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Analysis of mental models at criminal investigation division of the Indonesian National Police

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Abstract. Mental models can function positively in organizations if they are managed well. The management of mental models is carried out from the surfacing step, to testing, to improving the internal picture of how the world works. This type of research is descriptive qualitative research. To obtain data used in-depth interview research techniques, observation, and documentation. While the data analysis mechanism is done by data reduction and data presentation. Based on the results of research that Bareskrim is able to live and adapt between various forces and interests because of mental models. priorities supported by understanding in seeing reality (personal mastery practice) can precisely determine positions and actions that are favorable for the existence of the organization. Harmonization of the relationship between senior-junior mental models and hierarchies will strengthen individual relationships because when harmonization occurs, conflicts can be avoided and group stability occurs due to compliance with the institutions that are mutually understood (common institutions) governing senior-junior and senior relations. hierarchy either in the form of ethics or norms, written or unwritten

Keywords. Mental, Models, Criminal Investigation Unit, Police

Introduction

Organizations always have various ideas, strategies, and ways of thinking as well as approaches that are conceptually considered good to be developed but in the application, practice or realizing them into real things are still not as expected. Various failures in realizing things (the best ideas, brilliant strategies, systemic insights, a pilot experiment) as stated by Senge above, occur due to mental models. Furthermore, mental models are presented as an internal image of how the world works blocking various new views that will be realized. Mental models have limited the view of a person or group of people in seeing new things so that a person or group of people remains in the ways that are usually done both in thinking and acting (familiar ways of thinking and acting) (Brown, 1992).

The problem of mental models occurs when the mental models are tacit in a person (in the subconscious mind) but are not realized or not formulated in a real way so that when the world has changed (the world changed), there is a condition of unconsciousness that the mental models that are tacitly owned have been not in accordance with the conditions of the world today so that it causes someone to act, have views and have counterproductive perceptions with the various things faced at this time. Mental models can function positively

in organizations if they are managed well. The management of mental models is carried out from the surfacing step, to testing, to improving the internal picture of how the world works. This management is carried out as a breakthrough, especially in an effort to build a learning organization considering that mental models have a very significant influence on one's actions, views, and perceptions (Jhonson, 1983).

There are two things that need to be considered in managing mental models. Peter Senge describes the steps for managing mental models based on case studies at the companies Royal Dutch / Shell and Hanover. Each company takes different steps in an effort to build the expected mental models. First, providing a new business world view (incubating a new business worldview). Peter Senge studied the Royal Dutch / Shell company in its steps to manage mental models so as to generate strength for the company to survive the crisis and become the most powerful oil company in 1979. Mental models management is carried out with the main target of managers as decision-makers, forming group planning as implementers form new mental models, design scenario planning through the activities of collecting assumptions by managers, create scenarios according to assumptions and design new assumptions followed up by creating new scenarios and understanding new world conditions in the future, formulating predictions of a new world as a basic basis for formulating scenarios that have implications for birth mental models according to the new world presence in the future. This management has diluted the existing mental models (unfreeze mental models), then presents a new world view that is completely inconsistent with the assumptions that have been thought by managers. This new world view encourages changes in the mental models that managers have, resulting in views and actions that are in line with the new world (Shanahan, 2000).

Second, overcoming the basic disease of the hierarchy. Senge quoted the opinion of Hanover's CEO Bill O'Brien who said that: "In the traditional organization, the dogma was managing, organizing, and controlling, in the learning organization, the new dogma will be vision, values, and mental models". Based on this view, Hanover sees hierarchies as having diseases that can hinder organizational health, namely the organization is unable to find systematic ways to bring its personnel to develop the best mental models that encourage them to face existing situations. The disease must be overcome by improving the values attached to the traditional hierarchy (Hinshaw, 1980).

The disease occurs because of the wrong and deviant interpretation of the existence of certain values. As stated by Peter Senge on Hanover's steps in achieving its long-term mission to improve its traditional hierarchical values. O'Brien conveyed the need to find what the organization and discipline can provide in order to work in accordance with human nature (Senge, 1990).

Methodology

This type of research is descriptive qualitative research, in which the data collected is in the form of words, indept interview, pictures, not numbers . According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Meanwhile, descriptive research is a form of research that is intended to describe or describe existing phenomena, both natural phenomena and human engineering. The purpose of descriptive research is to make systematic, factual, and accurate descriptions of the facts and characteristics of a particular population or area. This study was used to determine the mental models owned by members of the Police Criminal Investigation Unit.

Results and Discussion

Mental models provide a solid foundation for encouraging multi-systems thinking. The all-systems thinking direction that leads to metanoia – a shift of mind will be closed with assumptions that are believed to be true as a result of usual thinking and acting (familiar ways of thinking and acting). Likewise, if mental models have a high level of openness to correction and accommodate various assumptions based on a systematic way of thinking, mental models can change and become a driving factor for the development of all systems thinking. All systems thinking will build mental models that are more open and able to read the real reality of the environment or world at hand.

The mental model that does not employ system-wide thinking, fails to analyze something that has a feedback relationship, the "sense of critical feedback relationships" is not sharp, so seeing the relationship between things that happen becomes difficult and closed, especially the relationship is often vague and not clear. Therefore, all members of the organization, especially managers, must learn to reflect on their mental models so that assumptions are open, a shift of view of all members must be managed, Senge explained through case examples in the beer buying and selling game.

But it requires a shift of view for most players. It means getting to the heart of fundamental mismatches between common ways of thinking about the game—what we will later call our "mental model" of it—and the actual reality of how the game works. Most players see their job as "managing their position" in isolation from the rest of the system. What is required is to see how their position interacts with the larger system.

This view explains the importance of a strong relationship between mental models and all systems thinking. Changing mental models through a shift in thinking from the old way of thinking that is usually done to accommodate new ways of thinking (thinking in all systems), this will open a view of how the world around them actually works. Thus, the result of integrating all systems thinking with mental models not only improves mental models but changes the way of thinking, from mental models which are dominated by a view that sees an event as an independent event, to mental models that recognize events connected to events. others as a changing pattern (longer term patterns of change) and understand the basic structure that produces the pattern. *Mental models are internal images that show how a world or environment works.* Based on observations and interviews with a number of key informants, it was found that several mental models developed within the Bareskrim organization (Senge, 1990).

1. Senior – junior mental models

The mental models contained in Bareskrim show a pattern that is oriented towards senior-junior relationships. This senior-junior parameter is based on the background of the year of entry and graduation of members of the organization information education to become members of the Police at both the enlisted, non-commissioned, and officer levels. At the officer level, especially graduates of the Police Academy (Akp0l), the relationship between senior and junior is very strong. These mental models greatly influence organizational members (Bareskrim Polri) in interacting, behaving, and behaving or acting. The younger members of the organization in establishing relationships and communicating with seniors will display speech, gestures, and attitudes that show respect for their seniors, especially if seniors have higher ranks.

These mental models deliver and encourage individual learning in juniors because seniors are considered to have more experience and know more about various things including

dealing with work and understanding the task environment. Unit Officer Informants (Panit) revealed:

“In the beginning, I was more inclined towards joining the seniors, but after that, I started handling my own cases ...”. Likewise, an informant at the director level said, “I was taught by seniors but I was reprimanded, I am an apathetic person. Yes, apathy is also not good, apparently. So I have to stay in touch if I am a person like that”.

Respect for seniors, ethically often ignores ranks but does not mean that seniors who have lower ranks (including those who have retired) than juniors who have higher ranks can regulate and determine decisions and policies to run the organization formally. As the findings of the study, a senior in his position can have direct access to the leadership at Bareskrim (juniors) as a policy maker for the course of the investigation process but cannot influence the direction of the investigation. The informant in the position of Director said:

”Senior sebelumnya yang berada pada posisi calon tersangka yang ga bisa..(meminta untuk tidak diproses) sampe sekarang mbelet (memandel berusaha berbagai upaya untuk mewujudkan tujuannya), sampe kejaksan”.

The form of senior – junior mental models will be very visible when the relationship takes place parallel to the level of rank and position, this will have an effective and significant effect in moving organizational members to work and act. These senior – junior mental models can also be found in a number of organizations that still carry military traditions, and even conventional civilian institutions. These senior-junior mental models are also influential in shaping a work culture in the form of task implementation that places juniors properly and deserving of the workload as direct executors that are relatively more than seniors or higher ranks while the senior burden is more on supervision, control and taking responsibility. responsible for the results or achievement (success) of work implementation. Seniors take a responsible role because the senior position is in a 'superior' position or a higher rank or position, so that structurally they will accept the risk and burden of responsibility from every decision and action taken as well as problems faced by subordinates or subordinates.

This condition encourages junior learning in tactical and technical jobs to feel directly related to the details and obstacles faced in the field, while seniors undergo learning at the managerial level in the form of supervision and control and motivate the achievement of organizational goals. Seniors as superiors and juniors in subordinate positions continue to experience learning through experience enrichment. This was evidenced by a statement from one of the unit officer informants:

“We see how seniors check, sort of make letters, then after a long time following, we make later corrections to seniors”.

Senior – junior mental models are faced with an organizational reality where the quantity of human resources with adequate quality is very limited while the workload is very high (see appendix for data on cases received and completed every year) resulting in an accumulation of jobs for juniors as executors. When an overload occurs and the workload is unbalanced, so that the organization can continue to display performance and survive in the community, even though they experience limited resources, the implementing personnel will face and complete the work by applying a priority scale. Informants at the unit officer level revealed:

Yes, we are, in the end, the priority scale, which one is urgent or there are complaints that we are working on or urgent. For example, there is a job we were asked to be a

resource person, so finally that was the first, yes, in the end, the main work, if not asked frequently later, can still be postponed, yes?

These behaviors and actions are related to priority mental models which will be discussed in the next section.

2. Hierarchical mental models

Hierarchical mental models are an internal description of organizational members who understand that the organization is managed and works based on relationships, interactions, attitudes and behaviors among organizational members who are guided by hierarchies with hierarchical levels. These mental models are attached to each member of the organization formed by knowledge and observation of the realization of the institutions and norms as well as various things that have been experienced in organizational life, especially those related to hierarchy. The police organization has a hierarchical arrangement (norm) based on the rank strata of the ranks, namely Tamtama, Brigadier, Perwira. In the Tamtama group there are 6 levels, Brigadier 6 levels, and Officers have three groups, First Officers 3 levels, Intermediate Officers 3 levels and High Officers 4 levels.

Each level of rank has a different symbol, this symbol is clearly visible on the uniform of the National Police. Although Bareskrim members do not use un-uniform police when on a daily basis, the hierarchical mental models still direct with whom members of the organization interact so that they are not considered wrong (ethically and disciplinarily) both in attitude and behavior, especially in person to relationship. person. Speech, speech and gestures are strongly influenced by the mental models of this hierarchy. Hierarchical mental models also have a relationship and are interrelated with senior-junior mental models and in their implementation they affect organizational management which appears in the form of decisions, policies and directions both written and oral. In developing human resources, for example, promotion and career advancement at the ranks still pay attention to seniority. This means that Polri personnel, including those on duty at Bareskrim at the leadership and decision-making level, in behaving, acting and behaving are also influenced and consider factors of rank and senior-junior.

Faced with the practice of learning organization, hierarchical mental models encourage orderly learning management because apart from keeping open two-way communication patterns, discussions and dialogues (as one of the team learning disciplines) include criticism, input and suggestions, but hierarchical mental models require Such communication must formally be guided by certain ethics, procedures and procedures. Informants at the Director level conveyed:

For example, I have a stain on my back, I ask you to remember. Anyone must have manners. Because I am human. Forgetting is possible. If something goes wrong, please, whoever was before. If there is something wrong please reveal

Hierarchical mental models also provide individual learning related to awareness of position at a certain level to always self-correct as appropriate and appropriate things that must be owned by him in that position in the organization both related to competence and integrity. The findings of the statement of the head of the organization:

Therefore, I ask all of us who are entrusted with it, friends now control all investigators under their control to really supervise one by one and do not let the Director to the level of the Director still carry out deviant actions.

The existence of this hierarchical mental models also forces members of the organization to learn according to what their superiors want. The informant revealed "How to handle the problem, I also ask for data collection because I am afraid that the leadership will ask, we are ready". Furthermore, as has been stated above, this mental model does not limit dialogue and discussion communication which requires equality between members of the discussion forum because organizational members have carried out learning so that they are able to activate and effectively use the mental models they have according to the situation at hand and the goals to be achieved. This learning has also enabled organizations to create forums for discussion and dialogue so as to create an exchange of knowledge and perceptions. The informant conveyed:

Yes, we always convey the progress of the investigation, in addition to the title of the case ... if there is a conflict between the investigator and the leader ... We follow the leadership, so far, this means that if there is an investigation or a lawsuit, yes we also have the basis we convey using official notes that steps we contradict the decision of the leader. Our official notes are in the form of suggestions, in writing ... through the sub-directorate to the Director "... Because of this, the system is being investigated so it can be said that there are no superiors and subordinates. In all this sense. All of them are investigators. The different ones are officers and non-commissioned officers. If an officer is an investigator, if a non-commissioned officer is an assistant investigator. And we all share. Every time we make an expression or an idea, we throw it on the floor.

Hierarchical mental models also reinforce learning from leaders or superiors related to responsibility, courage and calculation of all risks from decisions and policies taken in the investigation process where legality is strengthened by "signatures". Informants at the committee level conveyed:

Intervention in what form .. On the phone, or facing the Director ... Yes, we are in accordance with what was conveyed to the leadership and the leader who took the policy ... Directions and information and orders .. If it comes from the leadership it will be carried out ... Yes We have a hierarchy, we have superiors, if we order, we will do it as long as it is for the sake of certain tasks. Leaders and seniors, we have higher ranks according to rank ... because the leader determines the direction and he will sign it

3. Mental Model In group

In addition to hierarchical mental models, there are mental models in groups or network groups. These mental models are built on the basis of group categorization which is an instinctive human impulse to form an identity wherever they are (Paul, 1997). These mental models see organizations containing various groups that come together to share a certain identity. These mental models encourage organizational members to tie themselves to certain groups. Some groups that can be identified are one generation group in education, one assignment group and a group with similar social backgrounds. For example, an Akpol alumni group will form a group or network of Akpol alumni groups and this group will also contain a number of Akpol groups based on certain generations while at the Police Academy. In addition, there are groups that are not a Police Academy, or other groups based on their respective developmental education levels. Each group develops mental models in group.

The same identity in the group will build emotional closeness which also affects social distance closeness. Emotional closeness and social distance among organizational members

will strengthen solidarity and solidarity or solidarity in dealing with various things in the organizational environment. These two factors, namely solidity and solidarity, are aimed at keeping the group able to exist or live in its environment. The commitment to keep the group alive and beneficial to group members encourages group members to comply with and obey the various norms and institutions that develop within the group. Group members who do not comply with the agreed norms and institutions will be excluded from the group or receive sanctions, and vice versa. Mental models in this group will also lead to a way of thinking categorization that will influence group members in how to interact, communicate and behave with other parties. All this is done so that the group can survive and exist in its environment. These mental models are closely related to the existence of team learning as a group that continues to learn so that they can continue to live and develop in their environment. The findings show that mental models in groups encourage learning in groups and this condition is used by leaders to encourage performance achievement. Leadership level informants said:

Where's the Dirkrimum, what batch, what batch are you, have you ever met me ... Going home from here I asked for a clean brush, no gambling ... Generation ... (mentioning graduates of a certain year) where do you try to stand up, it's a lot, if it's a country This is not safe. Which is my fault ... in coaching (The informant mentioned his office when he was assigned to guide the force while still at the Police Academy) ”

Furthermore, the scope group that is in the mental models can be wider and can be narrower depending on which group is being used as the reference size. In the broad scope of the police organization, it is considered as a group and outside the police organization as an out group, it will encourage efforts to guard the police organization so that it continues to exist through various efforts.

In the implementation at the Bareskrim Directorate, the informants further conveyed the problems in dealing with various and developing crimes that require the ability to master various legal regulations which form the basis of law enforcement (legality). The existence of the mental models challenge supports the mental models of legality to direct the investigators' actions to understand the various existing regulations, study evidence and ask for opinions and suggestions from other people who are considered experts in certain fields related to actions that will be charged under the rule of law. The mental models challenge enables obstacles and difficulties in the law enforcement process to be transformed into hopes and opportunities. This is the creativity of the members of the organization.

The mental models challenge is also related to hierarchical mental models by attaching one's ability based on the perspective of him being in a higher rank and position or being in an organization at the central level (Mabes Polri) so that he is motivated to be better able to overcome and solve legal handling problems that are considered complex and complex though.

Mental models based on their function within the organization can be grouped into 3 (three) namely First; mental models that support group solidarity and solidarity are called group existence mental models. Second; Personal and third save mental models; mental models of legality. These three mental models work within Bareskrim members and influence the organization. Mental models of group existence include mental models in groups, seniors - juniors, hierarchies, images, group self-esteem, priorities and mental models challenge. Mental models that work to regulate the relationship between individuals in an organization are dominated by senior – junior mental models (ex: lefting – graduation year). Mental

models exist to strengthen hierarchical mental models (levels of position and rank) (Roy, 1993).

Along with the two mental models above, there are also work priority mental models to determine appropriate responses and actions in group life so that individuals are not excluded from the group or at the organizational group level. Bareskrim is able to live and adapt between various forces and interests because of mental models. priorities supported by understanding in seeing reality (personal mastery practice) can precisely determine positions and actions that are favorable for the existence of the organization.

In addition, harmonization of the relationship between senior-junior mental models and hierarchies will strengthen individual relationships because when harmonization occurs, conflicts can be avoided and group stability occurs due to compliance with the institutions that are mutually understood (common institutions) governing senior-junior and senior relations. hierarchy either in the form of ethics or norms, written or unwritten (Leonardo, 1996).

This condition strengthens the unification of the group where the mental models in group will work stronger. Mental models in group will also strengthen group identity so that the group becomes its personal self. The group becomes a part of itself that must be maintained in its dignity and because the view of one group member acting has an overall impact on the group.

This understanding strengthens the mental models of the self-esteem of groups that are active in conjunction with imaging mental models to keep the views of other parties (out group) from giving negative stigma or stereotypes to the group so that various methods are used to reinforce the positive views of others, including maintaining a good image of the group. Efforts to maintain the good image of the group means that the group has to be seen as having good competence and morals so as to encourage the active mental models challenge that is the background of the attitudes and behaviors that dare to face challenges so that the existence of the group can be maintained.

Other mental models outside the group mental models that are oriented towards strengthening the existence of groups are mental models save personal vision (Vincent, 2003). These mental models are oriented to self-interest so that they are opposed to mental models that are oriented towards strengthening group existence while legality mental models can support and live when a group works and behaves not in conflict with written rules, norms and rules and vice versa.

Conclusion

Mental models of group existence include mental models in groups, seniors - juniors, hierarchies, images, group self-esteem, priorities and mental models challenge. Mental models that work to regulate the relationship between individuals in an organization are dominated by senior – junior mental models (ex: lefting – graduation year). Mental models exist to strengthen hierarchical mental models (levels of position and rank).

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