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The Predictive Power of Level of Education, Personal Relation, Stress Resilience, and Welfare on Officers' Performance in the Work Environment

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Abstract

Background: In today's dynamic military work environment, officer performance is one of the determining factors of organisational success. Optimal performance not only supports the achievement of organisational goals but also enhances military competitiveness in the region and globally.

Objectives: This study aims to examine the factors that influence officers' performance in the work environment, focusing on the variables of education level, personal relation, stress resilience, and welfare.

Methodology: This research uses a quantitative approach, using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method with a second-order construct approach and a questionnaire to collect primary data. Data were collected from 175 respondents using a Likert scale (1-7) selected through a stratified random sampling technique.

Results: The level of education has a significant effect on performance, with individuals with higher levels of education tending to perform better. In addition, positive personal relationships in the workplace also lead to improved performance. However, high stress levels were shown to have a negative effect on performance, decreasing performance. On the other hand, welfare, both physical and mental, plays an important role in improving performance.

Conclusion: The study concludes that performance is significantly influenced by factors such as education level, personal relationships, stress level, and welfare.

Unique contribution: This research, through a comprehensive and multidimensional approach, contributes to broadening our understanding of the factors that influence performance.

Key Recommendation: To improve overall performance, the Indonesian Air Force is advised to increase support for educational development and personal relations and pay more attention to stress management and officer welfare.

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Keywords: Indonesian Air Force, Performance, Level of Education, Stress Resilience, Personal Relation, and Welfare.

Introduction

The one of issue of Human Resource Management (HRM) in the Indonesian air force is particularly interesting to study for several reasons. Generally, the main objective of HRM especially in the face of increasingly complex challenges is to optimise the potential of personnel to support the achievement of organisational goals. HRM plays an important role in ensuring that each individual in the organisation can make maximum contributions through skill development, performance improvement, and creating a productive and conducive work environment (McKinsey & Company, 2023).

Optimizing the potential of personnel in the Indonesian Air Force Military Organization is fairly complicated. Indonesian Air Force personnel, which consist of various corps such as Pilots, technicians, electronics, logistics, etc., provide a gap in the implementation of HRM in each unit (Sudarya, 2022). Different cultures, career systems, and assignments among each corps cause different HRM applications. How the Human Resources Division in Headquarters manages such conditions is interesting to study.

Theoretically, the factors in HRM are multidimensional (Joseph, et al., 2021). In short, multi-factor measurement is a step that needs to be done to understand a phenomenon, and it is important to use more complex models with multiple factors to test the relationships between variables and obtain more valid results. (Hair et al., 2021). According to Armstrong (2012), performance measurement allows organisations to identify whether they are on their way to achieving strategic goals. Without performance measurement, it is difficult for organisations to know whether resources are being used effectively and whether short-term and long-term goals are being achieved. Therefore, we considered at least four factors that need to be studied together in the context of performance measurement phenomenon: Education level, Stress Resilience, Personal Relation, and welfare. A description of the four factors is provided in the "Literature Review" section. The Indonesian Air Force is a multi-service organization. It is essential to explore this unique psychosocial research and compare or validate it with existing HRM theories. Essentially, HRM must be a top priority in any organization, including the Indonesian Air Force. In this regard, the Indonesian Air Force's personnel management is aligned with the "Grand Strategy of National Defense" (Ministry of Defence of the Republic of Indonesia, 2017), which states that the growth and development of national defense and military capabilities is based on optimizing the role of human resource management, which spearheads the success of national defense missions.

The issue of HRM in the Indonesian Air Force arises is a complex problem: firstly, challenges in the development of further education, especially in the areas of advanced technology and modern management; secondly, Stress among military personnel is often high due to the stressful nature of the job, the risks, and the great responsibility, thirdly, Internal conflicts caused by position differences, perceptions of unfairness, or lack of effective communication can disrupt team cohesion and reduce work effectiveness, fourthly, Welfare includes salary, housing facilities, health insurance, and support for personnel's families.

From the description above, the researcher is interested in writing a paper on the performance of officers in the Indonesian Air Force environment titled “Factors that Influence the Performance of Officers in the Work Environment.” We expect the results will contribute to the development of the concept of organizational learning in the context of military HRM implementation and also serve as a reference for HRM implementation in the Indonesian Military.

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Objective of the Study

The primary objective of this study is to examine the impact of individual factors, including education level, stress resilience, quality of personal relations, and welfare, on performance outcomes in a high-risk military environment. Specifically, this research seeks to:

a. Determine the extent to which each factor individually influences performance.

b. Provide insights into how military organisations can enhance personnel performance by supporting education, fostering resilience, strengthening personal relationships, and improving welfare.

Justification for the Study

In high-risk environments like the military, individual performance is critical to both mission success and operational effectiveness. While previous research has examined various performance factors, there is limited understanding of how factors such as education level, stress resilience, quality of personal relations, and welfare specifically impact performance in military contexts. This study seeks to address this gap by exploring how these individual and social factors influence performance within military settings. By shedding light on these dynamics, our research aims to provide military leaders and policymakers with insights to optimize personnel performance through tailored support and interventions.

According to research, higher educational attainment among military personnel has been linked to enhanced technical proficiency, decision-making abilities, and adaptability in challenging situations. Cognitive skills, which are essential for military leadership and operational performance, are improved by education (Howard et al., 2022). Research indicates that both individual and group cohesiveness have a good impact on performance under pressure. In high-stress scenarios, including military operations and training, strong social ties within units boost morale and mutual support, essential for mental and physical health (Bekesiene & Smaliukiene, 2022).

In a military environment, personnel relations include communication, teamwork, leadership, and mutual support in situations that demand quick decisions and high pressure. Therefore, harmonious relationships between personnel can improve operational effectiveness, strengthen team solidarity, and reduce internal conflicts that can hinder the achievement of objectives (Suyanto et al., 2023). Financial welfare factors that include adequate pay and other benefits also play an important role in motivating personnel to perform better. Studies on financial welfare in the military have shown that fair compensation and adequate facilities are directly related to improved operational performance in the field (Syauta et al., 2023).

Literature Review

Grand Theory : Human Capital Theory

Human capital theory, as developed by Becker (1993) and Schultz (1961), offers a strong theoretical framework for understanding how factors such as education, personnel relations, stress, and welfare affect performance. According to this theory, organisations can improve employee performance by investing in education, creating a work environment that supports interpersonal relationships, helping employees manage stress, and paying attention to their welfare. The higher the investment in human capital through skill development, health, and social environment, the higher the individual's performance.

Performance

Performance is the result of work that can be measured and assessed in the context of achieving organisational goals. Performance is not just about how hard one works but rather how well one achieves the set targets (Mathis & Jackson, 2019). Human Capital Theory by Becker (1993) and Schultz (1961) postulates that individuals are considered assets and can develop

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education, health, and experience through investment in education. The theory postulates that increased investment in human capital leads to increased productivity and performance. This theory provides a context for performance measurement and a basis for assessing how factors such as educational level, personal relation, job stress, and welfare affect an individual's performance in the workplace.

Gibson et al. (2019) state that education, stress, and welfare factors greatly influence individual performance in the workplace. Education level determines skills and job understanding, while work stress can reduce productivity. Positive personal relationships and physical and mental welfare also play an important role in improving performance.

According to Mathis and Jackson (2019), performance can be measured by the following Indicators, such as: Work quantity: The amount of work that can be completed within a certain period of time; Work quality: The extent to which the work meets expected standards; Timeliness: Conformity to the targeted time to complete the work; Effectiveness of resource use: Efficient utilisation of resources without compromising the quality of work. In their book, Robbins and Judge (2020) also explain that individual performance is influenced by various factors, including formal education, the level of stress experienced at work, and personal relationships between workers. They mention that physical and mental employee welfare greatly affects productivity.

Level of education

Level of education is a formal level that describes an individual's qualifications based on the education received, including primary, secondary, and higher education (Dewey, 2022). Dewey emphasised that formal education facilitates the cognitive and social development of individuals.

Human Capital Theory strongly emphasises that education is one of the main forms of investment in human capital. Education improves one's skills, knowledge, and competencies, which contribute directly to productivity and performance. Individuals with higher levels of education have greater human capital, which can translate into better performance at work.

Individuals with higher education tend to be more productive, have better problem-solving skills, and are more innovative than those with lower education (Smith, 2022). Education not only improves performance directly but also allows a person to develop new skills needed in the ever-evolving world of work, such as digital and leadership capabilities (Johnson & Miller, 2021).

Information technology, banking, and healthcare are three industries where Chen et al. (2020) research revealed a significant association between degree of education and work output. Higher degree holders typically exhibit superior leads to performance assessments. Research by Chen et al. (2020) found that sectors such as information technology, finance, and healthcare strongly correlate with education level and job performance, where employees with higher degrees often show better performance evaluations. Several indicators of education level can be measured through the curriculum, teacher qualifications, and the learning environment. These indicators help assess education is effectiveness in equipping students with knowledge and skills (Hammond, 2022).

H1: Level Education is positively related to performance.

Personal Relation

Personal relations encompasses employees' emotional and cognitive connections with their work and their organization. Effective personnel relationships lead to higher engagement levels and better performance and job satisfaction (Kahn et al., 2022). Human Capital Theory also recognises the importance of social capital, including workplace personnel relationships. Strong interpersonal relationships between employees or between employees and supervisors improve cooperation, communication, and trust. This social capital can improve work efficiency through collaboration and more effective problem-solving.

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Research shows that strong personnel relationships increase employee engagement. Employees who feel connected to their co-workers and superiors tend to be more motivated and committed, positively impacting their performance (Saks, 2022). Good interpersonal relationships at work contribute to higher job satisfaction. Employees who are satisfied with their relationships are more likely to perform better, as they feel more valued and motivated (Wang & Hsu, 2023). Several indicators of personnel relationships can be measured with effective communication, emotional support, and trust (Kahn et al., 2022).
H2: Personal relation is positively related to performance.

Stress Resilience

Stress resilience is a dynamic process involving interactions between individuals and their environment, which enables individuals to overcome adversity and return to normal functioning. Masten emphasises the importance of protective factors such as social support and adaptive skills (Masten, 2021). In Human Capital Theory, work stress can affect a person's productivity capacity. Although this theory does not directly measure stress, improving human capital through training and development also includes the ability to manage stress. Excessive stress can reduce the effectiveness of human capital, lowering performance due to decreased cognitive and motivational capacity.

Individuals with high levels of stress resilience tend to perform better at work. They are better able to manage pressure, complete tasks efficiently, and demonstrate better problem-solving skills (Hobfoll et al., 2021). Resilience development programmes that focus on stress management can improve employee productivity. The programme helps individuals develop strategies to deal with pressure and minimise the negative impact of stress (Luthans et al., 2023).

Several indicators of stress resilience can be measured with good physical health and stable mental health, which also serve as indicators of stress resilience. Good health can enhance an individual's ability to cope with stress (Southwick & Charney, 2023)
H3: Stress resilience is negatively related to performance.

Welfare

Welfare encompasses multiple dimensions, including emotional, social, physical, and psychological welfare. Ryff and Singer (2023) emphasise the importance of balancing these aspects to achieve comprehensive welfare. Human Capital Theory also includes physical and mental welfare as key components of human capital. Employee welfare includes physical and mental health and work-life balance. The better the welfare of employees, the greater their contribution to organisational productivity and performance.

Employees' psychological welfare directly affects their work performance. Employees who feel welfare tend to be more productive and more motivated (Wright & Cropanzano, 2023). Emotional welfare contributes to increased team collaboration. Employees with good welfare are more open to working together, which positively impacts group performance (Grant & Parker, 2022). Several welfare indicators can be measured with psychological, economic, and physical (Ryff, 2022; Keyes, 2023; Helliwell, 2023; Diener et al., 2022; Gallagher et al., 2023).
H4: Welfare is positively related to performance.

Research Methodology

Research Approach

This study employs a quantitative methodology that centres on the gathering and examination of numerical data in order to quantify the correlation or effect among the variables that impact an individual's performance.

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Research Design

The designs used in this performance-related quantitative research include an explanatory design to test the causal relationship between independent variables (education level, personnel relationship, stress resistance, Welfare, and the dependent variable performance).

Population and Sample

The population of this study were Air Force officers who served at an Indonesian Air Force base. The population consisted of 310 officers. The sampling method used in this study is stratified random sampling and error rate (e = 0.05) using the Slovin formula as follows:

$n = \frac{N}{1+Ne^2}$, n= sample
N= population
e= error rate

$n = \frac{310}{1+310(0{,}05^2)}$

n= 175

Research Variables

Independent Variable (X): Factors that are assumed to affect performance, such as education level, job Resilience, personal relation, and welfare.

Dependent Variable (Y): Performance itself, which can be measured through dimensions such as Work quantity, Work quality, Timeliness, and Effectiveness of resources.

Data Collection Technique

Data for this study were collected using a structured survey questionnaire. The questionnaire included both standardised scales and custom items specifically tailored to capture the nuances of these factors in a military context. Responses were measured using a Likert scale (1-7/ Strongly Disagree to Strongly Agree) to quantify perceptions and experiences accurately.

Data Analysis Technique

The data collected through the questionnaire will be analysed using the structure equation model (SEM) statistical method using smartPLS (Partial Least Square). The general approach used is the Reflective model through second-order in SEM PLS and has two model parts analysis, namely outer and inner model.

Operational Concept

Table 1.1 Operational Concept

Variable	Indicators	Code
Performance (Mathis & Jackson, 2019)	Work quality	P11,P12,P13
	Work quantity	P21,P22, P23
	Timeliness	P31, P32
	Effectiveness of resource	P41, P42, P43
Level Education (Hammond, 2022)	Curriculum	LE11, LE12
	teacher qualifications	LE21, LE22
	learning environment	LE31, LE32, LE33
Personal Relation (Kahn et al., 2022)	effective communication	PR11, PR12, PR13
	emotional support	PR21, PR22, PR23

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Variable	Indicators	Code
	trust	PR31, PR32
Stress Resilience (Southwick & Charney, 2023)	good physical health	SR11, SR12, SR13
	stable mental health	SR21, SR22
Welfare (Diener et al., 2022);	Psychological	W11, W12, W13, W14, W15
	Economic	W21, W22
	physical	W31, W32, W33, W34

Conceptual Framework

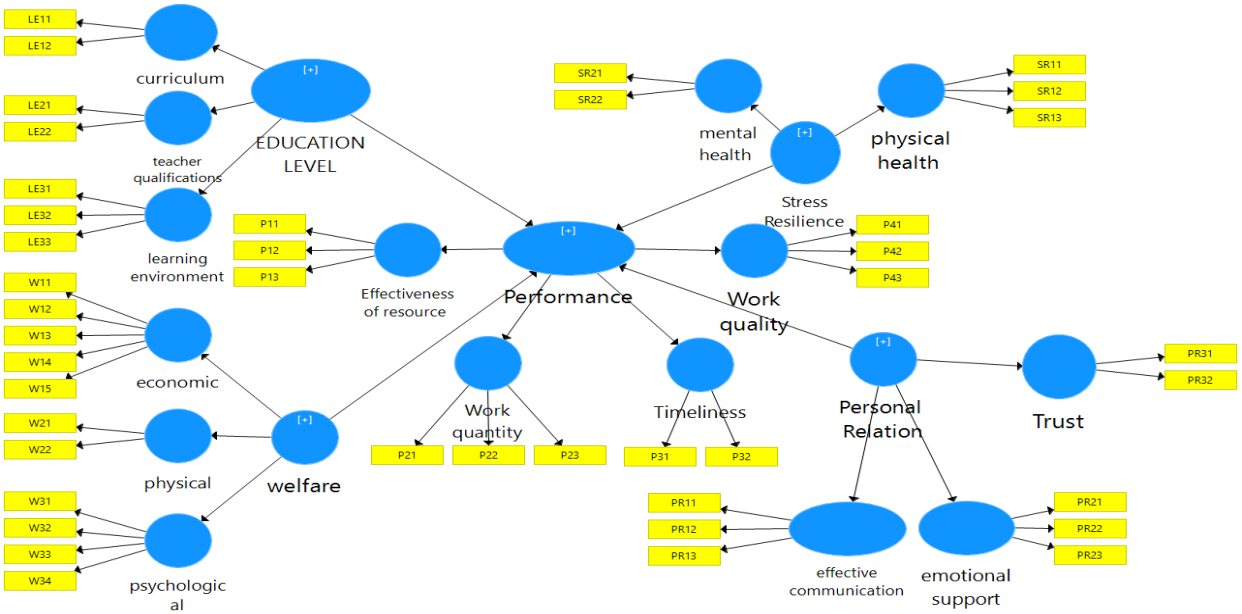

Figure 1.1 Conceptual Framework

Result and Discussion

Outer Measurement

This study analyzed the measurement model (outer model) using validity and reliability tests. The validity test consists of convergent validity and discriminant validity. The reliability test is expressed in the calculation of the composite reliability value and Cronbach's Alpha.

Convergent validity test with Outer Loading.

Discriminant validity can be seen in the loading factor as in Table 1.2

Table 1.2 Outer Loading

Variable	Dimension	Indicator	*Outer Loading*		Summary
Level Education	Curriculum	LE11	0.986	0.970	Valid
		LE12	0.986		Valid
	Teacher qualifications	LE21	0.989	0.983	Valid
		LE22	0.989		Valid
	Learning environment	LE31	0.981	0.982	Valid
		LE32	0.989		Valid

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Variable	Dimension	Indicator	*Outer Loading*		Summary
		LE33	0.973		Valid
Personal Relation	Effective communication	PR11	0.987	0.982	Valid
		PR12	0.992		Valid
		PR13	0.979		Valid
	Emotional support	PR21	0.982	0.987	Valid
		PR22	0.992		Valid
		PR23	0.981		Valid
	Trust	PR31	0.992	0.948	Valid
		PR32	0.992		Valid
Stress Resilience	Physical health	SR11	0.968	0.966	Valid
		SR12	0.888		Valid
		SR13	0.894		Valid
	Mental health	SR21	0.877	0.872	Valid
		SR22	0.759		Valid
Welfare	Psychological	W11	0.904	0.810	Valid
		W12	0.924		Valid
		W13	0.903		Valid
		W14	0.874		Valid
		W15	0.852		Valid
	Economic	W21	0.986	0.908	Valid
		W22	0.986		Valid
	Physical	W31	0.747	0.906	Valid
		W32	0.915		Valid
		W33	0.928		Valid
		W34	0.927		Valid
Performance	Work quantity	P11	0.982	0.954	Valid
		P12	0.969		Valid
		P13	0.953		Valid
	Work quality	P21	0.930	0.962	Valid
		P22	0.920		Valid
		P23	0.913		Valid
	Timeliness	P31	0.982	0.980	Valid
		P32	0.983		Valid
	Effectiveness of resource	P41	0.953	0.933	Valid
		P42	0.934		Valid
		P43	0.667		Valid

The validity of the instrument was evaluated using Outer Loading. The overall validity coefficient for the scale was ≥ 0.7, indicating the instrument's items are highly effective in measuring the underlying constructs, supporting its suitability for the study ((Hair et al., 2021).

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Convergent validity with Average Variance Extracted (AVE)

Discriminant validity can also be seen from the AVE (Average Variance Extracted) value. The criteria for a good AVE value is above 0.5. The AVE value in this study can be seen in Table 1.3 below:

Table 1.3 Average Variance Extracted (AVE)

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Variable	Dimention	AVE		Summary
		Dimention	*Variable*	
Level Education	Curriculum	0.972	0.929	Valid
	Teacher qualifications	0.979		Valid
	Learning environment	0.962		Valid
Personnel Relationship	Effective communication	0.972	0.927	Valid
	Emotional support	0.970		Valid
	Trust	0.984		Valid
Stress Resilience	Physical health	0.841	0.674	Valid
	Mental health	0.672		Valid
Welfare	Psychological	0.779	0.615	Valid
	Economic	0.795		Valid
	Physical	0.973		Valid
Performance	Work quantity	0.848	0.787	Valid
	Work quality	0.742		Valid
	Timeliness	0.966		Valid
	Effectiveness of resource	0.937		Valid

The AVE value above 0.5 indicates that, on average, the indicators on the construct can explain more than 50% of the variance of the measured construct, which means convergent validity is achieved (Hair et al., 2021).

Discriminant Validity Test with Fornell-Larcker Criteria

Another method that can be used to assess discriminant validity is based on the Fornel Larcker criterion. Suppose the calculation results of the Fornel-Larcker Criterion show that the root AVE value of each construct is greater than the correlation value between one construct and another. In that case, discriminant validity is declared valid. The value of discriminant validity based on the Fornel-Lacker Criterion in this research model can be seen in Table 1.4 below:

Table 1.4 Fornell-Larcker Criteria

	Level Education	Performance	Personnel Relationship	Stress Resilience	welfare
Level Education	0.964				
Performance	0.623	0.887			
Personnel Relationship	0.597	0.773	0.963		
Stress Resilience	-0.379	-0.350	-0.210	0.821	
welfare	0.478	0.599	0.542	-0.376	0.784

From the data in Table 1.4, it is obtained that the √AVE of a construct is greater than the

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correlation value with other constructs, so Discriminant Validity is achieved.

Discriminant Validity Test with Heterotrait-Monotrait (HTMT)

Table 1.5 Heterotrait-Monotrait (HTMT)

	Level Education	Performance	Personal Relation	Stress Resilience
Level Education				
Performance	0.642			
Personal Relation	0.604	0.791		
Stress Resilience	0.402	0.390	0.225	
Welfare	0.508	0.658	0.579	0.417

From the data in table 1.5, the HTMT value between the two constructs is less than 0.90, so discriminant validity is achieved (Henseler et al., 2015).

It can be concluded that all validity test results show that all instrument items meet the validity criteria. This shows that each item is significantly able to represent what is measured. Thus, the research instrument is declared valid.

Reliability Test with Cronbach's Alpha & Composite Reliability

Table 1.6 Cronbach's Alpha & Composite Reliability

Variable	Dimension	Cronbach's Alpha		Composite Reliability		Summary
		Dimension	*Variable*	*Dimension*	*Variable*	
Level Education	Curriculum	0.971	0.987	0.986	0.989	Reliable
	Teacher qualifications	0.979		0.989		Reliable
	Learning environment	0.980		0.987		Reliable
Personnel Relationship	Effective communication	0.986	0.989	0.991	0.990	Reliable
	Emotional support	0.985		0.990		Reliable
	Trust	0.985		0.990		Reliable
Stress Resilience	Physical health	0.905	0.873	0.941	0.910	Reliable
	Mental health	0.521		0.803		Reliable
welfare	Psychological	0.906	0.934	0.933	0.945	Reliable
	Economic	0.935		0.951		Reliable
	Physical	0.972		0.986		Reliable
Performance	Work quantity	0.910	0.971	0.944	0.976	Reliable
	Work quality	0.820		0.894		Reliable
	Timeliness	0.964		0.983		Reliable
	Effectiveness of resource	0.966		0.978		Reliable

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From the data in table 1.6, Cronbach's Alpha and Composite Reliability values above 0.70 indicate that the construct has internal consistency (Hair et al., 2021) and is declared reliable.

The reliability test results show that all instrument items meet the reliability criteria, so it can be concluded that the instruments used in this study are reliable or consistent in measuring the intended variables.

Inner Measurement

R Square

Coefficient determination (R-Square) measures how much other variables influence endogenous variables. According to Hair (2017), changes in the R-Square value can be used to assess whether the effect of certain independent latent variables on the dependent latent variable has a substantive effect. There are three classifications to determine the R^2 criteria, namely: R^2 value of 0.67 as substantial, 0.33 as moderate, and 0.19 as weak. The R^2 value in this study can be seen in Table 1.7 below:

Table 1.7 R Square

	R Square	R Square Adjusted
Performance	0.677	0.669

The Adjusted R^2 of 0.669 indicates that the model explains 66.9% of the variation in the dependent variable (Hair et al., 2021), and other variables outside this study explain 33.1% of the influence.

f -Square

Table 1.8 f -Square

	Performance	Summary
Education Level	0.049	
Personal Relation	0.522	Strong
Stress Resilience	0.026	
Welfare	0.063	

According to Hair et al. (2021), a correlation coefficient of 0.522 is considered a strong predictor in social science research. When squared ($0.522^2 = 0.273$), it suggests that Personal Relations explain 27.3% of the variance in Performance.

Hypothesis Test

Using Partial Least Square (PLS), relationship analysis is measured by calculating the path coefficients for each path (path analysis). The relationship analysis was conducted after bootstrapping the sample. After bootstrapping, the following results were obtained:

Table 1.7 Hypothesis Test

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Description
Level Education -> Performance	0.168	2.426	0.008	**Accepted**

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	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Description
Personal Relation -> Performance	0.554	5.319	0.000	**Accepted**
Stress Resilience -> Performance	-0.102	1.799	0.036	**Accepted**
welfare_ -> Performance	0.181	1.855	0.032	**Accepted**

Discussion of Findings

The results of this study are in line with Human Capital Theory, which states that the attributes of individuals, such as education level, stress resilience, personal relations, and welfare are significantly impact their performance. Education is one of the most important forms of investment in human capital because education improves skills, knowledge, and competencies relevant to the world of work, which ultimately improves employee performance and supported by several research results by De Grip & Sauermann (2018), Hitt et al. (2020), and Li et al. (2021) which state that formal education and on-the-job training contribute significantly to employee productivity.

The assertion that personal relations are a critical form of investment in human capital aligns well with Human Capital Theory. This theory emphasizes the significance of various types of capital, including social and relational capital, in enhancing individual and collective productivity and welfare. The results of this study are also supported by several research results by Mouratidis and Papageorgiou (2020) and Putnam (2000), which underscore the significance of personal relations in enhancing individual capabilities and overall performance.

Stress has a complex influence on individual performance in the context of human capital theory, where good stress management and investment in mental health can increase human capital, productivity, and performance. The results of this study are supported by several previous studies, such as Luthans (2004) and Sonnentag and Fritz (2007), which state that positive aspects of human capital, such as resilience and optimism, can help individuals cope with stress and improve performance.

Psychological, mental, and economic welfare and a good working environment can increase motivation, focus, and engagement at work, aligning with the principles of Human Capital Theory. Individuals who feel well tend to have a positive attitude and can work more efficiently. Wright and Cropanzano (2000) support this result with several research results. Diener and Seligman (2004) state that welfare affects performance.

Conclusion

The findings of this study reveal that: 1) education level, personal relation, stress resilience and welfare all directly impact performance. 2) personal relations most influence performance improvement. This indicates that a person's capacity to establish and reserve positive relationships with others, both inside and outside the organisation, significantly impacts the effectiveness and productivity of their performance. Effective communication, emotional support, and trust are key factors in driving better performance. The findings of this study can help the Air Force prioritize personal relations over other variables like welfare, stress resilience, and education level to achieve optimal organizational performance. Additionally, The scope used in this study only includes Indonesian Air Force officers so that the study's results cannot be generalized to a larger population, namely army and navy military and from various rank strata ranging from enlisted to non-commissioned officers and officers. This research can be expanded upon to examine a wider range of aspects inside a more comprehensive Indonesian defense line, such as the army and navy, to fully enhance performance and Indonesia's current performance system.

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Implications

Theoretical Implication

1. Further understanding of Human Capital (HR): Human capital theory states that education, skills and welfare of individuals are important assets that contribute to organisational productivity. This research can strengthen the theory by showing that not only education, but also psychological and relational factors influence individual performance.
2. Welfare as Part of Human Capital: This research supports the idea that employee welfare is an essential element of human capital, not just a complementary element. As such, human capital theory needs to include welfare as an important factor in maintaining and improving the quality of human capital.

Managerial implications

1. Improved Education Development: The results of this study indicate that enhanced education is an important investment for performance. Therefore, organisations need to prioritise development programmes that focus on improving education levels, which will lead to improved technical and soft skills that support officer performance.
2. Stress Management in the Workplace: As stress resilience affects performance, managers need to implement effective stress management strategies, such as mental health programmes, flexible time off, or psychological support to help officers deal with work pressures.
3. Building Healthy Personal Relationships: Personal relations are the dominant factor affecting officer performance. Managers can support this by building a collaborative work culture and encouraging open communication. This can create a supportive environment and help boost motivation and morale.
4. Focus on Employee Welfare as an Investment: The finding that well-being has a positive impact on performance confirms the importance of welfare programmes in the workplace.

Recommendation

Several suggestions can be made that can be considered for further research, namely:

1. The sample (respondents) in this study is very limited due to the number and only in the officer strata, so it cannot be generalised to a wider population. Future research is expected to use a larger and wider sample to obtain better research results, which are more generalisable and can provide a more real picture of the performance of officers throughout the military forces in Indonesia.
2. For future research, the variables used should be supplemented by other variables that affect performance.

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