The Influence of Learning Motivation on Soldier Competency and Performance using the SEM Method: Case Study of Pusdiklek Graduates in Carrying Out the Main Duties of the Indonesian Navy

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Abstract- ***In carrying out the main tasks of the Indonesian Navy, professional and reliable military defense equipment crews are required by Indonesian Navy soldiers. This can be realized through increasing learning motivation and competence, especially at the Kodiklatal Kodikdukum Electronics Education Center which is tasked with preparing Navy electronics corps soldiers who are moral, professional, and master electronics and information technology. Based on the data, it can be seen that the average level of user satisfaction, namely Kadep Eka KRI, with the performance of non-commissioned officers and young soldiers who graduated from Pusdiklek, is low, especially in the indicators of work quality, speed, and initiative. Based on these problems, research or modeling is needed that can represent the influence of learning motivation and competency on the performance of Pusdiklek graduates to create reliable and respected Indonesian Navy personnel. The method used in this research is Structural Equation Modeling (SEM). In this research, there are three main variables, namely: Learning Motivation Variable (X) which consists of 4 indicators, Competency Variable (Z) which consists of 3 indicators, and Soldier Performance Variable (Y) which consists of 5 indicators.***

Indexed Terms- ***Learning Motivation, Competency, Soldier Performance, SEM***

I. INTRODUCTION

The task of the Indonesian Navy is to uphold the law and maintain the sovereignty of national jurisdictional maritime areas, carry out the Indonesian Navy's diplomatic duties, carry out the development and construction of maritime forces, and carry out the empowerment of maritime defense areas. To carry out this task, Indonesian Navy military defense equipment crews are required who have the competence and can carry out duties and responsibilities in their field which will ultimately result in good and optimal performance, however, there are still challenges in achieving the expected level of competency and performance, this is reflected in various indicators, including lack of quality of work, lack of speed, and lack of initiative towards tasks. In addition, rapid technological developments require people to always update their knowledge and skills. There are deficiencies in the educational curriculum which is not always able to answer today's rapidly developing technical needs, this can certainly hinder soldiers' ability to keep up with the latest technological developments. Thus, improving the quality of human resources, competence and performance of Indonesian Navy soldiers is a necessity in providing the best service and high performance for the glory of the nation and state.

In this research, we focus on educational institutions that have an important role in improving character education, learning motivation, and competence because there are still many soldier graduates who have deficiencies in the areas of competence and performance so that they are unable to carry out the duties and responsibilities of their positions properly.

The aims of this research are: (i) to test the significance of the influence of learning motivation

on vocational competence to improve the performance of non-commissioned officers and enlisted officers in the Electronics Corps, (ii) to test the significance of the influence of learning motivation on the performance of non-commissioned officers and enlisted personnel in the Electronics Corps, (iii) to test the significance of the influence of competency on the performance of electronics corps soldiers, and (iv) to test the significance of the influence motivation to learn indirectly through competence (as a mediating variable) on the performance of non-commissioned officers and enlisted officers in the Electronics Corps.

A. Statement of the Problem

Based on the background mentioned above, as well as the results of previous research, the problem in this research is formulated as follows:

a. To what extent does learning motivation influence the performance of Electronics Corps soldiers?
b. To what extent does learning motivation influence vocational competence to improve the performance of Electronics Corps soldiers?
c. To what extent does competence influence the performance of Electronics Corps soldiers?
d. To what extent does learning motivation have an indirect effect through competence (as a mediating variable) on the performance of Electronics Corps soldiers?

B. Research Purposes

Based on the formulation of the problem mentioned above, the purpose of this study was to:

a. Testing the significance of the influence of learning motivation on the performance of Electronics Corps soldiers.
b. Testing the significance of the influence of learning motivation on vocational competence.
c. Testing the significance of the influence of competency on the performance of Electronics Corps soldiers.
d. Testing the significance of the influence of learning motivation indirectly through competence (as a mediating variable) on the performance of Electronics Corps soldiers.

C. Literatur Review

Benefits of Research

This study extends the findings of previous research to contribute to knowledge and literature about the impact of learning motivation on soldier performance, by using vocational competency as an intermediary variable through the use of the Structural Equation Modeling (SEM) method, as well as contributing to human resource development, especially in improving soldier performance.

Contribution of ideas in providing recommendations to the Indonesian Navy Education Service as a policy maker in implementing vocational education and improving the performance of soldiers in work units.

Research Authenticity

The research is the model development that has been found by (Kurniawan et al., 2021) with variables of competency, career development, motivation, and performance of NCO personnel who are prospective TNI AL students.

This research develops a competency variable as a mediating variable from previous studies to predict the performance of Electronics Corps soldiers. Simultaneous testing of variable X is learning motivation, Z (intervening variable) is competence and Y is performance using Structural Equation Modeling (SEM) analysis.

This research adopts an innovative approach to evaluating performance within Ministries/Agencies, by utilizing employee performance units. This approach was first implemented by the Indonesian Government in 2012, after the enactment of a Government Regulation which emphasized that the performance assessment of soldiers must be based on the performance of their activities.

This research develops a model of the influence of learning motivation on the competence and performance of the ministry/institution sector, which was previously a variable used to predict the performance of the business sector.

Theoretical approaches

Before discussing the theories of learning motivation, competence, and performance, this study first describes the concept of organizational behavior. The main focus is on understanding that human resources play a very significant role in an organization that is concerned with the actions and responses of individuals in various types of organizational environments. In the context of organizational life, individuals are recruited, educated, and trained, they receive information, receive protection, and experience development. In other words, behavior refers to the way individuals interact within an organization.

In simple terms, an organization is a group of two or more people who come together to achieve a main goal or goals. Organizational members regularly interact, work together, have shared goals, and carry out assigned roles (Baack, Reilly & Minnick, 2014). Scott defines an organization as a system of coordinated activities involving a group of people working together to achieve a common goal, governed by certain authority and leadership (Hardjana, 2016).

(Robbins, 2011) defining organizational behavior is a field of study that explores the influence of individual behavior, groups, and structures on an organization, to apply this knowledge to improve organizational performance. According to (Schermerhorn Jr, 2002) organizational behavior is the study of individuals and groups within organizations. Meanwhile, according to (McKenna, 1995) to measure individual performance, there are several indicators, including ability and skills on the job/competence, work attitude/individual character, and motivation.

D. Developing hypotheses

The Effect of Motivation on Performance

(Rizqiyyah et al., 2021) found that motivation had a positive and significant effect on the performance of PT employees. Dizamatra Powerindo. This is due to the motivation provided by the leadership at PT. Dizamatra Powerindo overall is very good. Motivational factors have a direct relationship with individual employee performance. With encouragement or motivation, employee performance will be optimal.

According to (Lin et al., 2018), motivation has a significant influence on student learning performance, where individual motivation produces higher learning performance than collaborative motivation. Based on these descriptions, can be formulated hypotheses:

H1: there is a significant direct influence between the Learning Motivation variable on soldier performance

The Effect of Learning Motivation on Competence

Students can improve learning achievement and have adequate competence. The results of the research show that there is a significant influence of motivation to learn statistics on learning achievement statistics (Ozen, 2017).

(Kosimov, 2023) examine the effect of the role of motivation in enhancing vocabulary acquisition in English as a Foreign Language (EFL) classrooms. The results show that motivation has an important role in students' vocabulary learning and the use of motivational strategies can improve their vocabulary competence or skills significantly. Based on the above description, it can be formulated hypotheses:

H2: there is a significant direct influence between the learning motivation variable on competence

The Effect of Competence on Performance

(Yaşar et al., 2013) provides some empirical evidence that refers to the influence of individual competence on organizational performance. One of the most surprising results of this research is that, when it comes to organizational performance, managerial competence appears to be the most significant factor as there is a positive relationship between competence and individual performance. Apart from that, core competencies have a very significant influence on individual performance. Based on these descriptions, it can be formulated hypotheses:

H3: there is a significant direct influence between the competency variable on soldier performance

The effect of Learning Motivation and competency on performance

(Fatah, 1996) that performance reflects the level of progress based on an individual's knowledge, attitudes, skills, and motivation in carrying out certain tasks or work.

According to (Hoy, W. K., & Miskel, 2001) performance refers to the capacity to complete tasks or work by the attitudes, knowledge, skills, and motivation possessed. In other words, performance reflects the result of the relationship between motivation and individual ability. Therefore, the hypotheses that can be formulated are:
H4: there is an influence between the learning motivation variable on soldier performance through competency.

A theoretical framework for thought
The conceptual model in this research was formulated based on a literature review and supported by previous research findings. The use of a conceptual framework is expected to provide a comprehensive picture of the research design to be implemented.

Based on the theory of organizational behavior, which is a field of study that explores the influence of individual behavior, groups, and structures on an organization, this knowledge improves organizational performance (Robbins, 2011) meanwhile, according to (McKenna, 1995) measure individual performance there are several indicators, including ability and skills on the job/competence, individual work attitudes, and motivation.

To comprehend the correlation among motivation, competence, and employee performance variables, an exploration of their interrelationships is essential. Used motivation theory (Skinner & Belmont, 1993; Sánchenz-Bolívar, L, Martínez-Martínez, 2022), competence (Spencer & Spencer, 1993); Vinas et al., 2021), performance (Fauzi Akhmad, 2020; Van Scotter et al., 2000)

This conceptual framework is supported by previous studies that describe the relationships between variables, as seen in Figure 1.

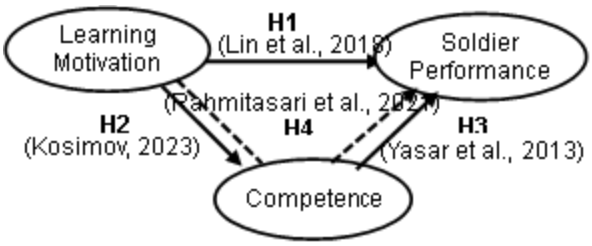

Figure 1. Conceptual framework effect of Character Education, Motivation, and Competence on Performance of the employee

II. METHOD

This research is experimental research that will test hypotheses, thus, the method applied is a quantitative approach. This research is deductive, starting from a theory or hypothesis whose validity will be tested through data collection and analysis. Researchers take an approach from a general theory or idea and then formulate a specific hypothesis based on that theoretical framework. This research method uses a confirmatory research design, which aims to assess the existence of relationships between variables that have been developed from previous research with reality or events that occur in the field.

A. Population and Sample

The population in this study was all elements or elements of non-commissioned officers and enlisted graduates of Pusdiklek class 39 to 41. The sampling technique was using Simple Random Sampling where sampling was carried out randomly without paying attention to the existing strata using the Slovin formula of 164 samples taken from a population of 277 personnel and each member of the population had the same opportunity to be selected using SPSS 25 software.

B. Definition of Variable Operational

This research consists of one exogenous variable and two endogenous variables. Exogenous variables include learning motivation, while two endogenous variables are employee competence and performance. Operational definitions are research elements that explain variable measurement methods.

Learning Motivation (X)
Learning motivation stimulates and maintains students' learning behavior and motivates them to

achieve certain academic goals. Measurement variables that help in understanding and assessing the level of learning motivation include attention, relatedness, self-confidence, and satisfaction.

Competency (Z)
Competency is a basic characteristic possessed by an individual that is causally related to fulfilling the criteria required in a position. The competency variable can be measured using other latent variables, namely knowledge, skills, and work attitudes.

Performance (Y)
Performance indicates achievement, demonstrated achievements, and a person's ability to carry out their duties effectively to achieve satisfactory results to achieve organizational or group goals within a work unit with indicators: work quality, speed, initiative, ability, and communication.

C. Data Analysis Technique
In this research, Structural Equation Modeling (SEM) is used to predict the dependent variable, namely employee performance, by considering several independent variables such as learning motivation, as well as competency variables which act as intervening variables.

Hypothesis testing about the relationship between variables depends on the quality of the data used in the test. Therefore, it is important that the data used has validity and is reliable. Validity reflects the extent to which a measuring instrument can measure the desired dimensions. In the context of this research, a questionnaire is used as a measuring instrument, and therefore, it is necessary to ensure that the questionnaire is valid. Meanwhile, reliability indicates how consistent a measuring instrument is, which means that if the instrument is used repeatedly, the results remain stable.

D. Goodness of Fit Criteria
In this stage, the model is tested to see the extent to which the model conforms to various goodness of fit criteria. Several suitability indices are used, and there are limit values that determine whether a model can be accepted or rejected as needed, including 1. X2 - Chi-square statistics, 2. RMSEA (The Root Mean Error of Approximation). 3. GFI (Goodness of Fit Index). 4. AGFI (Adjusted Goodness of Fit Index). 5. CMIN / DF, is The Minimum Simple Discrepancy Function divided by Degree of Freedom. 6. TLI (Tucker Lewis Index), 7. CFI (Comparative Fit Index). The indicator is based on a model acceptable or should not be qualified as shown in Table 1 below:

Table 1. Goodness of Fit Criteria

Index	Cut-off Value	Remarks
Chi-square	Expected to be small	The chi-square value is small, in prob. greater than tk significant. This means that there is no significant difference between the predicted covariance matrix and the observed data.
RMSEA (root mean square error of approximation)	≤ 0,08 (Browne and Curdeck, 1993)	It is a model measure that tries to correct the chi-square tendency to reject models with large sample sizes.
GFI (Goodness of fit index)	≥ 0,90	Calculates the weighted proportion of the variance in the sample covariance matrix that is explained by the estimated population covariance matrix. Values range from 0-1 (with 0=poor fit and 1=perfect fit)
AGFI (Adjusted	≥ 0,90 (Hair, 1995 and	GFI is an analog of R2 in multiple

goodness of fit)	Hulland, 1996)	regression. (0-1)
CMIN/DF (the minimum sample discrepancy function/degree of freedom)	≤ 2 (Byrne, 1998) ≤ 5 (Wheaton, 1977)	chi-square/DF
TLI (Tucker Lewis Index)	≥ 0.90 (Arbuckle, 1997) ≥ 0,95 (Hair dkk, 1995)	Alternative incremental fit index that compares a model being tested against a baseline model (0-1)
NFI (normed fit index)	≥ 0,90	Comparison between proposed model and null model (0-1)
CFI (Comparative fit index)	≥ 0,95 (Bentler)	Not influenced by sample size. Same as the Relative noncentrality index-RNI from McDonald and Marsh, 1990. (0-1)
Parsimonious normal fit index (PNFI)	The higher the better	NFI modification, the usefulness of comparing models with different DF
Parsimonious goodness of fit index (PGFI)	The higher the better/parsimony	Modification of GFI based on parsimony estimated model. (0-1)
Measurement model fit (by measuring construct reliability and variance extracted)	Reliability ≥ 0,70 Variance extracted ≥ 0,50	Unidimensionality = the assumption that underlies reliability calculations and is shown when the indicators of a construct have an acceptable fit of 1 single factor (one dimensional) model.

(Source: Werner R. Murhadi)

III. RESULTS AND DISCUSSION

A. Stage 1

The results of the analysis using AMOS in model 1 using ML Estimator (Maximum Likelihood) are presented in Figure 2.

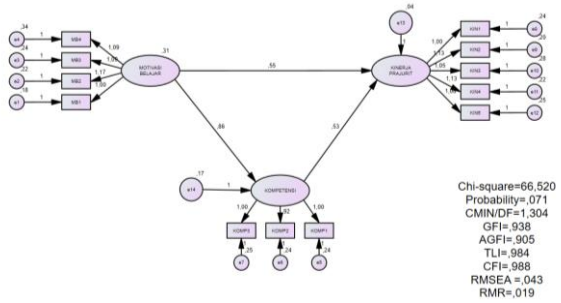

Figure 2. Diagram Step 1 Standardized

Assumption of Normality

According to (Ghozali, 2011) the purpose of this normality test is to assess whether the data distribution is normal or not. As one of the important assumptions in SEM analysis, a normality test must be carried out to evaluate the data distribution for each variable in this study.

In research that uses SEM analysis and meets the assumption of data normality, researchers often choose the Maximum Likelihood (ML) estimation method as the main choice. However, keep in mind that ML methods have high sensitivity to non-normal data distribution (Hair, Anderson, Tatham, & Black 1998). Therefore, if the data shows non-normality, researchers will generally replace it with an alternative estimation method that can better handle the problem of abnormal data distribution.

Previously it was explained that to apply the Maximum Likelihood (ML) estimation method, the data must be in a normal distribution. This is a condition that must be met. The following is a

summary of the results of the normality analysis carried out at the initial stage using the ML estimator.

Assessment of normality (Group number 1)

Variable	Min	max	skew	c.r.	Kurtosis	c.r.
Performance5	1,000	5,000	-,713	-3,727	,992	2,593
Performance4	1,000	5,000	-1,058	-5,529	2,078	5,432
Performance3	1,000	5,000	-,791	-4,133	1,119	2,924
Performance2	1,000	5,000	-,940	-4,914	1,891	4,942
Performance1	1,000	5,000	-1,072	-5,606	2,281	5,964
Competence3	1,000	5,000	-1,000	-5,230	2,013	5,263
Competence2	1,000	5,000	-,706	-3,689	1,339	3,500
Competence1	1,000	5,000	-,782	-4,090	1,279	3,344
Learning Motivation4	1,000	5,000	-,697	-3,643	,679	1,774
Learning Motivation3	1,000	5,000	-,562	-2,941	,963	2,516
Learning Motivation2	1,000	5,000	-,762	-3,983	1,560	4,077
Learning Motivation1	1,000	5,000	-,920	-4,810	2,675	6,993
Multivariate					9,899	3,458

Data source: Stage 1 Output

From the results of the analysis above, most of the Critical Ratio (CR) values for indicators or manifest variables lie outside the range limit of ± 2.58, indicating acceptance of the Null Hypothesis (H0). This indicates that most indicators have a univariate non-normal distribution. Apart from that, the multivariate CR value of 7.388 is also outside the range limit of ± 2.58, validating the acceptance of the Null Hypothesis (H0) in a multivariate manner, indicating that the overall distribution is not normal. Therefore, with a multivariate distribution that is stated to be non-normal, this model is considered to violate the normality assumption.

Due to violations of the multivariate normality assumption, researchers can choose to use estimation methods that are more robust to data abnormalities. These options include Generalized Least Squares (GLS), Unweighted Least Squares (ULS), or Asymptotically Distribution-Free (ADF) techniques. It is important to note that not all research data can be analyzed using this method, especially if there are limitations on sample size. According to Ferdinand (2006), the recommended sample size for each analysis method is as follows: Maximum Likelihood (ML) Method: 100 – 200, ML or GLS Method: 200 – 500, ULS Method: 500 – 2500, and ADF Method: above 2500.

Considering the number of samples in this study was 164, which is less than 500 and does not meet the criteria for normality at the multivariate level, the General Least Squares (GLS) estimation method was the researcher's choice. This approach, according to the explanation of Ferdinand (2006), is recognized for its resistance to violations of the normality assumption and is considered suitable for research with sample sizes that do not reach 500.

B. Stage 2

The results of the analysis using AMOS at stage or model 2 using the GLS Estimator are presented in Figure 3.

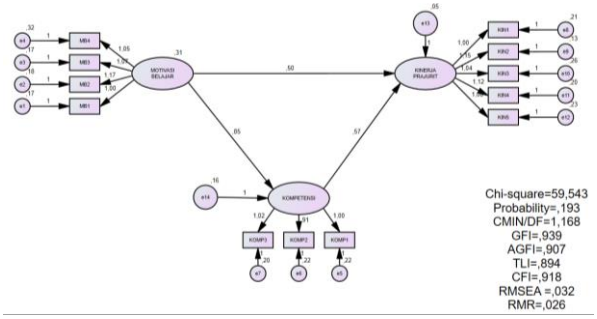

Figure 3. Diagram Step 2 Standardized

Conclusion of Validity and Reliability Test Results

The conclusions of the validity and reliability test results can be summarized in the following table:

Draft	Indicator	SLF ≥ 0.5	CR > 0.7	AVE > 50%	Note
LMot			0.876	0.639	Reliable
	Learning Motivation1	0.809			Valid
	Learning Motivation2	0.838			Valid
	Learning Motivation3	0.826			Valid
	Learning Motivation4	0.721			Valid
Comp			0.838	0.633	Reliable
	Competence1	0.800			Valid
	Competence2	0.767			Valid
	Competence3	0.820			Valid
Perf			0.919	0.694	Reliable
	Performance1	0.813			Valid
	Performance2	0.896			Valid
	Performance3	0.792			Valid
	Performance4	0.845			Valid
	Performance5	0.817			Valid

Based on the summary table above, it can be concluded that all indicators and constructs are valid and reliable.

C. Path Analysis

HC assessment (Heywood Case)

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Competence	<---	Learning Motivation	,768
Soldier Performance	<---	Learning Motivation	,445
Soldier Performance	<---	Competence	,555
LMot1	<---	Learning Motivation	,809
LMot2	<---	Learning Motivation	,838
LMot3	<---	Learning Motivation	,826
LMot4	<---	Learning Motivation	,721
Comp1	<---	Competence	,800
Comp2	<---	Competence	,767
Comp3	<---	Competence	,820
Perf1	<---	Soldier Performance	,813
Perf2	<---	Soldier Performance	,896
Perf3	<---	Soldier Performance	,792
Perf4	<---	Soldier Performance	,845
Perf5	<---	Soldier Performance	,817

Data source: Stage 2 Output

In the Standardized Regression Weights table above: none of the estimated values (loading factors) have a value > 1 so there is no risk of a Heywood Case (HC).

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	27	59,543	51	,193	1,168
Saturated model	78	,000	0		
Independ	12	170,3	6	,0	2,581

Model	NPAR	CMIN	DF	P	CMIN/DF
ence model		64	6	00	
Zero model	0	978,000	78	,000	12,538

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	,026	,939	,907	,614
Saturated model	,000	1,000		
Independence model	,381	,826	,794	,699
Zero model	,426	,000	,000	,000

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,650	,548	,928	,894	,918
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,773	,503	,709
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

NCP

Model	NCP	LO 90	HI 90
Default model	8,543	,000	31,939
Saturated model	,000	,000	,000
Independence model	104,364	69,586	146,821

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	,365	,052	,000	,196
Saturated model	,000	,000	,000	,000
Independence model	1,045	,640	,427	,901

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,032	,000	,062	,814
Independence model	,098	,080	,117	,000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	113,543	118,223	197,239	224,239
Saturated model	156,000	169,520	397,790	475,790
Independence model	194,364	196,444	231,562	243,562
Zero model	978,000	978,000	978,000	978,000

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	,697	,644	,840	,725
Saturated model	,957	,957	,957	1,040
Independence model	1,192	,979	1,453	1,205
Zero model	6,000	5,404	6,641	6,000

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	188	212
Independence model	83	92
Zero model	17	19

Data Source: Stage 2 Output

Based on the Chi-Square p-value of 0.193>0.05, the RMR value is 0.026<0.08, the RMSEA value is 0.032<0.08 and the CMINDF value is 1.168<2. So based on several criteria, 4 criteria indicate that the model is fit, and it can be concluded that the model is declared fit. So researchers can conclude that this SEM analysis model meets the model fit criteria.

D. Direct Effects

Direct effects in SEM analysis will be used to answer the research hypothesis. The results based on SEM analysis using the AMOS application are as follows:

Standardized Direct Effects (Group number 1 - Default model)

	Learning Motivation	Competence	Soldier Performance
Competence	,768	,000	,000
Soldier Performance	,445	,555	,000

Data Source: Stage 2 Output

Based on the table above, you can see the estimated coefficient values for direct effects or the direct effect of one latent variable on another latent variable, for example, the direct effect of learning motivation on competence is 0.768, which means that learning motivation has a positive direct effect on competence of 76.8%. This value can be interpreted as meaning that every change in one unit of learning motivation can directly change the competency value by 76.8%.

The results of the direct effects significance analysis based on the bootstrapping p-value are as follows:

Direct Effects - Two-Tailed Significance (PC) (Group number 1 - Default model)

	Learning Motivation	Competence	Soldier Performance
Competence	.003	...	...
Soldier Performance	.042	.011	...

Data Source: Bootstrapping Stage 2 Output

From the table above, you can observe the p-value for the direct effect between one latent variable and another latent variable, for example, the effect of learning motivation on competence with a p-value of 0.003<0.05. This shows acceptance of Hypothesis 1 (H1), which states that learning motivation has a positive and significant direct influence on competence.

From the bootstrapping analysis table above, it can be seen that all direct effects are considered significant and Hypothesis 1 (H1) is accepted for each case because the p-value for each direct effect is less than 0.05. This includes the direct influence from learning motivation to competence, from learning motivation to performance, as well as from competence to performance.

E. Indirect Effects

According to (Haryono, 2016) indirect effects are intended to measure the strength of influence between variables, both from exogenous variables to endogenous variables. The following is a summary of the results of the indirect effects analysis:

Standardized Indirect Effects (Group number 1 - Default model)

	Learning Motivation	Competence	Soldier Performance
Competence			
Soldier Performance	.426		

Data Source: Stage 2 Output

From the table provided, we can see the magnitude of the coefficient for the indirect effect between one latent variable and another latent variable, mediated by the third latent variable. For example, the indirect effect of learning motivation on performance through

competence is 0.426, which shows that learning motivation has an indirect positive effect on performance through increasing competence by 42.6%. This means that every one-unit increase in learning motivation will cause an indirect increase in performance of 42.6% through increased competence.

The results of the analysis of the significance of indirect effects based on the p-value resulting from bootstrapping are as follows:

Indirect Effects - Two-Tailed Significance (PC) (Group number 1 - Default model)

	Learning Motivation	Competence	Soldier Performance
Competence	...	...	...
Soldier Performance	.007	...	...

Data Source: Bootstrapping Stage 2 Output

The influence of learning motivation on soldier performance.

The direct effect of learning motivation on performance is positive at 44.5% and significant or accepts H1 with a bootstrapping p-value of 0.042<0.05. Therefore the hypothesis (H1) in this study is accepted.

The findings in this research support the theory presented by (Lin et al., 2018) where learning motivation comes from students' efforts to achieve satisfaction in the learning process. This encourages them to set higher goals and achieve better achievements (Leow et al., 2016). Therefore, students who have a high level of learning motivation are likely to have sufficient knowledge to complete learning tasks, increase satisfaction with learning, and develop their abilities.

The influence of learning motivation on competence.
The direct effect of learning motivation on competence is positive at 76.8% and significant or accepts H1 with a bootstrapping p-value of 0.003<0.05. Therefore the hypothesis (H2) in this study is accepted.

The results of this research support the theory expressed by (Kosimov, 2023) which confirms that motivation has an important role in students' learning process and that the use of motivational strategies can significantly improve their skills. Students who have a high level of motivation tend to show greater dedication in completing learning tasks, apply more effective strategies, and show higher persistence in overcoming various challenges.

The direct influence of competency on soldier performance.
The direct effect of competence on performance is positive at 55.5% and significant or accepts H1 with a bootstrapping p-value of 0.011<0.05. Therefore the hypothesis (H3) in this study is accepted.

The findings of this research support the theory presented by (Yaşar et al., 2013) which shows a positive correlation between competence and individual performance. When referring to organizational performance, managerial competence emerges as the factor that has the most significant impact.

The influence of learning motivation indirectly through competence (as a mediating variable) on soldier performance.

The indirect effect of learning motivation on performance through competence is positive at 42.6% and significant or accepts H1 with a bootstrapping p-value of 0.007<0.05. Therefore the hypothesis (H4) in this study is accepted.

The results of this research confirm the theory presented by (Rahmitasari et al., 2021) which states that adequate motivation and competence, as well as being in line with organizational goals, will form organizational commitment. This commitment in turn has the potential to improve employee performance.

Theoretically, learning motivation variables mutually influence the competence and performance of Pusdiklek graduate soldiers.

CONCLUSION

The learning motivation variable directly has a significant influence on the competency and performance of soldiers. In addition, the competency variable significantly functions as a mediator between learning motivation and improving soldier performance.

The author hopes that in future research he can take different research objects and dig deeper into the variables that influence the competence and performance of soldiers. The research results open up the possibility of the influence of other variables as mediators that can influence soldier performance.

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