Organizational Transformation Strategies in Implementing Restorative Justice Policies
(Case Study at the Gorontalo Police Narcotics Research Directorate)

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Abstract: Based on the results of the research study, the purpose of this study is toexplore aspects of processes, all system levels (individual, group, and organizational), knowledge, expertise, and satisfaction in applying restorative justice. This research argues that the process, all system levels, knowledge, expertise, and satisfaction can optimally achieve the goal of restorative justice in the Gorontalo Regional Police.This research uses qualitative methods through observation, interviews, documentation and data analysis. The results show that 1) Aspects of the socialization and supervision process have been carried out, but there are still challenges in the form of lack of understanding from the community and anti -drug Non-governmental organizations and personnel adaptation to new procedures in the application of restorative justice; 2) Individual, Group, and Organizational aspects where transformation towards restorative justice requires collaboration and commitment from various elements of the organization, close supervision, training, and inter-departmental coordination. The challenges faced include a change in mindset and community complaints related to the application of this concept; 3) The knowledge aspect of National Police personnel requires a deep understanding of the concept of restorative justice by providing special assistance in the context of drug handling; 4) Aspects of expertise demonstrate that the implementation of restorative justice faces challenges such as limited resources, resistance to change, and the need for a more sustainable evaluation system; and 5) Stakeholder Satisfaction where the application of a restorative justice approach and collaboration between Kabidkum, Head of Wasidik, Ditresobat, members of Research, and BNN Gorontalo Province is a concrete step to achieving stakeholder satisfaction in achieving common goals.

Keywords: Restorative Justice, Public Policy & Organizational Learning.

Introduction

This research discusses organizational transformation strategies in implementing the Restorative Justice policy in the Gorontalo Regional Police to minimize Narcotics Crime. This research has examined processes, all system levels (individual, group and organization), knowledge, skills and satisfaction in implementing public policy. The argument of this research is that the process aspects, all system levels, knowledge, skills and satisfaction can achieve policy objectives in the Gorontalo Regional Police regarding drug handling when implemented. The research conducted focuses on organizational learning in implementing Restorative Justice policies.

Organizational learning is an effort to improve the performance of an organization by continuously learning and adapting to changes that occur in the surrounding environment.

Organizational learning theory was first introduced by Cyert & March in 1963 with the book title A Behavioral Theory of the Firm. At the end of 1978 Argyris & Schön revisited this concept through the publication of a book entitled "Organizational Learning: A Theory of Action Perspective". Next, Senge introduced the concept through his book entitled "The Fifth Discipline: The Art and Practice of the Learning Organization" which was published in 1990. The practical approach and theoretical concept of the learning organization has become known as organizational learning, which has become a major trend since late 1980s.

Experts have provided various views on the definition of organizational learning. Argyris (1977) describes organizational learning as a process for detecting and correcting errors(Sugiono & Efendi, 2019:47). Nevis et al. (1995) linked it to the organization's capacity or process to improve performance based on experience(Ramadan & Tukiran, 2017). Wood, R. & Payne (1998) view it as a process by which individuals acquire competencies and beliefs that influence group behavior within the organization. Duncan and Weiss's opinion (1979:84) states that organizational learning involves developing knowledge about the relationship between actions and results, as well as the influence of the environment on this relationship.(Mulyadi, 2007). Dixon (1994:5) organizational learning is the deliberate use of learning processes at the individual, group and system levels to transform an organization in a sustainable manner which leads to increased stakeholder satisfaction.(Mulyadi, 2007).(Shneiderman, 2001)explains that organizational learning involves the acquisition, application, and mastery of new tools and methods that are critical to organizational success (Expertise). Antal (2002:1) highlights the importance of knowledge in the organizational learning process as a creative and interactive process. Mark Addleson defines organizational learning as the process of acquiring knowledge and developing skills to act effectively in social institutions.

There are several important elements that can be traced from this definition as stated by Faozan (2004), several important things in organizational learning 1) Process; 2) Individuals, groups and organizations (all system levels); 3) Knowledge; 4) Skills; 5) Stakeholder satisfaction. Organizational learning is very important as stated by Woolner (1992) that learning organizations emphasize the importance of individuals, culture and work practices which are considered as the main environment for carrying out knowledge work effectively which focuses on team collaboration, holding responsibility and prioritizing process. learning and self-management(Mulyadi, 2007). Meanwhile, the implementation of policies is very dependent on the people who carry out the objectives of the policy, so behavior in the aspects of knowledge, discipline, motivation, ability and responsibility becomes important in implementing the policy.(Aneta & Nani, 2022).

The performance measurement process stated by Moeheriono (2014) is the most important part in assessing work progress related to goals and objectives, as well as efficiency and effectiveness in achieving organizational goals through human resource management.(Gosal et al., 2022). Measurable reinforcement is needed in the process of introduction and learning preferences so that it does not cause role conflict during the organizational learning process(Kabiba et al., 2021). The ability of an organization as mentioned by Ipe, (2003) to maximize knowledge management is very dependent on the individuals within it who are able to create, share and utilize that knowledge effectively.(Kardenal, 2017). Strong encouragement is needed to motivate knowledge sharing within the organization, supported directly by the highest leadership, in order to encourage mutually enriching interactions, so as to increase innovation(Nurchayati, 2020).

The characteristics of open learning organizations tend to accept new ideas, recognize failure as an opportunity to learn, and encourage innovation. Organizational openness reflects the shift from the traditional paradigm to the new paradigm, where the traditional paradigm shows inherent limitations in the separation of people, tasks, processes, and locations, while the new paradigm emphasizes flexibility in the movement of ideas, information, decisions, talents, and actions according to needs.(Rullijanto, 2000). The partnership strategy in strengthening human resource excellence includes involving stakeholders through collaborative strategic management,

with the aim of achieving mutual progress and achieving common goals.(Sugiat, 2020). Apart from that, organizations are required to carry out conceptual innovation which creates new paradigms, ideas, ideas and breakthroughs(Solong & Muliadi, 2020).

Supporting factors for organizational learning include the support of leaders in the organization who provide active support, resources and time for learning activities. Leaders need to have open digital thinking, the ability to adapt quickly, always be sensitive to changes in the environment, have an inclusive mentality, dare to take risks to change, and have high perseverance in facing challenges(Tara & Novitaria, 2020). It follows that considering current conditions, there is a need for adequate technological infrastructure to provide fast and efficient access to various learning resources, such as online training, collaborative platforms and knowledge bases. In the era of Industrial Revolution 4.0 and Society 5.0, the role and position of Information Technology has become very important for every organization.

The benefits of organizational learning are that past experience and applying new knowledge tend to show higher levels of innovation. Organizations are able to recognize new opportunities, design creative ideas, and devise new solutions to overcome existing problems. Therefore, through the learning process organizations can ensure they remain relevant and competitive in an environment that continues to change. The benefits of organizational learning can easily face challenges that arise in organizations at the individual, group and organizational levels(Baltrunaite & Sekliuckiene, 2020). The benefits of an organizational learning culture can be developed if there is support in the form of motivation, learning opportunities and facilities for its members(Chanani & Wibowo, 2019). In general, the benefits are very large and have a positive impact on organizations, individuals and groups.

Methods

Based on an in-depth analysis of organizational learning on restorative justice policies at the Gorontalo Regional Police, the findings show that these policies have not been effective, especially in handling drug cases. In the context of this research, the Gorontalo Regional Police are faced with a number of challenges, including a lack of coordination between units, a lack of special training for personnel involved in implementing policies, and limited resources needed to implement a restorative justice approach. These factors can become obstacles in achieving the goals of recovery and reconciliation desired by the policy.

Discussion

1. Process

Organizational processes are a series of activities designed to achieve specific goals through coordination and allocation of resources. It is said in research(Afiyah et al., 2022)that organizational assessment aims to evaluate the extent to which its structure and processes are in accordance with organizational goals. As explained(Purba et al., 2021)that decision making in organizations is basically the process of selecting from various existing alternatives, evaluating the selected alternatives, and then implementing them to achieve organizational goals. The process referred to in several existing opinions is that it is closely related to the activity of organizational evaluation, which is a measure of organizational success.

High workload according to(Sunnemark et al., 2023)can hinder group learning, where learning is an ongoing process, in this case at the group level, and if this process is hampered it will become an obstacle in creating a shared understanding at the group level. Organizational learning is understood as a social process that takes place to become a competent member of a work group or community(Ivaldi et al., 2022). In addition, it is explained that organizational learning is a process through which the experience of performing a task is converted into knowledge, which in turn changes the organization and influences future performance.(Argote et al., 2021). Based on existing studies, organizational learning itself is understood as a social process in which individuals become competent members in their work group or community. Organizational

learning also involves the transformation of experience performing a task into knowledge, which ultimately changes the organization and influences future performance.

As for the process perspective regarding restorative justice, research shows that the implementation of Restorative Justice in the Gorontalo Regional Police involves several important steps, including in-depth training, routine monitoring and evaluation, outreach to the community, as well as the formation of a special team to ensure transparent and non-transactional investigations in accordance with with Perpol number 8 of 2021. This process also includes coordination with various parties, neat documentation, and coaching personnel to understand and carry out tasks according to the SOP. In this way, the main goal of Restorative Justice, namely repairing and restoring damaged relationships, can be achieved effectively. The main challenges in implementing Restorative Justice in the Gorontalo Regional Police include a lack of understanding and resistance from the community and anti-narcotics NGOs, difficulty for personnel in adapting to new procedures, maintaining transparency and non-transactionality in investigations, the need for strict supervision and compliance with SOPs, and the need for effective coordination between agencies and ongoing outreach and education efforts to the community.

In accordance with the results of existing research and theoretical studies, it can be understood that an interactive process is important to create shared understanding between group members. Organizational learning is understood as a social process that enables individuals to become competent members of a work group or community, where experience is transformed into knowledge that influences future organizational performance. In implementing Restorative Justice at the Gorontalo Regional Police, several important steps were taken, including intensive training, routine supervision, community outreach, and the formation of a special team in accordance with Perpol number 8 of 2021, to ensure transparent and non-transactional investigations. This process involves coordination with various parties, good documentation, and coaching personnel according to SOPs to achieve the goal of repairing and restoring damaged relationships. Key challenges include a lack of understanding by the public and anti-drug NGOs, adaptation of personnel to new procedures, maintaining transparency, and the need for close supervision and ongoing outreach.

2. Individuals, groups and organizations (all system levels)

Someone who understands organizational management plays a role in reducing and resolving internal conflicts in the organization(Permata et al., 2021). The role of communication in group networks within organizations(Ningsih et al., 2021)can have an impact by providing tasks and roles that allow members to contribute creative ideas for the betterment of the organization. They can also function as think tanks that encourage responsibility and mutual assistance among membersForresolve internal organizational problems. Based on existing studies, it can be understood that individuals and groups greatly determine the success of organizational goals and become lessons for organizational development.

As for the terms and concepts of knowledge, as Scharmer (2001) said, there is transcendence of oneself. As a starting point, Scharmer identifies the need to develop the (cognitive) capacity of precognition as the ability to feel the presence of a potential, to see what is not yet there. He argues that self-transcending knowledge can be understood as the ability to feel and see emerging opportunities, to see the emergence of new opportunities(Kaiser & Peschl, 2020). Learning is key to the organizational change process, which gives organizations an advantage over other organizations whose processes are slow(Ahmad et al., 2023). Organizational learning is a collective process of acquiring and creating capabilities that are modified by complex processes of managing and transforming situations(NA Khan & Khan, 2019). As for the views of(Adam et al., 2020)thatOrganizational learning is defined as a collective capability based on experience and cognitive processes and involves knowledge acquisition, knowledge sharing, and knowledge utilization. The study that has been described will be compared with findings in the field regarding organizational learning regarding restorative justice.

Based on the research results, transformation in the implementation of Restorative Justice in the Gorontalo Regional Police requires commitment and cooperation from various organizational elements. This includes strict supervision from Irwasda to ensure compliance with SOPs, training and implementation support by the Narcotics Research Directorate, as well as supervision and enforcement of discipline by the Head of Propam. In addition, the Kabidkum provides legal assistance and coordination, while the Head of the Wasidik Division ensures the quality of investigations through routine supervision and evaluation. Gorontalo Province BNN also contributes through coordination, education and capacity development. Even though there are challenges such as changes in mindset and complaints from the public, it is hoped that these steps can maintain the integrity, transparency and effectiveness of the implementation of Restorative Justice, increase public trust and prevent crimes in the future.

In accordance with the previous description, it can be understood that organizational learning and transformation in the implementation of Restorative Justice in the Gorontalo Regional Police are interrelated in the context of change and increasing organizational capacity. According to Scharmer (2001), self-transcending knowledge and precognition abilities are essential in recognizing new opportunities and facilitating change. Organizational learning, which involves acquiring, sharing, and exploiting knowledge, is key to outperforming other organizations in the change process. In the context of the Gorontalo Regional Police, transformation towards Restorative Justice involves collaboration and commitment from various organizational elements, close supervision, training, and inter-departmental coordination. Despite facing challenges such as changes in mindset and community complaints, it is hoped that this effort can increase the integrity, transparency and effectiveness of Restorative Justice, as well as build community trust and prevent future crimes.

3. Knowledge (knowledge)

As for the opinion by(M.S. Khan et al., 2021)that knowledge is an important organizational resource, organizations that can obtain knowledge or use knowledge can add unique resources to an organization that are not easily produced or utilized by competitors, thereby providing a competitive advantage. Furthermore declarative knowledge of the pros and cons of various training approaches is necessary to make informed decisions and judgments about how best to navigate the dynamics of police training(Abraham & Collins, 2011; Staller et al., 2020). Comprehensive knowledge of the pros and cons of various training approaches, including restorative justice approaches, is important for making informed decisions in navigating the dynamics of police training in the drug treatment context.

The research results show that a deep understanding of the concept of Restorative Justice allows personnel to apply it appropriately and effectively. Without adequate understanding, the implementation of Restorative Justice can deviate and not achieve the desired goals. Good knowledge of relevant regulations and laws ensures that the Restorative Justice process is carried out in accordance with legal provisions, which is important to protect the rights of all parties involved and prevent violations of the law. Additionally, research finds that personnel see Restorative Justice as an opportunity to help drug offenders recover and return to society. By identifying suitable cases and establishing good communication between victims and perpetrators, they are committed to facilitating the mediation process with full responsibility.

Can be described the opinion presented by MS Khan et al. (2021) is that knowledge is a vital organizational resource, which can provide a competitive advantage for organizations that are able to acquire or use knowledge effectively. In the context of the dynamics of police training, declarative knowledge about the pros and cons of various training approaches, including restorative justice, is key to making informed decisions and judgments. The research results confirm that a deep understanding of the concept of restorative justice is a prerequisite for its effective implementation. Solid knowledge of relevant regulations and laws is also needed to ensure the restorative justice process is carried out in accordance with legal provisions, while protecting the rights of all parties involved. In addition, research shows that police personnel see

restorative justice as an opportunity to help drug offenders recover and return to society, with a commitment to facilitating the mediation process responsibly through appropriate case identification and establishing good communication between victims and perpetrators. Thus, a good understanding of restorative justice and implementing it responsibly can help improve the dynamics of police training in the context of drug handling.

4. Skills

Organizational learning capability has a positive impact on technological innovation capabilities (product and process innovation) and company performance(Haile & Tüzüner, 2022). It said(Pereira & Ohberg, 2024)that encouraging perceptions of expertise (Skills) can increase self-confidence. What this means is that increasing perceived expertise and self-confidence are important elements in supporting the approach*restorative justice*. As stated in research(Lu & Petersen, 2023)that the role of primary prevention approaches in supporting officer mental health by demonstrating that training programs are effective in reducing the risk of depression and anxiety. In restorative justice, rehabilitation officers have an important role in helping drug offenders to recover and reintegrate into society so that the mental health of the officers is needed. This is further explained in the research(Berking et al., 2010)the need to emphasize the development of emotion regulation skills could be a crucial element in programs designed to prevent mental health problems in police officers. This skill is very important in the context of restorative justice, because it helps police handle situations more calmly and effectively, and supports the perpetrator's rehabilitation process more empathetically and constructively.

The conditions that occur are actually based on research, which shows that there are limited resources which result in not all personnel receiving equal training, resistance to change among personnel who still need time to adapt to this new approach, as well as the need for a more sustainable evaluation system to guarantee that the training provided has a positive impact in daily practice. Additionally, although training can help build relationships with the community, active engagement and collaboration from the community is also crucial to the successful implementation of Restorative Justice. By addressing these barriers, the Directorate can ensure more comprehensive and sustainable success in implementing restorative justice approaches.

Based on findings from the research, it appears that organizational learning capabilities, increasing perceived expertise, and developing emotion regulation skills have a positive impact in supporting innovation, organizational performance, and officer mental health, all of which are important elements in a restorative justice approach. However, challenges that arise in its implementation, such as limited resources, resistance to change, and the need for a more sustainable evaluation system, indicate the need for greater efforts in strengthening training, managing change, and strengthening collaboration with communities. By addressing these challenges, the Directorate can ensure more comprehensive and sustainable success in implementing restorative justice approaches, creating a supportive environment for offender rehabilitation and the overall well-being of society.

5. Stakeholder satisfaction

In research(Raflesia et al., 2022)there is a framework for developing a gamified police management system to build a police management system and its implementation to gain police involvement and public trust. Gamification is used in areas such as education, business, health and skills development, with the aim of increasing participation, motivation and performance. It is said in research(Maqbool et al., 2022)that internal and external stakeholder satisfaction is important. In the context of restorative justice, the parties involved internally include law enforcement officers, rehabilitation program managers, and other personnel. On the other hand, externally involved parties can include the general public, the perpetrator's family, and other social organizations that participate in the process of social reconciliation and reintegration. As for(Van Du et al., 2022)said that evaluations need to be carried out by policy makers to assess stakeholder satisfaction. This is very important, because it functions as a means of understanding

the extent to which the policies or programs implemented meet the expectations and needs of the organization.

The research results show that the implementation of the Restorative Justice approach involves concrete steps from various parties, including the Head of Law and Law, the Head of the Wasidik Division, the Narcotics Directorate, members of Investigation, and the Gorontalo Province BNN. These steps include intensive training, increased transparency of the legal process, support services for victims, rehabilitation programs for perpetrators, as well as ongoing monitoring, evaluation and feedback to ensure consistency and improvement. Challenges such as obtaining accurate data, changing skeptical public perceptions, and improving coordination and cooperation between stakeholders are also acknowledged. However, unity of effort and commitment to increase understanding, implementation and effectiveness of Restorative Justice can be seen in close collaboration between these parties, with the ultimate goal of increasing stakeholder satisfaction and better results in prevention, rehabilitation and counseling efforts.

In the results of research implementing the Restorative Justice approach, collaboration between parties from the Kabidkum, Head of Wasidik, Ditresnarkoba, members of Investigation, and BNN Gorontalo Province is seen as a concrete step to achieve common goals. These steps include intensive training, increased transparency of the legal process, support services for victims, rehabilitation programs for perpetrators, as well as ongoing monitoring, evaluation and feedback. Challenges such as obtaining accurate data, changing skeptical public perceptions, and improving coordination and cooperation between stakeholders are also acknowledged. However, joint efforts and commitment to increase understanding, implementation and effectiveness of Restorative Justice can be seen in close collaboration between these parties, with the ultimate goal of increasing stakeholder satisfaction and better results in prevention, rehabilitation and counseling efforts. The similarity with other research is that both studies emphasize the importance of collaboration and commitment to achieve better results.

Conclusion

Based on the description in the previous discussion, the conclusions in this research are 1) aspects of the process of socialization and supervision efforts have been carried out, but there are still challenges in the form of a lack of understanding from the community and anti-narcotics NGOs as well as personnel adaptation to new procedures in implementing restorative justice ; 2) Individual, Group and Organizational aspects where the transformation towards restorative justice has not yet developed strong collaboration and commitment from various organizational elements. Challenges faced include changes in mindset and community complaints; 3) The knowledge aspect of Polri personnel does not fully understand in depth the concept of restorative justice; 4) The expertise aspect shows that the implementation of restorative justice faces challenges such as limited resources, resistance to change, and the need for a more sustainable evaluation system; and 5) Stakeholder satisfaction where the implementation of a restorative justice approach and collaboration between the Head of Law and Law, the Head of Wasidik, the Narcotics Directorate, members of the Investigation Department, and the Gorontalo Province BNN are concrete steps to achieve stakeholder satisfaction in achieving common goals.

Suggestions

Based on the research results, it is necessary to provide suggestions regarding organizational learning through restorative justice in handling drugs at the Gorontalo Regional Police:

1. The process aspect requires action by the National Police agency or organization, in this case the Gorontalo Regional Police, to increase understanding of the public and anti-narcotics NGOs as well as personnel adaptation to new procedures in implementing restorative justice;

2. Individual, Group and Organizational aspects where transformation towards restorative justice requires collaboration and commitment from various organizational elements, close supervision, training and inter-departmental coordination.

3. Knowledge aspect where it is necessary for Polri personnel to have an in-depth understanding of restorative justice by providing special assistance in the context of drug handling;

4. The expertise aspect in implementing restorative justice, where the National Police, in the case of the Gorontalo Regional Police, needs to increase the number of police personnel or resources to support the implementation of restorative justice;

5. Stakeholder satisfaction where there are already concrete steps to achieve stakeholder satisfaction in achieving common goals, but this needs to be increased across sectors to support the implementation of restorative justice in Gorontalo.

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