to Police HRD	.193	.016*	Supported
Model summary	R squared = .568	Adjusted R squared = .542	VIF = 1.033 to 1.432

Table 2 shows that transformational leadership, work motivation, and innovative behavior each had a positive and significant direct effect on police human resource development. The asterisk marks the p value for innovative behavior, which is reported exactly as recorded in the thesis. The model summary confirms that the three predictors jointly explained 56.8% of the variance with acceptable collinearity.

4.3 Transformational Leadership and Developmental Context

Transformational leadership positively influenced police HRD. This finding supports the proposition that leaders do more than allocate training, because they shape whether personnel interpret development as strategically meaningful. By communicating the relationship between competence and reform, leaders can connect learning to public service, integrity, and organizational legitimacy. Individualized consideration enables coaching and developmental assignments, while intellectual stimulation encourages personnel to use new knowledge rather than return automatically to established routines.

The result is consistent with the view that transformational leadership develops follower capacity (Siangchokyoo et al., 2020) and with evidence that transformational leadership stimulates innovative behavior among employees (Bednall et al., 2018). In a police organization, the effect is especially important because supervisors influence nominations for education, task rotation, access to mentoring, performance feedback, and opportunities to demonstrate readiness. Development may be weakened

when these opportunities are perceived as opaque or disconnected from competence. Transformational leadership can improve credibility by making expectations explicit, documenting developmental decisions, and discussing progress with personnel.

The finding should not be interpreted as a recommendation to replace command with unrestricted autonomy. Police work requires role clarity and lawful direction. Developmental leadership means that commanders explain the purpose of standards, provide learning opportunities within those standards, and progressively expand responsibility as competence increases. This approach preserves accountability while preparing personnel to handle complexity.

Coaching is one practical way in which this developmental leadership can be expressed. Meta analytic evidence shows that workplace coaching grounded in psychological approaches improves learning and performance outcomes for employees (Wang et al., 2022). For commanders at the resort level, coaching conversations can be built into routine supervision, after action reviews, and performance discussions without requiring large additional budgets.

The finding also has implications for how police leaders are selected and prepared. Leadership development programs for commanders should include not only operational and administrative skills but also the ability to coach, give feedback, and build trust with personnel (Wang et al., 2022). Commanders who understand their role as developers of people are more likely to create units in which learning is valued and new competencies are used. Over time, this orientation can produce a pipeline of personnel who are ready to assume greater responsibility within the organization (Hartley, Parker, & Beashel, 2019).

4.4 Work Motivation and Developmental Effort

Work motivation had the largest standardized coefficient, although its magnitude was very close to leadership. This confirms that development is not something an organization can simply deliver to passive recipients. Personnel must practice new skills, accept corrective feedback, seek information, and persist when assignments become difficult. Motivation therefore functions as the energy that converts access to development into actual capability.

Self determination theory provides a useful interpretation. Personnel are more likely to internalize development goals when learning strengthens competence, occurs in supportive relationships, and includes meaningful responsibility (Gagné et al., 2022). Leaders who support autonomy have been shown to strengthen the satisfaction of these needs and the quality of employee motivation (Slemp et al., 2018). Career opportunities and recognition can complement these intrinsic processes when criteria are transparent. Conversely, mandatory training with no connection to assignment, feedback, or advancement may produce attendance without transfer.

The practical implication of this finding is that police commands should treat motivation as something that can be managed rather than as a fixed characteristic of personnel. Leaders can strengthen motivation by explaining how each development activity relates to the goals of the unit and to the career prospects of personnel. Recognition should be given not only for attendance at training but also for the application of new skills in daily work. Public service motivation can also be reinforced by reminding personnel of the impact their work has on the safety and wellbeing of citizens (Prysmakova & Vandenabeele, 2020). When these practices are combined, motivation becomes a renewable resource that sustains development over time rather than a temporary response to individual programs.

4.5 Innovative Behavior as Applied Development

Innovative behavior positively affected HRD, supporting the view that application is itself a learning process. Personnel who develop, advocate, and implement an improvement must diagnose problems, acquire knowledge, negotiate support, and evaluate consequences. These activities strengthen problem solving, communication, collaboration, and change management skills. Innovative behavior therefore represents more than an organizational output, because it is a form of work embedded development.

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The coefficient is smaller than those for leadership and motivation, which is reasonable. HRD includes broad outcomes such as skill, attitude, and developmental motivation that may arise from education, coaching, task experience, and career systems as well as innovation. Nevertheless, the innovation path adds an important insight, namely that formal learning becomes more valuable when personnel use it to improve practice. The OECD (2017b) similarly highlights experimentation, iteration, data use, and user orientation as important innovation skills in the public sector.

Organizational conditions also matter for this pathway. Studies of public organizations show that innovation is more likely when employees have opportunities to communicate ideas upward and when the organization tolerates experimentation (Demircioglu & Audretsch, 2017). Collaborative innovation that involves citizens and partner agencies can further extend the learning value of innovation for public employees (Torfing, 2019). For a resort police command, this suggests that innovative behavior will contribute more strongly to HRD when ideas are discussed openly and tested with community partners.

4.6 Integrated Theoretical Contribution

The model explained 56.8% of HRD variance and showed that leadership, motivation, and innovative behavior each retained a positive unique effect. The study therefore contributes an integrated architecture for reform oriented HRD. Leadership creates direction, support, and access, motivation sustains effort and developmental engagement, and innovative behavior provides application and feedback. These mechanisms are complementary rather than interchangeable.

This architecture helps resolve a common weakness in public sector development programs, which is the separation of training from organizational change. A course may improve knowledge, but reform requires transfer to behavior and service outcomes. By embedding innovation in HRD, the organization can use real operational problems as learning opportunities. By embedding HRD in leadership and motivation systems, it can ensure that innovation is supported rather than left to isolated individuals.

The architecture is also consistent with findings from other public sector settings. Transformational leadership has been found to foster innovative work behavior by strengthening employees' psychological capital, which includes self efficacy, hope, resilience, and optimism (Karimi et al., 2023). Public sector innovation labs show that dedicated spaces for experimentation can help organizations learn systematically from new ideas (Tõnurist et al., 2017). Together, these findings suggest that police HRD may benefit from combining leadership development, motivational support, and structured opportunities for innovation.

From a managerial perspective, the integrated architecture offers a practical framework for planning police HRD. Leaders can use it to examine whether development programs are supported by clear direction, whether personnel are motivated to participate, and whether there are opportunities to apply new knowledge through innovation. Weakness in any of these elements is likely to reduce the overall effect of development investments. The framework can also guide evaluation, because it encourages police commands to assess not only training attendance but also changes in leadership practices, motivation, and innovative behavior. In this way, HRD becomes a continuous system of improvement that is closely connected to the goals of bureaucratic reform.

5. Conclusions

Transformational leadership, work motivation, and innovative behavior each make a positive contribution to police human resource development at the Bolaang Mongondow Resort Police. The model explains 56.8% of HRD variance. Leadership and motivation have nearly equal standardized effects, indicating that effective development requires both a supportive organizational context and sustained personnel effort. Innovative behavior adds a practical learning pathway through which knowledge and motivation are converted into improved work methods.

These findings show that police HRD in the context of bureaucratic reform cannot rely on training programs alone. Development becomes stronger when leaders actively guide learning, when personnel are motivated to grow, and when new knowledge is applied to real problems. For the Bolaang Mongondow Resort Police, this means that reform depends on how leadership, motivation, and innovation are managed together in daily work.

The study also shows that HRD at the command level can be strengthened without waiting for large structural changes from the central organization. Commanders have considerable influence over the climate of learning, the recognition of personnel, and the opportunities for innovation within their units. When these factors are managed deliberately, local police commands can become active contributors to bureaucratic reform rather than passive recipients of national policy.

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Author Contributions

IMW contributed to the conceptualization of the study, the design of the research instrument, data collection, statistical analysis, and the writing of the original draft. BRP contributed to the methodological design, supervision, validation of the analysis, and the review and editing of the manuscript. Both authors have read and approved the final version of the manuscript.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. The research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest. The authors received no specific funding that could have influenced the results reported in this article.

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