



Quality of Student Officers and the Functional Use of Assessment of the Effectiveness of Military Capabilities (School Studies Staff and Command of the Indonesian Navy/ SESCOAL Jakarta)

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ABSTRACT

This study aims in general to create a model for increasing the Effectiveness Military Capability of Student Officers (Pasis) as a result of SESCOAL education. This study uses an influence research approach (ex-post facto) with a survey method (questionnaire/questionnaire distribution). The research site will be carried out by the Navy Command and Staff School (SESCOAL), which is the Highest General Development Education Institute in the Navy. The time of the research starts from June 2021 to July 2022. The population in this research is students or Student Officers Classes 2016 to 2021 with a total of 750 people. This study uses a simple random sampling technique and the number of samples used is 260 people. The results show that the Quality of Student Officers has a direct positive effect on the Effectiveness of Military Capability. Student Officers will cause a decrease in Military Ability Effectiveness. The Functional Usefulness of the Assessment has a direct positive effect on the Effectiveness of Military Capability, this can be interpreted as the better the Functional Usefulness of the Assessment will lead to an increase in the Effectiveness of the Military Ability and vice versa, the worse the Functional Usefulness of the Assessment will lead to a decrease in the Effectiveness of the Military Capability. Functional Usefulness of Assessment has a positive indirect effect on the Effectiveness of Military Capability through the Quality of Student Officers.

INTRODUCTION

There is still a debate about the effectiveness of both potential and real capabilities, especially in the vocational education environment that manages human resources in the TNI Angkatan Laut (Indonesian Navy). So, this research was conducted to see the effectiveness of the Pasis military capability and to provide input to increase the expected results of the Pasis. They are always ready to be placed as staff and commandos within the TNI/TNI AL. Researchers took the object of research at SESCOAL because SESCOAL is the highest Vocational School owned by the TNI AL, which is required to produce Navy officers who can carry out War Military Operations

(OMP) and Military Operations Other Than War (OMSP). Moreover, it can anticipate every dynamic of the strategic environment related to the threat to the sovereignty of the State, especially in the sea.

The research group focuses on three variables that affect and relate to Student Officer Students (Pasis). The selected variables are the Quality of Students Officer (QSO) and the Functional Value Assessment (FVA), which are suspected to be able to inhibit or support the Quality of Students Officer/QSO on the Effectiveness of Military Capability (EMC). This study tries to explain the influence of the Quality of Students Officer and the Functional Value Assessment with the object of Pasis research as the result of Seskoal education. This research aims to create a strategic model for increasing the Effectiveness of Military capabilities of Student Officers (Pasis) due to Seskoal students being ready to carry out the duties of The Indonesian Navy and the specific purpose of increasing the Effectiveness of Military Capability.

Functional Value Assessment (FVA) in this study is defined as the practical use of the assessment felt by students in the learning process at Seskoal. Which will affect their motivation and the quality of Pasis individually and, at the same time, affect the effectiveness of achieving his abilities in the military field. This functional value assessment variable is taken from assessment theory, Maclean (Maclean et al., 2018), Singh (Singh, 2015), and Drummer (Drummer et al., 2018). The theory is a derivative of the concept of education (education-based theory) introduced by Fraenkel and Walen (Fraenkel, J.R. & Wallen, 1993), Gall (Gall, M.D., Gall, J.P. & Borg, 2003). which was then integrated with educational policy theory, Windham (Windham, 1988), and curriculum theory, Beauchamp, George, in MacCuish, (MacCuish, 1989). At the same time, value refers to the process of achieving goals through the concept of goal setting theory developed by Locke and Latham (Locke & Latham, 2002), which is then integrated with Lunenburg's theory of behavior and motivation (Lunenburg, 2011). Furthermore, it contributes to the performance and abilities of Seskoal students (Jason, A. Colquitt, J. LePine, 2015).

The involvement of students' self-quality as an intermediary variable from functional value assessment to the effectiveness of military capabilities is based on the theory introduced by Bucur Hari-Marcu, et al., 2009 and strengthened by Wang's research (Wang & Wang, 2012), where quality is built from breakthrough innovations. In the form of knowledge sharing that directly affects the performance of high-tech companies in Jiangsu Province, China. Another researcher agrees with Nguyen (Nguyen et al., 2018), where sustainable quality offers several important insights into the efficient allocation of resources to achieve goals.

Very few research designs involve and test the Effectiveness Military Capability/EMC variable in vocational education research in the military. According to Bucur-Marcu, (Marcu et al., 2009), EMC is a function of one determinant, namely the quality of individuals who will be prepared to meet the demands of The Indonesian Navy's duties in order to uphold state sovereignty. This study tries to present a different concept, namely by combining the Manpower Planning theory of Bucur-Marcu, (Marcu et al., 2009) with education-based theory (Fraenkel, J.R. & Wallen, 1993); (Gall, M.D., Gall, J.P. & Borg, 2003) and their derivatives and goal-setting theory (Lunenburg, 2011) and their derivatives.

Seeing the importance of the assessment (assessment) made by Seskoal in measuring academic level, equality, and personality, it is hoped that motivation and personal qualities as TNI/TNI AL soldiers will always be maintained. Based on the results of the empirical study of exploring theories, the framework of thought that has been formulated previously, 3 hypotheses are proposed as follows:

H1: Quality of Students Officer affects Effectiveness Military Capability

H2: Functional Value Assessment affects Effectiveness Military Capability.

H3: Functional Value Assessment affects the Effectiveness of Military Capabilities through the Quality of Students Officer.

RESEARCH METHODS

This research uses an approach to influence research with a survey method (spread questionnaire/questionnaire)—Ex post facto research researches the connection between unreasonable causes manipulated or not given treatment by researchers. Cause and effect research is carried out on programs, activities, or events that have been in progress or have happened. There is a relationship between cause and effect based on a study theoretically that something variable caused or motivated by variable certain or result in variable certain. Quantitative research leaves expert ideas, framework theory, or understanding researcher based on experience, then things the developed Becomes problems posed to obtain justification or denial in form empirical data document field.

This research is associative asymmetric, where is the relationship between the one variable that occurs effects (independent) others (dependent) (Sappaile, 2010). This research will test two free variables (X) Quality of Students Officer and Functional Value Assessment, and variable bound (Y), that is Effectiveness Military Capability.

The place study will conduct School the Indonesian Navy Staff and Command (Seskoal) is the Highest General Development Education Institute in The Indonesian Navy. The Research Subject is the Quality of Student Officers (QSO) and Benefits Functional Assessment (FVA). Research time started June 2021 to July 2022.

The population is a general area consisting of objects or subjects with certain numbers and characteristics that have been identified by researchers to be studied and then drawn conclusions (Sugiyono, 2002). The population in this research is students or Student Officers Classes 2016 to 2021 with a total of 750 people. This study uses a simple random sampling technique; that is, each member of the population has the same opportunity to become the object of research. This technique is carried out randomly regardless of the strata in the population. That is done because the population sample is considered homogeneous. This sampling was based on the consideration that the respondent had the same characteristics as the research object, namely the Strata Intermediate Officer with the rank of Major and Lieutenant Colonel. Using the formula from Slovin, $d = 0.05$, the number of samples taken from the Pasis population still in school at Seskoal (Class of 2016 to 2021) is 260 Student Officers.

This research data uses primary and secondary data that have been collected previously. Primary data is related to the problem of the object of research, which is obtained directly from respondents in the context of the effectiveness of military capabilities, the quality of student officers, and the usefulness of functional assessments. Primary data was obtained by

distributing questionnaires to respondents in the Seskoal and Alumni environments. This study's secondary data is obtained from the respondents, but the data bank and interviews are related to the research object.

The data analysis method is carried out using Structural Equation Model/ SEM with Smart-PLS application to simultaneously analyze connections Among several variables. The SEM model can be divided into two main parts: the measurement model and the structural model. The measurement model is a part of SEM, which provides an overview of the relationship between latent variables and indicators. The structural model describes the relationship between latent or exogenous variables and latent variables. The analysis technique using the Smart-PLS application is carried out sequentially in two stages: (1) assessment of the validity and reliability/reliability of the measurement model, the next stage (2) assessment of the structural model. This sequence provides researchers with a measure of the validity and reliability of the construct before concluding the nature of the variable relationships (Hulland, 1999).

The structural equation model or Structural Equation Modeling (SEM) using the Smart-PLS application is included in the second generation of multivariate analysis techniques that allow researchers to examine the relationship between complex variables, both recursive and non-recursive, in obtaining a comprehensive picture of the entire model. In the SEM technique, several terms are known for the random variables used in SEM, namely latent and manifest variables (Hair et al., 2014).

RESEARCH RESULT

Structural Equation Modeling (SEM) was analyzed inferentially with technique analysis using Smart PLS software. Analysis Structural means that is based on the variance were nature study predictive. Test conducted through two Step first testing with use measurement model (Outer model), namely test validity and reliability construct of each indicator includes testing outer loading, Average Variance Extracted (AVE), and Composite Reliability (Cronbach Alpha).

The second stage is to conduct a structural test to determine whether or not the influence between variables exists. Test Inner Model conducted with seeing the value of R square (goodness fit model), Path Coefficient, and two-tail t-test significance. Find out the magnitude of the influence between variables can be seen in the results of the analysis of the SEM model, which was analyzed with Smart PLS software as follows:

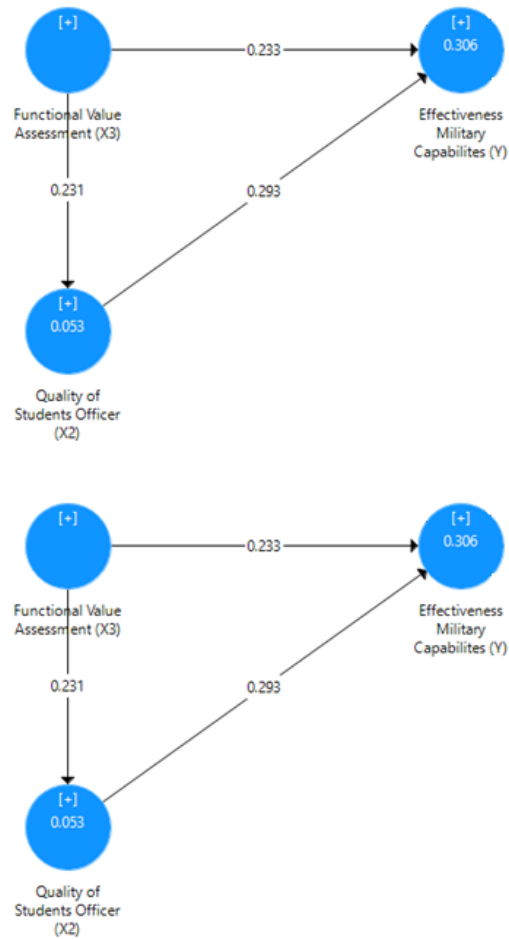


Figure 1. Path Coefficient and Outer Loading Model Sem

To determine whether or not the coefficient path on hypothesis study is seen in the Path Coefficient and t-value table below:

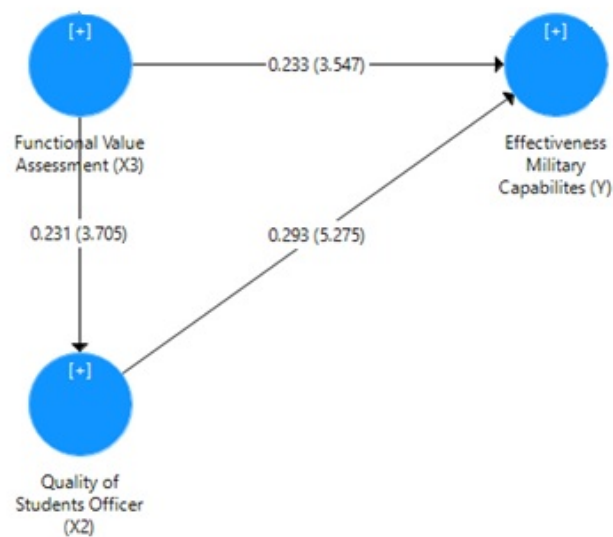


Figure 2. Path Coefficient and T-Value Model Sem

The results of the analysis of the SEM model can be used to answer the research hypothesis after going through 2 stages of model evaluation, namely the evaluation of the measurement model and the evaluation of the structural model. On the Measurement Model Test, there are several must test fulfilled. The first testing validity construct covers the testing score loading factor, and the second Test Reliability Construct covers testing Average Variance Extracted (AVE) and Composite Reliability (Cronbach Alpha). Testing measurement model validity in this research was conducted to determine if something variable was measured appropriately and what should be measured. According to Wijanto (2015), a variable is said to have good validity to construct or variable latent if the charge t value factor is bigger than score critical ($fl \geq 1.96$) and the charge factor the standard bigger than ($sfl \geq 0.70$).

The Outer loading or loading Factor values are used to test the Convergent Validity. An indicator is declared to meet convergent validity in a good category if the outer loading value is > 0.7 . Based on the output of the research results, it can be seen that the value of the outer loading of each indicator on the research variable. Based on Figures 1 and 2 above, it is known that each construct/indicator of the latent research variable has an Outer loading value > 0.7 , and the outer loading value is sufficient to meet the Convergent Validity requirements. The data above does not have an indicator variable whose outer loading value is below 0.7, so all indicators are feasible or valid for research.

Test measurement model reliability in This research aims to determine the consistency of measurements. Reliability shows that the construct variable/indicator is consistent in measure latent. The value of Cronbach's alpha measured tests on the value of construct reliability, composite reliability, and Average Variance Extracted. A variable can be declared reliable if it has a Cronbach alpha value > 0.7 , Composite Reliability (CR) of 0.70, and the Average Variance Extracted (AVE) value of 0.50.

Table 1. Cronbach's Alpha, Composite Reliability and Average Variance Extracted (AVE)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Quality of Students Officer (X1)	0,979	0,981	0,980
Functional Value Assessment (X2)	0,979	0,980	0,980
Effectiveness Military Capabilities (Y)	0,980	0,981	0,981

Based on Table 1 above, it is known that all score composite reliability > 0.7 and all score Crombach alpha > 0.7 , and Average score Variance Extracted (AVE) > 0.5 , so could conclude that overall indicators that measure/form the latent variable have sufficient reliability good. Therefore, every indicator of every latent variable in the measurement model is consistent in measuring variable latent so that the measurement model could answer hypothesis research.

Next, inspection compares AVE's root square with the correlation between constructs, as seen in the table below.

Table 2 Correlation between Latent Variable and Square Root Ave

	EKM (Y)	KFP (X3)	KOR (M)	KPM (X2)	MBS (X1)
Effectiveness Ability Military (Y)	0.763				
Usefulness Functional Rating (X2)	0.363	0.764			
Quality of Students Officer (X1)	0.356	0.231	0.285	0.778	

Based on the correlation between the latent variable and square root AVE, get explained that the Square Root of AVE for the latent variable Effectiveness Ability Military (Y) is 0.764. Square Root AVE for the latent variable Quality of Students Officer (X1) is 0.778, and the square root of AVE for the latent variable Benefit Functional Assessment (X2) is 0.764. In contrast, the correlation biggest between latent variables and other latent variables of 0.363 because the score root of the square of AVE on the overall latent variable is bigger than the correlation. This latent interval shows that condition discriminant validity other fulfilled.

SEM Structural Model Test Results

SEM Structural Model Test exists several must test fulfilled among other things, testing score R Square, Path Coefficient direct effect and Path Coefficient indirect effect. continued test the significance of direct and indirect influence direct effect, explanation from testing the as following:

a. R Square

R Square shows how much big variable exogenous influence endogenous variables; results from the calculation of R Square can be seen in the table below;

Table 3. R-Square Value

	R Square
Effectiveness Military Capabilities (Y)	0,306

Source: data processed by Smart PLS, 2022

Based on the table above could is known value of R-Square Variable Effectiveness Ability Military (Y) of 0.306 (30.6%), which can mean the influence of Quality of Student Officer (X1) and Benefit Functional Assessment (X2) on Effectiveness Ability Military (Y) of 30.6%. In comparison, the rest of 69.4% is influenced by other factors that are not scrutinized.

b. Path Coefficient

Testing the direct effect on the research model conducted with see score coefficient path on each track hypothesis research and continue with a t-test to find out score coefficient track or value of influence in category significant. based on the output results study could spell out the direct influence value and value as follows:

Table 4. Direct Influence Path Coefficient and t_{count}

	Original Sample (O)	Sample Mean (M)	(STDEV)	T Statistics (O/STDEV)	P Values
Direct Effect Coefficient					
Quality of Students Officer (X1) -> Effectiveness Military Capabilities (Y)	0.293	0.291	0.055	5,275	0.000
Functional Value Assessment (X2) -> Effectiveness Military Capabilities (Y)	0,233	0,228	0,066	3,547	0,000
INDIRECT EFFECT COEFFICIENT					
Functional Value Assessment (X2) -> Strategic Learning Motivation (X1) -> Effectiveness Military Capabilities (Y)	0,047	0,050	0,019	2,511	0,012

Based on the coefficient table direct influence path on could is known whole coefficient direct influence path; the coefficient influence path is not direct, and the coefficient of moderating effect is worth positive. With a $t_{value} > 1.96$, which can be interpreted as a direct influence, the influence is not direct and moderate influence character positive and significant, direct effect positive it means the tall variable exogenous will cause enhancement significant endogenous variables.

c. Goodness of Fit (GoF) Model Structural SEM

The model suitability test is expected could accept the null hypothesis. In SEM, the test uses several size suitability (Goodness of Fit Test-GoF). Model fit test or Goodness of Fit aims to measure the suitability of result data study with research model or suitability of observation input with the prediction of the proposed model. SEM Model Fit Test in the following table:

Table 5. Goodness of Fit (GoF) Model Struktural SEM

	Saturated Model	Estimated Model
SRMR	0,047	0,062
d_ ULS	32,111	56,450
d_ G	22,235	22,290
Chi-Square	20709,036	20728,196
NFI	0,616	0,616

RMS Theta

RMS Theta	0,067
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Root Mean Square (RMS) Theta value < 0.102

Based on the output of the SEM Model fit test above, it is known as RMS Theta of 0.067 because a score RMS Theta value of 0.067 smaller than 0.102 can mean that the SEM Model GoF test can be received. In other words, no, there is a significant difference between the matrix covariance of observed variable data and the Matic covariance of the specified model. That shows that structural equations generated by the research model could be used to explain the effect between exogenous variables the endogenous variables.

Test Hypothesis**a. The hypothesis first there is a direct positive influence on the Quality of Students Officer (X1) on Effectiveness Ability Military (Y)**

The hypothesis-tested statistics direct influence the positive Quality of Student officers on Effectiveness Ability Military (Y).

Hypothesis statistics:

$H_0: \beta_{y2} \geq 0 \rightarrow$ no, there is a direct positive effect (X1) on (Y)

$H_1: \beta_{y2} > 0 \rightarrow$ there is a direct positive effect (X1) on (Y)

H_0 rejected if $T_{count} 1.96$

From the results of the calculation of the Structural Equation Modeling the direct influence of the Quality of Student Officers (X1) on Effectiveness Ability Military (Y), the path coefficient value p_{y2} is 0.293 and T_{count} of 5,275 because score T_{count} (5,275) 1.96, then accept H_0 , reject H_1 . It can be interpreted that there is a direct positive influence on the Quality of Students Officer (X1) on Effectiveness Ability Military (Y).

Analysis result hypothesis gives findings that the Quality of Student Officers (X1) effect by direct positive on effectiveness Ability Military (Y). that can be interpreted the more High-Quality Student Officer will increase Effectiveness Ability Military. Vice versa, the more Low-Quality Student officers will cause a decline Effectiveness of Ability Military.

b. The second hypothesis is that there is a direct positive effect of Usefulness Functional Assessment (X2) on Effectiveness Ability Military (Y)

The statistical hypothesis test is the positive direct effect of Usefulness Functional Assessment (X2) on Effectiveness Military Capability (Y)

Hypothesis statistics:

$H_0: \beta_{y2} \leq 0 \rightarrow$ no, there is a direct positive effect (X2) on (Y)

$H_1: \beta_{y2} > 0 \rightarrow$ there is a direct positive effect (X2) on (Y)

H_0 rejected if $T_{count} 1.96$

From the results of the calculation of Structural Equation Modeling/SEM, the direct effect of Benefit Functional Value Assessment (X2) on Effectiveness Ability Military (Y) the path coefficient value p_{y2} is 0.233 and T_{count} of 3,547. Therefore, score T_{count} (3.547) 1.96, then reject H_0 , accept H_1 , and it can be interpreted that there is a direct positive effect Usefulness Functional Evaluation (X2) on Effectiveness Ability Military (Y).

Analysis result hypothesis gives findings that Usefulness Functional Evaluation (X2) take effect by direct positive on effectiveness Ability Military (Y) this can be interpreted the better Usefulness Functional Rating (X2) will increase Effectiveness Ability Military. Vice versa, the worse Usefulness Functional Rating (X2) will cause a decline in Effectiveness Ability Military.

c. The third hypothesis is that there is a positive indirect effect of Usefulness Functional Assessment (X2) on Effectiveness Ability Military (Y) through Quality of Students Officer (X1)

The hypothesis tested statistics take effect no direct positive Usefulness Functional Assessment (X2) on Effectiveness Ability Military (Y) through the Quality of Students Officer (X1)

$H_0: \beta_{2y} \times \beta_{y2} < 0 \rightarrow$ There is no indirect effect (X2) on (Y) through (X1)
 $H_1: \beta_{2y} \times \beta_{y2} \geq 0 \rightarrow$ There is an indirect effect (X2) on (Y) through (X1)
 H_0 rejected, T_{count} 1.96.

From the results of the calculation of the Structural Equation Modeling/SEM path coefficient (mediation), the indirect effect of Functional Benefit Assessment on the Effectiveness of Military Ability through the Quality of Student Officers, the path coefficient $t_{value} \beta_{32} \times \beta_{y2}$ is 0.068, with a T_{count} value of (2.901). Because the value of T_{count} (2.901) is greater than 1.96, it can be concluded that the indirect effect of Functional Benefit Assessment (X2) on Military Ability Effectiveness (Y) through the Quality of Student Officers (X1) is positive and significant. The results of the hypothesis analysis provide the findings that the Functional Usefulness of Assessment (X2) has a positive indirect effect on the Effectiveness of Military Ability (Y) through the Quality of Student Officers (X1). It can be interpreted that the higher the Functional Usefulness of the Assessment will increase the Quality of Student Officers, which then increases the Effectiveness of Military Capability. On the other hand, the lower the Functional Benefit of the Assessment will decrease the Quality of Student Officers, reducing the Effectiveness of Military Capability.

Table 6. Summary results testing hypothesis

Direct Influence	Path Coefficient	t_{count}	t_{table}	Test Decision
Student Officers (X1) -> Effectiveness Ability Military (Y)	0.293	5,275	1.96	H_0 rejected, H_1 accepted. There is a direct influence positive X1 to Y
Usefulness Functional Evaluation (X2) -> Effectiveness Ability Military (Y)	0.233	3,547	1.96	H_0 rejected, H_1 accepted. There is a direct influence positive X2 to Y
No influence Direct	Path Coefficient	t_{count}	t_{table}	Test Decision
Usefulness Functional Evaluation (X2) -> Quality of Student Officers (X1) -> Effectiveness Ability Military (Y)	0.068	2,901	1.96	H_0 rejected, H_1 accepted. Is there any influence direct X2 against Y through X1

DISCUSSION

The positive direct effect of the Quality of Students Officer (X1) on the Effectiveness of Military Capability (Y)

From the calculation of Structural Equation Modeling / SEM results, the direct influence of the Quality of Students Officer (X2) on the Effectiveness of Military Capability (Y), the path coefficient value of β_{y2} is 0.293. The results of the second hypothesis analysis show that the Quality of Student Officers (X2) has a direct positive effect on the Effectiveness of Military Capability (Y). Military. Marcu, H. B., Fluri, P., & Tagarev, T. (2009). *Defense Management - An Introduction*. In *Security and Defense Management*, and supported by the research of Suarez, J. G. (1992). *Three Experts on Quality Management*, other researchers Vakhrusheva, O. V, Egorova, P. A., & Mukhina, T. G. (2019). *Development of language independence formation as a factor of professional training effectiveness*. And researchers Gavrilov, A. V., & Sizov, V. A. (2019). *Improving the efficiency of forming professional competencies Masters in "Information Security" based on the use o CASE-technologies*.

The positive direct effect of Functional Value Assessment (X2) on Effectiveness Military Capability (Y)

From the calculation of Structural Equation Modeling / SEM results, the direct effect of Functional Value Assessment (X3) on Effectiveness Military Capability (Y), the path coefficient value of γ_{33} is 0.233. The analysis of the third hypothesis shows that the Functional Usefulness of Assessment (X3) has a direct positive effect on the Effectiveness of Military Capability (Y). X3) will cause a decrease in Military Ability Effectiveness.

This study's results align with Stephenson, J. (1992). Chapter One Capability and Quality in Higher Education. Quality in Learning, then McMillan, (McMillan, 2017) in his book Using Student's Assessment Mistakes and Learning Deficits to Enhance Motivation and Learning and supported by research by Anyanwu, F. C., & Reuben, O. S. (2016). They are retooling Assessment Procedures for Skill-based Health Education for Young People in Nigeria: Implications for 21st Century Educational Assessment.

Value Assessment (X2) on Effectiveness Military Capability (Y) through Quality of Students Officer (X1)

From the calculation of the Structural Equation Modeling/SEM path coefficient (mediation), the indirect effect of Functional Benefit Assessment on the Effectiveness of Military Ability through the Quality of Student Officers, the path coefficient value of $\gamma_{23 \times y3}$ is 0.068. The results of the fifth **hypothesis** analysis provide a finding that the Functional Usefulness of Assessment (X3) has a positive indirect effect on the Effectiveness of Military Ability (Y) through the Quality of Student Officers (X2). That can be interpreted that the higher the Functional Assessment Usefulness will increase the Quality of Student Officers, which can then increase the Effectiveness of Military Capability. On the other hand, the lower the Functional Usefulness of the Assessment will decrease the Quality of Student Affairs Officers, which then reduces the Effectiveness of Military Ability.

This study's results align with Suarez, J. G. (1992). Three Experts on Quality Management, supported by research by Gavrilov, A. V., & Sizov, V. A. (2019). Improving the efficiency of forming professional competencies Masters in "Information Security" based on using CASE-technologies, and researcher Melabiotis, I. (2018). Scholarship @ Western The Currents of Learning Motivation: Learners' Stories From Arts- Integrated, Regular Classroom Landscapes.

CONCLUSION

The Quality of Student Officers (X2) directly affects the Effectiveness of Military Capability (Y). The Functional Usefulness of Assessment (X3) directly affects the Effectiveness of Military Capability (Y). It can be interpreted that the better the Functional Usefulness of Assessment (X3) will lead to an increase in the Effectiveness of Military Ability and vice versa, the worse the Functional Usefulness of Assessment (X3) will lead to a decrease in the Effectiveness of Ability Military. The Functional Usefulness of Assessment (X3) has a positive indirect effect on the Effectiveness of Military Capability (Y) through the Quality of Student Officers (X2). That can be interpreted as the higher the Functional Usefulness of Assessment will increase the Quality of Student Officers, which then increases the Effectiveness of Military Capability. On the other hand, the lower the Functional Benefit of the Assessment will decrease the Quality of Student Officers, reducing the Effectiveness of Military Capability.

Based on the highest indicator of each variable in the research conducted at Seskoal, then by paying attention to the condition of the highest indicator of the Quality of Student Officers (X2) having a direct positive effect on the Effectiveness of Military Capability (Y), the Seskoal Commander must continue to maintain the Quality of Student Officers and find breakthrough efforts as an innovation in improving the quality of student outcomes. By paying attention to the State of the highest indicator of the Assessment Functional Benefit (X3) having a direct positive effect on the Effectiveness of Military Capability (Y), the Seskoal Commander must continue to make all assessment systems the standard in increasing the ability portfolio of the Pasis. By paying attention to the State of the highest indicator of the Assessment Functional Usefulness (X3), it has a positive indirect effect on the Effectiveness of Military Capability (Y) through the Quality of Student Officers (X2). The Seskoal Commander must combine efforts to maintain the Quality of Student Officers through breakthroughs to improve the quality of results. Educate and remain oriented towards educational outcomes (outcomes) that can answer the needs of The Indonesian Navy.

This study suggests that first, with the Quality of Student Officers (X2) having a direct positive effect on the Effectiveness of Military Capability (Y), then maintaining the Quality of Student Officers and finding breakthrough efforts as innovations in improving the quality of student outcomes is a priority. The second suggestion, with the existence of the Functional Benefit of Assessment (X2), which has a direct positive effect on the Effectiveness of Military Capability (Y), is hoped that all assessment systems will become the standard in increasing the ability portfolio of the Pasis. Furthermore, this got the attention of the Seskoal Commander and was supported by all Seskoal Staff. The last suggestion, in the absence of a direct influence of the Functional Usefulness of Assessment (Xanya 2) on the Effectiveness of Military Ability (Y) through the Quality of Student Officers (X1). It is hoped that there will be a combination of efforts to maintain the Quality of Student Officers through breakthroughs as innovations in improving the quality of student outcomes and remaining oriented to student outcomes (outcomes).

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