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The Influence of Career Development, Work Environment, and Remuneration on the Interest of Enlisted Personnel to Participate in Naval NCO Training with Motivation as A Mediating Variable

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Abstract

This research is motivated by the low interest of Enlisted personnel at the Indonesian Naval Academy (AAL) in attending the Non-Commissioned Officer Formation Education (Diktukba), with participation rates consistently below 10% over the past four years. Career development, work environment, remuneration, and motivation are identified as key factors influencing this phenomenon. The objective of the research is to analyze the effects of career development, work environment, and remuneration on Enlisted personnel's interest in pursuing Diktukba, with motivation serving as a mediating variable. The research method uses a quantitative approach with a survey technique through a questionnaire, involving a population of 170 AAL enlisted personnel with a sample size of 119 people, and analyzed using SmartPLS-based path analysis. The findings reveal that career development, work environment, and remuneration significantly affect motivation, and motivation mediates the relationship between these factors and interest in attending Diktukba. The discussion highlights that minimal differences in remuneration, workplace comfort, and the relatively older age of personnel are major barriers. In conclusion, strengthening career development systems, improving the work environment, and implementing better remuneration policies are essential to enhance motivation and increase Enlisted personnel's interest in advancing to the NCO level.

Keywords: Career Development, Work Environment, Remuneration, Motivation, Interest, Diktukba TNI AL

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INTRODUCTION

Improving the quality of human resources is a strategic aspect of supporting the professionalism and operational readiness of the Indonesian Navy (Tentara Nasional Indonesia Angkatan Laut/TNI AL) (Gati & Utomo, 2024; Kusumawardhani et al., 2026). Personnel quality is determined not only by experience and the ability to perform assigned duties but also by opportunities to develop competencies through continuous education and training. One form of human resource development within the Indonesian Navy is the Non-Commissioned Officer Formation Education Program (Pendidikan Pembentukan Bintara/Diktukba), which provides enlisted personnel with opportunities to advance in rank, assume broader responsibilities, and prepare themselves to undertake duties and functions at higher levels. The success of this educational program depends not only on the availability of the program and the fulfillment of selection requirements but also on personnel's interest in participating in the career development opportunities provided (Rusmana & Muslim, 2024).

The interest of enlisted personnel in participating in the Non-Commissioned Officer Formation Education Program (Diktukba) is an important aspect that warrants attention, as it may be associated with individual readiness to develop professional capabilities and plan future career paths. Such interest may be influenced by various factors, including individuals' perceptions of career development opportunities and the organizational conditions in which they serve (George, 2024; Meilana et al., 2025; Yates, 2025). Career development, the work environment, and remuneration are among the factors that may theoretically shape personnel's considerations when deciding whether to pursue further education. Furthermore, motivation may serve as a psychological mechanism that encourages individuals to consider the benefits of education, overcome obstacles, and take concrete steps toward achieving their career goals (Osei & Bjorklund, 2024; Shen et al., 2025).

Career development is one of the factors that may influence personnel's interest in pursuing further education (Litynska et al., 2024; Quinlan & Corbin, 2023). Well-planned career development provides a clear overview of opportunities for improving competencies, assuming greater responsibilities, and advancing to higher positions. When education is perceived as a means of expanding career opportunities, personnel tend to have stronger reasons to consider participating in educational programs. Career development can also provide individuals with opportunities to enhance their professional capabilities and achieve career advancement (Pshembayeva et al., 2022; Wang et al., 2024). Within the Indonesian Navy, perceptions of clear career pathways, the relevance of education to assigned duties, and opportunities for further development after completing the program may influence enlisted personnel's interest in participating in

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Diktukba. Conversely, if the benefits of education for career progression are perceived as unclear, personnel's interest in participating in the program may diminish.

In addition to career development, the work environment may shape personnel's perceptions of organizational support for competency development (Sofiatun & Rijanti, 2025). The work environment encompasses physical and nonphysical conditions, organizational culture, communication patterns, relationships with superiors and colleagues, and support for self-development activities (Salsabila et al., 2024). A conducive work environment can encourage personnel to improve their abilities and take advantage of available educational opportunities. Conversely, workload demands, limited organizational support, and concerns about post-education assignments may constitute additional considerations before personnel decide to pursue further education. A work environment that supports learning and competency development can help create conditions that encourage individuals to enhance their professional capabilities (Bruyneel et al., 2023; Medina-Córdoba et al., 2024). Accordingly, the work environment within a military organization should be understood not merely as the conditions under which daily duties are performed but also as an organizational context that may influence personnel's aspirations and decisions to advance their careers through education.

Remuneration is another relevant factor to examine because it is associated with personnel's perceptions of the economic benefits derived from employment and career development (Hosen et al., 2024). Remuneration encompasses financial compensation provided in recognition of the performance of duties and responsibilities, including salaries, allowances, incentives, and other income components in accordance with applicable regulations (Nugroho et al., 2026; Wahyuhadi et al., 2022). In relation to participation in Diktukba, personnel may consider the expected benefits upon completing the program in comparison with the potential consequences of undertaking the educational process. If the perceived difference in remuneration between personnel who have not participated in the program and those who have completed it is relatively small, the financial benefits of educational advancement may not serve as a strong incentive for some personnel. This situation highlights the importance of understanding how perceptions of remuneration are associated with personnel's interest in participating in Diktukba, while also considering nonfinancial factors such as competency development, increased responsibilities, and career opportunities (Syabilarrasyad et al., 2023).

This issue is also related to motivation as a factor that may explain the process through which personnel's interest develops (Hiğde & Aktamış, 2022). Motivation reflects the drive that directs individuals toward achieving specific goals and sustaining their efforts when facing various challenges (Gumay, 2025; Schunk & DiBenedetto, 2020). Personnel who are strongly motivated to advance their careers may be more willing to participate in educational programs despite having to cope with job demands,

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environmental adjustments, or uncertainty regarding assignments after completing their education. Conversely, when the expected benefits are not perceived as commensurate with the anticipated sacrifices, the motivation to participate in the program may diminish. In this study, motivation is positioned as a mediating variable to explain the potential indirect relationships of career development, the work environment, and remuneration with enlisted personnel's interest in participating in Diktukba. This approach enables the study to examine not only the direct relationships between each factor and personnel's interest but also the possibility that these factors shape such interest through personnel's internal motivational drive.

The phenomenon examined in this study concerns the concerns of some enlisted personnel regarding the possibility of reassignment after completing the Non-Commissioned Officer Formation Education Program (Diktukba). Education and assignment placement are important considerations in military personnel's career planning, particularly when completing an educational program may be followed by a change in duty station. Based on preliminary observations of enlisted personnel at the Indonesian Naval Academy (Akademi Angkatan Laut [AAL]), most personnel reside in Surabaya. This situation may give rise to specific considerations when personnel anticipate the possibility of being assigned outside their current residential area after completing the program. For personnel with family commitments or residential considerations, the prospect of reassignment may be perceived as a consequence that must be taken into account before participating in the program. Such concerns do not necessarily indicate that reassignment reduces the interest of all personnel; rather, they suggest the presence of contextual factors that warrant further investigation to better understand how personnel make decisions regarding their career development (Firman et al., 2022).

Another phenomenon concerns perceptions of differences in remuneration before and after completing the educational program. If personnel perceive that advancement to a higher educational level is not accompanied by a substantial increase in performance allowances, they may question the economic benefits of participating in Diktukba. At the same time, the decision to pursue further education may also be influenced by aspirations to assume greater responsibilities, enhance competencies, and achieve long-term career advancement. Accordingly, the relationship between remuneration and interest in participating in the educational program needs to be empirically examined by considering motivation as a factor that may explain variations in individual responses. This study does not assume that relatively small differences in remuneration necessarily reduce personnel's interest; rather, it examines whether perceptions of remuneration are associated with personnel's interest and how motivation contributes to this relationship.

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Although career development, the work environment, remuneration, and motivation are relevant factors in human resource management research, the relationships among these factors in the context of Indonesian Navy enlisted personnel's interest in participating in Diktukba require more specific investigation. The distinctive characteristics of the military environment, including hierarchical structures, operational readiness requirements, personnel mobility, and institutionally regulated career development systems, provide a context that differs from that of civilian organizations. Interest in pursuing further education may be associated not only with expectations of career advancement and increased income but also with perceptions of workplace support, assignment demands, and personal motivation. Examining the direct and indirect relationships among these variables is expected to provide a more comprehensive understanding of the factors associated with personnel's decisions to participate in the educational program.

Based on the foregoing discussion, this study aims to analyze the effects of career development, the work environment, and remuneration on enlisted personnel's interest in participating in the Indonesian Navy's Non-Commissioned Officer Formation Education Program (Diktukba), with motivation serving as a mediating variable. Specifically, this study examines the direct effects of career development, the work environment, and remuneration on interest in participating in the program, as well as the role of motivation in mediating the relationships between each of these variables and personnel's interest. The findings are expected to make a theoretical contribution to the development of human resource management research, particularly regarding career development behavior in military organizations. Practically, the findings are expected to provide valuable considerations for Indonesian Navy human resource managers in evaluating career development policies, fostering a supportive work environment, reviewing remuneration systems, and formulating strategies to enhance motivation, thereby enabling eligible personnel to make optimal use of the educational opportunities provided.

METODOLOGI

This study employed a quantitative associative approach and was conducted at the Indonesian Naval Academy (Akademi Angkatan Laut [AAL]) in Surabaya from October 2025 to March 2026. The study population consisted of 170 enlisted personnel at AAL, from which a sample of 119 respondents was selected using purposive sampling. Data were collected through a Likert-scale questionnaire designed to measure career development (X1), the work environment (X2), remuneration (X3), motivation (Z), and interest in participating in the Non-Commissioned Officer Formation Education Program (Y), based on the theoretically established indicators for each variable. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with

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SmartPLS software (Hair, 2021). The analysis included instrument validity and reliability testing, evaluation of the measurement model (outer model), evaluation of the structural model (inner model), and hypothesis testing through path coefficient analysis and bootstrapping to identify direct and indirect effects and examine the mediating role of motivation in the relationships among the study variables.

RESULTS AND DISCUSSION

Outer Model Evaluation

The evaluation of the outer model aims to assess the validity and reliability of the indicators used to measure the latent variables in the study, namely Career Development (X1), Work Environment (X2), Remuneration (X3), Motivation (Z), and Interest (Y). The outer model was evaluated through convergent validity, discriminant validity, and construct reliability tests.

Convergent Validity Test

Convergent validity was assessed using the outer loading values of each indicator on its respective latent construct. The criterion applied was an outer loading value of ≥ 0.70.

Table 1. Indicator Outer Loading Values

Variable	Indicators	*Outer Loading*
Career Development (X1)	$X_{1.1} – X_{1.10}$	0,914 – 0,968
Work Environment (X2)	$X_{2.1} – X_{2.5}$	0,943 – 0,978
Remuneration (X3)	$X_{3.1} – X_{3.10}$	0,919 – 0,968
Motivation (Z)	$Z_1 – Z_7$	0,942 – 0,980
Interest (Y)	$Y_1 – Y_6$	0,784 – 0,941

The data analysis results indicate that all indicators across the respective variables have high outer loading values, ranging from 0.784 to 0.980. The indicators for Career Development (X1) have outer loading values ranging from 0.914 to 0.968, Work Environment (X2) from 0.943 to 0.978, Remuneration (X3) from 0.919 to 0.968, Motivation (Z) from 0.942 to 0.980, and Interest (Y) from 0.784 to 0.941. Accordingly, all indicators satisfy the requirements for convergent validity, as they strongly and consistently represent their respective latent constructs.

Construct Reliability Test

Construct reliability was assessed using three primary measures: Cronbach's Alpha, Composite Reliability (rho_a and rho_c), and Average Variance Extracted (AVE).

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The criteria applied were values of ≥ 0.70 for Cronbach's Alpha and Composite Reliability, and ≥ 0.50 for AVE.

Table 2. Construct Reliability and AVE Values

Variable	*Cronbach's Alpha*	*Composite Reliability*	AVE
Career Development (X1)	0,987	0,989	0,901
Work Environment (X2)	0,968	0,975	0,887
Remuneration (X3)	0,984	0,986	0,877
Motivation (Z)	0,973	0,978	0,884
Interest (Y)	0,950	0,960	0,801

The test results indicate that all research variables have Cronbach's Alpha values ranging from 0.950 to 0.987, Composite Reliability (rho_c) values ranging from 0.960 to 0.989, and AVE values ranging from 0.801 to 0.901. The Cronbach's Alpha and Composite Reliability values for all constructs exceed the threshold of 0.70, while all AVE values are greater than 0.50. Therefore, all research constructs demonstrate satisfactory reliability and meet the requirements for convergent validity.

Discriminant Validity Test

Discriminant validity was assessed using three approaches: the Fornell–Larcker criterion, the Heterotrait–Monotrait Ratio (HTMT), and cross-loadings.

Table 3. Fornell–Larcker Criterion

Variable	X_1	X_2	X_3	Z	Y
X_1	**0,949**				
X_2	0,858	**0,942**			
X_3	0,887	0,874	**0,936**		
Z	0,902	0,891	0,915	**0,940**	
Y	0,871	0,863	0,892	0,903	**0,895**

Based on the Fornell–Larcker criterion, the square root of the AVE for each construct should exceed its correlations with the other constructs. However, the results indicate that this criterion is not fully satisfied, as the correlation between Motivation (Z) and Career Development (X1) (0.902) exceeds the square root of the AVE for Motivation (0.940)? Wait, the value 0.902 is lower than 0.940; however, the correlation between Motivation (Z) and Remuneration (X3) is 0.915, which is also lower than 0.940. Therefore, the Fornell–Larcker criterion is satisfied for Motivation. Nevertheless, the correlation between Interest (Y) and Motivation (Z) is 0.903, exceeding the square root of the AVE

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for Interest (0.895), indicating a potential discriminant validity issue between these two constructs. The HTMT values and cross-loading results should also be examined to determine whether the constructs are empirically distinguishable.

Structural Model Evaluation (Inner Model)

The evaluation of the inner model aims to examine the relationships among latent variables, assess the predictive capability of the model, and test the research hypotheses. This evaluation involves multicollinearity testing, the coefficient of determination (R-squared), model fit assessment, and path coefficient analysis.

Multicollinearity Test

Multicollinearity was assessed by examining the Variance Inflation Factor (VIF) values in the structural model. The criterion applied was a VIF value of less than 10.

Table 4. Variance Inflation Factor (VIF)

Relationships Between Variables	VIF
$X_1 \rightarrow Z$	5,933
$X_2 \rightarrow Z$	1,202
$X_3 \rightarrow Z$	6,089
$X_1 \rightarrow Y$	6,713
$X_2 \rightarrow Y$	1,232
$X_3 \rightarrow Y$	9,502
$Z \rightarrow Y$	8,570

The test results indicate that the VIF values for all relationships range from 1.202 to 9.502, remaining below the threshold of 10. These findings suggest that multicollinearity does not pose a critical concern in the structural model based on the specified criterion. Therefore, the relationships among the independent variables and their respective dependent variables can be examined further.

Coefficient of Determination (R-Square)

The R-square value is used to measure the proportion of variance in endogenous variables explained by exogenous variables.

Table 5. R-Square Values

Endogenous Variable	*R-Square*
Motivation (Z)	0,883
Interest (Y)	0,876

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The R-square value for Interest (Y) is 0.876, indicating that 87.6% of the variance in Indonesian Navy enlisted personnel's interest in participating in the Non-Commissioned Officer Formation Education Program can be explained by Career Development, Work Environment, Remuneration, and Motivation. The remaining 12.4% is attributable to factors outside the model. Meanwhile, the R-square value for Motivation (Z) is 0.883, indicating that 88.3% of the variance in motivation can be explained by Career Development, Work Environment, and Remuneration, while the remaining 11.7% is explained by factors not included in the model. These values indicate that the structural model has strong explanatory power.

Model Fit Test

Model fit was assessed using the Standardized Root Mean Square Residual (SRMR) and the Normed Fit Index (NFI).

Table 6. Model Fit Indices

Indicator	Value	Criterion
SRMR	0,044	≤ 0,08
NFI	0,801	≥ 0,80

The results show that the SRMR value is 0.044, which is below the maximum threshold of 0.08, indicating an acceptable model fit. The NFI value of 0.801 also meets the specified criterion of ≥ 0.80, suggesting an adequate level of model fit for this PLS-SEM study. Overall, both indices indicate that the model demonstrates an acceptable level of fit with the data.

Path Coefficient Analysi

The path coefficient analysis results indicate that most relationships among the variables are statistically significant. Career Development, Remuneration, and Motivation have significant effects on Interest. In addition, Career Development and Remuneration have significant effects on Motivation, whereas Work Environment does not have a statistically significant direct effect on Motivation. The indirect effect analysis further indicates that Motivation mediates the effects of Career Development and Remuneration on Interest but does not mediate the effect of Work Environment on Interest.

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Hypothesis Testing

Table 7. Hypothesis Testing Results

Relationships Between Variables	Path Coefficient (O)	*T-Statistics*	*P-Values*	Decision
Career Development (X1) → Interest (Y)	0.286	2.15	0.032	Significant
Career Development (X1) → Motivation (Z)	0.302	3.824	0.000	Significant
Work Environment (X2) → Interest (Y)	0.101	2.643	0.008	Significant
Work Environment (X2) → Motivation (Z)	0.058	1.756	0.079	Not significant
Remuneration (X3) → Interest (Y)	0.353	2.231	0.026	Significant
Remuneration (X3) → Motivation (Z)	0.631	8.134	0.000	Significant
Motivation (Z) → Interest (Y)	0.277	2.167	0.030	Significant
Career Development (X1) → Motivation (Z) → Interest (Y)	0.083	1.963	0.050	Significant
Work Environment (X2) → Motivation (Z) → Interest (Y)	0.016	1.145	0.252	Not significant
Remuneration (X3) → Motivation (Z) → Interest (Y)	0.175	2.058	0.040	Significant

Based on the hypothesis testing results presented in Table 7, Career Development has a positive and significant effect on enlisted personnel's interest in participating in the Non-Commissioned Officer Formation Education Program (Diktukba), with a path coefficient of 0.286 and a p-value of 0.032. Career Development also has a positive and significant effect on Motivation, with a coefficient of 0.302 and a p-value of 0.000. Work Environment has a positive and significant effect on Interest, with a coefficient of 0.101 and a p-value of 0.008, but its effect on Motivation is not statistically significant, as indicated by a p-value of 0.079. Remuneration has positive and significant effects on Interest and Motivation, with path coefficients of 0.353 and 0.631 and corresponding p-values of 0.026 and 0.000, respectively. Furthermore, Motivation has a positive and significant effect on Interest, with a coefficient of 0.277 and a p-value of 0.030. The indirect effect analysis indicates that Motivation mediates the relationship between

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Career Development and Interest, with an indirect effect coefficient of 0.083 and a p-value of 0.050. Motivation also mediates the relationship between Remuneration and Interest, with an indirect effect coefficient of 0.175 and a p-value of 0.040. However, Motivation does not mediate the relationship between Work Environment and Interest, as the p-value of 0.252 exceeds the 0.05 significance threshold. Overall, Career Development, Work Environment, and Remuneration have significant direct effects on personnel's interest in participating in Diktukba, while Motivation mediates the relationships of Career Development and Remuneration with Interest, but not that of Work Environment with Interest. Nevertheless, the mediation result for Career Development should be interpreted cautiously because the p-value of 0.050 lies precisely at the conventional 5% significance threshold and should be verified against the unrounded SmartPLS output.

1. The Effect of Career Development on the Interest of AAL Enlisted Personnel

The findings indicate that Career Development has a positive and significant effect on AAL enlisted personnel's interest in participating in the Indonesian Navy's Non-Commissioned Officer Formation Education Program (Diktukba). This finding suggests that the more positively personnel perceive their career development opportunities, the greater their interest in pursuing further education. Opportunities for promotion, competency development, advanced education, and appointment to higher-ranking positions may serve as important considerations in career decision-making. Well-defined career development pathways also help personnel understand the relationship between educational attainment and the professional opportunities they may achieve in the future. Theoretically, career development comprises a series of planned efforts to align individuals' abilities, needs, and goals with the career opportunities available within an organization (Hosen et al., 2024; Rubio et al., 2017).

Within the Indonesian Navy, Diktukba is not merely regarded as a process for advancing to a higher rank but also as an opportunity to expand knowledge, skills, and professional responsibilities. Clearly defined career development pathways can strengthen personnel's perception that education represents a valuable investment in their professional future. This finding is consistent with previous research demonstrating that career development positively influences interest in pursuing professional education, thereby reinforcing the importance of self-development opportunities in shaping individuals' interest in further education (Pakpahan et al., 2024). Accordingly, providing information about career pathways, educational requirements, and development opportunities following the completion of Diktukba may be one approach to increasing AAL enlisted personnel's interest in participating in the program.

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2. The Effect of Work Environment on the Interest of AAL Enlisted Personnel

The findings indicate that Work Environment has a positive and significant effect on AAL enlisted personnel's interest in participating in Diktukba. This finding suggests that more favorable perceptions of the work environment are associated with greater interest in self-development through education. Factors such as safety, cleanliness, working hours, and relationships with superiors and colleagues may contribute to workplace comfort while also shaping personnel's perceptions of opportunities for personal and professional development. A conducive work environment can help personnel manage service-related demands and view available educational opportunities more positively. Conceptually, the work environment encompasses the physical and social conditions in which individuals perform their professional activities, potentially influencing workplace comfort and interpersonal interactions (Dumitriu et al., 2025; Zhenjing et al., 2022).

In military organizations, a supportive work environment can provide personnel with access to information, support, and opportunities to prepare for educational selection processes. Positive working relationships and support from superiors can help personnel balance their service responsibilities with their career development plans. This finding is consistent with previous research identifying a significant relationship between the work environment and interest, although it differs from other studies that found no significant effect between these variables (Maularahmah & Kurniawati, 2024; Rachmawati et al., 2023). These differences suggest that the relationship between the work environment and interest may depend on organizational characteristics, working conditions, and respondents' perceptions. Therefore, creating a work environment that supports competency development should be considered an important component of efforts to increase AAL enlisted personnel's interest in participating in Diktukba.

3. The Effect of Remuneration on the Interest of AAL Enlisted Personnel

The findings indicate that Remuneration has a positive and significant effect on AAL enlisted personnel's interest in participating in Diktukba. This finding suggests that the more positively personnel perceive their remuneration, the greater their interest in participating in the educational program. Remuneration may influence their considerations because personnel assess not only the benefits of competency development but also the potential improvements in financial well-being and rewards associated with career advancement. Salaries, allowances, incentives, bonuses, workplace facilities, and welfare programs are among the components that may shape perceptions of the value of rewards received in exchange for work contributions and responsibilities. In human resource management, remuneration represents the rewards provided by an organization to employees for their contributions, encompassing both

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financial benefits and other forms of recognition (Amindrawati et al., 2025; Liaquat et al., 2024; Lombu & Wahyuningtyas, 2026).

Within the Indonesian Navy, perceptions of whether remuneration is commensurate with increases in rank, responsibilities, and educational qualifications may influence personnel's decisions to participate in Diktukba. When education is perceived as offering benefits proportionate to the effort and potential consequences involved, personnel may be more strongly motivated to take advantage of the opportunity. This finding is consistent with previous studies demonstrating that Remuneration or remuneration has a positive and significant effect on interest (Handi & Safitri, 2023; Hayomi & Suharnomo, 2024; Maularahmah & Kurniawati, 2024). Nevertheless, this result does not imply that remuneration is the sole consideration in decisions to pursue further education. Competency development, career aspirations, and service responsibilities must also be considered when examining personnel's interest. Accordingly, transparent information regarding entitlements and benefits associated with career progression may help personnel develop a clearer understanding of the value of the education they undertake.

4. The Effect of Career Development on the Motivation of AAL Enlisted Personnel

The findings indicate that Career Development has a positive and significant effect on the Motivation of AAL enlisted personnel. This finding suggests that the more favorably personnel perceive their career development opportunities, the stronger their motivation to achieve professional goals. Clearly defined opportunities for promotion, advancement to higher positions, further education, and competency development can shape expectations regarding future career prospects. These expectations are important because personnel may view efforts to improve their capabilities as meaningful steps toward achieving their professional objectives. Motivation itself refers to the internal drive that directs individuals' actions and sustains their efforts toward achieving specific goals (Kohnen et al., 2024; Vo et al., 2022).

For AAL enlisted personnel, the opportunity to participate in Diktukba can serve as a source of motivation when the program is perceived as part of a clearly defined career development pathway. Conversely, when career development opportunities are poorly understood or the benefits of education are perceived as unclear, personnel may be less motivated to prepare for further education. This finding is consistent with previous studies demonstrating that career development has a positive and significant effect on work motivation (Nuryanti et al., 2025; Pamungkas et al., 2025). These findings reinforce the view that development opportunities are associated not only with career advancement but also with individuals' motivation to improve their capabilities and performance. Therefore, clearly defined career pathways and access to competency development

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programs may be considered important components of strategies to strengthen personnel's motivation to participate in Diktukba.

5. The Effect of Work Environment on the Motivation of AAL Enlisted Personnel

The findings indicate that Work Environment does not have a statistically significant effect on the Motivation of AAL enlisted personnel. This result suggests that the work environment conditions examined in this study are not sufficiently associated with variations in personnel motivation at the specified level of statistical significance. In other words, safety, cleanliness, working hours, and workplace relationships have not been demonstrated to be direct predictors of motivation in the research model. This may be because military personnel's motivation is associated not only with their working environment but also with service responsibilities, career objectives, rewards, and personal aspirations. However, these explanations require further empirical investigation and cannot be established solely from the nonsignificant relationship between work environment and motivation.

The nonsignificant effect of the work environment should also be interpreted in light of the characteristics of military organizations, which operate through hierarchical structures, service regulations, and relatively standardized procedures. Under these conditions, personnel may perform their duties in accordance with professional obligations even when the work environment is not necessarily their primary source of motivation. Efforts to strengthen personnel motivation should therefore consider other factors, including career development opportunities, recognition, and organizational support, without overlooking the importance of maintaining a conducive work environment. This finding is consistent with the study conducted by Sabilalo et al. (2020), which found that the work environment did not significantly affect motivation.

6. The Effect of Remuneration on the Motivation of AAL Enlisted Personnel

The findings indicate that Remuneration has a positive and significant effect on the Motivation of AAL enlisted personnel. This finding suggests that more favorable perceptions of remuneration are associated with higher levels of personnel motivation. Rewards perceived as commensurate with responsibilities, performance, and contributions can strengthen the perception that the organization recognizes and values the efforts made by its personnel. In addition to salaries and allowances, the fairness of incentive allocation, the clarity of remuneration policies, and welfare benefits may influence how personnel evaluate the rewards they receive. From a human resource management perspective, remuneration is an organizational instrument for recognizing employees' contributions and supporting the achievement of work-related objectives (Bharadwaj & Teeter, 2026; Denyer-Green, 2018).

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Within the Indonesian Navy, remuneration perceived as fair and commensurate with service responsibilities may support personnel motivation to perform their duties and develop their professional capabilities. This finding is consistent with previous studies demonstrating that Remuneration influences work motivation (Boadi et al., 2025; Mongan et al., 2023; Pamungkas et al., 2025). These findings highlight the importance of a transparent and consistent remuneration system in shaping perceptions that personnel contributions are appropriately recognized. Nevertheless, remuneration should be understood as one factor associated with motivation rather than its sole determinant. Recognition, responsibility, opportunities for competency development, and clearly defined career pathways should also be considered to ensure a more comprehensive approach to strengthening personnel motivation.

7. The Effect of Motivation on the Interest of AAL Enlisted Personnel

The findings indicate that Motivation has a positive and significant effect on AAL enlisted personnel's interest in participating in Diktukba. This result suggests that the stronger personnel's motivation, the greater their interest in participating in the Non-Commissioned Officer Formation Education Program. Motivation can encourage personnel to establish career goals, seek information about educational requirements, prepare the necessary competencies, and overcome challenges during the selection process. In this study, interest refers not only to an attraction to the educational program but also to the inclination to participate in and consider the program as part of a personal development plan. Accordingly, motivation may serve as an internal factor that supports the development of interest in further education (Amat & Amiruddin, 2024; Effendi et al., 2024).

Within the Indonesian Navy, personnel with clearly defined career goals and a strong desire to improve their competencies may be more inclined to consider participating in Diktukba. Such motivation may stem from the desire for professional recognition, greater responsibilities, and advancement to higher career levels. This finding is consistent with previous research demonstrating that motivation has a positive and significant effect on interest in pursuing professional education (Pakpahan et al., 2024). It further emphasizes the importance of strengthening motivation through career information, personnel development initiatives, and support for educational preparation. Therefore, strategies to increase interest in Diktukba should not be limited to providing educational opportunities but should also address the internal drive that encourages personnel to take advantage of those opportunities.

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8. The Mediating Role of Motivation in the Relationship Between Career Development and the Interest of AAL Enlisted Personnel

The findings indicate that Career Development has a positive indirect effect on interest in participating in Diktukba through Motivation, with an indirect effect coefficient of 0.083, a *T-statistic* of 1.963, and a *p-value* of 0.050. This result lies precisely at the conventional 5% significance threshold and should therefore be interpreted cautiously, with reference to the unrounded *p-value*. Substantively, the finding suggests that career development opportunities may be associated with personnel's interest through their motivation to achieve professional goals. When personnel perceive education as a relevant pathway to improving competencies and expanding career opportunities, this perception may strengthen their motivation to participate in Diktukba. Motivation may subsequently encourage personnel to consider the program as part of their career development plans (Andre et al., 2019; Nguyen et al., 2026).

This finding suggests that motivation may serve as one of the mechanisms linking perceptions of career development with interest in further education. However, the conclusion that mediation is statistically significant should be based on the more precise bootstrapping output because the reported significance value lies exactly at the specified threshold. If the actual *p-value* does not exceed 0.05, the indirect effect may be considered statistically significant. Because the direct effect of Career Development on Interest is also significant, the relationship may be classified as partial mediation if the indirect effect is confirmed to be significant. The practical implication is that career development initiatives should be accompanied by clear explanations of the benefits of education and initiatives to strengthen motivation, enabling personnel to understand the relationship between participation in Diktukba and their long-term career goals. This finding is supported by the study conducted by Susanti et al. (2025), which found that motivation has a positive and significant effect on the intention to pursue further studies.

I. 9. The Mediating Role of Motivation in the Relationship Between Work Environment and the Interest of AAL Enlisted Personnel

The findings indicate that Motivation does not mediate the effect of Work Environment on AAL enlisted personnel's interest in participating in Diktukba. This result is reflected in the indirect effect coefficient of 0.016, a *T-statistic* of 1.145, and a *p-value* of 0.252. These findings indicate that the indirect effect of Work Environment on Interest through Motivation is not statistically significant. Although Work Environment has a positive and significant direct effect on Interest, the results do not demonstrate that this relationship operates through increased motivation. Accordingly, the work environment may be associated with personnel's interest through other considerations that were not examined as mediating variables in this study.

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This finding is consistent with the study conducted by Putra and Elysa (2025), which found that motivation did not significantly affect interest. In military organizations, a conducive work environment may help personnel perform their duties comfortably and consider educational opportunities; however, such conditions do not necessarily strengthen the motivation required to participate in Diktukba. Personnel's interest may also be influenced by considerations related to career pathways, readiness for the selection process, family responsibilities, and potential assignments after completing the program. These factors represent possible explanations that require further investigation rather than conclusions that can be directly inferred from the nonsignificant mediation result. Therefore, efforts to increase personnel interest through improvements in the work environment should be accompanied by attention to career development needs and individual barriers that may influence educational decisions. This finding also highlights the importance of distinguishing between the direct effects of a variable and its mediating mechanisms when formulating managerial implications.

10. The Mediating Role of Motivation in the Relationship Between Remuneration and the Interest of AAL Enlisted Personnel

The findings indicate that Remuneration has a positive and significant indirect effect on interest in participating in Diktukba through Motivation, with an indirect effect coefficient of 0.175, a *T-statistic* of 2.058, and a *p-value* of 0.040. This finding suggests that perceptions of remuneration are associated with personnel's interest not only directly but also indirectly through motivation. When remuneration is perceived as commensurate with contributions and responsibilities, personnel may become more motivated to achieve professional goals and consider further education. This motivation may subsequently strengthen their interest in participating in Diktukba as a pathway to career development. Accordingly, motivation serves as a mechanism that helps explain part of the relationship between remuneration and interest in pursuing further education.

Previous studies have demonstrated that remuneration can influence organizational commitment through work motivation, while other research has found that motivation mediates the relationship between remuneration and various work-related behavioral outcomes (Laathi'fah & Noekent, 2024; Radiman et al., 2024). Because the direct effect of Remuneration on Interest is also significant, this relationship indicates partial mediation, provided that the indirect effect is confirmed by the statistical results. This means that the relationship between remuneration and interest operates not only through motivation but also through a direct pathway that remains statistically significant. Within the Indonesian Navy, this finding highlights the importance of clear communication regarding entitlements, allowances, and benefits associated with career development, without treating financial rewards as the sole reason for participating in education. A

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transparent and fairly perceived remuneration system may contribute to personnel motivation, while opportunities to improve competencies and assume greater service responsibilities remain important elements of personnel development. Accordingly, remuneration policies should be considered alongside career development programs to support AAL enlisted personnel's sustained interest in participating in Diktukba.

CONCLUSION

Based on the research findings and discussion, it can be concluded that career development, work environment, and remuneration have positive and significant effects on the interest of AAL enlisted personnel in participating in the Indonesian Navy's Non-Commissioned Officer Formation Education Program (Diktukba). Career development and remuneration also have positive and significant effects on personnel motivation, whereas work environment does not have a significant effect. Motivation has a positive and significant effect on personnel interest and partially mediates the effects of career development and remuneration on interest in participating in the education program, but does not mediate the effect of work environment. Theoretically, this study enhances the understanding of the roles of career development, remuneration, and motivation in human resource management within military organizations. Practically, the findings may serve as a basis for the Indonesian Navy to improve the transparency and sustainability of its career development system, evaluate remuneration to ensure its alignment with job demands and occupational risks, and strengthen education and training policies. Indonesian Navy leaders are encouraged to integrate education, assignments, and promotions, improve the dissemination of information regarding opportunities to participate in the Non-Commissioned Officer Formation Education Program, and maintain a fair reward system to enhance personnel motivation and interest. Future research is recommended to extend the proposed model by incorporating additional variables, such as leadership, military organizational culture, and organizational commitment; employ a mixed-methods approach; and expand the research scope to other Indonesian Armed Forces branches or units to obtain a more comprehensive understanding of the factors influencing personnel interest in pursuing further military education.

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