DRIVING LICENSE EXAMINATION BY CIMAHI POLICE TRAFFIC REGIDENT UNIT TO ENHANCE DRIVERS COMPETENCE

Althafandika Yaqzhan[1], Delano Irsyad[2], Evan Rizky[3], Jauza Pradipta[4], Khalifah Chairul[5], Praditya Arya[6], Timbul Yosefin[7]
[1]Angkatan ke-56, Akademi Kepolisian (Althafandika Yaqzhan)
email: althafkhrisna@gmail.com
[2]Angkatan ke-56, Akademi Kepolisian (Delano Irsyad)
email: delanoirsyadsatyawada@gmail.com
[3]Angkatan ke-56, Akademi Kepolisian (Evan Rizky)
email: evanwirawan96@gmail.com
[4]Angkatan ke-56, Akademi Kepolisian (Jauza Pradipta)
email: jauzapradipta.work@gmail.com
[5]Angkatan ke-56, Akademi Kepolisian (Khalifah Chairul)
email: khalifahsaktiadi@gmail.com
[6]Angkatan ke-56, Akademi Kepolisian (Praditya Arya)
email: prdty.rya@gmail.com
[7]Angkatan ke-56, Akademi Kepolisian (Timbul Yosefin)
email: timbulnadapdap7@gmail.com

ABSTRACT

This study aims to evaluate the effectiveness of driving license testing practices implemented by the Cimahi Police Regident Unit in improving motor vehicle driver competence. The research focuses on the application of technology, particularly the Computer-Based Test (CBT) system, and the role of digital leadership in enhancing the testing process. Qualitative research methods, including interviews, observations, and document analysis, were employed to collect data from various stakeholders, such as police officers, driving examiners, and test takers. The findings reveal that the implementation of the CBT system has significantly improved the efficiency and objectivity of the testing process. However, challenges such as technical issues and the need for continuous training for examiners persist. Moreover, the study underscores the importance of strong digital leadership in driving the digital transformation of the testing process. Recommendations are provided to further optimize the testing practices and enhance driver competence, including strengthening technical support, providing regular training for examiners, and fostering a culture of innovation and continuous improvement within the unit.

Keywords: *driving license testing, digital technology, CBT system, digital leadership, driver competence.*

I. BACKGROUND

1.1. Introduction

The ability to drive a motor vehicle is an important aspect in ensuring road safety. Adequate driver competence is essential in order to operate a vehicle safely and efficiently, given the high risk of traffic accidents on the road. One form of recognition of a person's driving competence is the ownership of a Driving License (SIM). A SIM is not only an official document that every motor vehicle driver must have, but also proof that the driver has the skills, knowledge, and driving attitude that are in accordance with the established standards.

Driver competence does not only depend on the testing process carried out by the Regident

Unit, but is also influenced by various factors. Internal factors such as the readiness of Polres members in providing services and information to the public play an important role in improving the quality of the testing process. Well-trained members can provide effective socialization regarding the procedures and requirements for making a SIM, so that prospective drivers have a better understanding of the safety aspects of driving. In addition, the readiness of the test equipment used, such as the Computer-Based Test (CBT) system, is also a determining factor in assessing driver competence objectively and accurately.

Digitalization in SIM testing through the use of the CBT system is an innovative step implemented by the Cimahi Police Traffic Unit to increase transparency and efficiency in the testing process. However, the implementation of this system requires readiness both in terms of infrastructure and the ability of personnel to operate and manage the system optimally. Leadership from Indonesian National Police members in the Regident Unit is an important factor in organizing and managing changes towards digitalization. The ability of members to lead and direct the digital transformation process will affect the success of implementing the technology in the testing process.

Considering the various factors that affect driver competence and the challenges faced in the SIM testing process, it is important to evaluate the testing practices carried out by the Regident Unit of the Cimahi Police Traffic Unit. This study aims to examine how the SIM testing practices carried out can contribute to improving the competence of motor vehicle drivers, as well as analyzing the factors that influence the success of the testing process, both from internal, external, and digitalization aspects. This evaluation is expected to provide recommendations to improve the quality of SIM testing services and ultimately improve driving safety in the jurisdiction of the Cimahi Police.

1.2. Research Problem

The problems that will be discussed in this research are as follows:

a. How is the application of technology in the practice of SIM testing by the Cimahi Police Traffic Unit Regident Unit to enhance the competence of motor vehicle drivers?
b. What factors influence the practice of SIM testing by the Cimahi Police Traffic Unit Regident in order to enhance the competence of motor vehicle drivers?
c. How is the implementation of digital leadership in the practice of SIM testing by the Cimahi Police Traffic Unit Regident to enhance the competence of motor vehicle drivers?

1.3. Research Purposes

The objectives of this research based on the formulation of the problem above are as follows:

a. Analyzing the application of technology in the practice of SIM testing by the Regident Unit of the Cimahi Police Traffic Unit to enhance the competence of motor vehicle drivers.
b. Identifying factors that influence driving license testing practices at the Cimahi Police Traffic Unit Regident Unit, including challenges and support that play a role in enhancing driver competence.
c. Exploring the application of digital leadership in the practice of SIM testing at the Cimahi Police Traffic Unit Regident Unit to support enhancing the competence of motor vehicle drivers.

1.4. Benefits of Research

a. Theoritical Benefits

1. The researcher hopes that the results of this study can be used to develop police science, especially in the field of traffic in the implementation of driving license testing practices that use technology in them.
2. Through the results of this study, the researcher also hopes that future writers with similar titles can be helped. The

results of this study are expected to be a reference used as a reference or comparison that can help complete the research.

b. Practical Benefits

The results of this study are expected to provide suggestions and input as considerations for the Indonesian National Police, specifically at the Cimahi Resort Police, especially in the field of traffic in the implementation of SIM traffic testing both digitally and in theory, to enhance the competence of motor vehicle drivers. Through the efforts that have been evaluated, it is hoped that the implementation of SIM traffic testing with the role of the regident unit can enhance the competence of motor vehicle drivers. In addition, the results of this study are expected to help in determining the policies that will be set at the Cimahi Resort Police.

II. LITERATURE REVIEW

2.1. Concept

a. Testing Practice Concept

Testing is a process carried out to verify and validate whether a system, product, or procedure works according to previously set specifications and expectations. This testing aims to ensure that the final results obtained are in accordance with the expected quality standards, are free from errors, and are able to meet the needs of users or stakeholders. During the testing process, data is collected and analyzed to evaluate system performance and detect any discrepancies. This testing can be done manually or automatically, depending on the complexity and needs of the project. In manual testing, the tester directly checks and validates the system based on test scenarios. Whereas in automated testing, scripts or software are used to run tests repeatedly and more efficiently. After testing is complete, the results are analyzed to determine if any defects or problems are found. If so, repairs and retesting arecarried out until all problems are resolved and the system is running according to specifications. The final stage of the testing process is reporting, where all findings, analysis, and recommendations for improvement are documented in a structured report. This report provides an overview of the quality of the system and becomes evaluation material for future development.

b. Concept of Competence

Competence is a set of knowledge, skills, attitudes, and behaviors that a person has to be able to perform a task or job effectively and efficiently. Competence includes more than just technical abilities; it also includes personal aspects, such as professional attitudes, communication skills, and critical thinking skills that are needed to complete a task well in a given context. Competence is a key element that connects theoretical knowledge with its application in real life, enabling individuals and organizations to achieve optimal results in various contexts.

c. Motor Vehicle Driver Concept

A motor vehicle driver is an individual who operates or controls a motor vehicle, be it a car, motorcycle, bus, or truck, with the aim of moving from one place to another on the highway. The driver has a great responsibility to ensure the safety of himself, his passengers, and other road users. For this reason, a driver must have adequate knowledge, skills, and attitudes in driving in accordance with traffic rules and ethics. Motor vehicle drivers involve a combination of technical competence, compliance with regulations, and a responsible attitude in driving. A good driver not only focuses on his own goals, but also has social awareness and strives to create safe and orderly traffic conditions for all road users.

2.2. Theory

a. Behaviorist Theory

Behaviorist learning theory emphasizes learning outcomes, namely changes in behavior that can be observed, measured and assessed concretely. Learning outcomes are obtained

from the process of strengthening responses that arise with the learning environment, both internal and external. Learning means strengthening bonds, relationships, traits and tendencies to change behavior. Behaviorist theory in learning is an effort to form desired behavior. Behaviorist theory is often referred to as stimulus response learning. Student behavior is a reaction to the environment and all behavior is the result of learning. Behaviorist learning improves the quality of learning if its application is reintroduced in learning. Based on its components, this theory is relevant to use in learning lately. The application of behaviorist learning theory is easy to find in schools. This is due to the ease of applying this theory to improve student quality.

The learning objectives according to behaviorist theory emphasize the addition of knowledge and creativity. According to researchers, this theory is very helpful. Because it is in line with the concept of dikmas which is an educational extension effort. This theory is in line with and supports research because this theory explains that stimulus influences response. The stimulus given is dikmas lantas, and the response is the desire to learn knowledge about traffic that has been taught and the actions of the community to apply their increased knowledge.

b. Constructivist Theory

One of the principles of educational psychology is that teachers/educators do not simply provide knowledge to students, but students must actively build knowledge in their minds. The figures who play a role in this theory are Jean Piaget and Lev Vygotsky. Constructivism Theory is defined as generative learning, namely the act of creating meaning from what is learned. This is certainly different from the behaviorist school of thought that understands the nature of learning as a mechanistic activity between stimulus and response. Constructivism theory understands learning more as a student activity to build or create knowledge by giving meaning to their knowledge according to their experience (Widodo, 2005).

Constructivism is actually not a new idea, what we have gone through in our lives so far is a collection and development of experience after experience. This causes someone to have more dynamic knowledge. The constructivist approach has several characteristics: (1) Students are not seen as something passive but have goals, (2) Learning considers the process of student involvement as optimally as possible, (3) Knowledge is not something that comes from outside but is constructed personally, (4) Learning is not the transmission of knowledge, but involves the arrangement of class situations, and (5) The curriculum is not just studied, but a set of learning, materials, and sources.

III. RESEARCH METHODS

The research employed a qualitative approach to explore the implementation of the Computer-Based Test (CBT) system in driving license examinations by the Cimahi Police Traffic Unit. Using a field research method, data were gathered through structured interviews, non-participatory observations, and document studies. Primary data sources included insights from officers such as Head of Traffic Unit of Cimahi Police and Head of Traffic Police Registration Unit of Cimahi Police, driver's license examiners, and test takers, while secondary data encompassed Cimahi Police Traffic Unit Policy Document, Driving License Test Implementation Report, Cimahi Police Traffic Unit Organizational Structure, and CBT Implementation Evaluation Document.

The study applied descriptive qualitative analysis, focusing on data collection, data reduction, data presentation, and conclusion verification. Triangulation techniques ensured data validity, incorporating multiple sources and perspectives to enhance credibility which involves collecting data from multiple sources and using different methods to gain a clearer and more complete understanding. In this

study, the researcher used 4 (four) triangulation methods, namely triangulation of data sources, methods, researchers, and theories. The research was conducted on-site at the Registration and Identification Unit (Regident) of the Cimahi Police Traffic Unit, providing contextual and empirical insights into the implementation of CBT, the role of digital leadership, and challenges faced in enhancing driver competence.

IV. RESULT AND DISCUSSION

4.1. General

The Cimahi Police Department is part of the Indonesian National Police, responsible for maintaining security, public order, and law enforcement in Cimahi and its surrounding areas. As part of the West Java Regional Police, Cimahi Police encompasses various units, including the Traffic Unit (Satlantas), which plays a crucial role in traffic management and issuing driving licenses (SIM). With a humanistic and innovative approach, the Cimahi Police prioritize optimal service delivery through modern technology, such as the Computer-Based Test (CBT) system, to improve transparency and objectivity in theoretical SIM examinations, aiming to produce more competent drivers.

The CBT system in SIM testing seeks to raise applicants' awareness of traffic laws and driving responsibilities. Additionally, the testing process has been tightened to ensure candidates meet technical driving qualifications. The success of this system is affected by internal factors such as personnel readiness and infrastructure, as well as external factors, including public digital literacy and supporting policies. This digital transformation aims to reduce traffic violations and improve road safety.

This study explores the role of technology and digital leadership in supporting the transformation of public services in the Unit Regident of Cimahi Police. Digital leadership is deemed crucial in ensuring the successful implementation of technology by managing changes and enhancing team competence. The research aims to analyze the application of CBT technology, identify challenges faced, and provide strategic recommendations to improve the quality of SIM testing and support digital transformation within law enforcement institutions.

4.2. Technology Implementation in Driving License Examination to Enhance Driver's Competence

The implementation of technology in the driving license (SIM) testing process by the Unit Regident of Cimahi Traffic Police aims to enhance driver competence and can be analyzed through behaviorist theory, which focuses on the relationship between stimuli and responses in shaping behavior. Key principles of this theory, such as Stimulus-Response, Reinforcement, and Habit Formation, were developed by figures like Edward L. Thorndike, who proposed the Law of Effect, Ivan Pavlov with classical conditioning, and B.F. Skinner with operant conditioning. These principles emphasize that behaviors are influenced by positive or negative consequences and can be shaped through consistent practice and reinforcement.

The application of Computer-Based Test (CBT) technology in the SIM testing process by the Unit Regident of Cimahi Traffic Police aligns with behaviorist principles to enhance driver competence. CBT serves as a consistent stimulus to evaluate drivers' knowledge of traffic rules and ethics, ensuring standardized and objective testing. The expected response is enhanced understanding and skills, reflecting the behaviorist notion that learning occurs through stimulus-response interactions. Positive reinforcement is provided via SIM issuance for those who pass, while those who fail must retake the test, encouraging better preparation. Practical driving tests and repeated practice further establish safe driving habits. This approach effectively applies behaviorist principles, aiming to develop competent, responsible drivers and reduce traffic violations

and accidents.

4.3. Factors that Affect Driving License Examination to Enhance Driver's Competence

The process of testing for a driver's license (SIM) at the Registration and Identification Unit (Regident) of the Cimahi Police Traffic Unit (Satlantas) plays a crucial role in ensuring the competency of motor vehicle drivers. This process assesses the knowledge, skills, and attitudes of prospective drivers in line with traffic safety standards. The effectiveness of the SIM testing process is influenced by various internal and external factors, such as the quality of human resources (HR), infrastructure, testing procedures, and external influences like driver awareness, regulatory policies, and traffic conditions.

Internally, the competency of the testing officers, their ongoing training, and the availability of adequate facilities and technology (like computer-based testing) are key factors in ensuring the quality of the testing process. Consistent operational procedures and a fair, standardized approach contribute to the credibility and effectiveness of the process. Externally, the level of driver knowledge, public awareness of traffic rules, and the condition of local traffic infrastructure also play significant roles in the success of the testing process. Government regulations and cooperation with driving schools further support the development of competent drivers.

The testing process can be analyzed through two psychological theories: behaviorism and constructivism. Behaviorism focuses on shaping driving behavior through repeated stimuli and reinforcement, such as through computer- based tests and practical driving tests, which lead to desired behaviors. Constructivism, on the other hand, emphasizes learning through personal experience and reflection, where candidates internalize traffic rules and driving skills through practice and feedback from the examiner. By integrating both approaches, the SIM testing process can better foster driver competence and contribute to road safety.

4.4. Digital Leadership in Driving License Examination to Enhance Driver's Competence

The application of Transformational Leadership theory, as proposed by James MacGregor Burns, emphasizes the role of leaders in inspiring and motivating followers to achieve positive change. In the context of the Registration and Identification Unit (Regident) at the Cimahi Police Traffic Unit (Satlantas), digital leadership is analyzed through this lens, where leaders act as agents of change to drive digital transformation, improving both the efficiency of the testing process and the competence of motor vehicle drivers. The adoption of technology, such as Computer-Based Testing (CBT), is central to this transformation, enhancing transparency, efficiency, and objectivity in the testing process.

Transformational leaders inspire and motivate personnel by providing clear vision and direction. In the Unit Regident, leaders encourage personnel to embrace new technology and methods, offering training and support to build confidence in using CBT systems. Leaders also empower staff by recognizing and rewarding good performance, fostering a sense of ownership and accountability in the transformation process. This motivation not only boosts morale but also ensures the continued success of the digital transformation, enhancing the overall effectiveness of the SIM testing process.

Additionally, Transformational Leadership focuses on achieving shared goals through collaboration. In the Unit Regident, the primary goal is to enhance driver competence and road safety. Leaders integrate technological approaches with humanistic ones, ensuring that the testing process remains efficient while also producing responsible drivers. By fostering open communication, including through digital platforms for traffic education and test

information, leaders create a participatory environment that supports the achievement of these shared objectives. Through this approach, digital leadership at Unit Regident transforms the SIM testing process, leading to safer roads and more competent drivers.

V. CONCLUSION & RECOMMENDATION

5.1. Conclusion

Based on the research, the implementation of Computer-Based Testing (CBT) in the driver's license (SIM) testing process at the Registration and Identification Unit (Regident) of Satlantas Polres Cimahi has proven effective in improving transparency, efficiency, and objectivity. This has positively impacted the competence of motor vehicle drivers, contributing to traffic safety. Additionally, digital leadership has played a strategic role in supporting the digital transformation within the Unit, with leaders inspiring and motivating personnel to integrate technology into the testing process. However, the study also identified challenges, such as limited digital literacy among the public and the need for better supporting infrastructure.

5.2. Recommendation

Based on the conclusions, several recommendations can be made to improve the SIM testing process at the Regident Unit of Satlantas Polres Cimahi. First, the unit should continue to enhance its technology infrastructure, including both hardware and software, to support digital-based SIM testing. Additionally, efforts should be made to increase digital literacy among prospective drivers, through online tutorials and exam simulations. Continuous training for personnel on new technologies and testing methods is also crucial to improve service effectiveness. Strengthening digital leadership through training will ensure the successful and adaptive integration of digital transformation.

Furthermore, regular evaluation and monitoring of the technology-based SIM testing process is necessary to ensure its relevance to the changing traffic conditions and public needs. By implementing these recommendations, the Regident Unit can improve the quality of SIM testing, enhance driver competence, and contribute to greater road safety. These efforts will not only improve the effectiveness of the testing process but also support a safer and more competent driving culture in the community.

REFERENCE LIST

Hasibuan, N. M., 2020., *Proses Pelayanan Pembuatan Surat Izin Mengemudi (SIM) di Kantor Polresta Pekanbaru.*

Faradillah, R., 2023., *Kualitas Pelayanan Surat Izin Mengemudi (SIM) di Kantor Satlantas Polres Wajo.*

Jalil, A., 2023., *Kualitas Pelayanan dalam Pengurusan Surat Izin Mengemudi di Satuan Penyelenggara Administrasi Polrestabes Makassar*.

Hayati, R., 2020., *Pengertian Subjek Penelitian dan Contohnya*.

Indra, P., & Suputra, M., 2023., *Teori Belajar Behavioristik Dalam Pembelajaran*.

Moleong., 2017., *Fenomena Penelitian,* Bab iii

Sholihin, R. (n.d.). *JAMPARING: Jurnal Akuntansi Manajemen Pariwisata dan Pembelajaran Konseling Membangun Kesadaran Hukum Siswa Dalam Berkendara*