

Army Human Resources Development Strategy through *Human Capital* Approach

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Abstract. The focus of research on the statement is the strategy of developing human resources (HR) of the Army through a *human capital* approach in increasing the professionalism, capability, and effectiveness of military personnel to support the operational success of the Army in facing various security challenges. The purpose of this research is to analyze the Human Resource Development Strategy of the Indonesian Army through the *Human Capital* Approach. The method used in this research is descriptive qualitative with SWOT analysis tools and tree analysis. The theory used in this research is *human capital*. The results showed that the strategies used for HR development with a *human capital* approach are (1) Improving the quality of education and training of soldiers through evaluation and inclusive curriculum development. (2) Utilizing good education and training to improve soldiers' capabilities through an integrated and sustainable *human capital* approach. (3) Improving the professionalism of soldiers through merit-based personnel management system reform. (4) Improving soldiers' welfare by providing access to specialized higher education through the Defense University. (5) Improving transparency and efficiency through information and communication technology, keeping soldiers' focus on the main task of defense. By adopting a *human capital* approach, the Army is expected to improve the quality and capability of soldiers, so that they are ready to face future challenges and support the achievement of the organization's strategic goals.

Keywords: *Human capital*; HR Development; SWOT Analysis; Tree Analysis; Army.

1. Introduction

In the world of modern defense, the quality of Human Resources (HR) is an important element in determining the success of military organizations. Siagian

explained that although an institution does not have resources and wealth in the form of money, if it has human resources who are educated, skilled, disciplined, diligent, willing to work hard, have a work culture, and are loyal,

then great progress for the institution and the individuals in it is wide open (Siagian, 2008). Gaol (2014) also emphasized that HR is a strategic central factor in carrying out the vision of the organization.

In the context of national defense, defense strength can be measured through conceptual, physical, and moral components with human resources as the backbone. Therefore, national defense personnel must be professional, trained, educated, well equipped, and guaranteed welfare in accordance with the identity of TNI soldiers as professional soldiers. Along with the development of technology and the emergence of a new spectrum of threats such as cyber and terrorism, the Indonesian Army is faced with the demand to form personnel who are not only disciplined and loyal, but also competent in mastering science and technology, and able to scientifically analyze military operations (Kertopati, 2018). Human resources are not just supporting assets, but are the core of defense forces. For this reason, a strategic approach is needed so that every soldier is able to adapt quickly to changes in the strategic environment and make an optimal contribution to the organization.

Currently, the Army has implemented various reforms to

improve the capacity of soldiers. However, several challenges still arise in aligning education and training with the demands of the digital era. HR management systems that still tend to be traditional require transformation to be more responsive and competent in the face of change. TNI Commander Marshal Hadi Tjahjanto, S.I.P. said that with superior Indonesian human resources, good collaboration between military and non-military can be realized in the context of national defense. According to the Commander, human resources are the main thing in the organization. The progress of an organization is determined by the ability of human resources to master science, accompanied by a constructive and ethical culture, so as to produce benefits for all members of the organization. TNI itself continues to improve and reform itself to not be trapped in the romance of past glory, but continues to move in change.

Indonesian President Joko Widodo has also prioritized human resource development during his administration, focusing on developing skilled human resources and mastering science and technology (Republika, 2020). Especially for TNI human resources, increasing TNI capabilities, especially related to weapons and cyber, is very important considering that future wars will focus

on technology (Cnbcindonesia, 2019). In addition, Prabowo Subianto, the Indonesian Minister of Defense, also emphasized that competency-based HR development is one of the priority programs in supporting a modern TNI force that is responsive to cyber threats (Detiknews, 2019).

However, there are still several obstacles, including limitations in structuring the education and training system in line with operational needs. In addition, the HR management approach that is not yet fully based on competence and technology is one of the inhibiting factors in optimizing the potential of TNI AD soldiers. Susaningtyas Kertopati (2018) emphasized that TNI soldiers must have competencies equivalent to the military of developed countries and be able to act as *scholar warriors-soldiers* who excel in physical, scientific, and strategic analysis.

To face this challenge, it is necessary to apply the concept of *human capital* in the development of TNI AD human resources. Stockley (2003) defines *human capital* as a human contribution that provides added value to organizational development and growth. *Human capital* places human resources as the subject of organizational development, not just a managed object, with a focus on developing personnel competence, motivation, and knowledge. This

approach was also adopted by the United States military through Field Manual 22-100 "Be-Know-Do" in 1999, and proved to be able to improve personnel performance through competency mapping and results measurement (Hermawan, 2012).

Current conditions show that although the Army has made efforts to improve personnel competencies through training and modernization, there is still a gap between the capabilities of soldiers and the demands of the evolving strategic environment. In addition, there is a need for reorganization in education and training patterns to ensure that every personnel is able to master technology and work collaboratively.

The expected condition is the formation of professional, competent, and adaptive TNI AD human resources in supporting the organization's main tasks. The implementation of a *human capital-based* strategy is expected to align personnel management with the overall organizational strategy, as asserted by Midhio (2016). Increasing personnel competence must be the main focus, with a synergistic inter-matra pattern of coaching and education, in order to support the effectiveness of TNI Main Command (Kotama) tasks in facing traditional and non-traditional threats (Laksmana, 2008).

Furthermore, the development of TNI AD human resources must also be in line with the national human resource development priorities launched by President Joko Widodo, namely mastery of science and technology as a determining factor for the nation's competitiveness (Republika, 2020). Thus, the strategy of developing the Army's *human* resources through a *human capital* approach will strengthen national defense resilience while increasing the competitiveness of TNI organizations at the global level. The implementation of this concept is expected to encourage the formation of human resources that are adaptive, innovative and responsive to changes in the strategic environment, so that they are ready to face various future threats and challenges.

2. Review

Strategy Theory

The word strategy comes from the Greek "Strategos", when it came into use during the 18th century.⁸ It is seen in a narrow sense as "*The Arts of General*" or the 'art of organization' of troops (Gartner, 1999). Hardy, Langley, and Rose in Majid (2013), suggest: "*Strategy is perceived as a plan or a set of explicit intentions preceeding and controlling actions* (strategy is understood as a plan or will that precedes and controls activities)". Meanwhile, according to Siagian P. Sondang (2004) Strategy is a

series of conscious decisions and actions made by top management and implemented by all levels in an organization in order to achieve the organization's goals.

In the military, strategy is used to win a war, while tactics are used to win battles. Clausewitz also explained "that strategy is the action of the battle to achieve the end of the war, therefore it must provide objectives for military action as a whole, which must be in accordance with the object of the war". In other words, strategy is a war plan, for a common goal in a series of actions that lead to a final decision. Strategy is also to make separate campaign plans and organize battles to be fought in each battle location (Clausewitz, 1984).

So in general, strategy is defined as an outline of direction for action in an effort to achieve predetermined goals. In other words, a strategy is an action or activity carried out by a person or company to achieve a predetermined goal or objective.

Human Resource Development

HR development can be defined as a set of systematic and planned activities designed by an organization to provide its members with opportunities to learn the skills necessary to meet current and future job demands. In a broader sense, HR development seeks to develop knowledge, experience, expertise,

productivity, and employee satisfaction (Werner and DeSimone, 2011).

Human resource development can be understood as preparing individual employees to assume different or higher responsibilities within the organization. Development usually relates to the improvement of intellectual or emotional abilities required to perform a better job. Human resource development is a part of the human resource management system, including training and development, *career development*, and the programs and processes of *organizational development* (Werner and DeSimone, 2011).

According to Donni Junni Priansa (2014), HR development in organizations has many goals, both internally and externally. Internal HR development objectives such as; a) increasing work productivity, b) increasing organizational efficiency, c) increasing organizational effectiveness d) preventing damage to organizational facilities, e) reducing work accidents, f) improving internal services, g) increasing employee morale, h) opening up opportunities in career development, i) developing leadership skills in employees, j) leadership succession, k) increasing the compensation that trained employees will receive.

According to Hasibuan (2000) the indicators measured from the

development methods applied include the following; a) Employee work performance, b) Employee discipline, c) Employee absenteeism, d) Level of production damage, tools, and machines, e) Employee accident rate, f) Level of waste of raw materials, energy and time, g) Level of cooperation, h) Level of employee intensive wages, i) Employee initiative, j) Leadership and manager decisions. Employee Initiative, j) Manager Leadership and Decisions.

Human capital concept

The concept of *human capital* first introduced by Schultz (1961) includes the skills, knowledge, and abilities of individuals working in an organization. Initially, this concept was limited, as it did not take into account the aspect of investment in performance or organization. However, in subsequent developments, Becker (1993) added the individual health dimension, emphasizing well-being and health as important elements in *human capital*. Individual health and well-being have become an important part of human capital development in modern organizations.

Schultz (1961) then expanded the concept of *human capital* by defining that all human abilities, whether naturally acquired or developed through proper investment, are valuable human capital. In essence, humans are not seen as

objects or economic capital alone, but as subjects that play an important role in achieving organizational goals. Organizations that focus on *human capital* development will be able to create competitive advantages that are difficult for competitors to replicate.

Matthewman & Matignon in Gaol (2014) define *human capital* as the accumulation of knowledge, skills, experience, and other attributes relevant to improving productivity and achieving the organization's strategic goals. Meanwhile, Edwinston & Malone (1997) added that *human capital* includes individual knowledge, skills, creativity, and innovation. In their view, there are two key components in *human capital* management: first, people are assets whose value can be increased through investment; second, *human capital* policies must be aligned with the organization's structure, mission, vision, and strategy.

Fitz-Enz (in Ongkorahardjo et al., 2008) divides *human capital* into three main factors: individual character, learning ability, and information sharing motivation. These factors contribute to improving organizational performance through effective work systems, proper recruitment, and career development and training.

Mayo (2000) explains that *human capital* consists of five components:

individual ability, individual motivation, leadership, organizational atmosphere, and work group effectiveness. Individual capabilities include the knowledge, skills, and social networks that a person has. Individual motivation includes internal and external drives that affect productivity. Leadership is related to a clear vision from management, while organizational atmosphere includes a corporate culture that supports innovation. Finally, workgroup effectiveness includes the support and collaboration that creates synergy within the team.

Overall, *human capital* is a very important factor in organizations, because it can encourage innovation, creativity, and positive change. Bontis (1998) emphasizes that *human capital* is the component that enables organizations to change, innovate, and develop, thus becoming more adaptive to new challenges and opportunities.

3. Research Methods

In this research, the method used is descriptive qualitative method, which describes problem solving based on the results of the research to be analyzed. The data collection technique used is *literature review* and literature study, as explained by Soekanto (1998). By using this approach, researchers examine

secondary information through literature searches, including examining legal provisions related to research materials (Waluyo, B, 1996). The analysis tools used were SWOT *analysis* and *tree analysis*. The use of these analytical tools is to develop a holistic HR strategy for the Army, understand its internal and external position and identify tiered solutions for *human capital* development.

4. Results and Discussion

The TNI AD Human Resources Development Strategy through the *Human capital* Approach is a structured effort to improve the professionalism, capability, and effectiveness of military personnel to support the operational success of the TNI AD in facing various security challenges. The transformation of defense human capital began with the TNI Reform in 1998, which involved structuring ABRI's Dual Function, TNI business, and civil-military relations. It succeeded in reducing ABRI's role in executive and legislative positions, as well as improving defense legislation through Law 3/2002 on National Defense and Law 34/2004 on the TNI, separating the National Police from the TNI, and reforming intelligence. However, this transformation still faces challenges in personnel policy, education, technology and operational doctrine.

In this context, the Army must strengthen its professionalism in accordance with Law No. 34 of 2004 by focusing on building a mindset and professional culture values. Integration of training between branches and optimal training facilities are key in improving the military education system through curriculum integration that involves input from operating units. Good human resource management is important in developing the professionalism of the Army according to the dynamics of the environment and science.

The capability and credibility of the Army's human resources in the defense system is strongly influenced by the development of the *Revolution in Military Affairs* (RMA) model applied in various military organizations in the world. The development of a modern defense organization based on *human capital* includes soldier capacity, soldier motivation, Sapta Marga leadership, organizational climate, and unit effectiveness as the main components. The *human capital* approach emphasizes soldier capabilities including skills, intelligence, motivation, education, physical abilities, and combat experience to support the soldier's main tasks and maximize contributions to the development of TNI organizations (Hermawan, 2012).

Reform of personnel management, education and training at all levels is a non-negotiable policy. The establishment of the Defense University, curriculum changes in educational institutions, and an emphasis on democracy, human rights, professionalism, and additional study abroad time are part of this reform. This effort is realized through the development of professional and quality human resources, as well as a review of personnel development and education (Tjahjanto, 2020).

In order to support this strategy, recommendations from various references, including the study of Syarifudin Tippe in his book on Human Resource Development of TNI Officers, and the *Strategic Defense Review* (SDR) program within the Directorate General of Defense Strategy of the Ministry of Defense of the Republic of Indonesia, emphasize the importance of applying *human capital* as the basis for TNI HR development policies. Through the *human capital* approach, the Indonesian Army seeks to develop professional and competent soldiers to face various defense challenges effectively and efficiently in the context of national defense (Tippe, 2015).

TOTAL SELURUH			
PANGKAT	DSP	RHIL	SELISIH
BINTANG 4	5	4	-1
BINTANG 3	33	32	-1
BINTANG 2	219	268	+ 49
BINTANG 1	857	989	+ 132
KOLONEL	5.423	5.661	+ 238
LETKOL	12.445	7.543	- 4.902
MAYOR	22.425	10.859	- 11.566
KAPTEN	32.976	13.097	- 19.879
LETTU	22.945	10.124	- 12.821
LETDA	6.493	15.838	+ 9.345

- Pati kelebihan 181 pers (Bt.2 dan 1)
- Kolonel kelebihan 238 pers

Figure 1 Lapkuatpers Data of TNI Headquarters, Force Headquarters and Outside Structures up to Jan 2024

Source: Rapim TNI, 2024

From the presentation of the Aspers Panglima TNI at the 2024 TNI Rapim, it is known that there is an excess of Pati in the TNI ranks of 181 people, which includes 49 Star Pati 2, and 132 Star Pati 1. Meanwhile, for the Colonel group, the TNI has an excess of 238 people. In this context, the current TNI AD leadership policy in personnel development aims to ensure success in achieving the main tasks. Currently, there is an imbalance between the number of officers and the space for positions. To overcome this, TNI AD leaders channel competent and highly dedicated officers to non-structural agencies and state-owned enterprises. For officers who remain in the Army, the placement of positions in accordance with their abilities is a priority.

Potential tracking is done through psychological tests, education results, and soldier achievements in the field. Spersad consistently organizes career development (Binkar) which is integrated, directed, planned, and integrated to realize the professionalism

of soldiers. Binkar is also used to produce experienced and resilient future TNI AD leadership cadres through a turn of assignments (*tour of duty*) and regions (*tour of area*).

The selection of personnel in strategic positions is carried out through transparent and measurable competency tests in accordance with TNI Regulation Number 59 / X / 2008, which is based on competence and morality. This competency test involves Disjasad, Dispsiad, Diskesad, and LKT weapons, currently limited to several positions but will be developed to almost all positions in the future. With fair, objective, and transparent coaching, Spersad encourages outstanding officers to advance, so that the personnel aspect supports the organization optimally. This policy is believed to increase the success of the TNI AD's main tasks in the field of personnel.

Researchers used SWOT analysis and *tree analysis* to determine strategies and priorities for the development of Army human resources.

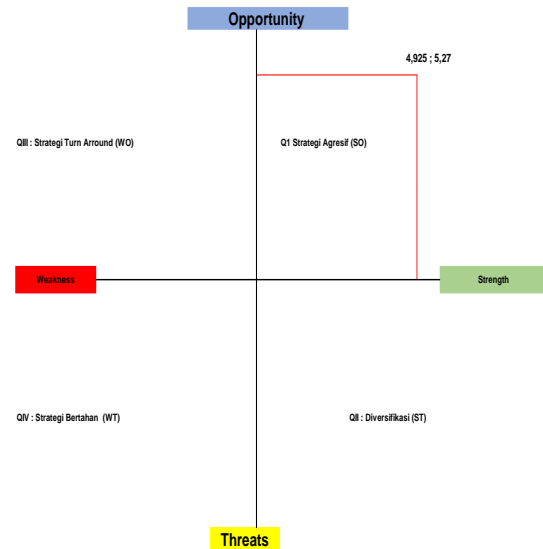
Table 1 IFAS (*Internal Factor Analysis Summary*) and EFAS (*External Factor Analysis Summary*) analysis

STRENGTH	OPPORTUNITIES
<ul style="list-style-type: none"> Trained and Educated Army. Soldiers who have good education and training so that they are able to carry out 	<ul style="list-style-type: none"> <i>Human capital-based</i> transformation. An opportunity to improve soldier capabilities

<p>their duties professionally.</p> <ul style="list-style-type: none"> Not Involved in Practical Politics and Business. Focus on primary defense duties without being distracted by political or business activities. Welfare Guarantee. Soldiers who are prosperous tend to be more focused and motivated in carrying out their duties. <i>Human capital-based</i> development. A <i>human capital</i> approach to soldier development that includes capacity, motivation, leadership, organizational climate, and group work effectiveness. TNI reform. Successful reforms separated Polri from TNI and reduced ABRI's role in executive and legislative offices, increasing the focus on defense duties. 	<p>through an integrated and sustainable <i>human capital</i> approach.</p> <ul style="list-style-type: none"> Use of Information and Communication Technology : Utilize technology to increase transparency in education selection and efficiency in training. Establishment of a Defense University. Opportunity to improve the quality of military education through a specialized higher education institution. Inclusive Curriculum Evaluation and Development. Opportunities to involve units in the area of operation in education curriculum evaluation and development. Personnel Management System Reform. An opportunity to overhaul the merit-based career system, rotations and assignments to improve soldier professionalism.
WEAKNESS	THREATS
<ul style="list-style-type: none"> Lack of Support for Training Facilities. Limitations in bullets, vehicles, and fuel hinder optimal training. Unintegrated Education 	<ul style="list-style-type: none"> Constraints in Professionalism Development. Challenges in developing the professionalism of

<p>Curriculum. A poorly coordinated curriculum between different levels of education leads to redundancies and inefficiencies.</p> <ul style="list-style-type: none"> • Feedback from operating areas is not used. Lack of integration of feedback from operating areas in the development and evaluation of the education curriculum. • Low transparency of education selection. The selection process is not transparent and does not utilize information and communication technology. • Inadequate Qualifications of Educators. The need to improve the qualifications of educators, especially at higher education levels such as Seskoad. 	<p>soldiers in a comprehensive and sustainable manner.</p> <ul style="list-style-type: none"> • Misalignment of Policy and Implementation. Discrepancies between formulated policies and their implementation in the field, leading to inefficiencies. • Increased Technology and Defense Equipment Needs. The challenge of keeping up with technological developments and meeting the needs of modern and sophisticated defense equipment. • Changes in the Strategic Environment. The evolving dynamics of military and non-military threats require rapid adaptation of operational strategies and doctrines. • Instability of Civil-Military Relations. Potential instability due to civil-military relations that have not been fully harmonized after reform.
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Source: Data Processed by Researchers, 2024



Graph 1 SWOT Matrix Analysis

Source: Data Processed by Researchers, 2024

Based on the analysis conducted by researchers, the following aggressive strategy (*strength opportunity*) is obtained:

1. Utilize good education and training to improve soldier capabilities through an integrated and sustainable *human capital* approach.
2. Increase transparency and efficiency through information and communication technology, keeping soldiers focused on core defense tasks.
3. Improve the welfare of soldiers by providing access to specialized higher education through the Defense University.
4. Improve the quality of soldier education and training through inclusive curriculum evaluation and development.

5. Improve soldier professionalism through merit-based personnel management system reform.

The Strength-Opportunity (SO) strategy in SWOT analysis aims to utilize internal strengths to seize existing external opportunities, thereby improving the performance and professionalism of Army soldiers. Well-trained and educated soldiers have the ability to carry out tasks with high professionalism. This strength can be utilized through *human capital-based* transformation, which enables the improvement of soldiers' capabilities with an integrated and sustainable approach. Focusing on defense and avoiding involvement in politics or business allows the army to use information and communication technology to increase transparency in education selection and efficiency in training (Anwar, 2020).

Soldier welfare is also an important strength. Soldiers who are prosperous tend to be more motivated and focused in carrying out their duties. The establishment of the Defense University offers an opportunity to improve the quality of military education. The *human capital* development approach, which includes capacity, motivation, leadership and teamwork effectiveness, provides a strong basis for involving units in the

area of operations in curriculum development relevant to field needs.

TNI reform, including the separation of Polri from TNI and the reduction of ABRI's role in the executive and legislative sectors, allows for an increased focus on defense tasks. This opportunity can be capitalized on through reforms to the personnel management system, overhauling the merit-based career system, more transparent rotations and assignments, increasing the professionalism of soldiers (Cameron, 2011). These reforms also improve organizational effectiveness and efficiency in carrying out defence tasks, while ensuring the welfare and sustainable development of soldiers.

In the defense budget analysis, the largest expenditure is allocated to personnel expenditure (35.37%), capital expenditure (32.82%), and goods expenditure (31.62%). In 2020, the value of the Ministry of Defense's equipment and machinery increased by 9.3% to Rp127.7 trillion compared to 2019. For 2022, the government allocated IDR134.08 trillion, an increase of 11.6% from 2021 (Kusnandar, 2021). The development of the Army's *human resources* through the *human capital* approach is included in these three budget categories.

Personnel Expenditure includes salaries, allowances, incentives, and career development of soldiers. Capital Expenditure includes the construction of training facilities, purchase of technology, and investment in IT infrastructure. Meanwhile, Goods Expenditure includes the procurement of training equipment and materials, books, and operational logistics. With this comprehensive allocation, the Army can develop soldiers who are competent and ready to face defense challenges.

Supporting and inhibiting factors in HR development are analyzed through a tree analysis model to determine priorities. The division of the defense budget, namely personnel expenditure (35.37%), capital expenditure (32.82%), and goods expenditure (31.62%), supports the *human capital* strategy of the Army.

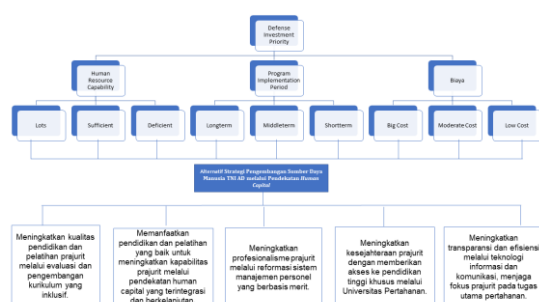


Figure 2 Tree Analysis

Source: Data Processed by Researchers, 2024

Based on the *tree analysis*, the priorities that can be carried out by relevant *stakeholders* are as follows

1. Improve the quality of soldier education and training through inclusive curriculum evaluation and development.
2. Utilize good education and training to improve soldier capabilities through an integrated and sustainable *human capital* approach.
3. Improve soldier professionalism through merit-based personnel management system reform.
4. Improve the welfare of soldiers by providing access to specialized higher education through the Defense University.
5. Increase transparency and efficiency through information and communication technology, keeping soldiers focused on core defense tasks.

When analyzed using Lyke's (1989) strategy model, these priorities are manifested in the following strategies:

1. Improving the Quality of Soldier Education and Training through Inclusive Curriculum Evaluation and Development

Ends:

In the context of strategy theory, *Ends* are the end result or goal to be achieved from the implementation of a strategy. According to Clausewitz's definition, strategy focuses on achieving ultimate victory in war, and in this case, the *Ends* is the improvement of the

quality of education and training of Indonesian Army soldiers.

Hardy, Langlay and Rose's theory of strategy, which views strategy as "the plan or will that controls action," is relevant to the research objective of developing an inclusive and relevant curriculum to enhance soldiers' capabilities. In human resource development, this objective is directly related to creating soldiers who are ready to face challenges, as alluded to by Werner and DeSimone (2011) on developing the skill sets needed to meet current and future job demands.

The objective to improve the quality of soldier education (*Ends*) is the application of strategy in military organizations, with the aim of achieving competitive advantage through effective human resource development. This is in line with the concept of *human capital* described by Schultz and Becker, where investment in improving the capabilities of soldiers is considered as valuable capital to achieve organizational goals.

Ways:

Ways in strategy theory refers to how strategies are implemented or the concrete steps taken to achieve *Ends*. In this study, the *Ways* include a thorough evaluation of the existing curriculum, the development of a new curriculum involving various experts, as well as the

training of instructors to deliver the materials effectively.

In more general strategy theory, this is similar to the tactics used in each skirmish to achieve victory in a larger war, as Clausewitz explained that each battle action has a role to play in achieving the ultimate goal. These steps in curriculum development are part of a series of actions required to achieve the larger goal of education.

In the context of HR development, this can be linked to the concept of improving employee knowledge, skills and experience discussed by Werner and DeSimone (2011). This includes systematic efforts in updating and improving the learning process through technical and non-technical training that suits the modern and operational needs of the organization.

The curriculum evaluation and development steps in this study reflect the principles of HR development and organizational strategy that involve systematic planning and implementation of actions. This is in line with the theory of strategy as a "plan of action" and the *human capital* theory that sees investment in training as a way to increase individual productivity and effectiveness.

Means:

Means refers to the resources needed to implement *Ways* to achieve *Ends*. In

this study, *Means* include budget allocation, cooperation with educational institutions, use of information technology, and support from superior command.

According to Siagian, strategy is a series of conscious decisions taken by top management and implemented by the entire organization. These resources, such as budget, external cooperation, and technology, are management decisions that determine how this strategy will be implemented. In this context, *Means* also includes aspects of *human capital* management described by Matthewman & Matignon (2014), namely ensuring that there is support from institutions and policies that are aligned with the vision and strategy of the organization.

Significant resource support for curriculum development (*Means*) is a key component of the HR development strategy. This relates to the principle that organizations that successfully implement HR development strategies must have strong human capital and structural support, as described by Schultz and Becker. *Human capital* management emphasizes the importance of human resources as assets that can be developed through appropriate investments, including training and career development.

2. Utilizing Good Education and Training to Enhance Soldier Capability through an Integrated and Sustainable *Human capital* Approach

Ends:

Ends to be achieved are to increase the capability of TNI AD soldiers through quality education and training. This increased capability is expected to contribute to better operational effectiveness and combat readiness. This is in line with the strategic goal of military organizations, which is to win wars through the preparation of superior human resources. This strategy integrates the understanding that humans (in this case soldiers) are an important element in achieving organizational goals, as affirmed by the concept of *human capital* (Schultz, 1961; Becker, 1993). The organization focuses not only on war as an end result, but also on the readiness and well-being of soldiers as part of a long-term investment in human capital.

Ways:

Ways is implemented through the development of an ongoing education and training program, covering basic, advanced and specialization training. The program is adapted to technological developments and changing operational needs, in line with an integrated *human capital* approach that focuses on individual development. This approach

is in line with the HR development theory by Werner and DeSimone (2011), which emphasizes the importance of training and development to ensure employees (or soldiers) can face current and future work demands. Skills development through training, career development and mentoring is expected to increase the productivity and capability of individual soldiers. In line with the concept of *human capital* (Matthewman & Matignon, 2014), soldiers' education and training is an investment in soldiers' knowledge, skills and experience, which ultimately contributes to productivity and combat readiness.

Means:

The necessary *means* include a budget for education and training programs, adequate training facilities, competent teaching personnel, and information technology such as e-learning platforms and simulations to support the training process. Support from the superior command is also needed to ensure that the program is well executed and fully followed by the soldiers. According to the *human capital* concept (Mayo, 2000), effective HR development requires investment in the right resources, such as training, technology and leadership support. In addition, planned human capital development, including the use of

technology in training, is a way to increase overall organizational productivity and effectiveness. From a military strategy perspective, appropriate *means* such as continuous training and adequate facilities are part of the *arts of general* (Gartner, 1999), where a leader organizes troops by utilizing existing resources to achieve ultimate victory.

3. Improving Soldier Professionalism through Merit-Based Personnel Management System Reforms

Ends:

The Ends in the study are to *improve the professionalism of soldiers* through the implementation of a merit-based personnel management system. This objective reflects the concept of strategy as a tool to achieve a big goal, namely increased professionalism, which involves developing soldiers' human resources focused on competence, performance, and integrity, not seniority or personal relationships. This is in line with HR development theory, where career development and competence are key in achieving organizational goals (Priansa, 2014).

Ways:

The implementation of this strategy involves reforms in the recruitment, performance appraisal and promotion processes of soldiers. The recruitment process will be tightened to

ensure only the best candidates are accepted. Performance appraisals will be conducted objectively and transparently, using clear and measurable performance indicators. In addition, a structured career development program will be established to provide opportunities for soldiers to develop themselves and reach higher positions based on merit (Thompson et al., 2020).

Means:

Means in the study involved budgets for the development of a merit-based personnel management system, training for HR personnel, and information technology to support the performance appraisal process. This is in line with theory that emphasizes the importance of resources, both human and technological, in supporting strategy implementation. The commitment of the Army leadership is also considered important, reflecting the role of *leadership* in *human capital* management, which is necessary to ensure that resources are used effectively and strategies can be successfully executed. In the concept of *human capital* (Schultz, Becker), soldiers are not only considered as assets that can be developed, but also as subjects that require support from management in the form of training and transparent career management.)

4. Improving Soldiers' Welfare by Providing Access to Specialized Higher Education through Defense University Ends:

In the research results, the main objective is to improve the welfare of Army soldiers through access to higher education specifically at the Defense University. This can be linked to the concept of strategy according to Clausewitz (1984), who defines strategy as action to achieve a common goal, namely victory or the desired end result in the context of war. In this context, victory does not mean military victory, but rather the improvement of soldiers' welfare. This strategic goal is also in line with the definition of strategy from Siagian P. Sondang (2004), which explains strategy as a series of decisions made by management to achieve organizational goals. The goal of improving soldiers' welfare through education is one form of a broader organizational strategy. This is also in line with Clausewitz's view, where the ultimate goal of strategy is the welfare and effectiveness of the organization in carrying out its functions, which in this case is to maintain optimal military performance through the development of its soldiers.

Ways:

In the research results, the method used to achieve this goal is to provide

access to higher education through scholarships at the University of Defense. This program covers tuition fees, books, and living expenses, as well as a curriculum that is relevant to the needs of the Army. This is in line with the concept of *human capital* outlined by Schultz (1961) and Becker (1993), where the development of skills, knowledge, and individual (soldier) well-being is an important part of HR development. By facilitating higher education, organizations not only increase the intellectual capacity of soldiers but also create a competitive advantage in military organizations. *Ways* in this strategy reflect the importance of *human capital* development, as described by Werner and DeSimone (2011). Providing opportunities for soldiers to improve their knowledge and skills through education is a strategic move to strengthen the organization as a whole. By providing relevant education, soldiers can improve their work effectiveness and contribution to the organization's strategic goals, which also reduces accident rates, increases productivity and organizational efficiency as described by Hasibuan (2000).

Means:

To execute this strategy, the resources required include budget allocations for scholarships, curriculum

development, and facility development at the University of Defense. In addition, support from military leaders and other educational institutions is also an important element in the success of this program. This is in accordance with the view of *human capital* described by Edwinston & Malone (1997), where investment in people (soldiers) must be aligned with the organization's structure, mission, vision and strategy. The resources required in this program reflect the thinking of various human capital experts such as Matthewman & Matignon (2014) and Mayo (2000), who emphasize that HR development is not only about knowledge, but also about creating an environment that supports skill development and team collaboration. In this context, investments in soldier education and welfare not only enhance individual capabilities, but also support the effectiveness of the military organization as a whole.

5. Increasing Transparency and Efficiency through Information and Communication Technology, Keeping Soldiers Focused on Primary Defense Tasks

Ends:

The goal of this strategy is to increase transparency and efficiency in Army operations by utilizing information and communication

technology. This will help soldiers focus more on the main task of defense without being distracted by inefficient administrative and operational issues.

In the context of theory, this goal is in line with Strategy Theory which states that strategy is a series of conscious actions taken to achieve goals (Siagian, 2004). The use of information technology here is a strategic tool that helps the Army in achieving organizational goals, namely increasing operational efficiency. This strategy is also in line with Clausewitz's view that strategy is an action to win wars in a broader context, namely the fight against inefficiency and internal organizational challenges.

In addition, the goal of developing transparency and efficiency is in line with the HR Development objectives outlined by Priansa (2014), especially in terms of increasing efficiency, work productivity, and organizational effectiveness. Improving soldier performance is also included in the human capital aspect, which according to Schultz (1961) includes investment in the skills, knowledge, and abilities of individuals who play an important role in achieving organizational goals.

Ways:

This strategy will be implemented through the development and

implementation of integrated information systems to support data management and operational processes, including personnel management, logistics, reporting and communications. Training of soldiers to use information technology effectively will also be conducted. In strategy theory, the means to achieve these goals are identified as part of the explicit planning that precedes and controls action (Hardy, Langlay, and Rose, 2013). The use of integrated information technology in organizations is a form of force management, which in this context is defined as the management of human and operational resources through technology. These information systems enable resource optimization, which is part of the organization's strategy to achieve operational efficiency and effectiveness.

The training system for soldiers also reflects the HR development approach, which aims to improve soldiers' skills in the use of information technology. According to Werner and DeSimone (2011), HR development involves improving employees' skills and knowledge to meet current and future job demands. This includes training and career development relevant to their operational duties in the Army.

From a human capital perspective, the implemented information system

reflects the accumulated knowledge, skills, and experience relevant to soldiers. According to Matthewman & Matignon in Gaol (2014), human capital is an asset that can be enhanced through investment in training and development, which is the core of this strategy.

Means:

The resources required to implement this strategy include a budget for the development and implementation of information systems, training of soldiers, and adequate technical support. It also requires cooperation with technology providers and institutions that have expertise in information technology. Support from the Army leadership is essential for the system to be well adopted.

In Strategy Theory, Clausewitz (1984) explains that strategy must include the proper allocation of resources to achieve war objectives. In the context of the Indonesian Army, means include all physical and financial resources that support the implementation of advanced information technology systems, as well as personnel support to carry out the necessary training.

From an HR development perspective, this resource involves investment in training and technology development that focuses on improving employee skills and productivity

(Werner and DeSimone, 2011). In addition, human capital also emphasizes the importance of human capital that can be improved through training, motivation, and an organizational atmosphere that supports innovation (Mayo, 2000).

In this case, information technology acts as a catalyst that enhances collaboration, work group effectiveness, and innovation in the daily operations of the Army. Fitz-Enz (2008) states that factors such as learning ability and motivation to share information contribute to improved organizational performance, which in the context of the Indonesian Army will help create more efficient and transparent operations.

5. Conclusio

Based on the analysis conducted, there are five aggressive strategies (*Strength Opportunity*) that aim to utilize internal strengths to seize external opportunities, improve performance and professionalism of soldiers. First, quality education and training is used to enhance soldiers' capabilities through an integrated and sustainable *human capital* approach. Secondly, transparency and efficiency are improved through information and communication technology, keeping the soldier's focus on the main task of defense. Third, soldier welfare is improved with access to specialized higher education through

the Defense University. Fourth, the quality of soldier education and training is improved through inclusive curriculum evaluation and development. Fifth, soldier professionalism is enhanced through merit-based personnel management system reforms.

This strategy leverages the power of trained and educated soldiers to perform tasks with high professionalism. *Human capital-based* transformation enhances soldier capabilities with an integrated and sustainable approach. The use of information technology ensures transparency and efficiency in education and training, keeping soldiers focused on defense duties. Soldier welfare, an important strength, is enhanced through the Defense University, providing specialized higher education opportunities to improve the quality of military education. Inclusive curriculum evaluation and development ensures the relevance of education and training to field needs. Merit-based personnel management system reforms enhance professionalism through postings and promotions based on competence, performance and integrity.

The defense budget, which is divided into personnel, capital, and goods expenditures, supports the overall development of the Army's human resources. Personnel expenditure includes salaries, allowances, and career

development of soldiers. Capital expenditure includes the construction of training facilities, technology, and IT infrastructure. Goods expenditure covers training equipment, training materials, and logistics needs. With a budget allocation that covers these three categories, the development of Army human resources can be carried out efficiently and effectively, supporting the achievement of competent soldiers who are ready to face various defense challenges. The implementation of this strategy requires budget support, cooperation with educational institutions, and information technology to support the learning and training process, as well as commitment from the superior command. Tree analysis identified strategic priorities that include improving the quality of education and training, soldier capability, professionalism, welfare, and transparency and efficiency.

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