

The Effect of Human Resource Competency, Motivational and Professionalism Toward Military Performance of Kopassus Education and Training Center that Dimediasi by Knowledge Management

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Abstract

Purpose: This study aims to examine the influence of Human Resource Competency, Motivation, and Professionalism on the Military Performance of the Kopassus Education and Training Center, both directly and indirectly through the mediating variable of Knowledge Management.

Research Method: This research employs a quantitative approach with hypothesis testing methods. The independent variables in this study are Human Resource Competency, Motivation, and Professionalism, while the mediating variable is Knowledge Management, and the dependent variable is the Military Performance of the Kopassus Education and Training Center. Data were collected through a questionnaire distributed to instructors or teachers at the Special Forces Education and Training Center (Pusdiklatpassus) Kopassus, which are spread across six Pusdiklatpassus schools. The sampling method used was stratified random sampling, with a total of 170 respondents. Data analysis was performed using Structural Equation Modeling-Partial Least Squares (SEM-PLS).

Findings: The results of this study indicate that Human Resource Competency does not have a significant direct effect on the Military Performance of the Kopassus Education and Training Center but does have an indirect effect through Knowledge Management. Motivation was found to have a direct effect on Military Performance but does not show an indirect effect through Knowledge Management. Professionalism does not have a direct effect on performance, but it has an indirect effect through the mediating role of Knowledge Management on Military Performance.

Implications: This study provides several important implications for human resource management in military environments, namely: (1) the need to strengthen the knowledge management system to improve personnel performance, (2) the importance of motivation in boosting military performance, and (3) the need for evaluation of other factors such as competency and professionalism in the context of Knowledge Management mediation to enhance performance.

Keywords: Human Resource Competency, Motivation, Professionalism, Knowledge Management, Military Performance of Kopassus Education and Training Center.

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I. Introduction

Human resources (HR) are the main pillar in the sustainability and achievement of the goals of an organization, including military institutions. In the context of increasingly competitive global competition, the ability of organizations to manage HR strategically is a must. Effective HR management not only includes aspects of recruitment and training, but also how organizations form a continuous learning system, knowledge management, and building a strong culture of professionalism. As stated by Dewi et al. (2022), HR that is managed properly can be a source of sustainable competitive advantage for organizations.

The Kopassus Special Forces Education and Training Center (Pusdiklatpassus) is a strategic military education institution that plays an important role in producing Indonesian Army soldiers, especially those who will join the elite Kopassus unit. The duties and responsibilities of this institution require high performance from instructors and educators who must be professional, trained, and have special competence in their respective fields. However, various challenges are still faced, especially related to optimizing teaching staff to be in line with the TNI's vision of Prima, namely Professional, Responsive, Integrative, Modern, and Adaptive. The lack of competence, motivation, and professionalism of instructors can have an impact on the quality of graduates produced, which ultimately affects the operational effectiveness of the unit as a whole.

On the other hand, the implementation of Knowledge Management (KM) in the military environment is an important factor in creating a learning organization that is adaptive to the dynamics of threats and technological changes. Structured knowledge management allows institutions such as Pusdiklatpassus to transform experience, data, and information into targeted training policies and strategies. Previous research shows that the relationship between HR competency, motivation, professionalism, and knowledge management has a significant impact on improving organizational performance (Alharbi et al., 2022; Garcia et al., 2022; Ernawati, 2023).

Based on this background, this study focuses on analyzing the influence of Human Resource Competency, Motivation, and Professionalism on Military Performance of Kopassus Education and Training Center, with Knowledge Management as a mediating variable. This study aims to understand more deeply how these four variables interact in the context of specific and demanding military training.

The formulation of the problem raised in this study includes the main question: *Is there a direct or indirect influence between Human Resource Competency, Motivation, and Professionalism on the Military Performance of Kopassus Education and Training Center through the mediation of Knowledge Management?* This question is further elaborated into ten sub-problem formulations that systematically examine the relationship between variables in the proposed model.

In line with the formulation of the problem, the purpose of this study is to analyze the influence of Human Resource Competency, Motivation, and Professionalism on military performance, examine the mediating role of Knowledge Management in the relationship and provide a relevant empirical description in the context of special military education.

The results of this study are expected to have theoretical and practical benefits. Theoretically, this study can enrich the literature in the field of strategic management and military organizations, especially regarding the role of KM as a mediator between internal HR factors and organizational performance. Practically, the results of this study provide concrete input for Pusdiklatpassus Kopassus in developing training systems, preparing HR development policies, and planning careers for educators more systematically and based on data.

Furthermore, the significance of this study lies in several important aspects. First, from a scientific perspective, this study broadens the understanding of the interaction between HR competency, motivation, and professionalism with the knowledge management system in a military context. Second, from an organizational perspective, the results of this study can be the basis for evaluating and improving the teaching system in the Pusdiklatpassus environment. Third, from a policy perspective, this study can provide an overview to the government and other stakeholders about the importance of strengthening instructor capacity in supporting the operational readiness of elite military units such as Kopassus.

Thus, this research is expected to be able to answer contemporary challenges in military human resource management, as well as contribute to achieving better and more professional institutional performance.

II. Literature Review

a. Performance

Performance is the work results achieved by individuals or groups in an organization in accordance with the tasks and responsibilities given. Armstrong (2010) emphasized that performance is closely related to the achievement of strategic goals, customer satisfaction, and contribution to the organization's economy. According to Mangkunegara (2017), employee performance includes work results in terms of quality and quantity achieved by employees in accordance with the responsibilities they carry. Masrukin and Waridin (2006) explained that performance is influenced by factors such as education, work experience, motivation, and individual initiative. Work discipline also plays an important role; employees with high discipline show better performance (Sutrisno, 2011).

Performance appraisal is a systematic process to evaluate and communicate employee work results against established standards (Mathis, 2012; Dessler, 2006). Performance indicators according to Mangkunegara (2015) include quantity, quality, timeliness, and cooperation. Performance dimensions include Quantity of Work - Volume of work results in a certain period, Quality of Work - Standards of accuracy, neatness, and completeness of work results, Timeliness - Efficiency in completing work according to deadlines and Cooperation - Ability to work together in a team.

b. Knowledge Management

Knowledge Management (KM) is a systematic approach to acquiring, storing, and disseminating knowledge within an organization to improve performance and competitiveness (Nonaka & Takeuchi, 1995). Davenport and Prusak (2000) added that KM includes the process of acquiring, sharing, and utilizing knowledge to achieve organizational goals. The SECI model by Nonaka & Takeuchi (1995) explains the dynamics of converting tacit knowledge into explicit knowledge and vice versa. The *Dynamic Capabilities Theory* (Teece,

2018) emphasizes that an organization's adaptive ability to business change is highly dependent on effective knowledge management.

In the digital era, the use of technologies such as AI and big data analytics plays an important role in KM (Alavi & Leidner, 2021; Wang et al., 2022). However, the success of KM implementation is also greatly influenced by organizational culture, leadership, and incentives (Hislop et al., 2018; Gavrilova & Andreeva, 2020). The dimensions of Knowledge Management (Wire & Atan, 2021) include *Knowledge Acquisition* - Acquisition of knowledge from internal and external sources, *Knowledge Dissemination* - Dissemination of knowledge to related parties in the organization and *Knowledge Utilization* - Utilization of knowledge in work processes and decision making.

c. Human Resource Competency

HR competencies are a combination of knowledge, skills, and attitudes required by HR practitioners to manage an organization effectively (Ulrich et al., 2017). These competencies include strategic planning, talent management, technology mastery, and leadership. *The Resource-Based View theory* (Barney, 1991) states that competent human resources are a sustainable competitive advantage. Meanwhile, *Dynamic Capabilities* (Teece et al., 1997) emphasize the importance of competency adaptability in facing a dynamic business environment. Huselid et al. (2018) found a relationship between HR competencies and organizational productivity and profitability. Jiang et al. (2021) also showed that the adoption of technology by HR practitioners increases work efficiency and employee satisfaction. The dimensions of Human Resource Competency (Wire & Atan, 2021) include HR and Organization, Strategic Recruitment and Selection, Strategic Training and Development, Strategic Performance Management, Strategic Rewards, Staff Participation in Management and Staff Retention

d. Motivational

Motivation explains the intensity, direction, and persistence of an individual's efforts in achieving goals (Robbins & Judge, 2019). In the context of work, motivation is the foundation of employee productivity and performance (Latham, 2020). Intrinsic and Extrinsic Motivation can each be explained that Intrinsic motivation drives individuals from inner satisfaction, such as a sense of achievement and enjoyment in the work process (Deci & Ryan, 2017; Ryan & Deci, 2020). In fact, a continuous reward system can reduce intrinsic motivation (overjustification effect) while extrinsic motivation is driven by external factors such as incentives, rewards, or environmental pressures. Gagné et al. (2019) showed that incentives can increase short-term motivation, but if excessive can have a negative impact on intrinsic motivation. Some Motivation Theories include Maslow (1943) who put forward a hierarchy of needs from physiological to self-actualization: the fulfillment of basic needs influences the search for higher satisfaction at work, Herzberg (1959) distinguishes between hygiene factors (working conditions) and motivators (achievement, recognition), where motivators drive job satisfaction, Vroom (1964) in expectancy theory: motivation is influenced by the belief that effort will result in performance, which is then followed by rewards and *Self-Determination Theory (SDT)* by Deci & Ryan (1985–2020): optimal motivation is achieved when the basic needs of autonomy, competence, and relatedness are met. SDT found that intrinsic motivation and internalized forms of extrinsic motivation support individual engagement and well-being. Some Empirical Findings include Ryan & Deci (2020): intrinsic motivation significantly increases work engagement and creativity, Gagné et al. (2019): relational rewards can strengthen the effects of intrinsic motivation on creativity and innovation and Judge et al. (2021) (meta-analysis): a combination of intrinsic and extrinsic motivation (balanced and fair) provides optimal and consistent long-term work results. Other studies show that a work environment that supports autonomy, competence, and social relationships strengthens intrinsic motivation and employee engagement. Internal & External Factors related to motivation include Internal factors: psychological needs, perceptions, previous experiences (Kanfer et al., 2020) and External factors: leadership support, culture, incentives, and job autonomy (Gopalan et al., 2017; Deci et al., 2019).

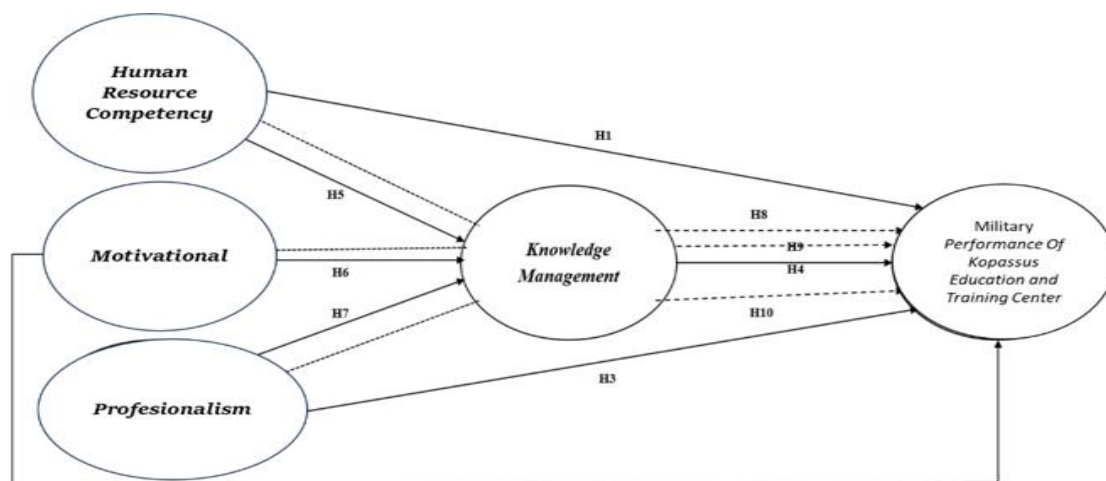
e. Professionalism

Professionalism is not only technical expertise, but also reflects attitudes, ethics, integrity, and responsibility in carrying out tasks (Robbins & Judge, 2019). Hall (2020) emphasized that professional individuals have adequate competence and continue to improve their abilities to be relevant to work dynamics. A culture of professionalism has a significant effect on team effectiveness and customer satisfaction. Darmawan (2021) found higher productivity and harmonious working relationships in organizations with a strong culture of professionalism. Professionalism also increases customer trust in the service sector. Weber (2018) emphasized the importance of moral aspects such as integrity, loyalty, and responsibility as the main pillars of professionalism. This is in line with medical studies that link professionalism with honesty, empathy, and commitment to continuous improvement of competence. Spencer & Spencer (2020) concluded that professionalism includes measurable technical skills, problem solving, and effective communication. Professionalism is also reflected in the behavior of trust, discipline, and reliability. Some empirical findings

include Johnson & Smith (2021) : Professionalism is positively correlated with productivity; professional employees are more disciplined, have more initiative, and are effective both independently and team, Lestari et al. (2022) : Professionalism helps build a conducive and collaborative work culture, Wang & Li (2023) : A professional environment increases loyalty and job satisfaction; employees feel valued and stay longer, Brown & Green (2021); Susanto (2022) : Continuing education, a supportive environment, and a cultural reward system strengthen professionalism and Park et al. (2023) : Transformational leadership is important in forming a sustainable culture of professionalism. Dimensions of Professionalism (Alghamdi, 2020) include *Self-Directed Learning* – The ability to learn independently and continuously update knowledge, *Reason* – The capacity to think critically and rationally in dealing with complexity, *Planning* – Systematic planning from information to risk mitigation, *Professional Development* – Commitment to professional development through training and scientific communities and *Self-Reflected* – Deep introspection of performance, and continuous learning from experience. General Characteristics of Professionalism Based on cross-disciplinary studies (US Department of Labor, academic studies, and medical standards), the fundamental characteristics of professionalism include Integrity, work ethic, honesty, Accountability and personal responsibility , Ongoing technical competence and expertise , Effective communication, respect, and teamwork , Reliability, punctuality, and self-management and Adaptability, resilience, and professional ethics.

III. Framework

This research is built on the basis of theoretical studies and empirical studies that connect Human Resource Competence , Motivation , and Professionalism to Instructor/Teacher Performance and Knowledge Management as a mediating variable. The main focus of this framework is to understand how human resource competence, work motivation, and individual professionalism contribute to improved performance through effective knowledge management. The framework of thought is as shown below.



IV. Research methodology

The research methodology in this study is designed as a causality study with a quantitative approach that aims to test the causal relationship between human resource competence, motivation, and professionalism on military performance at the Kopassus Special Forces Education and Training Center (Pusdiklatpassus), with *knowledge management* as a mediating variable. This study uses a *Structural Equation Modeling approach* based on *Partial Least Square* (SEM-PLS) because all variables are latent (*unobserved*) and measured by complex indicators, while the number of samples is limited, which makes SEM-PLS a suitable method in analyzing complex variable relationships, both *recursive* and *non-recursive* (Ghozali, 2008).

The variables used in this study consist of five main variables, namely one dependent variable (military performance), one mediating variable (*knowledge management*), and three independent variables (HR competency, motivation, and professionalism). Each variable is operationalized in a number of dimensions and indicators that have been validated based on previous literature. Military performance is measured through the dimensions of quality, quantity, reliability, and attitude (Kurniawanto et al., 2022), while *knowledge management* is measured based on the dimensions of acquisition, dissemination, and utilization of knowledge (Alfawaire & Atan, 2021). HR competency also refers to the seven dimensions of HR management strategy (Alfawaire & Atan, 2021), motivation adopts indicators from Fadhillah (2022), and professionalism refers to the five dimensions of learning and self-development (Alghamdi, 2020).

The study population consisted of all lecturers and instructors in six schools under the Pusdiklatpassus ranks located in Batujajar, West Java. The sampling technique used *stratified random sampling* by considering

the representation of each school, considering the importance of equality of respondent distribution based on organizational units. Based on the approach of Hair et al. (2010), the minimum sample size is five times the number of indicators, and with a total of 66 indicators, the sample size was set at 330 respondents, which was considered representative.

Data collection was conducted through a questionnaire using a five-point Likert scale, from strongly disagree (1) to strongly agree (5). Data were analyzed using two main methods, namely descriptive statistical analysis and SEM-PLS analysis using *SmartPLS 3.0 software*. Descriptive statistics are used to describe the characteristics of respondents and responses to research variable indicators. Meanwhile, SEM-PLS analysis consists of the stages of testing *the outer model* and *inner model*. *Outer model* testing is carried out to ensure the validity (*convergent* and *discriminant*) and reliability of the measurement instrument. Convergent validity is tested through the *outer loading value* (> 0.7) and *Average Variance Extracted* ($AVE > 0.5$), while discriminant validity is tested by *cross loading* between latent variables (Hair et al., 2019; Sarstedt et al., 2017). The test results show that all indicators meet the validity and reliability criteria.

The structural model (*inner model*) is designed to evaluate the direct and indirect effects between latent variables in the causality model. Parameter estimation is carried out using the *Ordinary Least Square method* through iteration, producing weights and path coefficients that form the basis for analyzing the relationship between variables. Evaluation of the overall model is carried out by testing *the Goodness of Fit* and *the significance* of the relationship between variables. With this approach, the study is able to provide a comprehensive understanding of the influence of HR competence, motivation, and professionalism on military performance, both directly and through knowledge management as an intermediary.

V. Research Results and Discussion

a. Analysis of Research Results

Based on the results of data processing in Table 28, it can be concluded that of the ten hypotheses proposed in this study, six of them are proven to be significant and supported by the data, while the other four are not supported. The first hypothesis that tests the effect of Human Resource Competency on Military Performance of Kopassus Education and Training Center is not supported, because although the t-statistic value is significant (2.095) with a p-value of 0.018 (< 0.05), the direction of the negative coefficient (-0.325) is contrary to the initial hypothesis, so that increasing HR competence actually decreases military performance. On the contrary, the second hypothesis shows that Motivational has a significant positive effect on military performance with a coefficient of 0.334 and a p-value of 0.004, which supports the assumption that increasing motivation drives increased military performance.

The third hypothesis that tests the influence of Professionalism on Military Performance is also not proven because the coefficient value is very small and negative (-0.0001) and the p-value is 0.499, indicating no significant influence. On the contrary, the fourth hypothesis successfully shows that Knowledge Management has a positive and significant influence on Military Performance, with a high coefficient (0.921) and a p-value of 0.000, making it the most dominant variable in improving military performance. Furthermore, in the fifth hypothesis, Human Resource Competency is proven to have a positive influence on Knowledge Management with a coefficient of 0.582 and a p-value of 0.000, indicating that increasing HR competency directly strengthens knowledge management.

However, the sixth hypothesis regarding the influence of Motivational on Knowledge Management is not proven because even though the coefficient direction is positive (0.111), the p-value of 0.172 (> 0.05) indicates an insignificant relationship. Meanwhile, the seventh hypothesis successfully shows that Professionalism has a positive effect on Knowledge Management with a coefficient of 0.265 and a p-value of 0.016. Furthermore, the eighth hypothesis tests the indirect effect of Human Resource Competency on Military Performance mediated by Knowledge Management, and the results show a significant relationship (coefficient 0.536; p-value 0.001), thus supporting the hypothesis that HR competence can improve military performance through strengthening knowledge management.

On the other hand, the ninth hypothesis is not proven because Motivational does not show a significant influence on Military Performance through Knowledge Management, with a p-value of 0.152 (> 0.05). Finally, the tenth hypothesis successfully proves that Professionalism has a positive influence on Military Performance through Knowledge Management, with a coefficient of 0.244 and a p-value of 0.002. This finding shows that although professionalism does not have a direct effect on military performance, when mediated by knowledge management, its influence becomes significant.

Overall, the results of this study emphasize the importance of the role of Knowledge Management as a major factor that can improve Military Performance, both directly and as a mediating variable. HR competency and professionalism need to be directed to strengthen knowledge management, while motivation has proven to be more effective as a direct influence on military performance. Therefore, strategies to improve the

performance of military organizations such as Kopassus should focus on the integration of human resource development, increasing motivation, and strengthening the knowledge management system.

b. Discussion of Research Results

The results of the discussion show that Human Resource Competency does not have a positive effect on *Military Performance* in the Kopassus Education and Training Center environment, although theoretically HR competency should be a driver of organizational performance. This finding contradicts the competency-based resource theory (Barney, 1991) and contingency theory (Donaldson, 2001), which state that the influence of competence depends on the organizational context. In a hierarchical and rigid military structure, factors such as discipline, leadership style, and institutional culture are more dominant than the role of individual competence. Therefore, HR management strategies in the military must be adjusted to the characteristics of the organization, emphasizing leadership, loyalty, and internal coordination. These results are in line with empirical findings that emphasize the importance of combining competence with leadership and the right evaluation system (Lee et al., 2020; Johnson et al., 2021; Smith & Brown, 2023).

On the other hand, the Motivational variable is proven to have a positive effect on *Military Performance*, as evidenced by the significant value of the statistical test. This strengthens Herzberg's theory (1959) which states that motivators such as recognition and responsibility can improve performance. In the military context, intrinsic motivation such as a sense of responsibility, patriotism, and dedication are very important in forming mental resilience and discipline. Meanwhile, extrinsic motivation such as awards or promotions also increase work enthusiasm and operational performance. These findings indicate that a balanced motivation strategy—combining intrinsic and extrinsic aspects—plays a crucial role in improving personnel effectiveness, teamwork, and combat readiness. Empirical studies also support this, such as research by Kim et al. (2020) and Smith & Brown (2023) which state that motivation associated with achievement and constructive feedback improves training performance and personnel fighting spirit.

However, Professionalism does not have a significant effect on *Military Performance*, as indicated by the negative coefficient value and insignificant p-value. This finding is inconsistent with the general assumption of professionalism in military institutions. In the context of Huntington and Perlmutter's theory, military professionalism should be supported by civil policies and stable political conditions. However, in reality, in a military environment, factors such as training infrastructure, loyalty, and command mechanisms seem to be more influential than indicators of individual professionalism. Professionalism in military education is important, but it does not have a direct impact if it is not supported by adequate facilities, regulations, and organizational culture. Therefore, increasing professionalism needs to be combined with strengthening institutional and operational aspects in order to make a real contribution to performance.

Meanwhile, Knowledge Management has been proven to have a very significant effect on *Military Performance*, confirming that knowledge management plays a strategic role in the effectiveness of military organizations. Within the framework of *the Knowledge-Based View* (Grant, 1996), military organizational excellence can be achieved through the systematic collection, dissemination, and application of knowledge. Although structural challenges such as bureaucracy and information security can hinder this process, the application of information technology and leadership that is open to innovation can accelerate the adoption of knowledge management. Studies such as by Smith et al. (2020) and Johnson & Carter (2023) also show that the positive impact of knowledge management is highly dependent on the readiness of the organizational culture and supportive training systems. Therefore, the balance between a tight military structure and flexibility in sharing knowledge is key to improving organizational performance.

Finally, the findings also confirm that Human Resource Competency has a positive effect on Knowledge Management, proving that individual competence is the main foundation for successful knowledge management. Competence that includes skills, experience, and technological literacy allows personnel to access, filter, and utilize knowledge optimally. Competency improvement strategies through training, adaptive leadership, and technology-based learning strengthen the organization's ability to manage information efficiently. Previous research (Cohen & Levinthal, 1990; Brown & White, 2021) also supports this finding, that the quality of human resources is a determining factor in creating a culture of knowledge sharing and organizational learning. Therefore, investing in human resource competence is a strategic step to build a robust and sustainable knowledge management system in the military context.

The results of the study indicate that motivation has no significant effect on knowledge management, with a low coefficient value and a p-value that exceeds the significance limit. This indicates that although motivation can encourage individual enthusiasm and participation in organizational activities, its influence on the effectiveness of knowledge management remains limited if not balanced by structural factors such as leadership, supporting technology, and reward systems. In hierarchical organizations such as the military, the flow of information constrained by structure can hinder the process of knowledge sharing, so that motivational strategies alone are not enough to encourage effective knowledge management. Previous studies have

emphasized that without a mechanism that facilitates knowledge exchange, individual motivation only affects aspects of personal performance, not the knowledge management system as a whole.

On the contrary, professionalism has been proven to have a positive and significant effect on knowledge management. Professionalism reflects competence, integrity, and commitment to high work standards, which support the formation of a culture of learning and information exchange. In the context of military organizations, professionalism encourages systematic documentation of knowledge and accuracy in strategic data management. The results of research and empirical studies support that professionalism strengthens the effectiveness of Knowledge Management, especially in supporting innovation, accelerating decision making, and increasing operational efficiency. Thus, professionalism becomes one of the important pillars in creating an effective knowledge management system in a complex military environment.

Furthermore, human resource competency has a positive effect on military performance, with knowledge management as a significant mediator. Individual competency in understanding and applying strategic knowledge contributes directly to improving organizational performance. Knowledge Management here functions as a tool to integrate individual expertise into a collective system, strengthening the organization's adaptability and effectiveness in facing operational dynamics. In military organizations, the ability to manage information efficiently is a key success factor, so investment in improving the quality of human resources and implementing a knowledge management system is essential to support long-term performance.

However, when motivation is analyzed as a variable mediated by knowledge management on military performance, the results remain insignificant. This indicates that work motivation is not strong enough to affect performance if it is not supported by a solid and structured organizational learning system. In an environment that requires high efficiency such as the military, operational success is more determined by technical skills, continuous training, and strategic readiness, rather than solely by motivational drive. Research shows that without a strong Knowledge Management system, motivation is unable to drive performance improvements directly or indirectly.

In contrast, professionalism mediated by Knowledge Management has been shown to have a positive and significant impact on military performance. Professionalism enhances an individual's ability to access and utilize knowledge effectively, which in turn strengthens operational processes and information-based decision-making. A supportive Knowledge Management system enables professional expertise to be disseminated and applied in a variety of strategic contexts, enhancing mission effectiveness and organizational readiness for change. Empirical studies support these findings by demonstrating that the integration of professionalism and knowledge management creates competitive advantage and organizational competitiveness, especially in challenging environments such as the military.

VI. Conclusions, Implications, Limitations, and Suggestions for Further Research

a. Conclusion

This study aims to analyze the influence of Human Resource Competency, Motivational, and Professionalism on Military Performance at the Kopassus Education and Training Center, both directly and through the mediation of Knowledge Management. The results of the study indicate that directly, only motivation has a significant effect on military performance, while HR competence and professionalism do not have a significant direct effect, although they remain conceptually relevant. Knowledge Management has been shown to play an important role, not only directly improving military performance, but also as a mediator that strengthens the influence of Human Resource Competency and Professionalism on performance. Conversely, motivation does not have a significant effect on Knowledge Management, indicating that individual enthusiasm alone is not enough to drive effective knowledge management. Thus, Knowledge Management is a key factor in improving Military Performance, especially if supported by competent and professional HR.

b. Implications

The results of this study provide important implications for strategic policy development in the military education and training environment. The relatively good stability of the workforce indicates a strong foundation, but needs to be improved with welfare-based retention policies, rewards, and career development. On the other hand, the learning approach needs to be more balanced between reflection on failure and constructive motivational strategies. Self-directed learning is not optimal due to limited facilities and institutional encouragement; therefore, it is necessary to increase access to digital learning resources and self-development programs. In terms of knowledge management, institutions need to strengthen information acquisition and distribution systems through digitalization and external collaboration. Knowledge transfer can be modernized with technologies such as AR and VR, as well as improving instructor competencies to be more adaptive and interactive. Overall, the results of this study provide a basis for carrying out institutional transformation towards a knowledge-based learning military organization.

c. Research Limitations

This study has several limitations that need to be considered. First, the scope of the study only covers one education center in the Kopassus environment, so the generalization of the results to other units is still limited. Second, the method of data collection using questionnaires allows for perception bias, especially in a highly normative and hierarchical military context. Third, the rigid structure of military culture and values such as institutional loyalty can affect the objectivity of respondents in answering survey questions. Fourth, the study was conducted in one time period, so it was unable to capture changes in performance dynamics in the long term. To obtain a more comprehensive and representative picture, a longitudinal and multi-unit approach is needed in further studies.

d. Suggestions for Further Research

Based on the conclusions and limitations, several suggestions can be put forward for further research, including: Improving Personnel Retention, namely Future studies need to further explore the relationship between job satisfaction, well-being, and career development on personnel loyalty in the military context, Development of Learning Methods, where it is necessary to further study the effectiveness of teaching methods that combine failure reflection with positive feedback to maintain motivation and build student self-confidence, Independent Learning Initiatives, namely future studies are suggested to examine how access to digital learning media and certification programs can improve personnel motivation and independent learning habits, Effective Knowledge Management, where further studies can evaluate the use of digital platforms to support real-time knowledge storage, distribution, and utilization in military units, Knowledge Transformation Through Technology, where it is suggested to examine the effectiveness of implementing immersive technologies such as AR and VR in the military training and knowledge transfer process, Personnel Involvement in Knowledge Management, namely further exploration is needed on how to encourage active involvement of personnel in the process of creating, storing, and distributing knowledge so that the strategic value of operational experience can be maximized and Evaluation of Teaching Methods and Adaptive Curriculum, namely future studies can develop training curricula based on field needs and evaluate the effectiveness of simulation-based adaptive learning in improving operational readiness.

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