

The Relationship between Physical Readiness, Emotional Intelligence, and Work Discipline in Professional Performance: An Ex Post Facto Study

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Abstract

This study aims to examine the relationship between physical readiness, emotional intelligence, and work discipline and the professional performance of police officers in the Gasum Sub-Directorate of Ditsamapta, Special Region of Yogyakarta. The research employed an ex post facto approach, with a sample of 40 police officers selected using a total sampling technique. The instruments used include: (1) a physical readiness test based on Decree No. Pol: Skep/984/XII/2004 (12-minute run, pull-ups, sit-ups, push-ups, shuttle run); (2) an emotional intelligence questionnaire with a KMO MSA value of 0.760, AVE of 0.760, and reliability of 0.927; (3) a work discipline questionnaire with an average t-value of 8.33 and reliability of 0.981; and (4) a professional performance questionnaire with factor loadings ≥ 0.40 and reliability of 0.70. Data were analyzed using prerequisite tests (normality and homogeneity) and multiple linear regression analysis. The results show that: (1) there is a very strong and significant relationship between physical readiness and professional performance ($R = 0.923$; $R^2 = 0.852$); (2) emotional intelligence also has a very strong and significant relationship with professional performance ($R = 0.971$; $R^2 = 0.943$); (3) work discipline has a very strong relationship with professional performance ($R = 0.984$; $R^2 = 0.968$); and (4) collectively, the three variables have a significant relationship with professional performance ($R = 0.989$; $R^2 = 0.978$). It can be concluded that physical readiness, emotional intelligence, and work discipline are significantly related to professional performance, both individually and simultaneously.

Keywords: Physical Readiness, Emotional Intelligence, Work Discipline, Professional Performance.

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INTRODUCTION

Human resources (HR) play a crucial role in any organization, institution, or agency. It is vital for achieving institutional goals [1]. Human resources are the driving force behind an organization, acting both as planners and executors, and are key to realizing organizational objectives [2]. Due to the importance of human resources, every organization must strive to recruit quality and productive employees to ensure smooth operations [3]. HR is a valuable investment, which is why it is essential to pay attention to, maintain, and develop professional performance to support the sustainability and progress of organizations and institutions, particularly within the police force.

To become part of the police force, candidates must go through several stages of selection, from administrative screening to competency and physical

qualifications. The police recruitment process includes several essential components to ensure that prospective members meet quality standards and contribute to the development of competent human resources. These standards ensure that each officer can perform their duties effectively and professionally, ultimately supporting the achievement of institutional goals. According to the decision of the Chief of the National Police of the Republic of Indonesia Number: Kep/567/IV/2024 dated April 2, 2024, regarding the recruitment of National Police Non-Commissioned Officers Batch II for the Fiscal Year, the key requirements include: (1) Physical Ability Examination, (2) Psychological Tests related to emotional intelligence, (3) Mental Ideological Tests assessing candidates' understanding and application of national values, integrity, and loyalty to the state and institutions, which is also related to work discipline, (4) Health Examination, (5) Social Media and Track Record

Screening, and (6) Psychological Test Evaluation with a minimum passing score of 61. These stages reflect the need to recruit qualified and professional police officers.

In an increasingly competitive work environment, optimal readiness is essential for individual success. In a professional setting, optimal readiness includes several key factors that influence individual performance. Police performance in protecting and serving the public, maintaining public security and order (Kamtibmas), and enforcing the law is often subject to public scrutiny. Society's demands for quality performance from police officers underscore the need for a professional, modern, and trustworthy police force (Promoter Police). Good performance is influenced by multiple factors, including: (1) employee quality and capabilities, (2) attitude and mentality (such as motivation, discipline, and work ethic), (3) skills, (4) education, (5) health and physical fitness (physical readiness), and (6) emotional intelligence [1-4].

Based on observations and interviews with police officers in the Special Region of Yogyakarta (DIY), the following conclusions were drawn: (1) The demanding workload often leads to neglected physical readiness; (2) officers frequently feel fatigued while performing their duties; (3) the need to remain alert 24 hours a day can result in physical and mental exhaustion; (4) poor communication between team members can lead to misunderstandings and workplace discord; (5) irregular working hours and constant alertness disturb sleep patterns, negatively affecting both physical and emotional well-being; (6) job demands, monotony, ineffective communication, and suboptimal assignments can lead to stress; (7) boredom in routine duties reduces motivation; and (8) a lack of initiative causes some officers to wait passively for orders rather than proactively completing tasks. These issues indicate that police officers face challenges related to physical readiness, emotional intelligence, and work discipline, all of which can impact their professional performance.

Physical readiness is closely linked to individual health and fitness, both of which contribute to work performance. As Laurent emphasized, good physical condition supports cognitive functioning and professional performance [5]. One key indicator of a police officer's readiness is optimal physical condition, enabling them to fulfill their primary responsibilities. Physical readiness aims to reduce the risk of performance-related incidents [6]. Therefore, maintaining physical readiness allows officers to overcome threats, challenges, obstacles, and disruptions, both internal and external. As such, this capability is essential for officers tasked with upholding state responsibilities.

It is consistent with research showing that physical readiness enhances employee performance [7]. Other studies have found that physical preparedness

boosts productivity in responding to job demands effectively and promptly [8]. In addition to physical readiness, emotional intelligence is also critically important for police officers.

Emotional intelligence (EQ) refers to the ability to manage one's own emotions and understand those of others, which plays a significant role in social interactions and teamwork. EQ encompasses self-regulation, enthusiasm, perseverance, and the ability to motivate oneself in the face of frustration while controlling impulses and emotions [9]. Goleman found that individuals with high EQ are generally better equipped to handle conflict [10].

Police officers must possess strong emotional intelligence, particularly when dealing with conflict. This need was highlighted by the chaos during the Kanjuruhan tragedy, which marked one of the darkest moments in the history of Indonesian football in 2022 [11]. In this tragedy, 135 people lost their lives, and hundreds more were injured. The incident revealed the police's inability to regulate emotions and respond rationally in a critical situation. Low emotional intelligence can cause officers to act reactively rather than proactively, which in this case led to a greater escalation of conflict. Weak work discipline was also evident in the rushed decision-making and lack of adherence to appropriate standard operational procedures during the emergency.

In addition to emotional intelligence, work discipline is another essential trait for police officers. Work discipline is a critical factor that determines individual success within an organization. High levels of discipline contribute significantly to employee performance and serve as one of the key variables in achieving organizational goals [12]. Work discipline includes adherence to working hours, meeting deadlines, and maintaining quality standards, all of which directly influence productivity [13]. Research shows that employees with strong work discipline tend to perform better [14]. The higher the level of discipline, the greater the likelihood of achieving optimal performance and developing a qualified and professional workforce.

Based on the literature reviewed above, it is evident that physical readiness, emotional intelligence, and work discipline are crucial to the professional performance of police officers. However, there remains a gap in research examining the relationship among these three factors simultaneously in relation to professional performance. Therefore, this study aims to analyze the relationship between physical readiness, emotional intelligence, and work discipline and professional performance of police officers.

RESEARCH METHODS

This research used an ex post facto approach. Ex post facto research is research that is conducted to

examine events that have occurred and trace them back to find the factors that preceded them or determine causes that may explain the events to be studied [15]. The independent variables in this research were physical readiness, emotional intelligence, and work discipline, while the dependent variable was the professional performance of police officers.

The population and sample in this study consisted of 40 male police officers who are members of the Police Sub-Directorate for Gasum Ditsamapta in the Special Region of Yogyakarta (DIY). Data were collected using several instruments. The physical readiness test was conducted based on Decree No. Pol: Skep/984/XII/2004 and included a 12-minute run, pull-ups, sit-ups, push-ups, and a shuttle run. Emotional intelligence was measured using a questionnaire that had a Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) value of 0.760, an Average Variance Extracted (AVE) of 0.760, and a Cronbach's Alpha reliability score of 0.927. The work discipline questionnaire was validated with a t-table value of 1.734 and an average calculated t-value of 8.33. Its instrument reliability, based on Cronbach's Alpha, was 0.981. The professional performance questionnaire had factor loading values of 0.40, and its reliability, also measured using Cronbach's Alpha, was 0.70. These results confirm that all research instruments used in the study were both valid and reliable.

The data analysis technique was conducted in two stages. First, prerequisite tests, including the normality and homogeneity tests, were performed. It was followed by hypothesis testing using multiple linear regression analysis.

RESULTS

Research Data Description

This research involved 40 male police officers who served in the Gasum Sub-Directorate of Ditsamapta in the Special Region of Yogyakarta (DIY). Based on the data collected, the research findings are presented and explained in detail as follows:

Table 1: Score Distribution and Classification of Physical Readiness Test Results

Score	Category	Frequency
48 – 64	Poor	9
65 – 68	Fair	10
69 – 72	Good	12
73 – 82	Very good	9

Based on the results in Table 1, the distribution of scores for the physical readiness test shows that the majority of police officers fall into the Fair category, with a frequency of 10, and the Good category, with a frequency of 12. Fewer officers are in the Very Good and Poor categories, each with a frequency of 9.

Table 2 presents the data on the Emotional Intelligence test results.

Table 2: Score Distribution and Classification of Emotional Intelligence Test Results

Score	Category	Frequency
34 – 42	Poor	5
43 – 47	Fair	13
48 – 51	Good	11
52 – 55	Very good	11

Based on the results in Table 2, which presents the distribution of Emotional Intelligence test scores, the majority of police officers fall into the Fair category, with a frequency of 13. This is followed by the Good category and the Very Good category, with a frequency of 11. The highest frequency is observed in the Fair category.

Table 3 presents the data on the Work Discipline test results as follows.

Table 3: Score Distribution and Classification of Work Discipline Test Results

Score	Category	Frequency
20 – 26	Poor	5
27 – 32	Fair	8
33 – 36	Good	8
37 – 40	Very good	19

Based on the results in Table 3, the distribution of Work Discipline test scores among police officers indicates satisfactory outcomes. The majority of participants fall into the Very Good category, with the highest frequency of 19. This suggests that the work attitudes and behavior of nearly half of the 40-person population are commendable.

Table 4 presents the data on the Professional Performance test results as follows.

Table 4: Score Distribution and Classification of Professional Performance Test Results

Score	Category	Frequency
20 – 27	Poor	3
28 – 32	Fair	8
33 – 36	Good	8
37 – 40	Very good	21

Based on Table 4, the distribution of Professional Performance test results indicates that most police officers exhibit Very Good professional performance. This reflects a high level of effectiveness and professionalism among the majority of participants. The Very Good category dominates the distribution, with a frequency of 21, representing more than half of the total population.

Normality Test Results

The normality test in this study was conducted using the Kolmogorov-Smirnov test. The criteria for decision-making are as follows:

- a. If the probability value (Sig.) > 0.05, the population distribution is considered normal.

- b. If the probability value (Sig.) < 0.05, the population distribution is considered not normal.

Based on the results of the normality test conducted on police officers, the following results were obtained:

Table 5: Normality Test Results (Kolmogorov-Smirnov)

	Physical Readiness	Emotional Intelligence	Work Discipline	Professional Performance
Kolmogorov-Smirnov Z	1.195	1.019	1.246	1.262
Sig. (2-tailed)	0.115	0.250	0.089	0.083

Based on Table 5, the results of the Kolmogorov-Smirnov normality test show that the significance values for each variable are as follows: physical readiness = 0.115, emotional intelligence = 0.250, work discipline = 0.089, and professional performance = 0.083. Since all significance values are greater than 0.05, with the lowest being 0.083 for professional performance, it can be concluded that the data for each variable is normally distributed at the 0.05 significance level. Therefore, based on the Kolmogorov-Smirnov test, the data for the four variables: physical

readiness, emotional intelligence, work discipline, and professional performance, meet the assumption of normality.

Homogeneity Test Results

The homogeneity test was conducted to determine whether the assumption of homogeneity has been met across the data categories. This study employed the Levene Statistic test to assess variance homogeneity. The results of the Levene test are presented in the following table.

Table 6: Levene Static Homogeneity Test Results

Independent Variable	Homogeneity Test (Levene's Test)	Description
Physical Readiness	p : 0.180	Homogeneous
Emotional Intelligence	p : 0.340	Homogeneous
Work Discipline	p : 0.224	Homogeneous

Based on Table 6, the results of Levene's Test show that the assumption of homogeneity of variance is met for the three variables: physical readiness, emotional intelligence, and work discipline, with respect to professional performance. The significance value for the physical readiness variable with professional performance was 0.180 ($p > 0.05$), indicating that the variance between groups in this variable is homogeneous. Similarly, for the emotional intelligence variable in relation to professional performance, the significance value was 0.340 ($p > 0.05$), suggesting that the variance between groups for emotional intelligence is also homogeneous. The significance value for the work discipline variable with professional performance was 0.224 ($p > 0.05$), indicating uniform variance between groups for this variable as well.

In conclusion, the results of the three Levene tests indicate that all variables (physical readiness, emotional intelligence, and work discipline) show homogeneous variance with respect to professional performance, with significance values greater than 0.05. It means that the assumption of homogeneity of variance is met.

Hypothesis Test Results

Hypothesis testing in this study was conducted using multiple linear regression analysis. The results are presented in the following table.

Table 7: Multiple Linear Regression Test for Physical Readiness Variable with Professional Performance

Test	Statistics	Value
Model R	R	0.923
	R-squared	0.852
Coefficients	Coefficient	1.554
	Sig.	0.000

Based on Table 7, the regression analysis results show a very strong relationship between physical readiness and professional performance, leading to the acceptance of H_1 . physical readiness (X_1) has a positive and significant relationship with the professional performance of police officers in the DIY Gasum Sub-Directorate Ditsamapta (Y). This is indicated by the R-value of 0.923. With an R-squared value of 0.852, the model demonstrates that 85.2% of the variation in professional performance can be explained by variations in physical readiness, while the remaining variance is influenced by factors not included in the model. Furthermore, the positive regression coefficient of 1.554 indicates that for every one-unit increase in physical

readiness, professional performance will increase by 1.554 units. Therefore, it can be concluded that physical readiness has a significant and positive impact on professional performance.

Table 8: Multiple Linear Regression Test for Emotional Intelligence Variable with Professional Performance

Test	Statistics	Value
Model R	R	0.971
	R-squared	0.943
Coefficients	Coefficient	1.110
	Sig.	0.000

Based on Table 8, the regression analysis results show a strong relationship between emotional intelligence and professional performance, leading to the acceptance of H₂. emotional intelligence (X₂) has a positive and significant relationship with the professional performance of police officers in the Gasum Sub-Directorate Ditsamapta DIY (Y). This is indicated by the R-value of 0.971. With an R-squared value of 0.943, it can be concluded that variations in emotional intelligence explain 94.3% of the variation in professional performance, while the remaining variance is influenced by factors not included in the model. Additionally, the regression coefficient of 1.110 shows that for every one-unit increase in emotional intelligence, professional performance will increase by 1.110 units.

Table 10: Multiple Linear Regression Test for Physical Readiness, Emotional Intelligence, and Work Discipline Variables with Professional Performance

Test	Statistics	Value
Model R	R	0.989
	R-squared	0.978
Coefficients Regression	Constant	2.058
	Physical Readiness	0.231
	Emotional Intelligence	0.306
	Work Discipline	0.562

Based on Table 10, the regression analysis results show that the independent variables, physical readiness, emotional intelligence, and work discipline, strongly correlate with professional performance, leading to the acceptance of H₄. physical readiness (X₁), emotional intelligence (X₂), and work discipline (X₃) all have a positive and significant relationship with the professional performance of police officers in the Gasum Sub-Directorate Ditsamapta of DIY (Y). This is indicated by the R-value of 0.989. With an R-squared value of 0.978, the model explains that these three variables account for 97.8% of the variation in professional performance, while the remaining 2.2% is influenced by other factors not included in the model.

Based on the regression coefficients, the three variables, physical readiness, emotional intelligence, and work discipline, significantly influence the professional performance of police officers. Work discipline has the

Therefore, it can be concluded that Emotional intelligence has a significant and positive impact on professional performance.

Table 9: Multiple Linear Regression Test for Work Discipline Variable with Professional Performance

Test	Statistics	Value
Model R	R	0.984
	R-squared	0.968
Coefficients	Coefficient	1.182
	Sig.	0.000

Based on Table 9, the regression analysis results show a very strong relationship between work discipline and professional performance, leading to the acceptance of H₃. Work discipline (X₃) has a positive and significant relationship with the professional performance of police officers in the DIY Gasum Sub-Directorate Ditsamapta of (Y). This is indicated by the R-value of 0.984. With an R-squared value of 0.968, it can be concluded that variations in work discipline explain 96.8% of the variation in professional performance, while the remaining variance is influenced by other factors not included in the model. Furthermore, the regression coefficient of 1.182 shows that for every one-unit increase in work discipline, professional performance will increase by 1.182 units. Therefore, it can be concluded that work discipline has a significant and positive impact on professional performance.

greatest influence on professional performance, with a regression coefficient of 0.562, followed by physical readiness with a coefficient of 0.306, and emotional intelligence with a coefficient of 0.231. Thus, it can be concluded that physical readiness, emotional intelligence, and work discipline all have a significant and positive impact on the professional performance of police officers.

DISCUSSION

This research confirms that physical readiness, emotional intelligence, and work discipline are strongly related to professional performance. This finding aligns with previous studies suggesting that work performance, particularly in professions requiring both physical and mental readiness, such as law enforcement or military work, greatly depends on these three factors.

The physical readiness of police officers is critical for ensuring both physical and psychological preparedness in carrying out their duties. Studies have shown that factors like stress, long working hours, and a sedentary lifestyle significantly influence physical endurance among police officers. For example, health workers often experience physical and mental stress due to frequent shift changes, heavy work demands, and personal issues limiting their participation in physical activities [16]. Similarly, police officers face similar challenges, where operational demands often conflict with time for exercise or adequate rest. Officers working in high-stress environments are at a greater risk of physical and mental health problems compared to the general population, with many experiencing significant increases in work hours [17,18]. Furthermore, psychological issues such as anxiety and depression are prevalent in this profession. A study found that officers who worked long hours tended to have higher rates of obesity and mental health issues [19].

The physical readiness of police officers serves to assess their physical condition and ensure they possess adequate endurance and strength for training and performing their duties [20]. Good physical health is directly linked to task resilience and better stress management, which enhances an officer's ability to handle daily challenges effectively [21, 22].

The results from multiple linear regression show a strong relationship between physical readiness and professional performance, with 85.2% of the variation in performance explained by physical fitness. A positive regression coefficient of 1.554 indicates that each unit increase in physical readiness corresponds to an increase of 1.554 in professional performance. These results emphasize the importance of maintaining physical readiness for optimal job performance and reducing the likelihood of performance declines or difficulties in handling field situations.

Emotional intelligence plays a crucial role in understanding how psychological factors influence performance, particularly in police work, where officers must manage high-pressure situations. Emotional intelligence encompasses the ability to recognize, manage, and use emotions effectively, which includes self-awareness, self-regulation, self-motivation, empathy, and social skills [23]. In high-risk and often tense environments, such as police work, emotional intelligence is vital. Officers with higher emotional intelligence can better manage stress, handle pressure, and communicate effectively with colleagues and the public [24].

Numerous studies have demonstrated a positive relationship between Emotional intelligence and performance. A study by Mulyasari highlighted that emotional intelligence significantly impacts employee performance, including in the police context [24]. Police

officers who can identify and regulate their emotions tend to perform better under stress and make more ethical decisions, which is crucial in their line of duty [25, 26]. With higher emotional intelligence, officers can more effectively interact with the public, resolve tensions, and foster better relationships, ultimately strengthening public trust in law enforcement.

The regression analysis shows a strong relationship between emotional intelligence and professional performance, with an R-value of 0.971 and an R-squared value of 0.943, meaning that 94.3% of the variation in professional performance is explained by emotional intelligence. The regression coefficient of 1.110 suggests that each one-unit increase in emotional intelligence leads to a 1.110 increase in professional performance. These findings emphasize the importance of emotional intelligence in enhancing performance, particularly in jobs requiring both physical and psychological resilience, such as police work. Emotional intelligence enables officers to stay focused, manage stress, and engage effectively with colleagues and the community, which significantly impacts their overall performance. Aspects like self-awareness, self-regulation, empathy, and social skills have been proven to enhance task execution and efficiency.

Work discipline refers to adherence to rules and norms in the workplace, which is essential for improving performance and achieving organizational goals. Work discipline reflects an individual's commitment to comply with organizational regulations and social norms [27]. Research by Mauliza showed that work discipline significantly influences employee performance, dominating over other factors in terms of productivity [28]. Studies by Harahap and Tirtayasa further indicated that work discipline and motivation significantly impact employee performance, underlining that discipline is a prerequisite for high performance [29]. In government bureaucracies, disciplined employees are key to achieving work effectiveness [30]. High discipline correlates with competent performance, reflected in consistent attendance, rule adherence, and work awareness.

The regression results indicate a strong and significant relationship between work discipline and professional performance, with an R-value of 0.984 and an R-squared value of 0.968. It means 96.8% of the variation in professional performance is explained by work discipline. A regression coefficient of 1.182 suggests that each unit increase in work discipline leads to a 1.182 increase in professional performance. These findings support the critical role of work discipline in enhancing performance and achieving organizational goals, consistent with expert views that discipline is essential for improving individual performance in any institution.

This research has several limitations. The research instrument used relied on self-reports from the police officers, which could introduce subjectivity bias. Furthermore, the study was conducted within a specific time frame, and the results only reflect the conditions during that period. This research focused on physical readiness, emotional intelligence, and work discipline as factors influencing professional performance. However, other factors, such as work motivation, the work environment, and social support, may also play a role in performance but were not explored in this study.

For future research, a longitudinal approach is recommended to provide a more comprehensive understanding of the dynamics of professional performance over time. Additionally, the development of measurement tools combining both objective and subjective data would increase the validity of the findings. Expanding the focus to include other variables such as work motivation, job satisfaction, organizational climate, and social support would offer a more holistic view of the factors influencing professional performance.

CONCLUSION

The analysis shows a very strong and significant relationship between physical readiness and professional performance, with an R-value of 0.923 and an R-squared value of 0.852. It means 85.2% of the variation in professional performance can be explained by physical readiness, with a one-unit increase in physical readiness resulting in a 1.554 increase in professional performance. Therefore, physical readiness positively and significantly impacts professional performance in the Gasum Sub-Directorate of Ditsamapta, Special Region of Yogyakarta (DIY).

There is also a strong and significant relationship between emotional intelligence and professional performance, indicated by an R-value of 0.971 and an R-squared value of 0.943. Emotional intelligence accounts for 94.3% of the variation in professional performance. A one-unit increase in emotional intelligence increases professional performance by 1.110. These results demonstrate that emotional intelligence has a significant and positive impact on professional performance.

The regression analysis also shows a strong relationship between work discipline and professional performance, with an R-value of 0.984 and an R-squared value of 0.968. Work discipline explains 96.8% of the variation in professional performance. Every one-unit increase in work discipline results in a 1.182 increase in professional performance. It confirms that work discipline positively and significantly affects professional performance.

Simultaneously, physical readiness, emotional intelligence, and work discipline all have a strong and

significant relationship with Professional Performance, with an R-value of 0.989 and an R-squared value of 0.978. These three variables explain 97.8% of the variation in professional performance. Among them, work discipline has the greatest influence with a regression coefficient of 0.562, followed by physical readiness (0.306) and emotional intelligence (0.231). Thus, it can be concluded that physical readiness, emotional intelligence, and work discipline all have a significant positive effect on the professional performance of police officers in the DIY Gasum Ditsamapta Sub-Directorate.

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