The Influence Of Human Resources And Infrastructure On The Performance Of Military Teachers In Special Forces Training Education Centers

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Abstract

The research, entitled "The Impact of Human Resources and Infrastructure on the Performance of Military Instructors at the Special Forces Training Education Centre (Pusdiklatpassus)", analyses the effect of human resources and infrastructure on the performance of military instructors. The research challenge is to identify the impact of these factors on troops who perform poorly. The objective is to determine the extent to which human resources and infrastructure influence the effectiveness of military instructors. The objective of this study is to describe and analyse the impact of human resources, infrastructure, and military instructor performance at the Special Forces Training Education Centre (Pusdiklatpassus). The research employs a quantitative explanatory survey methodology. A literature study and questionnaire-based field research were used to obtain data. AMOS 22.0 software is used for structural equation modelling (SEM). A sample of 71 was drawn from an 87-person population using basic random sampling. The investigation found that the Human Resources and Infrastructure variable scored 54.44%, which is satisfactory. The military instructors' 57.84% score is moderate. The hypothesis test for the impact of Human Resources and Infrastructure on Military Teacher Performance indicated a positive estimate of 3.509 (73%), with a p-value of 0.018 (<0.05). Consequently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) accepted, thereby indicating that Human Resources and Infrastructure affect Military Teacher Performance.

Keywords: Human resource, infrastructure, Performance, Soldiers

I. INTRODUCTION

Each nation has a military force whose primary responsibility is to uphold the sovereignty of the country. Similarly, Indonesia has the Army, Navy, and Air Force. The Indonesian National Army (TNI) is responsible for ensuring the utmost preservation of the sovereignty of the Unitary State of the Republic of Indonesia (NKRI). The TNI soldiers have their own distinct special forces units. KOPASSUS is the acronym for the Special Forces Command, which is one of the elite military units within the Indonesian Army.

The success of an educational institution within the Indonesian Army is significantly influenced by its human capital, which includes the commander, military instructors, and staff members who are capable of fulfilling their duties and responsibilities, both in terms of quality and quantity. The distinction in character and function is of paramount importance, and thus an Education and Training centre must consistently and proficiently administer its production components to achieve excellence via the use of human resources in the creation of products or services. Consequently, military instructors assume a pivotal role as a motivating factor in all aspects of the educational function.

In military organisations, soldiers are those who are required to actively contribute to the achievement of organisational objectives. Enhancing the capabilities of human resources may lead to the attainment of organisational objectives. Accessible. The primary cornerstone of military organisations is their human capital, since the absence of such resources hinders their growth and reduces them to mere institutions devoid of any operational capacity.

The efficacy of a military organisation is contingent upon the quality of its resources, including equipment, weapons, facilities, infrastructure, and military technology. However, the ability of the organisation to achieve its goals is contingent upon the operational efficiency and effectiveness of its soldiers. Without the motivation of the troops, the organisation may not be able to achieve optimal outcomes. Therefore, it is essential to motivate the troops so that they can perform their duties with increased efficiency and enthusiasm.

The assessment of an individual's performance within an organisational context, including the TNI, cannot be accurately determined through mere casual observation. Rather, it necessitates the presence of discernible signs that are capable of being evaluated or quantified. What are the variables that influence performance? What is the impact? Moorhead and Chung Megginson (Siagian, 2009: 15) provide seven criteria for assessing the performance of individual employees, namely: work quality, work quantity, job knowledge, collaboration, creativity, innovation, and initiative. Performance may be evaluated based on characteristics such as attendance, punctuality, and job efficiency in the workplace.

In their 2011 study, Armstrong and Baron identify numerous factors that impact performance. These include:

a. Personal elements, which are shaped by an individual's abilities, competence, drive, and commitment.

b. Leadership variables, which are influenced by the managers and team leaders' levels of These include encouragement, advice, and support.

c. Team factors, as evidenced by the quality of assistance offered by colleagues.

d. System factors, as demonstrated by the operational structure and amenities offered by the company.

e. Contextual influences, as indicated by the significant degree of stress and fluctuations in the internal and external surroundings.

Potter and Lawler posit that performance is contingent upon three key factors: motivation to execute the work, requisite competencies to accomplish the task, and a comprehensive comprehension of the task's objectives and the means to achieve them. Therefore, a performance equation model may be constructed as a function of the desire to work, talents, and comprehension of what and how to accomplish. In contrast, Lorsch and Laurence posit that performance is influenced by a complex interplay of person, organisational, and environmental factors, leading to the formulation of the performance equation model = f (individual, organisational, environmental qualities).

The Education Personnel, also known as Gadik or Military Teachers (Gumil), play a pivotal role in the implementation of education. They serve as educators, facilitators, and motivators. To achieve optimal performance in this position, it is essential to have a driving force that can motivate Gumil to fulfill his duties, namely, skilled personnel and infrastructure. This study, entitled "The Effect of Human Resources and Infrastructure on the Performance of Military Teachers at the Special Forces Training Education Center (Pusdiklatpassus)", is based on the provided background information.

II.   LITERATURE REVIEW

II.1   Human Resource Management

The field of human resources management encompasses a range of organisational operations aimed at recruiting, cultivating, and maintaining a proficient workforce. Managers play a significant role in guiding individuals within the firm to accomplish desired objectives, which includes strategising for effective and efficient human resource management (HRM). Marwansyah (2014: 3-4) asserts that human resource management involves the effective utilisation of human resources within an organisation. This is achieved through a number of functions, including human resource planning, recruitment and selection, human resource development, career planning and development, compensation and welfare, occupational safety and health, and industrial relations.

II.2   Human Resources Management Functions

In his 2015 publication, Veithzal Rivai outlines the goals of human resource management (HRM) as follows:
a. Assess the caliber and number of personnel required to occupy all jobs within the organization.
b. Guarantee the accessibility of both present and future workforce, in order to accomplish every task.
c. Prevent inefficiency and duplication in the execution of duties.

d. Enhance The coordination, integration, and synchronization (KIS) of human resources are essential for promoting an improvement in work productivity.

e. The prevention of an insufficient or excessive number of employees.

f. The establishment of a standard for the decision-making process regarding employee recruitment, selection, training, remuneration, onboarding, retention, disciplinary, and termination policies.

g. The provision of a reference for the implementation of mutations, whether they are vertical or horizontal.

h. The establishment of a foundation for the evaluation of employee performance..

II.3 Human Resources

In the words of Samsuni (2017), human resources, or HR, refers to a group of individuals who are prepared, motivated, and capable of making a valuable contribution to a company or industry in order to accomplish organisational objectives. HR may be associated with the notion of labour, specifically referring to the workforce rather than the physical act of labour. Soetrisno (2009) defines human resources as including reason, emotion, desire, need, knowledge, skill, motivation, power, and effort. The HR department is a crucial resource that plays a vital role in the efficient functioning of the firm. The sustainability of an organisation is determined by the quality of its human resources. The human resources (HR) department is the primary asset of a corporation and requires careful maintenance. The HR department is a resource that carries out activities and functions that are more demanding than those of other supporting resources.

II.5 Performance

Performance refers to the extent to which an individual's accomplishments in an organization align with the desired organizational objectives (Maharyani & Ibrahim, 2019). The measurement of human resource performance productivity is based on the criteria of efficiency and effectiveness (Robbins, 2003). Efficiency also refers to the degree to which human resources may achieve cost and time savings. Performance, as defined by Ramli (2019), refers to the level of quality and quantity of work that an employee does while fulfilling their assigned obligations.

The Commander of the Indonesian National Army has issued a decree, numbered Kep/1035 / XII / 2014, which outlines the Road Map for Bureaucratic Reform of the Indonesian National Army for the period of 2015-2019. According to this decree, soldier performance is determined by their willingness to engage in activities while prioritizing moral integrity, work compensation, intellectual ability, and physical fitness. Soldiers are expected to fulfill their assigned responsibilities in accordance with these criteria.

II.6 Hypothesis Development

The model presented in this study can be described based on the findings of the literature review, existing research, and the framework as follows:
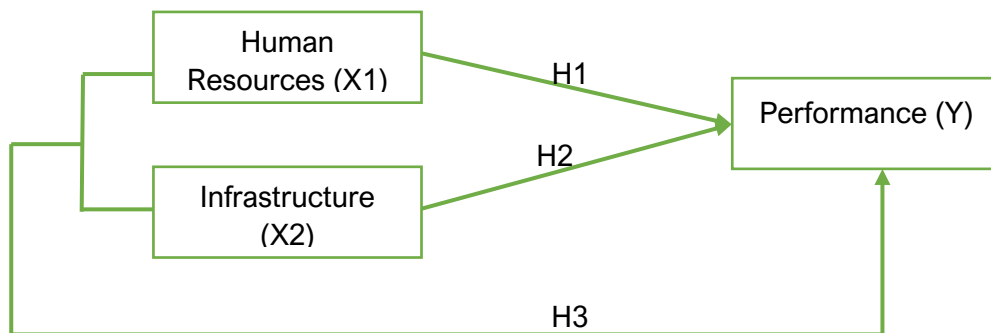

Figure 1. Research Paradigms

Based on the research paradigm above, the hypothesis in this study is as follows:

H1: The human resource has a positive effect on the performance of military teachers.

H2: Infrastructure has a positive effect on the performance of military teachers.

H3: The human resource and infrastructure has effect on the performance of military teachers.

III. RESEARCH METHOD

This section discusses how the research was conducted. The main topics of this section are: (1) study design; (2) population and sample (research objectives); (3) data collection techniques and instrument development; and (4) data analysis procedures.

III.1 Research Design

The study focused on the analysis of human resources and infrastructure as separate entities, with Gumil's performance considered as the dependent variable. The individuals under examination were members of the Kopassus military unit. A study should be conducted using quantitative research methodologies. Sugiyono (2019: 16) defines quantitative techniques as research approaches rooted in the positivist philosophy. These methods are used to study specific populations or samples, including the use of research tools for data collection and quantitative/statistical analysis. The primary objective is to test hypotheses.

III.2 Population and Sample

The research population comprised a total of 150 Kopassus troops. This study employed probability sampling methods in accordance with the guidelines set out by Sugiyono (2016: 120). In order to ascertain the number of samples, researchers utilised the Slovin formula, as outlined by Kriyantono (2009: 162).

$$n = \frac{N}{1 + (e)^2} = \frac{150}{1 + (0.05)^2} = 71 \; persons$$

The sample size was calculated to be 71 study samples using the Slovin method, with an error rate of 5%.

III.3 Data Collection Techniques and Instrument Development

The study is based on primary data, which were gathered through a number of different methods. These include:

1. A literature review, which involved analysing relevant books, literature, notes and reports on the topic under investigation.
2. Field studies, which entailed observing natural phenomena in their natural environment.
3. A questionnaire, which involved presenting respondents with a series of questions and allowing them to choose from the offered responses. The outcomes of each question's response are determined using an ordinal scale, namely the Likert scale, as previously mentioned by Sugiyono (2018: 93).

Table 1. Questionnaire Rating Scale

No.	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Source: Sugiyono (2018:93)

III.4 Data Analysis Technique

The statistical data results were used to ascertain the presence of any influence between the variables in question. Descriptive analysis is the quantitative description of trends, behaviors, or beliefs within a population by studying a representative sample.

IV. RESULT AND DISCUSSION

IV.1 Descriptive Analysis

The measurement of questionnaire data utilises qualitative and quantitative data analysis techniques, with the following steps:

a. Range
   The highest score is 5 X 109, with a low score of 1 X 109. The range is therefore 545 - 109, with a class interval of 436 : 5.
   1) The category with the lowest scores, $109 \leq X \leq 196.2$.
   2) The next lowest category, $196.2 \leq X \leq 283.4$.
   3) The medium category, $283.4 \leq X \leq 3.\,70.6$
   4) High category: $370.6 \leq X \leq 457.8$
   5) Very high category: $457.8 \leq X \leq 545$

b. Percentage

In the frequency distribution, the total reality score of each item can be expressed as a percentage using the following calculation:

$$\frac{Score\ Total}{Ideal\ Score}x100\%$$

Description:

Total score = the sum of the reality scores for each item (all three variables).

Ideal Score = highest score X number of respondents (5 X 109 = 415)

Table 2. Percentage Interpretation

Percentage	Clasification
90% - 100%	Very high
80% - 89%	High
70% - 79%	High enough
60% - 69%	Medium
50% - 59%	Low
Below 49%	Very low

Source: Sugiyono (2018:93)

IV.2 Validity and Reliability Test

Table 5. Results of Validity Test

Statement Items	r count (X1)	r count (X2)	r count (Y)	r table (α = 0,05)	Result
1	0,503	0.454	0.759		Valid
2	0.313	0.366	0.788		Valid
3	0.547	0.313	0.636		Valid
4	0.540	0.587	0.722		Valid
5	0.398		0.853		Valid
6			0.738	0,300	Valid
7			0.703		Valid
8			0.452		Valid

Source: Primary data processed, 2022

Table 6. Results of Reliability Test

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Human Resource (X1)	.735	5
Infrastructure (X2)	.728	4
Performance (Y)	.851	8

Source: Primary data processed, 2022

IV.3 Result

The findings of the recapitulation indicate that the human resources and infrastructure at the Special Forces Training Education Center (Pusdiklatpassus) have acquired scores for each dimension as follows:

1. Intellect has a score of 53.64%, indicating sufficiency.
2. The score for the bul feeling is 54.09%, indicating that it is adequate.
3. The score of Desire is 54.09%, indicating that it meets the required level.

4. The score for needs is 54.55%, indicating sufficiency.
5. The score for knowledge is 54.55%, indicating that it is adequate.
6. The skill has a score of 52.73%, indicating that it is adequate.
7. Motivation has a score of 55.76%, indicating that it is adequate.
8. The power has a score of 53.64%, indicating that it is adequate.
9. The work has achieved a score of 52.73%, indicating that it meets the required standard.

The mean of the nine dimensions has an average percentage score of 54.44%, indicating that it falls within the adequate range of percentage scores (52.01 - 68.00). The human resources and infrastructure provided have yielded satisfactory outcomes based on the perspectives and feedback of the respondents. Of the nine dimensions used to quantify this variable, it is established that the motivation component receives the greatest evaluation, while the skill and work aspect receives the lowest evaluation.

A review of the recapitulation data reveals that the performance of military teachers at the Special Forces Training Education Centre (Pusdiklatpassus) has demonstrated notable advancement across all assessed parameters.

1. Work Result Quality: A score of 57.27% indicates a satisfactory level of performance.
2. The Quantity of Work result has achieved a score of 60.35%, indicating that is adequate.
3. The timeliness score is 53.64%, indicating that it meets the requisite standard.

The mean of the three aspects of the percentage score is 57.84%, indicating that it is within the satisfactory range of scores, which spans from 52.01% to 68.00%. According to the thoughts and comments of respondents, the performance of Military Teachers at the Special Forces Training Education Center (Pusdiklatpassus) is demonstrating satisfactory and commendable outcomes that align well with expectations. Among the three dimensions used to quantify this variable, the quantity of work aspect receives the greatest evaluation, while the timeliness aspect receives the lowest evaluation.

V.   CONCLUTION AND SUGGESTION
V.1   Conclution

1. The resulting hypothesis indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This implies that human resources exert a positive and substantial impact on the performance of Military Teachers.
2. The derived hypothesis supports Ha and rejects Ho, indicating that infrastructure has a substantial and favourable impact on the performance of Military Teachers.
3. The derived hypothesis supports Ha and rejects Ho, indicating that human resources and infrastructure have a noteworthy impact on the performance of Military Teachers.
4. Human resources and infrastructure have a significant and meaningful impact on the performance of Military Teachers. The impact of human resources (X1) and infrastructure (X2) on the performance of Military Teachers (Y) may be assessed by the coefficient of determination, which is 0.73. This data demonstrates that the performance of Military Teachers is highly impacted by salary and work discipline,

accounting for 73% of the effect. The remaining 27% is attributed to other factors that were not included in the study.

V.2   Suggestion

The authors of the research present recommendations regarding the research problem.

1. Firstly, they suggest that the Special Training Education Center (Pusdiklatpassus) should prioritize social competence. This can be achieved by encouraging teachers to take a more active role in activities and increasing their interactions with students.

2. Secondly, it is anticipated that the Special Training Education Center (Pusdiklatpassus) will prioritize the improvement of infrastructure facilities, specifically by installing WiFi in every classroom and acquiring a generator. This will enable teachers to utilise WIFI for student learning materials and rely on generators during power outages. It is important to ensure that generators are operated in a manner that does not disrupt student learning hours.

3. The Special Training Education Center (Pusdiklatpassus) is required to prioritise ecology/physical aspects by ensuring employee safety and improving work facilities.

4. The Special Training Education Center (Pusdiklatpassus) is designed to effectively manage infrastructure, including the addition of supplementary equipment and sufficient facilities. This will facilitate teaching for instructors and enhance students' ability to absorb teachings.

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