

Talent Scouting Strategy for Police Academy Graduates to Capture Digital and Ai Competencies in Police Headquarters Personnel

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This research is motivated by the changing global threat landscape arising from the negative side of developments in science, technology, and information related to the existence of Artificial Intelligence (AI). Therefore, the Indonesian National Police (Polri), which plays a role in maintaining a safe and orderly environment, requires competent human resources to prevent these potential threats. Based on these issues, this study aims to analyze the implementation of talent scouting for Police Academy graduates to recruit personnel with digital and AI competencies for placement at the National Police Headquarters and analyze the supporting and inhibiting factors for the implementation of talent scouting. the.

This research uses the Strategic Talent Management Theory and the Resource-Based View as its analytical tools. This study applies a constructivist paradigm to enable researchers to understand and explore issues in the field in depth. This research method utilizes qualitative research with a case study approach. Data were obtained through interviews, observations, and document studies, which were then analyzed through data reduction, data presentation, and data verification.

This research shows that the implementation of talent scouting for Police Academy graduates to recruit personnel with digital and AI competencies at the National Police Headquarters is currently in a transitional stage. The ongoing process has not fully identified key digital/AI positions, has not established a specific talent pool, and has not implemented a differentiated human resource architecture for these competencies. The success of this implementation is influenced by Supporting factors are currently insufficient to establish digital and AI competencies as strategic resources that meet VRIN criteria. Meanwhile, inhibiting factors indicate weaknesses in physical resources, human resources, and organizational resources. These weaknesses hinder the creation of a sustainable competitive advantage for the National Police Headquarters. To address these issues, the National Police Headquarters needs to

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of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>). strengthen its digital and AI-based talent scouting policy through strategic position identification, competency standards, and an integrated talent pool.

Keywords : strategy, talent scouting, competency, digital, and AI.

Introduction

Advances in Artificial Intelligence (AI), particularly deepfake technology based on Generative Adversarial Networks (GANs), are becoming a crucial factor in changing the global threat landscape. Cybersecurity theory emphasizes that the digital space has become a new domain in power contests between states and non-state actors, where information serves not only as a communication tool but also as a strategic instrument in conflict. This aligns with the concept of hybrid warfare, which explains that modern warfare is no longer limited to the use of conventional military force, but rather combines various non-military instruments such as propaganda, disinformation, and manipulation of public perception to achieve geopolitical goals (Putra and Burhanudin, 2026).

Based on the mandate of Law Number 2 of 2002 concerning the Indonesian National Police, the Indonesian National Police as an institution that maintains security, public order, law enforcement, protection, and care as well as services to the community has a strategic position in maintaining a Kamtibmas environment in order to maintain the continuity of national development. The success of the Indonesian National Police in carrying out its duties is largely determined by human resources (HR), which have adequate quality in understanding their functions and roles within the Indonesian National Police institution. To achieve this, in Article 21 paragraph 2 of Law Number 2 of 2002, it is stated that "The development of members of the Indonesian National Police includes the provision, education, use, maintenance, and termination of service" which is better known as the human resources (HR) management cycle of the Indonesian National Police.

These steps to develop Polri human resources need to be supported by organizational human

resource management planning. The goal is to ensure that an organization can provide the right workforce (HR) to fill various positions, functions, fields, and jobs at the right time, achieving maximum results and achieving Polri's vision and mission. To support these steps, an appropriate strategy is needed, one of which is recruiting Polri members through talent scouting, to obtain HR with talents and performance capabilities that meet predetermined requirements (Ratnasari and Putra, 2024).

Based on the results of document studies from several studies, it shows that digital leadership in the Indonesian National Police is currently underdeveloped due to limited technological skills and the lack of a systematic digital leadership identification system (Muchtar and Soeleman, 2025). Sobrun and Jauhari (2025) also stated that the Indonesian National Police currently still faces the challenge of a digital skills gap in personnel. Hawari, Basir, and Setyabudi (2021), in their research also revealed that currently many Police Academy graduates are still being transferred to other positions, which further indicates a challenge in talent retention. Dewi (2025) and Akili & Achmad, (2023), in her research also stated that the problem of low digital literacy among Indonesian National Police human resources can prevent digital competency development programs and a culture of innovation from developing optimally.

Based on the researcher's observations in the field, the current talent scouting process for Police Academy graduates is still more oriented towards traditional competencies, with the addition of basic digital literacy, so it is not optimal in capturing talent with advanced digital and AI competencies required by the National Police Headquarters. This condition certainly does not meet the expectation that the National Police, especially the Police Human Resources

assigned to the National Police Headquarters, have high digital and AI skills to support the Police's digital transformation towards an organization that is adaptive, predictive, and responsive to technological developments and the threat of crime in the current and future digital era.

Based on the findings in the field, a gap was identified between the high demand for digital and AI skills among the Indonesian National Police's human resources and the availability of graduates with those skills at the Police Academy. This issue also indicates that the current talent scouting process has not been able to capture digital and AI competencies, indicating that The personnel recruitment and placement system is still not fully aligned with the strategic needs of the organization in supporting the digital transformation of the Indonesian National Police.

Based on these issues, an analysis of the implementation of talent scouting for Police Academy graduates is needed to recruit personnel with digital and AI competencies for placement at the National Police Headquarters and to analyze the supporting and inhibiting factors for the implementation of talent scouting. Based on these needs, the research title that can answer these problems is "**TALENT SCOUTING STRATEGY FOR POLICE ACADEMY GRADUATES TO CAPTURE DIGITAL AND AI COMPETENCE IN POLICE HEADQUARTERS PERSONNEL**". The results of this study are expected to provide recommendations for more effective and adaptive talent scouting strategies, as well as provide input for Polri leaders in refining the recruitment, selection, and placement systems of personnel to be more aligned with the needs of the organization's digital transformation.

Theoretical basis

The theories used as analytical tools in this research include :

1. Strategic Talent Management Theory
Strategic Talent Management is a strategic construct that developed from the realization that

talent management cannot be equated with general human resource management. Collings and Mellahi (2009) provide a strong theoretical foundation by defining Strategic Talent Management as a series of activities and processes that include the systematic identification of key positions that contribute differentially to an organization's sustainable competitive advantage, the development of a talent pool of high-potential and high-performing individuals, and the construction of a differentiated human resource architecture. This approach emphasizes that the right starting point is strategic positions, not merely talented individuals, so that organizations can allocate resources more effectively.

In its operationalization, Strategic Talent Management is implemented through a series of interrelated steps. Azzahra and colleagues (2025) formulated six main stages that can serve as practical guidelines, including:

- a. Talent acquisition, namely the process of identifying, attracting, and recruiting individuals who have high potential according to the needs of the organization's strategic positions.
- b. Talent training and development, where individuals who have entered the talent pool are equipped with competencies through training programs, mentoring, and career development so that they are able to meet the demands of strategic roles.
- c. Talent deployment, namely placing talent in the right position so that their contribution is aligned with organizational goals.
- d. Talent performance management, where individual performance is monitored, evaluated, and directed on an ongoing basis.
- e. Talent retention, which aims to retain talented individuals through compensation policies, career development, and the creation of a supportive work environment.
- f. Talent release, namely the planned management of talent leaving the organization, either through rotation, promotion, or separation that does not harm the organization.

Further developments have shown that these steps should not be isolated but rather integrated. Patel and Dave (2025) emphasize the importance

of integrating recruitment, development, and retention within a strategic framework aligned with organizational goals. This integration is seen as key to creating a sustainable talent pipeline. Meanwhile, Cania and Prendi (2024) link Strategic Talent Management practices to job satisfaction and corporate performance, demonstrating that performance, engagement, collaboration, and impact on business outcomes are key determinants of the strategy's successful implementation.

On the other hand, Schinnenburg and Böhmer (2025) provide a critical perspective on the dominance of exclusive approaches that focus only on a small group of high potentials. They emphasize the importance of considering frontline and essential workers in the talent management discourse, especially amidst demographic challenges and digital transformation. Therefore, strategic talent management measures must not only be technical but also adapt to the organizational context and external environmental dynamics.

Based on this explanation, Strategic Talent Management has evolved from a strict conceptual definition to an integrated practical framework. This theory requires organizations to systematically identify key positions, build a talent pool, implement a differentiated HR system, and execute a series of steps from talent acquisition to talent exit management. This process is dynamic and requires continuous adjustment to support the organization's competitive advantage amidst increasingly rapid change.

2. Resource-Based View Theory

The Resource-Based View (RBV) is a strategic theory that emphasizes that an organization's sustainable competitive advantage stems from its internal resources, not solely from its industry position or external factors. Barney (1991) developed this theoretical framework by arguing that firms within an industry can be heterogeneous in terms of the resources they control, and that these differences can persist because resources are not completely transferable between firms. The basic assumption of the RBV contrasts with the traditional industrial model, which assumes resources are homogeneous and

easily transferred. In the RBV view, a firm's resources encompass all assets, capabilities, organizational processes, firm attributes, information, knowledge, and other things controlled by the firm that enable it to design and implement strategies to improve efficiency and effectiveness. These resources can be classified into three main categories:

- a. Physical capital resources (technology, equipment, location),
- b. Human capital resources (training, experience, intelligence, relationships, and individual insight),
- c. Organizational capital resources (formal structure, planning, control, coordination systems, and informal relations within and outside the organization).

Madhani (2009) reinforces this explanation by stating that the RBV analyzes and interprets an organization's internal resources and emphasizes the importance of resources and capabilities in formulating strategies to achieve sustainable competitive advantage. Resources are viewed as inputs that enable a company to carry out its activities, while internal capabilities determine the strategic choices made when competing in the external business environment. Not all resources are strategic. Competitive advantage only emerges when there is resource heterogeneity and resource immobility. Resources that are difficult to transfer, difficult to acquire, require a long learning curve, or require significant changes in the organizational climate and culture tend to be more unique and more difficult for competitors to imitate.

In order for resources to become a source of sustainable competitive advantage, Barney (1991) established four empirical indicators that must be met, which later became known as the VRIN framework, which are explained as follows:

- a. Resources must be valuable, that is, able to exploit opportunities or neutralize threats in the organizational environment.
- b. These resources must also be rare, so that they are not widely owned by competitors.

c. Furthermore, the resource must be difficult to imitate (imperfectly imitable) due to unique historical reasons, social complexity, or causal ambiguity that makes it difficult for competitors to understand the relationship between the resource and the resulting advantage.

d. These resources must not have equivalent strategic substitutes (non-substitutable).

When these four criteria are met, these resources have the potential to generate sustainable competitive advantage. Mailani and colleagues (2024) in their systematic review asserted that VRIN/O characteristics are central to the RBV in efforts to achieve sustainable competitive advantage. They also pointed out that resources such as good supplier relationships and customer information can be categorized as VRIN/O resources that contribute to customer loyalty and long-term competitive advantage.

The development of RBV theory over the decade following Barney's (1991) publication demonstrates its growing influence within strategic management and related disciplines. Barney, Wright, and Ketchen (2001) note that the RBV has evolved through integration with various schools of thought, including neoclassical and evolutionary economics, and has been increasingly tested empirically. Resources within the RBV perspective extend beyond physical assets to include human resources, organizational resources, and intangible capabilities. Moya and Reyes (2018) developed a conceptual model for applying the RBV to public systems, demonstrating that this approach can be adapted not only to private companies but also to strategic and complex organizations, including public service systems.

In a more dynamic context, the RBV is often complemented by the concept of Dynamic Capabilities. De La O (2015) explains that although the RBV focuses on internal resources as the basis of competitive advantage, organizations also need the ability to integrate, build, and reconfigure internal and external competencies to adapt to rapid environmental changes. Sharma (2015) adds an evolutionary

perspective by emphasizing that capabilities are not static, but rather develop through interactions between industry players within a capability lifecycle. Meanwhile, Lubis (2022) strengthens the practical argument of the RBV by emphasizing that this approach allows organizations to assess internal assets, expertise, capabilities, and intangible resources to determine their strategic advantage. Thus, the RBV is not only a tool for analyzing existing resources but also a foundation for building an organization's strategic capacity through the management of unique, valuable, and difficult-to-imitate resources, while simultaneously demanding the ability to adapt to ever-changing environmental dynamics.

Research methods

This research uses a constructivist paradigm, which aims to subjectively understand social reality through the interpretation of meanings constructed by individuals or groups within a specific context (Creswell, 2020). This paradigm was chosen because the research focuses on the meanings, experiences, and perceptions of stakeholders regarding the talent scouting process for Police Academy graduates in developing digital and AI competencies.

This study employed a qualitative research method designed with a field research approach. The selection of this method and design aimed to provide researchers with a deep understanding of the opinions, experiences, and dynamics in the field related to the implementation of talent scouting strategies for Police Academy graduates, as well as the supporting and inhibiting factors in recruiting personnel with digital and AI competencies for placement at National Police Headquarters.

The data for this study were obtained from primary data through observations and interviews with a number of research informants selected and determined by the researcher. Furthermore, secondary data were obtained through document studies. This research was conducted at the Indonesian National Police Headquarters (Mabes Polri), specifically at Jl.

Trunojoyo No. 3, Kebayoran Baru, South Jakarta. The results were then analyzed using data triangulation techniques, which include data reduction, data presentation, and data verification.

Research Results and Discussion

Based on the results of this study, it can be analyzed as follows:

1. Implementation of Talent Scouting for Police Academy Graduates to Recruit Personnel with Digital and AI Competencies at the National Police Headquarters

Based on the research findings, it is known that the talent scouting implemented by the National Police Headquarters to recruit personnel with digital and AI competencies is carried out in several stages as follows:

a. Recruitment stage

In the 2026 Police Academy Cadet Selection, the Indonesian National Police (Polri) has just begun incorporating computer tests into the selection process. This test aims to measure basic digital device operation skills. Furthermore, the academic questions have been raised to Olympiad-level standards, emphasizing critical and analytical thinking over memorization. However, the test still focuses on basic digital literacy. There are no specific instruments yet to measure advanced digital competencies or AI capabilities, such as machine learning, data analytics, cybersecurity, or prompt engineering.

b. Talent scouting

Based on National Police Chief Regulation Number 3 of 2019 concerning Police Talent Management, talent identification from Police Academy graduates is carried out by selecting a maximum of 15% of the top rankings from each class. This process is carried out by the Police's SSDM Binkar Bureau. In practice, the criteria for determining "talent" still refer more to: academic achievement during education at the Police Academy; Assessment Center results; integrity and general leadership potential. Furthermore, a problem encountered in the field is the lack of a specific mapping or talent pool that systematically separates and develops graduates with advanced digital and AI competencies.

c. Education at the Police Academy

Human Rights, AI, and Big Data -based curriculum will begin to be implemented in 2027. Currently (2026), the Police Academy has begun developing: a Police Social Science Laboratory that utilizes AI and big data, and Thematic Classes based on police functions. The current problem is that the comprehensive integration of digital and AI materials in the formation education curriculum is still in the preparation stage, and is not currently a core competency standard that is strictly measured.

d. Placement of graduates at the National Police Headquarters

The initial placement of Police Academy graduates within the National Police Headquarters work units is generally still determined based on: organizational needs; academic achievement; placement zoning; and psychological mapping results. A problem that has emerged is the lack of a specific mechanism to systematically place graduates with digital/AI competencies in strategic units within the National Police Headquarters, such as the Information and Communication Technology Division, the Cyber Criminal Investigation Unit, or the data analysis unit. Placement remains general and not yet fully competency-based for the digital domain.

e. Ongoing support efforts

The Indonesian National Police's (Polri) Human Resources Management (SDM) is developing a Talent Management Dashboard, which is expected to be able to map personnel competencies more digitally and in real time. Several regional police have begun conducting AI training for existing personnel, not just new graduates. Furthermore, internal research is attempting to develop a digital leadership prediction model using machine learning, but this is still limited to studies and has not yet become an official talent scouting tool.

In accordance with these findings, based on the perspective of Strategic Talent Management Theory, as put forward by Collings and Mellahi (2009) and further developed by Azzahra and colleagues (2025), Patel and Dave (2025), Cania and Prendi (2024), and Schinnenburg and

Böhmer (2025), it can be analyzed that the implementation of talent scouting for Police Academy graduates to recruit digital and AI competent personnel at the National Police Headquarters still does not fully fulfill the principles of Strategic Talent Management as a whole.

This analysis can be seen from the explanation of Collings and Mellahi (2009), in their research which emphasized that the starting point of proper Strategic Talent Management is the systematic identification of key positions that contribute differentially to the organization's competitive advantage, not solely to talented individuals. At the National Police Headquarters, strategic positions requiring digital and AI competencies, such as units in the Information and Communication Technology Division, the Cyber Criminal Investigation Unit, and the data analysis unit, should be the main starting point. However, research findings indicate that the ongoing process is still oriented towards general criteria such as academic achievement, integrity, and leadership potential, so it has not yet firmly positioned key digital/AI positions as the main foundation in talent scouting.

Judging from the operational stages formulated by Azzahra and colleagues (2025), several significant gaps remain. At the talent acquisition stage, the Indonesian National Police (Polri) has only included a computer test as a basic digital literacy instrument in the 2026 Police Academy selection. This instrument is not yet capable of measuring advanced digital competencies or specific AI capabilities. As a result, the talent acquisition process remains generic and not fully aligned with the needs of strategic positions at Polri Headquarters. At the training and development stage, an AI- and Big Data -based curriculum will only be implemented in 2027, while currently the integration of digital materials is still limited to laboratories and thematic classes. This situation indicates that digital/AI talent development has not yet become an integral part of the formation education system.

At the talent deployment stage, the placement of Police Academy graduates at the National Police Headquarters is still determined based on general

organizational needs, academic achievement, zoning, and psychological mapping results. A competency-based placement mechanism that systematically places individuals with digital/AI potential in relevant key positions is not yet available. This contradicts the principles of Strategic Talent Management, which require appropriate talent placement for optimal contribution. Meanwhile, the performance management, retention, and talent release stages have not been specifically designed to manage digital/AI talent, so a sustainable talent pipeline has not yet been fully formed.

Patel and Dave (2025) in their research emphasized the importance of integrating recruitment, development, and retention within a single strategic framework. Consistent with this explanation, field research findings indicate that these three elements are still operating in a fragmented manner. Supporting efforts such as the development of a Talent Management Dashboard and the study of digital leadership prediction models are positive steps, but they are still initial initiatives and have not yet become official instruments integrated into the talent scouting system. Cania and Prendi (2024) also noted that the success of Strategic Talent Management is largely determined by performance, engagement, and collaboration. In this regard, the lack of integration between stages has prevented the potential of digital/AI talent from being fully optimized among Police Academy graduates.

Schinnenburg and Böhmer's (2025) critical perspective is relevant. An overly exclusive approach to a small group of high potential talent without considering the context of digital transformation can hinder an organization's ability to build collective capabilities. Therefore, the Indonesian National Police Headquarters needs to develop a more adaptive approach, where the identification and development of digital and AI competencies is not only focused on superior individuals but also systematically integrated into the entire talent management chain.

The analysis above indicates that, based on a Strategic Talent Management perspective, the

current implementation of talent scouting for Police Academy graduates is still in a transitional stage. The ongoing process has not yet fully identified key digital/AI positions, has not yet established a specific talent pool, and has not yet implemented a differentiated HR architecture for these competencies. To support the competitive advantage of the National Police Headquarters in the era of digital transformation, integrated strengthening of all stages of Strategic Talent Management is necessary, from acquisition to sustainable talent management.

2. Supporting and Inhibiting Factors in the Implementation of Talent Scouting for Police Academy Graduates to Recruit Personnel with Digital and AI Competencies at the Indonesian National Police Headquarters

Based on the results of research in the field, it can be seen that there are several factors that influence The implementation of talent scouting for Police Academy graduates to recruit personnel with digital and AI competencies at National Police Headquarters. These factors include:

a. Supporting factors

1) The National Police leadership's commitment to digital transformation

The National Police leadership has consistently emphasized the importance of mastering AI, big data, and digital technology. This is evident in statements by the Deputy Chief of Police and the Chief of Police's Human Resources Department, as well as the President's directive to young officers to master AI and cyber systems. This commitment forms the political and policy foundation that supports the development of digital-based talent scouting.

2) The existence of talent management regulations

National Police Chief Regulation No. 3 of 2019 concerning National Police Talent Management provides a formal framework for the identification, determination, and development of talent, including those from Police Academy graduates, with a maximum of the top 15% per class. This regulation serves as the legal basis for developing a talent scouting system.

3) The start of implementing digital instruments in selection

In the 2026 Police Academy selection process, the Indonesian National Police (Polri) has included computer-based tests and raised the academic standard to Olympiad level. This step demonstrates an initial effort to select prospective cadets with basic digital literacy.

4) Development of HR digital infrastructure and systems

Talent Management Dashboard and Talent Management Information System are currently developing a Talent Management Dashboard and are expected to map competencies more digitally and in real time. Furthermore, the Police Social Science Laboratory initiative at the Police Academy utilizes AI and big data.

5) Young generation (Gen Z) awareness of technology

Most of the prospective male and female cadets at the Police Academy come from a generation already familiar with digital technology and AI through self-taught experience. This potential provides a foundation for further development.

b. Inhibiting factors

1) There is no specific instrument for advanced digital and AI competencies.

The computer tests currently in use are still limited to basic digital literacy. Instruments capable of measuring advanced competencies such as machine learning, data analytics, cybersecurity, or prompt engineering are not yet available. Consequently, the talent scouting process is unable to effectively identify digital talent.

2) The AI and Big Data curriculum has not been fully implemented

human rights, AI, and Big Data -based curriculum will begin to be implemented in 2027. Currently, the integration of digital materials at the Police Academy is still limited to laboratories and thematic classes, so it has not yet become a core competency standard that is strictly measured.

3) Talent management systems are still not integrated and real-time

The existing system is still manual and does not fully integrate digital competency profiles, career

potential, and job requirements. This leads to a mismatch between personnel competencies and organizational needs, including at the National Police Headquarters' strategic units.

4) Placement is not yet based on digital/AI competencies

Placement of Police Academy graduates at National Police Headquarters is still largely determined by general academic achievement, organizational needs, zoning, and psychological mapping results. There is no competency-based placement mechanism specifically for placing digital/AI talent in strategic units, such as the ICT Division, the Criminal Investigation Agency's cyber unit, or the data analysis unit.

5) Limited budget and educational infrastructure

The Indonesian National Police's education and training budget remains relatively small compared to the needs of digital transformation. Furthermore, the infrastructure and capacity of educators skilled in AI are also limited.

6) Organizational culture that is still dominated by hierarchy and seniority

A bureaucratic culture that emphasizes seniority and conventional approaches remains a barrier to encouraging innovation and managing digital competency-based talent. Resistance to change and weak incentives for digital talent also slow the process.

7) The competency gap between generations

There's a disparity between the tech-savvy younger generation and senior personnel who are less familiar with digital tools and AI. This situation impacts the effectiveness of knowledge transfer and collaboration in talent development. In accordance with these findings, the existence of various factors that influence the implementation of talent scouting for Police Academy graduates to recruit personnel with digital and AI competencies at the Indonesian National Police Headquarters when analyzed from the perspective of Theory Resource-Based View, as proposed by Barney (1991) and Bakti et al (2025), which provides the view that the sustainable competitive advantage of an organization is not solely determined by external

factors or position in the industrial environment, but rather comes from its internal resources. These resources must be heterogeneous or different between organizations, and not easily transferred or imitated by other parties. At the Indonesian National Police Headquarters, the digital and AI competencies possessed by Police Academy graduates are a form of human resources with great potential. However, the results of the study indicate that these resources have not been managed optimally so that they have not been able to become a source of strong and sustainable competitive advantage.

Barney (1991) then divided organizational resources into three main categories: physical resources, human resources, and organizational resources. When linked to research findings, existing supporting factors are largely still categorized as basic organizational and human resources. The commitment of the National Police leadership to digital transformation, the existence of National Police Chief Regulation Number 3 of 2019 concerning Talent Management, and the development of the Talent Management Dashboard are examples of organizational resources. Meanwhile, the awareness and familiarity of the younger generation (Gen Z) with digital technology constitutes a potential human resource. However, these resources are not yet fully strategic because they are still general in nature and have not been specifically designed for advanced digital and AI competencies.

In order for a resource to become a source of sustainable competitive advantage, Barney (1991) established four conditions known as the VRIN framework, namely:

- a. Valuable : resources must be able to exploit opportunities or overcome threats.
- b. Rare : resources are not widely owned by other organizations.
- c. Imperfectly Imitable (difficult to imitate): resources are difficult to imitate due to historical reasons, social complexity, or the difficulty of understanding the causes of their superiority.

d. Non-substitutable (not easily replaced): there are no other resources that can replace its function in an equivalent way.

Based on the VRIN perspective, the supporting factors found in the field are indeed valuable because they support the direction of the Indonesian National Police's digital transformation. However, these resources are not yet entirely rare, difficult to imitate, and still substitutable. For example, the computer tests implemented in the Akpol selection process are limited to basic digital literacy, so they don't yet create a significant difference compared to other organizations. Similarly, the talent management system is still under development, so it has not yet become a unique and difficult-to-replicate capability.

Conversely, the inhibiting factors identified indicate weaknesses in the quality of the National Police Headquarters' internal resources. The absence of specific instruments to measure advanced digital and AI competencies, the new AI and Big Data curriculum, which will be implemented in 2027, and the still-manual talent management system indicate that the organization's resources remain weak. Limited budgets and limited educational infrastructure reflect weaknesses in physical resources. Meanwhile, the organization's hierarchical culture and intergenerational competency gaps reflect weaknesses in both human and organizational resources. These conditions result in the resources being less strongly heterogeneous and relatively easily copied or replaced by other organizations.

Madhani (2009) emphasized that not all organizational resources are strategic. Competitive advantage only emerges if these resources meet the requirements of heterogeneity and immobility. This study's findings indicate that digital and AI competencies in Police Academy graduates have the potential to become strategic resources. However, because they have not been managed through an integrated system oriented toward specific competencies, this potential has not been fully realized. Mailani and colleagues (2024) also emphasized that VRIN/O characteristics are central to efforts to achieve

sustainable competitive advantage. Further field findings also indicate that these criteria have not been fully met.

Furthermore, in a more recent development of RBV theory, De La O (2015) and Sharma (2015) also explain the importance of Dynamic Capabilities, namely the ability of an organization to integrate, build, and restructure internal and external competencies to be able to adapt to rapid environmental changes. Inhibiting factors such as systems that are not yet integrated, curricula that are still in the preparation stage, and placements that are not yet based on digital competencies indicate that the dynamic capabilities of the National Police Headquarters in managing digital and AI talent are still limited. As a result, the organization has not been fully able to transform potential resources into superior and sustainable strategic capabilities.

the Resource-Based View perspective, it can be concluded that the current supporting factors are not strong enough to make digital and AI competencies a strategic resource that meets the VRIN criteria. Meanwhile, inhibiting factors show weaknesses in physical resources, human resources, and organizational resources. These weaknesses hinder the creation of sustainable competitive advantage for the National Police Headquarters. Therefore, it is necessary to strengthen internal resource management in a more systematic, integrated manner, and oriented towards developing dynamic capabilities, so that talent scouting of Police Academy graduates can produce personnel with superior digital and AI competencies that are rare, difficult to imitate, and not easily replaced.

To overcome these weaknesses while optimizing the use of internal resources to generate sustainable competitive advantage, a strategy is needed based on the principles of Strategic Talent Management. This strategy is aimed at ensuring that the talent scouting process is not only able to identify individuals with superior potential, but also able to place, develop, and retain digital talent according to the strategic needs of the organization. Thus, the appropriate strategy formulation to be implemented in the future in order to optimize talent scouting of Police

Academy graduates to recruit digital and AI competent personnel at the National Police Headquarters can be described as follows:

a. Strategy to strengthen identification of key digital and AI positions

In accordance with the Strategic Talent Management principles proposed by Collings and Mellahi (2009), the correct starting point is the identification of key positions (pivotal positions). Therefore, the National Police Headquarters needs to systematically map strategic positions that are highly demanding for digital and AI competencies, for example in the Information and Communication Technology Division, the Criminal Investigation Agency's cyber unit, the data analysis center, and other digital transformation units. This mapping should serve as the basis for designing talent scouting criteria, so that the talent recruitment process is no longer general in nature but oriented towards the needs of key positions.

b. digital competency-based talent acquisition instruments

During talent acquisition, selection tools need to be developed beyond basic digital literacy. The Indonesian National Police (Polri) needs to design assessment tools capable of measuring advanced digital and AI competencies, such as data analysis skills, basic understanding of machine learning, cybersecurity literacy, and computational thinking skills. These tools can be integrated into the Akpol entrance selection process and into the talent identification process upon graduation, ensuring the resulting talent pool truly aligns with the organization's needs.

c. Curriculum integration strategy and digital talent development since the formation of education

To ensure the human resources produced are valuable and difficult to imitate, in accordance with the VRIN framework in the RBV, the development of digital and AI competencies must begin at the Police Academy. The AI- and Big Data -based curriculum planned for 2027 needs to be accelerated and strengthened with hands-on practice through laboratories, problem-based projects, and collaboration with universities and the technology industry. Thus,

Akpol graduates will possess not only digital literacy but also deeper and more applicable capabilities.

d. Competency-based placement strategy
Research findings indicate that graduate placement remains general. Moving forward, the Indonesian National Police Headquarters needs to implement a placement system based on digital and AI competencies. Graduates identified as having high potential in these fields should be prioritized for placement in strategic units within the National Police Headquarters. This strategy aligns with the talent deployment phase of Strategic Talent Management and simultaneously strengthens the strategic value of human resources, according to the RBV perspective.

e. Strategy for building an integrated and data-driven talent management system
ongoing development of the Talent Management Dashboard needs to be accelerated and its functionality expanded. The system must be able to integrate digital competency data, assessment results, development history, and job requirements in real time. With an integrated system, the process of identifying, developing, placing, and retaining digital talent can be carried out more objectively, accurately, and sustainably.

f. Strategy for strengthening the organization's dynamic capabilities

From the RBV perspective, complemented by Dynamic Capabilities, organizations require not only superior resources but also the ability to continuously adapt to change. Therefore, the National Police Headquarters needs to build dynamic capabilities through continuous training, collaboration with the national digital ecosystem, and the creation of an organizational culture that is more open to innovation. A rigid hierarchical culture needs to be balanced with space for young talent to contribute and innovate.

g. Digital talent retention and career development strategies

To ensure that the digital talent pool that has been recruited is not easily displaced or underutilized, a clear retention strategy is necessary. This includes specific career paths for digitally and AI-competent personnel, providing opportunities for further development, and

incentives commensurate with their contributions. This strategy is crucial to ensuring that scarce and valuable human resources remain within the organization and continue to develop.

Conclusion

Based on the discussion above, it can be concluded that the implementation of talent scouting for Police Academy graduates to recruit personnel with digital and AI competencies at the National Police Headquarters is currently still in a transitional stage. The ongoing process has not fully started from the identification of key digital/AI positions, has not formed a specific talent pool, and has not implemented a differentiated HR architecture for these competencies. Further research results indicate that several factors influence the implementation of talent scouting, originating from existing supporting factors that are not yet strong enough to make digital and AI competencies a strategic resource that meets the VRIN criteria. Meanwhile, inhibiting factors indicate weaknesses in physical resources, human resources, and organizational resources. These weaknesses hinder the creation of a sustainable competitive advantage for the National Police Headquarters.

Suggestion

Based on the results of the conclusions drawn above, the suggestions that can be given include:

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1. The Indonesian National Police Headquarters needs to establish a talent scouting policy that focuses on meeting the need for digital and AI competencies by identifying strategic positions that require such competencies, and developing digital and AI competency standards as a reference in the selection, placement, development, and evaluation processes of personnel, as well as building a digital and AI talent pool that is integrated with the HR management system to support competency-based placement and career development.

2. The Indonesian Police Academy and the National Police Education and Training Institute (Lemdiklat Polri) need to strengthen their digital and AI curriculum and training programs through collaboration with universities, industry, and related institutions, as well as organize sustainable digital and AI competency development programs through training, certification, and strategic assignments.

3. The Indonesian National Police Headquarters needs to improve its digital infrastructure and technology-based assessment system to support more objective and effective talent scouting. It also requires the implementation of a reward and career development system capable of retaining digitally and AI-competent personnel.

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