Career Development of Indonesian Army Officers at the Korem 022/Pantai Timur Pematang Siantar

(An Implementation Study Based on the Army Chief of Staff Decree Number Kep/462/VIII/2021 Dated August 4, 2021, Regarding Technical Guidelines for Career Development of Indonesian Army Officers)

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ABSTRACT

The research aims to describe and analyze the implementation of career development for TNI AD officers at the officer level based on Kasad's Decree Number Kep/462/VIII/2021 dated 4 August 2021 concerning career development for TNI AD officers within Korem 022/Pantai Timur Pematang Siantar as well as analyzing supporting factors and Barriers to Career Development for TNI AD Officers at the Officer Level based on Kasad Decree Number Kep/462/VIII/2021 dated 4 August 2021 concerning Career Development for TNI AD Officers in Korem 022/Pantai Timur Pematang Siantar. Based on the facts and phenomena obtained in the field, the following research results were obtained: The process of dismissal, appointment and transfer of positions at Korem 022/Pantai Timur is formally based on structured guidelines, with an emphasis on officer performance and competency. However, in implementation, social factors such as litigation as well as practical constraints such as limited resources and environmental adaptation still influence decisions, even though transparency and objectivity are sought. In promotions, the implementation of a meritocracy-based performance evaluation system, supported by multi-layered verification mechanisms and fair assessments of all officers, including those in remote areas, will increase transparency, trust and effectiveness in the promotion process in Korem 022/Pantai Timur Educational selection is the main key in the officer career development process at Korem 022, which ensures that promoted officers meet the technical, leadership and physical and mental readiness standards required to occupy strategic positions.
Supporting factors such as welfare, moral support, discipline and overall technical skills support the success of officer career development at Korem 022/Pantai Timur. And difficulties in policy, budget, physical and mental readiness, as well as geographical challenges together hinder officer career development.

Keywords: Career Development, Educational Selection, Officer, Position Placement, Rank, Implementation.

1. INTRODUCTION

The current development of the global environment presents a variety of complex problems and accumulates in conditions of uncertainty with a fairly high degree. In the field of defense and security, the tendency of global development affects the characteristics of threats with the emergence of new security issues that require handling with a more comprehensive and integrative approach. These security issues include terrorism, cross-border security threats, and the proliferation of weapons of mass destruction. The emergence of new security issues cannot be separated from globalization, advances in information technology, primordial identity, and the strengthening of the role of non-state actors.

Globalization has a tremendous impact on state sovereignty where control over a country in the old ways through direct war has begun to be abandoned and replaced by an indirect war strategy by controlling life in a multidimensional way. Soldiers and sophisticated weapons are no longer the monopoly holders of violence against humanity, but are instead carried out by previously unimaginable civilian devices. These phenomena are what later gave rise to the term better known as Asymmetric Warfare.

Faced with the development of the global situation, the Indonesian Army is required to play a greater role in maintaining the sovereignty of the Republic of Indonesia. Therefore, the Indonesian Army needs personnel figures who have the qualities according to their respective fields of duty. In order to realize professional personnel figures in

their fields, a more programmed and directed career development pattern for Indonesian Army personnel is needed and is implemented objectively and consistently.

To support the main tasks of the Indonesian Army, having a vision of a professional, transparent, honest and fair TNI and accountable based on good morals in the development of Indonesian Army personnel. This vision is very noble so that it is expected to be used as a guideline and implemented in personnel development activities by all ranks of Indonesian Army personnel officials. In order to provide an understanding of the development of Indonesian Army personnel to all Indonesian Army Soldiers.

In the Arrangement of the Human Resources Management System of the State Apparatus, there are 8 (eight) programs that must be followed up as follows: First; Arrangement of the personnel recruitment system so that an open, transparent, accountable and competency-based personnel recruitment system is built. Second; Job Analysis, by providing job descriptions containing duties, responsibilities and work results as material for assessing the workload of units and individuals. Third; Job Evaluation, based on its workload as an update of job classes and provision of performance allowances. Fourth; Preparation of job competency standards and the availability of comprehensive and accurate information on individual competency profiles. Fifth; Individual assessment based on competency as material for personnel career development. Sixth; Implementation of an objective, transparent and accountable individual performance assessment system with measurable and accountable individual performance indicators. Seventh; Building/strengthening a personnel database so that up-to-date and accurate personnel data is available. Eighth; Development of competency-based personnel education and training.

Personnel development includes activities to realize the fulfillment of the norms of the position, rank and proper education. In its implementation, the three elements of career development must be in the same direction and interrelated with each other so that optimal results are obtained. The limited space for officer positions in the Indonesian Army environment currently has an impact on the decreasing number of officers who can reach higher positions. Therefore, proper and objective selection is needed, so as to provide opportunities for all Indonesian Army officers to have the same opportunity in pursuing a career in the Indonesian Army environment. These opportunities include aspects of assignment, promotion, promotion and the opportunity to pursue tiered education according to career paths.

However, the condition of personnel development in this case the career of TNI AD officers is currently felt to be stagnant, this is because the number of eligible officers is faced with an unbalanced position space. Therefore, an appropriate and objective selection is needed so that each officer has the same and fairest opportunity according to their dedication to develop their career to reach the Top Manager Level in the TNI AD environment. To realize this, it is necessary to implement a highly selective and measurable officer career development pattern supported by clear parameters and can be accounted for in terms of objectivity.

The current officer's position space is increasingly limited by the personnel pyramid or viewed from the position space which is getting smaller the higher up. Viewed from the position space, the consequence is that there will be fewer officers who will reach higher positions. Therefore, proper and objective selection is needed, so that officers have the same and fairest opportunity in their service to develop their careers in the Indonesian Army. Starting from these objective conditions, the Indonesian Army officer career development policy provides opportunities for all officers to have the same opportunity in pursuing a career in the Indonesian Army environment covering several aspects. These aspects include aspects of assignment, job promotion, promotion and the opportunity to take tiered education according to the career path they take. However, current career development is felt to have not considered the aspect of service objectively.

The limited space for positions is closely related to the selection of officer careers for future TNI AD Leaders. Because with the right and objective selection of officer careers, planned, directed and ongoing officer career development will provide the widest possible opportunity for officers to develop their careers and will overcome the increasingly limited space for positions where the space for officer positions gets smaller the higher up according to the Personnel Pyramid. The selection of TNI AD Officer careers is carried out by considering aspects of achievement in education, domestic and overseas assignments and other achievements such as achievements in unit development, written works and scientific works. In order to obtain a cadre of TNI AD Leaders in the future who are qualified and professional as thinkers, initiators, movers, determinants and those responsible for the success of tasks, in this study several aspects used in officer career selection are aspects of promotion, education, assignment and job promotion as

well as performance assessment and direct evaluation (Fit and Proper Test) by TNI AD officials or direct observation in the field or indirect assessment. This can be done through periodic or incidental reports from Kotama or Balakpus regarding the performance of the person concerned in the context of developing the career of officers as TNI AD Leadership cadres. However, all of this must be adjusted to the policy of developing officer careers as a basis for selecting officer careers in order to form TNI AD Leadership cadres.

In general, personnel development strategies begin at the time of recruitment, education, placement to officer career development so that officer competency development is not an instant activity. A competency-based officer career development system needs to emphasize efforts to identify officer potential such as initiative, achievement motivation and ability to work in an organization. Efforts made are to use as many sources of information about officers as possible so that it can be determined whether the officer has the competency needed in the Indonesian Army organization. Assessment methods for officers can be carried out through talent scouting, competency, sociometry and assessment lists. Officers who are considered weak in all aspects can be directed to career competency development activities outside the military so that it is hoped that they can realize the career development of Indonesian Army officers more ideally.

Career development efforts for Indonesian Army Officers must be conceptual and directed at creating professional soldiers to face the challenges of future tasks. By looking at the rapid development of science and technology, it will be increasingly clear that demands from environmental influences must be a primary consideration in efforts to form modern and professional Indonesian Army soldiers who have the spirit of Sapta Marga and the Soldier's Oath.

The reality in the field that is still visible in the implementation of tasks in the ranks of the TNI AD units, that there is still a degradation of the mental professionalism, morale and discipline of TNI AD soldiers as a result of deviations from the basic norms of soldiers (Basic norms). As a result of this deviation, it is necessary to return to the basic values of soldiers which are the basic norms for TNI soldiers to behave, speak and act as professional TNI soldiers. Returning to basic norms (back to basics) must be the starting point in fostering and building the strength of the TNI AD. Unit activities, large movements or maneuvers, will have no meaning, when the expertise, technical skills and quality of discipline and spirit of devotion of individual soldiers are in a bad or inadequate state. This certainly cannot fully support the main task of the TNI AD, having a vision of a professional, transparent, honest and fair TNI and accountable based on good morals in fostering TNI AD personnel. This vision is very noble so that it is expected to be used as a guideline and implemented in personnel development activities by all ranks of TNI AD personnel officials. In order to provide an understanding of the development of Indonesian Army personnel to all Indonesian Army soldiers.

Overall, there are three factors that cause career stagnation among officers in the Indonesian Army:

1) Phe change in retirement age is regulated in Article 71 of Law Number 34 of 2004. The article mandates the extension of the retirement age for Officers from 55 years to 58 years, resulting in an extension of the Officer's Military Service Period for 3 years. Several years after the law was enacted, there was an imbalance in the composition of TNI Officer personnel which continues to this day. On the one hand, the TNI has an excess of Colonels and Pati, but on the other hand, there is a shortage of Lieutenant Colonels and below. From this condition, a common thread can be drawn between the extension of the retirement age and the excess of Colonel and Pati personnel. The increase in the retirement age for three years has increased the useful life of the Pati group which has hampered the vertical movement of personnel with the rank of Colonel and the ranks below.

2) The policy of providing leadership cadres through general development education at the middle level is not in line with the career development policy at the Colonel rank level in each Armed Forces. For example, in the Indonesian Army, the Army Headquarters determines the positions of Colonel and Pati as Jab-Pil, meaning that only "selected" officers should occupy these positions. Theoretically, the selection process is carried out through a class IV position determination session. However, in practice, the selection process has been carried out early during the Seskoad entrance selection, because all Seskoad graduates are almost certain to occupy class IV positions.

3) SiThe TNI personnel career development system that "half forces" every personnel to pursue a career as a TNI soldier until the maximum retirement age. Formally, this approach can be seen from the career development policy stated in Government Regulation Number 39 of 2010 concerning TNI Soldier Administration. Article 21 (3) states that, "Career Soldiers who have completed their First Service Bond period and do not submit a resignation for

certain reasons are considered to be continuing their Advanced Service Bond". This regulation makes it very difficult for personnel strength managers to maintain a balance in personnel composition through controlling personnel input and output, because there is no opportunity for personnel strength managers to separate personnel for the sake of the organization.

The stagnation of positions at the officer level in the Indonesian Army, especially in the Korem, also has a diverse and complex background. One of the main factors is the limited number of structural positions available. In a military organization, the command structure and job positions are very limited, so that there are only a small number of strategic positions that can be filled by officers. This makes the competition for promotion tight, and not all qualified officers can be immediately promoted to a higher level.

In addition to job limitations, the performance appraisal system also has the potential to cause stagnation. Assessments that are not transparent or less objective can result in highly qualified officers not getting promotion opportunities. If there is a perception that promotions are more influenced by non-competency factors such as personal closeness or other subjective factors, this can trigger stagnation for many officers who actually deserve to advance.

Ineffective career development also plays a major role in this problem. Although there are technical instructions from the Army Chief of Staff Decree Number Kep/483/IX/2014, its implementation in the field may not be fully in accordance with the expected standards. Inconsistent or poorly directed career development can hinder the development of officers, especially if the development process is not followed by clear and measurable assessments based on competence. This is related to the theory of policy implementation emphasizing how policies designed by policy makers at the top level are implemented in the field and how various factors influence their effectiveness. In the context of this study, Army Chief of Staff Decree Number Kep/483/IX/2014 is the main policy that regulates the career development of Indonesian Army officers. Edwards III (1980) in his theory states that "The success of policy implementation is highly dependent on four main factors: communication, resources, disposition of implementers, and a supportive bureaucratic structure"

In relation to job stagnation, this theory can explain that if policy communication is unclear, available resources are insufficient, or there is a mismatch between policy and implementation in the field, then the expected career development policy may fail to be implemented effectively. This can lead to officer job stagnation, even though the policy has been well formulated.

The high level of competition among officers is also one of the causes of stagnation. At the officer level, many individuals have similar experience and education, so competition for promotion is very tight. In this situation, officers who do not have differentiating factors or who face obstacles beyond their competence often have to face stagnation in their career path. This is in line with the theory of military sociology explaining how the social and cultural structure of military organizations affects the interaction and development of individuals within them. Janowitz (1971) in his classic work emphasized that the military is a social organization with distinctive norms and values, which distinguish it from civilian organizations. In the context of job stagnation, the strict hierarchical structure and traditional norms of the military can limit flexibility in promotion and career development, thus creating obstacles for officers who want to advance.

In addition, the strict promotion policies in the Indonesian Army, which may involve standards such as age, experience, education, and other achievements, contribute to this problem. Officers who do not meet these criteria are not promoted, even if they feel they are ready. In addition, the existence of slower rotation periods at certain times also slows the rate of promotion, especially when there are more qualified officers than positions available.

This is in line with the Functional Structural Theory, developed by Talcott Parsons (1951), emphasizing that each element in an organization has a specific function to support the stability and balance of the system as a whole. In the military, each position or job is designed to support the continuity and effectiveness of the organization. However, if there is an imbalance in the organizational structure—for example, the number of qualified officers is greater than the number of available positions—then job stagnation can occur. A hierarchical structure that is too rigid can also hinder officers from achieving promotion, even though they already have adequate competence and experience.

The influence of seniority and political factors cannot be ignored in the military environment either. In some cases, officers who have strong connections or support from superiors or decision-making circles are more likely to get promoted, while others are forced to stagnate due to the lack of such support.

In addition, the lack of opportunities for self-development, such as advanced training or specialization courses, is also a barrier. Officers who do not have the opportunity to improve their qualifications through advanced military education or specialized training may have difficulty in pursuing promotions, as they are considered less qualified for higher positions.

The balance between organizational and individual interests is also a challenge in the promotion process in the military environment. In the Indonesian Army, organizational needs often take precedence over individual aspirations. This can cause officers who are actually ready for promotion to have to wait longer in their positions for the sake of unit stability or other organizational needs.

Finally, age and length of service also affect the promotion process. Officers approaching retirement age are often not promoted because they are considered to have no further potential for development. In many cases, these age and length of service policies can limit promotion opportunities for officers who are already in the final stages of their careers.

Korem 022/Pantai Timur Pematang Siantar is part of the Organization of Kodam I/Bukit Barisan (BB) which is unique because it is part of the territory of the military regional command which is a merger of Kodams where based on the Kasad Operations Order No: 011/1984 dated September 22, 1984 concerning the Reorganization of the Indonesian Army which was later perfected by the KASAD Telegram Letter No: STR/430/1984 dated October 21, 1984 and STR/603/1984 dated December 28, 1984, the number of existing Kodams was reduced to 10 Kodams. Kodam I/Iskandar Muda, Kodam II/Bukit Barisan and Kodam III/17 Agustus were liquidated or merged. The third Kodam was combined with the name Kodam I/Bukit Barisan and its territory includes: Aceh, North Sumatra, West Sumatra, and Riau. On that basis, Kodam I/BB at that time had 6 Korems under its control, namely Korem 011/Lilawangsa in Lhokseumawe, Korem 012/Teuku Umar in Banda Aceh, Korem 022/Pantai Timur in Pematang Siantar, Korem 023/Kawal Samudera in Sibolga, Korem 031/Wira Bima in Pekanbaru, Korem 032/Wirabraja in Padang. Of course, this is considered to be able to represent the implementation of Officer career development as a whole because of the dense change of positions in each certain period. Furthermore, the research level was chosen with the rank of Officer with the consideration that the career development pattern is more complex compared to Bintara or Tamtama where unlike the career development of Bintara or Tamtama, but in career development, the classification of ranks and positions based on the relevant Officer corps is also considered.

From the initial observation conducted The number of officers in the Military Resort Command (Korem) environment can vary depending on the size and organizational structure of each Korem. Korem is a military resort command in Indonesia that is responsible for several districts or cities in a certain area. The composition of officers in Korem will be influenced by many factors, including the size of the unit, the tasks carried out, and operational needs.

The causes of job stagnation in the Korem environment are generally similar to the factors that cause job stagnation in general. Some possible causes of job stagnation in the Korem environment include: Lack of higher positions: If there are no positions available for promotion or higher assignments in the Korem, then officers may experience job stagnation. Intense internal competition: Competition among officers within the Korem for promotion or higher assignments can be intense, especially if there are a limited number of positions available. Inadequate qualifications: Some officers may not have the qualifications necessary for promotion, such as experience, education, or certain skills that the Korem deems important. Political factors or favoritism: Promotion or assignment decisions within the Korem can sometimes be influenced by political factors or personal preferences, which can cause some officers to experience job stagnation. Lack of professional development opportunities: If the Korem does not provide sufficient opportunities for training or professional development, officers may find it difficult to improve their qualifications and move up the ranks. Organizational instability or policy changes: Organizational instability or frequent policy changes in the military environment can hamper the promotion or assignment process in the Korem, which in turn can lead to job stagnation. It is important for Korem leaders to ensure that the promotion and assignment process is based on objective qualifications and merit, and to ensure that all officers have fair access to professional development opportunities. In doing so, they can reduce the risk of job stagnation and ensure effective human resource management within the Korem.

2. LITERATURE REVIEW

2.1 Public Policy

In the Great Dictionary of the Indonesian Language, policy is defined as a series of concepts and principles that become the outline and basis of a plan in carrying out a job, leadership, and how to act (regarding government, organization, and so on); a statement of ideals, goals, principles and guidelines for management in an effort to achieve goals.

Carl J Federick as quoted by Leo Agustino (2008: 7) defines policy as a series of actions/activities proposed by a person, group or government in a certain environment where there are obstacles (difficulties) and opportunities for the implementation of the proposed policy in order to achieve certain goals. This opinion also shows that the idea of policy involves behavior that has intent and purpose is an important part of the definition of policy, because after all the policy must show what is actually done rather than what is proposed in some activities on a problem.

According to Nugroho (2008:55), "Public Policy is a decision made by the state, especially the government, as a strategy to realize the goals of the country concerned. Public policy is a strategy to guide society in the early stages, entering society in the transition period, to move towards the society that is desired."

Thomas R Dye as quoted by Islamy (2009: 19) defines public policy as "is whatever government chooses to do or not to do" (whatever the government chooses to do or not to do). This definition emphasizes that public policy is about the realization of "action" and not merely a statement of the wishes of the government or public officials. In addition, the government's choice not to do something is also a public policy because it has the same influence (impact) as the government's choice to do something.

2.2 Policy Implementation

Van Meter and Van Horn (1975) as quoted by Leo Agustino (2008: 139), define policy implementation as actions taken by individuals or government or private officials or groups that are directed at achieving the goals outlined in policy decisions. Policy implementation is the stage where legitimized policies are implemented by certain administrative units by mobilizing funding sources and other resources. Policy implementation is not only limited to the actions or behavior of alternative bodies or bureaucratic units responsible for implementing programs and generating compliance from target groups, but furthermore it also continues with a network of political, socio-economic forces that influence the behavior of all parties involved and ultimately have expected and unexpected impacts.

According to Riant Nugroho (2008: 432), policy implementation is in principle a way for a policy to achieve its goals, no more and no less. To implement public policy, there are two choices of steps available, namely directly implementing it in the form of a program or through the formulation of a derivative policy or derivative of the public policy.

Ripley and Franklin (1986) in Parsons (2005: 482) said that successful implementation is relatively easy if the policy is distributive, the regulatory policy is moderate, and the redistributive policy is low. This is because the implementation process is the most important stage in the entire public policy process, in line with what was expressed by Chief JO Udoji, 1981 in Leo Agustino (2008: 140), that policy implementation is something more important than policy making. Policies will only be dreams or good plans that are neatly stored in archives if they are not implemented. The importance of this implementation process is because, among other things, by implementing a policy, the implementation process can be seen. After that, the factors that influence the implementation of the policy can be identified, which can then be used as evaluation material.

2.3 Career Development Theory

According to Flippo in Mas'ud, (1994) career can be defined as a series of separate but related activities, which provide continuity, peace, and meaning in a person's life. According to Gibson et al (2000) career is a sequence of experiences and activities related to work and which create certain attitudes and behaviors in a person. According to Handoko (2000) career is all jobs or positions handled or held during a person's working life. A career consists of a sequence of experiences or a series of jobs held during a person's life that provide continuity and peace so as to create certain attitudes and behaviors.

Career planning can be somewhat confusing, because of two different perspectives. Career planning from the perspective of the organization to the individual or both. According to Robert et al (2002) organization-centered career planning focuses on jobs and on the development of career paths that provide a place for the logical progression of people, among the various jobs in the organization. These paths are those that individuals can follow to balance specific organizational units. For example, a person may enter the sales department as a sales advisor, then be promoted to financial reporting officer, to sales manager, and finally to vice president of sales.

2.4 Military Institutions

The military can be defined as a group that holds weapons and is a legitimate physical violence organization to secure the country from foreign and domestic threats. In this case, the military functions as a state tool that upholds civilian supremacy. The military can also be defined as an organization authorized by the State to use force including weapons, in defending its nation or to attack other countries.

According to Weber, authority structures "determine the formal and informal patterns by which power is divided and organized in relation to the making and implementation of authoritative decisions, the roles and relationships through which authority is distributed and exercised." Norms and authority structures constrain and legitimize political action. Thus, the field or context of political action and interaction changes according to changes in the types of political relations that develop, which in turn depend on changes in values, structures, or roles (Perlmutter, Amos, 2000:31). In analyzing civil-military relations, it is absolutely necessary to pay attention to all of these actors and their relationship to the interaction between the modern nation-state and its military organization. When civilian and military groups compete for dominance in such a regime, its normative and authoritative structures will become an arena.

In history, authority always has an institutional basis. The relationship of authority is a relationship of superordination and subordination. So the relationship of authority is not a personal relationship (as is the relationship between a leader and his followers), but is similar to the relationship in a military organization where soldiers and officers obey a ruler they have never met. The relationship of authority is the nature of the organization, which transforms norms into laws. Here the army, as well as the bureaucracy in general, are invited to "take an active part in politics". According to Weber, legitimacy will be an authoritative orientation only if it can force obedience or achieve obedience, his concept of domination requires a line of administrative staff to carry out all instructed orders (Perlmutter, Amos, 2000:32).

2.5 Military Sociology Theory

In its historical development, sociology has established multidimensional and multilevel relations with other disciplines. For example, the relationship between sociology and various different disciplines. Sociology, in this context, can be said to be one of the disciplines that is most open to other disciplines. This openness is evident in the many sources of citations in various academic publications. Therefore, considering that the study of sociology is essentially interdisciplinary (cross-disciplinary), in order to provide a more comprehensive basis for the core study of this book, we need to briefly review institutional theory, political sociology and military sociology, where the three actually have a very close relationship because in fact the military and political phenomena are on a larger stage; and the limitation of the theoretical introduction to only these three sub-fields is adjusted to the theme of this book, namely Parliament, TNI and Police as institutions.

Institutions (such as parliament, the TNI and the Police) are social concepts that have long been discussed in social sciences in general and sociology in particular. In the realm of social sciences, a separate theory was born, institutional theory, which examines the processes and mechanisms that cause institutional structures, rules, routines and operations to become guidelines for social behavior. Through this theory we can reveal, for example, how military policies and rules will guide the social behavior of soldiers in social and political life (including in the political field). In addition, institutional theory also examines how such a system can emerge, how it is spread or socialized, and what role it plays in stabilizing the social behavior of members of the institution. Although it had receded, over the past decade institutional theory has begun to be revisited and strengthened again in the realm of social sciences.

Institutions here mean a set of interrelated norms, beliefs, values, which are centered on important and recurring social needs and activities (Williams, 1970). Examples are family institutions, education, religion, military, economic

systems, social stratification and so on. Institutional theory studies topics around "institutional issues" with the main assumptions (Ritzer, 2005): (1) institutions are governance structures, which have rules for acting socially, (2) groups of people and/or organizations that follow these rules to survive, (3) institutions are characterized by "inertia," namely the tendency to resist change, and (4) have an important history, in the sense that past institutional structures will limit and/or facilitate change towards new institutional arrangements. Based on these assumptions, there are many approaches to studying institutions: individual versus structural approaches, rational choice versus decision making, and so on. Many areas have been explored through institutional analysis, such as global modernization processes, regime dynamics, organizational structures, interorganizational competition (e.g., military versus police versus civilian), the design of organizational structures, and the diffusion of innovations across social entities. In general, institutional theory today is influenced by the early sociologists Karl Marx, Emile Durkheim, Max Weber, Herbert Spencer, and Charles Horton Cooley (Ritzer, 2005). For example, Durkheim emphasized the importance of symbolic systems—systems of beliefs and "collective representations" (e.g., parties, parliaments) that, although human products, are understood by individuals as objective "social facts." Scholars such as Everett C. Hughes, Talcott Parsons, George H. Mead, and Alfred Schutz examined the interdependence of institutions and individuals, and their work inspired many subsequent sociologists to examine the relationship between institutions and individuals in terms of interinstitutional relations. The academic study of institutions has evolved into three main theoretical branches: the rational choice approach (widely used by most economists, political scientists, and, to a lesser extent, sociologists); normative approach (mainly used by sociologists and political scientists); and cognitive-cultural approach (mainly used by sociologists and management scientists).

2.6. Structural Functional Theory

Functional and structural theory is one of the communication theories that is included in the general theory group (Littlejohn, 1999), the main characteristic of this theory is the belief in the view of the real functioning of structures that are outside the observer. Structural functionalism or more popularly known as 'structural functionalism' is the result of a very strong influence from general system theory where the functionalism approach adopted from natural sciences, especially biology, emphasizes its study of ways to organize and maintain systems. And the structuralism approach originating from linguistics, emphasizes its study of matters concerning the organization of language and social systems. Structural functionalism or 'system analysis' in principle revolves around several concepts, but the most important are the concept of function and the concept of structure.

The word function is used in various areas of human life, indicating human activities and dynamics in achieving their life goals. Viewed from the purpose of life, human activities are functions and have functions. Qualitatively, function is viewed in terms of the usefulness and benefits of a person, group, organization or certain association. Function also refers to a process that is ongoing or will take place, namely referring to a certain object that is an element or part of the process, so that there are words "still functioning" or "not functioning." Function depends on its predicate, for example on the function of a car, the function of a house, the function of body organs, and others including the function of political communication used by a party in this case the United Development Party for example. Quantitatively, function can produce a certain amount, according to the target, projection, or program that has been determined. According to Michael J. Jucius (in Soesanto, 1974:57) states that function is an activity carried out by humans with the hope that what is desired can be achieved. Michael J. Jucius in this case focuses more on human activity in achieving goals. Different from Viktor A. Thomson in a more complete definition, not only paying attention to its activities but also paying attention to values and appreciating values and maintaining and increasing those values. Talking about values as intended by Viktor, values are aimed at humans in carrying out functions and activities in various forms of their life associations. While other objects carry out functions and activities only as tools to assist humans in carrying out their functions.

2.7. Management Theory

Management theory focuses on how to manage human resources in an organization, including career development processes, performance evaluation, and strategic planning to ensure that the organization achieves its goals. In the military context, management theory helps explain how career development policies are implemented systematically and effectively to support the organization's vision and mission.

The word management comes from the old French ménagement, which means the art of carrying out and arranging. Management does not yet have a well-established and universally accepted definition. The word management may come fromItalian language(1561) maneggiare meaning "to handle," especially "to handle a horse" which comes from the Latin manus meaning "hand." This word is influenced by the French manège meaning "horse ownership" (which comes from the English meaning the art of controlling horses), which English term also comes from Italian. then adopted this word from English as ménagement, which means the art of carrying out and managing.

Mary Parker Follet, for example, defines management as the art of getting things done through others. This definition means that a manager is tasked with organizing and directing others to achieve organizational goals. Ricky W. Griffin defines management as a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. Effective means that goals can be achieved according to plan, while efficient means that existing tasks are carried out correctly, organized, and according to schedule. The term management, its translation into Indonesian until now has not been uniform.

3. RESEARCH METHODS

3.1 Research Approach

In accordance with the title of this research, namelyCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar EnvironmentSo this study will focus on institutional studies and personal approaches related to professionalism.militaryespecially inEnvironment of Korem 022/Pantai Timur of Pematang Siantar. This research is a qualitative (inductive) research through a descriptive approach that describesCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environment. Presentation of data with explorative descriptive logical construction of the structure, system and institutional, communal and personal aspects concerning TNI Binpers into empirical generalization forms, so as to be able to explain and provide meanings from the process of change and its continuity.

3.2 Research Focus

In this study, the aspects observed include:

1) ImplementationCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environmentwith the indicators:
   a. Dismissal and Appointment in Position and Transfer of Position
   b. Promotion
   c. Education Selection
2) Factors that support and hinder implementationCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environmentwith the indicators:
   a. Support in the form of welfare, morale, mentality, discipline and soldier skills.
   b. The obstacles are in the form of policy mechanisms and budgets in TNIAD career development.

3.3 Data Analysis Techniques

Qualitative data analysis according to Bogdan and Biklen (Miles and Hubberman, 2014:14) is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding patterns, finding what is important and what is learned and deciding what can be told.toothers. Meanwhile, qualitative data analysis according to Seiddel goes through several processes, namely recording which produces field notes with it being coded so that the data source can still be traced, collecting, sorting, classifying, synthesizing, making summaries and making indexes and thinking by making the data categories have meaning, searching and finding patterns and relationships and making general findings.

The data was analyzed using several steps according to the theory of Miles, Huberman and Saldana (2014), namely analyzing data with three steps: data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data.

4. DISCUSSION

This analysis refers to policy implementation theories and several relevant social theories and supporting theories to provide an in-depth understanding of how career development policies are implemented in practice and what factors influence their success. In this framework, the main theory used is Edward III's implementation theory, which identifies important factors in the policy implementation process, including communication, resources, and implementer attitudes. By utilizing relevant social theories, such as military sociology theory and structural functional theory, this analysis aims to provide clearer insights into the dynamics that occur in the policy implementation process in the military environment.

4.1 ImplementationCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environment

Edward III Implementation Theory is known as a policy implementation theory that is described in the writings of James E. Anderson (1975) and further developed by Graham T. Allison in the study of policy implementation. This theory emphasizes the importance of clear communication, availability of resources, and the attitude of implementers in the success of policy implementation. Anderson and Allison introduced this framework to evaluate how policies are implemented in the field, focusing on the various factors that influence the process.

In this case, Edward III's implementation theory emphasizes the importance of clear communication, availability of resources, and the attitude of implementers in the success of policy implementation.

According to George Edward III, the theory of policy implementation emphasizes four important elements that influence the success of policy implementation, namely communication, resources, disposition (attitude of the implementer), and bureaucratic structure. In the context of career development of officers in Korem 022, the Decree of the Chief of Army Staff Number Kep/483/IX/2014 concerning Technical Instructions for Career Development of Officers is the main policy that directs the process.

In the results of the discussion of data analysis related to the Career Development of Indonesian Army Officers at the Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environment, this study highlights the implementation of the Decree of the Chief of Army Staff Number Kep/483/IX/2014 which acts as a technical guideline for officer career development. This discussion shows how the decision is implemented in various aspects, such as performance assessment, welfare, training, and job promotion. In its implementation, supporting factors such as welfare, morale, discipline, and technical skills of officers have been proven to strengthen the career development system, while inhibiting factors such as less flexible policy mechanisms, budget constraints, and geographical challenges and physical readiness of officers also affect the effectiveness of career development at Korem 022.

Policy implementation theory emphasizes the importance of implementing decisions or policies consistently by considering various contextual factors that can affect their success. In the context of career development of officers at Korem 022, the implementation of the Decree of the Chief of Army Staff Number Kep/483/IX/2014 is closely related to how the policy is implemented in the military organizational structure. Obstacles such as budget constraints, rigid policy mechanisms, and geographical challenges indicate a gap between ideal policies and the reality of implementation in the field. This theory shows that the success of policy implementation depends not only on policy formulation, but also on coordination, flexibility of mechanisms, and the availability of adequate resources to support the implementation of effective career development.

The stages of implementing this officer career development policy are also relevant to Leo Agustino (2008: 139) who concluded that policy implementation involves three things, namely 1. The existence of policy goals or targets 2. The existence of activities or activities to achieve goals 3. The existence of activity results Where in the Policy made in this Personnel Development is the existence of policy goals or targets realized by implementing the personnel objects being developed so that they can carry out the tasks assigned to them, the existence of activities or activities to achieve goals are stated in the cycle from recruitment to separation, and the results of the activities are the existence of TNI AD officers who have the ability to carry out tasks and always follow the development of science and technology, so that they are always ready and able to carry out their main tasks.

Career development as mandated in the Decree of the Chief of Staff of the Army No. 483 of 2014 concerning Career Development of Indonesian Army Officers as part of personnel development includes activities to realize the fulfillment of the norms of position, rank and appropriate education. In its implementation, the three elements of career development must be in the same direction and interrelated with each other so that optimal results are obtained.

Some time ago, the limited space for officer positions in the Indonesian Army environment has had an impact on the decreasing number of officers who can reach higher positions. Therefore, proper and objective selection is needed, so as to provide opportunities for all Indonesian Army Officers to have the same opportunity in pursuing a career in the Indonesian Army environment. These opportunities include aspects of assignment, promotion, promotion and the opportunity to pursue tiered education according to career paths.

4.1.1 Dismissal and Appointment in Position and Transfer of Position

In the context of career development of Indonesian Army officers, the process of dismissal, appointment, and transfer of positions is a very important aspect to ensure that the organizational structure remains efficient and effective. This process is not only related to human resource management, but also to adjustments to organizational needs and developments in the country's defense strategy. In the Korem 022/Pantai Timur environment, this practice follows the formal guidelines set out in the Decree of the Chief of Army Staff Number Kep/483/IX/2014, which underlines the importance of performance, competence, and organizational needs in job placement.

Although these guidelines provide a clear framework, their implementation in the field is often faced with various challenges and dynamics. The process of dismissal and appointment of positions is not only influenced by formal criteria such as performance and competency assessments, but also by social and administrative factors that can influence decisions. In Korem 022/Pantai Timur, the phenomenon of litingisasi, namely personal relationships and closeness between officers from the same force, often influences the decision-making process, making it an unwritten but significant factor in determining job positions.

The results of the study show that the process of dismissal and appointment of positions is carried out in a structured manner following established mechanisms, but the influence of litigation shows that policy implementation can be influenced by social factors that cannot be fully regulated by formal guidelines. In addition, the results show that although performance and competence are the main factors, organizational needs and regional rotation also play a role, indicating the complexity of implementation involving various considerations.

This is relevant to James E. Anderson & Graham T. Allison who developed the theory of Edward III in Agostino (2009) where this theory emphasizes the importance of communication, resources, and attitudes of implementers in the success of policy implementation. The results of the interview showed that Korem 022/Pantai Timur tried to follow the formal mechanism in accordance with the Decree of the Chief of Army Staff Number Kep/483/IX/2014, but faced challenges such as limited resources and the influence of personal relationships (liting). This reflects how even though formal guidelines exist, their implementation is still influenced by external factors that may not be fully addressed by the guidelines.

Implementation theory states that policies will be implemented differently depending on the local context and factors present. This finding suggests that even when formal guidelines are followed, implementation is influenced by social factors such as litigation and practical constraints. This is in line with the views of Pressman and Wildavsky (1973) in their book Implementation, which emphasizes the importance of local context and the influence of informal factors in the policy implementation process. Pressman and Wildavsky (1973) in Implementation argue that the success of policy implementation is influenced by many factors, including local context and internal dynamics. This finding reflects their view that even when formal guidelines are clearly stated, informal factors such as litigation and practical constraints can influence the implementation process.

The results of this study show that the process of dismissal and appointment of positions at Korem 022/Pantai Timur officially follows the established mechanism, as regulated in the Decree of the Chief of Army Staff Number Kep/483/IX/2014. However, in reality, the implementation of this policy does not fully follow formal guidelines. One of the factors influencing the implementation of this policy is litingisasi, namely the relationship between alumni or colleagues in the same class in the military. This phenomenon highlights how social factors that are not explicitly regulated in formal regulations still play a major role in decision-making regarding positions, shifting some of the focus from criteria that should be objective, such as performance and competence.

Liting shows how interpersonal relationships between officers from the same service create strong support networks and influence strategic decisions within the military. In practice, someone who is close to fellow liting may have an advantage in the promotion process, as there is a tendency to promote individuals who are known and trusted, even if this does not correspond to pure performance assessments. Although formal mechanisms such as competency

and merit assessments remain a factor, liting can modify the final outcome of the process, indicating a reliance on social relations outside the formal system.

In addition to the influence of litigation, this study also highlights the role of organizational needs and regional rotation as important factors in job appointments. The military as a large institution must consider the needs of the organization more broadly, where regional rotation and strategic placement are part of efforts to maintain operational stability and effectiveness. This adds a complex dimension to policy implementation, where decisions depend not only on individual performance, but also on considerations related to larger organizational needs, such as strategic placement of personnel in certain areas to support military missions and operations.

This complexity is very much in line with the policy implementation theory developed by James E. Anderson and Graham T. Allison (1978) which emphasizes the importance of effective communication, adequate resources, and the attitude of implementers in the success of policy implementation. In Korem 022/Pantai Timur, although formal guidelines have been attempted to be followed, implementers in the field face challenges such as limited resources and the influence of personal relationships, which cannot always be overcome by simply referring to formal rules. This reflects the reality that, in many cases, the success of a policy is greatly influenced by external factors that are beyond the control of the formal structure.

This finding is also relevant to the views of Pressman and Wildavsky in their book Implementation (1973), where they stated that policy implementation does not only depend on clear rules, but also on the local context and social factors surrounding its implementation. According to them, in every policy implementation, informal factors such as personal relationships, social dynamics, and practical constraints in the field play a role that cannot be ignored. Even when formal guidelines have been prepared in detail, the final result often depends on how the policy is adapted and implemented according to local realities and existing social dynamics.

In the case of Korem 022/Pantai Timur, although the formal structure of the appointment policy has been clearly regulated, its implementation is still influenced by non-formal dynamics, such as litigation, as well as operational constraints that arise due to limited resources. This shows that in the real world, policies are often interpreted and implemented in a more flexible and contextual manner, where various social and practical factors influence the implementation process. Despite efforts to maintain conformity with formal guidelines, external factors that are difficult to regulate such as interpersonal relationships and operational challenges in the field still play a significant role in determining the final outcome of the policy.

Overall, this study shows that while individual performance and competence remain the primary considerations in appointments, the process is not free from social influences and practical constraints in the field. This reflects the importance of considering non-formal factors in the policy implementation process, as expressed by policy implementation theories. The success of a policy is determined not only by how well formal guidelines are designed, but also by how the policy interacts with the social, political, and operational contexts in the field.

The interview results also showed that personal closeness and liting relationships can influence job placement decisions. This reflects how social relationships in the military influence decision dynamics. This is also relevant to the theory of Military Sociology by Morris Janowitz (1960), stating that social structure and interpersonal relationships in the military play an important role in determining behavior and dynamics in military organizations. In the context of Korem 022/Pantai Timur, interpersonal relationships, such as personal closeness or liting, can influence appointment and transfer decisions.

The interview results showing that personal closeness and liaison influence military placement decisions provide an interesting insight into how social dynamics influence decision-making. Personal closeness, as a form of interaction built through shared experiences, mutual trust, and loyalty, is often a determining factor in placements beyond formal qualifications. This is seen in the tendency for a superior to prefer individuals with whom he or she already has a close relationship in a professional or personal context. This closeness, which is often formed during training or joint assignments, creates a sense of comfort and trust that is difficult to ignore in decision-making.

Liting relationships, namely ties between alumni from the same class, play an equally important role. In Indonesian military culture, liting relationships form a strong social network and often influence one's career. Solidarity between liting creates a solid support group, where officers from the same class tend to support and assist each other in job placement. This phenomenon can create an informal structure outside the official military hierarchy,

where decision-making is not only based on objective considerations such as performance or competence, but also on loyalty and closeness formed from the alumni network.

The Military Sociology Theory by Morris Janowitz (1960) provides a relevant theoretical framework for understanding this phenomenon. According to Janowitz, the military is not only an institution that functions as a means of national defense, but also a social community with complex internal structures and dynamics. In it, interpersonal relationships play an important role in determining individual behavior and organizational dynamics. Appointment or transfer decisions are often influenced by social norms that develop from daily interactions within the military environment. Existing formal structures, such as a meritocratic system based on achievement and competence, often overlap with informal structures formed from interpersonal relationships and inter-role solidarity.

In the context of Korem 022/Pantai Timur, interpersonal relationships based on personal closeness and litingisasi clearly influence the process of appointment. This reflects the strong influence of informal social networks that operate outside the formal military structure. Although personal closeness and litingisasi can strengthen cooperation among military personnel, they can also create inequities in the decision-making process. Individuals who do not have close relationships or do not belong to a particular alumni group may feel marginalized, even though they have better qualifications for a particular position.

The implications of this dynamic are complex. On the one hand, personal closeness and liting relationships can strengthen cohesion within military units and increase cooperation among members who know and trust each other. On the other hand, it has the potential to undermine meritocracy in the military, as promotion and placement decisions can be influenced more by personal relationships than by individual performance or competence. In the long term, if this phenomenon is not managed well, it can create dissatisfaction among officers who feel they are not getting equal opportunities due to the dominance of certain groups in decision-making.

In facing these challenges, it is important for military institutions to strike a balance between existing social relationships and the principle of meritocracy. While interpersonal relationships are an integral part of military life, transparency and fairness in the promotion process must be maintained to ensure that the military operates professionally and effectively. Informal social structures such as liting relationships are inevitable, but they must be seen as part of a larger dynamic within the organization, which must be carefully managed so as not to undermine the fundamental principles that underlie the success of the institution.

Interview results show that job transfers are often carried out to improve officer experience and meet organizational needs. This reflects an effort to maintain the stability and function of the system despite external influencing factors.

This is in line with the Structural Functional Theory by Talcott Parsons (1950) which states that every element in a social system functions to maintain the stability and integrity of the whole. In this case, the process of dismissal and appointment of positions at Korem 022/Pantai Timur aims to maintain the stability of the organization, despite the influence of social factors.

Interview results revealed that job transfers were often carried out with the aim of enhancing officers' experience while meeting organizational needs. This indicates a systematic effort to maintain the stability and function of the military organization, despite being faced with various external influences, including social factors such as interpersonal relationships. Job transfers, in addition to being a means for officers to broaden their horizons, also help them adapt to different situations and contexts. The experience gained through assignments in different regions and positions not only enriches individual skills, but also strengthens the organization's responsiveness to complex operational challenges.

In line with the principles put forward by Talcott Parsons in Structural Functional Theory, this process serves to maintain the stability and continuity of the organization as a whole. According to Parsons' theory, each element in a social system has a role or function that supports the stability of the system. In this case, the process of transfer and appointment of positions at Korem 022/Pantai Timur can be understood as a mechanism that not only focuses on human resource development, but also functions as a tool to maintain the balance and integrity of the organization amidst internal and external changes.

The reassignment policy also reflects the organization's response to dynamic operational needs. The placement of officers in a particular area is often based on operational urgency or strategic needs, such as dealing with potential threats or managing critical areas. As such, this policy serves a dual role: in addition to enhancing the capacity of

individual officers, it also ensures that the organization has the right personnel in the right place at the right time, thus maintaining operational stability.

Although the formal process of job transfers is regulated by strict mechanisms, the results of the study also show that the influence of social factors, such as personal relationships and litigation, is still present in decision-making. However, this influence does not completely hinder the main function of job transfer policies. On the contrary, in many cases, the organization is able to balance these social influences with its formal and strategic needs. This shows that the military as a social institution continues to strive to maintain the continuity of its structural functions, while remaining open to the social dynamics that arise within the organization.

Parsons' view of the importance of adaptation in social systems is relevant to the conditions faced by Korem 022/Pantai Timur. An effective system is not one that is rigid to change, but one that is able to balance formal demands and the social realities it faces. The process of transfer and appointment is one way in which the military can manage the tension between organizational stability and inevitable external influences. By adhering to formal mechanisms while paying attention to interpersonal relationships and other social factors, Korem 022/Pantai Timur seeks to maintain the integrity and stability of the organization as a whole.

In a broader context, this dynamic illustrates how military organizations are not only based on formal rules, but are also influenced by the social relations that develop within them. The existing formal structure is designed to maintain the function and stability of the organization, but at the same time, the inevitable social interactions in the military environment contribute to the implementation of policies at the practical level. This whole process shows how the military organization as a large social system is still able to maintain a balance between formal needs and the social influences that arise from within it.

The interview results also showed that the appointment was based on clear performance and competency, and through structured evaluation. This reflects the application of Fayol's (2016) principles of planning and control in management. In the context of Korem 022/Pantai Timur, the appointment and transfer process follows structured managerial principles, with performance evaluation being part of the process.

The interview results showed that the appointment process at Korem 022/Pantai Timur was carried out based on measurable performance and competency, as well as through structured evaluation. This process reflects the application of modern management principles emphasized by Fayol, especially in terms of planning and control. According to Fayol (2016), planning is an essential step in management that ensures that every action is coordinated with the organization's goals, while control functions to monitor and evaluate the results of each step taken to ensure compliance with the initial plan. In the context of Korem 022/Pantai Timur, these two principles are the basis for the appointment process.

The implementation of the planning principle can be seen from the existence of a structured mechanism in determining positions, where appointments are not carried out haphazardly but are based on clear and measurable performance evaluation results. This evaluation aims to assess individual competencies and abilities, which are then compared with the needs of the organization and the requirements of the position to be filled. Thus, appointments at Korem 022/Pantai Timur are not just a form of promotion, but are also part of a managerial strategy to place the right personnel in the right position, according to the qualifications and needs of the organization.

In addition, the control principle conveyed by Fayol (2016) is also reflected in the performance evaluation process. This evaluation is an important instrument in supervising and ensuring that every officer appointed to a new position has gone through an objective and measurable assessment process. The evaluation system covers various aspects, from performance in the field to the ability to carry out administrative and strategic tasks. The results of this evaluation are not only used to determine the appointment, but also serve as a monitoring tool that ensures that the appointed personnel are able to maintain the expected performance standards.

The application of these management principles provides an illustration that Korem 022/Pantai Timur operates by following the rules of a modern organization, where every strategic decision, including appointments, is made through a rational and measurable process. Not only focusing on the final result in the form of promotion, this process also emphasizes the importance of managing human resources effectively to support the overall goals of the organization. With a structured evaluation system, the appointment process not only ensures that the personnel appointed have the appropriate competencies, but also creates a control mechanism that maintains the sustainability of the organization's performance.

Overall, the application of managerial principles in the appointment process at Korem 022/Pantai Timur shows that the organization recognizes the importance of planning and control as an integral part of effective governance. This evaluation-based process ensures that appointment decisions are made objectively and based on clear performance, rather than purely subjective considerations.

Based on the discussion regarding career development in the form of Dismissal and Appointment in Position and Transfer of Position at Korem 022/Pantai Timur above, several findings can be obtained:

Finding 1 : The process of dismissal, appointment and transfer of positions at Korem 022/Pantai Timur formally follows the guidelines set out in the Decree of the Chief of Army Staff, with the assessment of officer performance and competence as the main factors.

Finding 2 : Decisions regarding positions in Korem 022/Pantai Timur are not only influenced by formal guidelines, but also by social factors such as relations between officers (litingisasi), which sometimes influence the placement of officers.

Finding 3 : Practical constraints such as resource constraints and adaptation challenges pose barriers to the implementation of formal guidelines, especially for officers who are transferred to new positions with different environmental demands.

Finding 4 : Although the process of appointment and transfer of positions is carried out objectively and transparently based on performance and competence, social factors still play a role in some decisions.

Proposition 1 : The process of dismissal, appointment, and transfer of positions at Korem 022/Pantai Timur is formally based on structured guidelines, with an emphasis on officer performance and competence. However, in its implementation, social factors such as litigation and practical constraints such as limited resources and environmental adaptation continue to influence decisions, although transparency and objectivity are attempted.

4.1.2 Promotion

Promotion in the military environment, especially in the Indonesian Army (TNI AD), is a very crucial element in managing the careers of military personnel. Not only does it function as a form of recognition for individual achievements, promotion also plays a strategic role in determining the future of an officer in the organizational hierarchy. From the perspective of the TNI AD, promotion is not only an increase in structural level or position alone, but furthermore, symbolizes increased responsibility, competence, and readiness to take on more important and challenging positions in the command structure.

At Korem 022/Pantai Timur, the promotion process is seen as an integral part of human resource development in order to prepare competent and qualified officers to face the challenges of future assignments. As regulated by the Decree of the Chief of Army Staff Number Kep/483/IX/2014, the promotion process at Korem 022 is not only seen as an administrative effort, but also includes a holistic assessment of each officer proposed for promotion. This Decree of the Chief of Army Staff specifically regulates the procedures, criteria, and mechanisms that must be followed to ensure that promotions are carried out based on the principle of meritocracy where achievement and performance are the main factors determining eligibility.

In general, promotion in the Indonesian Army is a highly selective and measurable process, involving multiple layers of evaluation. At Korem 022, this process includes a comprehensive performance evaluation, covering aspects of leadership, discipline, technical ability, and contribution to military missions and operations. Officer performance reports are prepared periodically by the unit commander, which are then reviewed by an assessment board at the Korem and Kodam levels, ensuring that every promotion decision is based on objective achievements and not on subjective factors such as personal relationships or favoritism.

However, the promotion process is not without challenges. Several issues, such as the geographical placement of officers in remote areas, can affect the evaluation process, especially in terms of accessibility and direct involvement in unit operational activities. These challenges require flexibility in the assessment mechanism to ensure that every officer, regardless of their assignment location, continues to receive fair and equal treatment in the promotion process.

Furthermore, officers proposed for promotion must meet strict criteria. In addition to daily performance, officers must also meet educational requirements, including completing special training, such as the Army Staff and Command School (SESKOAD), which is a prerequisite for officers seeking promotion to higher ranks. This education not only

improves technical skills, but also broadens strategic and leadership insights, which are essential in decision-making at higher command levels.

In interviews with several officers at Korem 022, emphasis was placed on performance and discipline as the main factors in determining eligibility for promotion. The strict and multi-layered procedures were acknowledged as an effort to ensure that promotion decisions are truly based on merit and competence, and to minimize the potential for irregularities such as favoritism or litingisasi—phenomena in which personal or group connections can influence promotion decisions. Officers emphasized that the multi-layered verification system and the involvement of various parties in the evaluation process were key to maintaining the integrity of the promotion system.

Promotion also has a significant impact on the organizational structure within the Indonesian Army, including in Korem 022. Changes in rank mean greater changes in responsibility and more influential strategic positions in the military hierarchy. Therefore, ensuring that every officer who is promoted has the right qualifications is essential to maintaining operational readiness and command effectiveness at every level. This is in line with the Indonesian Army's grand goal of building a modern defense force that is ready to face national and international security challenges.

The results of the study show that promotion in Korem 022/Pantai Timur is based on formal rules regulated by the Decree of the Chief of Army Staff Number Kep/483/IX/2014. This promotion procedure involves a strict performance evaluation process, a multi-layered verification mechanism, and objective assessment based on meritocracy.

The phenomenon in the field is known that the promotion mechanism is not just an administrative formality. The promotion procedure is carried out transparently, ensuring that every promoted officer has met the requirements and standards that have been set. Performance evaluation is the main foundation, by considering aspects of leadership, discipline, and operational achievement. This process is regulated in the quarterly performance report sent by the unit commander to the assessment board.

The policy implementation theory proposed by Edwards III (1980) focuses on how policies are implemented in the field, with four key factors: communication, resources, implementer attitudes, and bureaucratic structure. The interview findings also emphasized the importance of regular reports from superiors and direct evaluations as the main mechanisms in ensuring that promotion decisions are made based on objective performance data. Here, the bureaucratic structure of Korem 022 plays its role in ensuring that formal rules from the Army Chief of Staff can be implemented according to operational conditions in the field, taking into account various geographical constraints and personnel challenges.

However, non-technical factors such as geographical location challenges also play a role, where interview results show that officers serving in remote areas are still guaranteed equal attention, even though field conditions make supervision more difficult. This reflects the importance of communication and resource aspects in implementation theory, where resources including information technology and communication access are vital elements in fair performance evaluation.

The results of the study show that promotions in Korem 022/Pantai Timur consistently follow the formal rules stipulated through the Decree of the Chief of Staff of the Army Number Kep/483/IX/2014. This promotion procedure is systematic and multi-layered, including a comprehensive evaluation of the performance of each officer. This evaluation process includes quarterly reports from the unit commander, which are then evaluated by an assessment board. Here, meritocracy is the main principle, where individual performance is measured through aspects of leadership, discipline, operational achievement, and direct involvement in military operational activities.

The promotion process in Korem 022 can be analyzed through the framework of policy implementation theory proposed by Edwards III (1980) where in his theory, Edwards stated that the success of policy implementation is influenced by four main factors: communication, resources, implementer attitudes, and bureaucratic structure. Based on the results of interviews in the field, it is clear that these four factors play a significant role in ensuring that the promotion policy is implemented properly.

a. Communication:

Effective communication between the unit and the assessment board is a major factor in the promotion process. Quarterly reports sent by the unit commander serve as a formal communication tool that facilitates objective data-based assessments. As the results of field interviews indicate, quarterly report-based performance assessments help

ensure that communication between units in the field runs smoothly and provides an accurate picture of officer performance. This is consistent with Edwards III who stated that clear and consistent policy communication is essential to successful policy implementation (Edwards, 1980).

b. Resource:

The implementation of promotion policies is also influenced by the availability of resources, whether in the form of technology, access to information, or administrative support. Field findings indicate that officers serving in remote areas face greater challenges in terms of direct performance monitoring. However, the mechanism of periodic reports and remote communication access allows performance evaluations to be carried out fairly and transparently. Edwards III (1980) emphasized that adequate resources, including access to information, are important elements in effective policy implementation.

c. Implementor Attitude:

In the implementation of the promotion policy, the attitude of the implementer, in this case the unit commander and the assessment board, is very important. Based on the interview, the results showed that this attitude includes a commitment to transparency and objectivity in the assessment. Performance evaluation is carried out comprehensively, by assessing aspects of morality, discipline, and task achievement. This is relevant to the view of Edwards III who emphasized that the success of policy implementation is also influenced by the attitude and motivation of the individual implementing the policy (Edwards, 1980).

d. Bureaucratic Structure:

This study also found that the bureaucratic structure in Korem 022 plays an important role in maintaining the integrity of the promotion process. The multi-layered verification process involving various levels of leadership in Korem and Kodam ensures accuracy and objectivity in decision making. In policy implementation theory, Edwards stated that a good bureaucratic structure helps ensure that policies can be implemented effectively (Edwards, 1980). In the context of Korem 022, a hierarchical bureaucratic structure helps ensure that central policies are implemented by taking local conditions, including geographic and operational challenges, into account.

In analyzing the promotion in Korem 022/Pantai Timur, the perspective of the structural functional theory proposed by Talcott Parsons (1951) is very relevant. Parsons emphasized that stability in a social system can only be maintained if each element in it carries out its role and function well. In this context, the promotion system acts as a selection mechanism to ensure that promoted officers have the capacity needed for higher positions, so that the military organization continues to function efficiently and stably.

The strict promotion procedure in Korem 022, as explained in interviews with several officers, shows the existence of a very strong social selection function in the military structure. Parsons (1951) in his theory argued that "every social system must have a selection mechanism capable of placing competent individuals in appropriate positions to maintain the sustainability of the system" (Parsons, 1951). This is very visible in the officer performance evaluation process which is based on quarterly reports, multiple verifications, and direct supervision from superiors, which aims to ensure that every promotion decision is based on meritocracy.

In the interview, it was also found that every qualified officer must pass a series of strict assessments covering leadership, discipline, and operational achievements. This is in line with the function of the system described by Parsons, namely that "integration in a social system depends on the existence of objective standards that regulate the behavior and achievements of individuals in carrying out their roles" (Parsons, 1951). This mechanism aims to select the most appropriate individuals to fill important positions in the military hierarchy, and maintain the operational effectiveness of the organization.

In addition, this theory is also relevant in highlighting how the military bureaucratic structure carries out the functions of supervision and verification to maintain balance in the organization. According to Parsons (1951), "the formal structure in the organization helps create rules that allow for the distribution of tasks functionally, so that each individual works according to his role in the larger social system." In Korem 022, this mechanism is seen from the quarterly performance report and the recommendations of a multi-layered assessment board, which ensures that an officer's promotion is based on an objective and transparent performance evaluation.

One issue that emerged from the interviews was the geographical challenges faced by officers serving in remote areas. The interviews also showed that although direct supervision was more difficult, the selection system at Korem 022 maintained fairness, ensuring that officers in hard-to-reach areas were not overlooked in the evaluation process.

This suggests that the social structure at Korem 022 also adapts to external conditions, in line with Parsons' view that "a stable social system must be able to adapt to external challenges without sacrificing the basic principles of selection and distribution of duties" (Parsons, 1951).

The Structural Functional Theory applied in Korem 022 also addresses potential deviations such as favoritism and litigation, which are often issues in the promotion process in large organizations. The interview results also confirmed that the assessment system in Korem 022 was designed to minimize the influence of personal relationships in the promotion process. This reinforces Parsons' concept of the importance of maintaining objectivity in the social selection mechanism to maintain stability and legitimacy in the social system. According to Parsons, "objectivity in individual assessment is a key component that ensures that everyone can be trusted to carry out their roles without personal bias" (Parsons, 1951).

Thus, the promotion process in Korem 022 not only functions as an administrative instrument, but also as a vital structural mechanism to maintain the stability and balance of the military organization. The meritocratic procedure implemented ensures that each promoted officer not only meets the technical criteria but also plays a greater role in maintaining the operational effectiveness of the military structure as a whole. This illustrates well how Structural Functional theory can be used to explain the social dynamics in a military organization, where structural balance is maintained through a well-functioning selection mechanism.

The promotion process implemented in Korem 022 is also in line with the principles of management theory from Henri Fayol (2016), which states that managerial functions such as planning, organizing, and supervising are key to managing an effective organization. Evaluation mechanisms involving periodic reports and layered assessments reflect a structured supervisory function. Meanwhile, the principle of meritocracy in promotion is in accordance with the ideas of organizational theory put forward by Max Weber (1947), where a rational and hierarchical bureaucracy allows decision-making based on formal rules and individual competence, not personal relationships.

Furthermore, in the context of military sociology, promotion is not only a mechanism to build individual capacity but also affects the balance of the military organizational structure. Janowitz (1960) in his work on military sociology emphasized that changes in rank and position in the military are one way to maintain military effectiveness and organizational cohesion. Meritocratic-based promotion in Korem 022 ensures that strong military leadership is built on real performance and not on non-technical factors such as personal relationships or favoritism. This helps maintain institutional integrity and operational capacity in facing challenges in the field.

Based on the discussion regarding career development in the form of Promotion in Korem 022/Pantai Timur above, several findings can be obtained:

Finding 5   : A rigorous performance evaluation process will improve the quality of officer promotions.

Finding 6   : Multi-layered verification mechanisms increase transparency and objectivity in promotions.

Finding 7   : The meritocratic system strengthens trust in the promotion process in military organizations.

Finding 8   : Fair assessment in remote areas will reduce dissatisfaction and maintain organizational balance.

Proposition 2 : The implementation of a meritocracy-based performance evaluation system, supported by a multi-layered verification mechanism and fair assessment of all officers, including those in remote areas, will increase transparency, trust and effectiveness in the promotion process at Korem 022/Pantai Timur.

4.1.3 Education Selection

Educational selection is one of the critical aspects in the career development of officers in the Indonesian Army, especially in Korem 022/Pantai Timur. This process not only serves to improve the technical and strategic capacity of officers but also as a primary prerequisite for promotion and appointment to strategic positions. According to the Decree of the Chief of Army Staff Number Kep/483/IX/2014, further education such as the Army Staff and Command School (SESKOAD) is strictly regulated, ensuring that selected officers truly meet the competency standards required for key positions in the military structure.

In practice, the selection of education in Korem 022/Pantai Timur reflects the application of the policy implementation theory proposed by Edwards III (1980), which emphasizes the importance of communication, resources, implementer attitudes, and bureaucratic structures in the policy implementation process. This theory

provides a framework for understanding how policies set by the center are translated and implemented at the operational level, and how various factors interact to ensure policy effectiveness.

Communication is the first factor that greatly influences the implementation of educational selection. In Korem 022, clear and structured communication between the unit commander, personnel staff, and other related units ensures that every stage of the selection process is carried out with transparency and accuracy. The nomination of officers for education is carried out by the unit commander, which is then verified and evaluated by the personnel staff. The importance of this communication is stated by stating that, "the officer education selection process follows the central provisions stipulated in the Decree of the Chief of Staff of the Army Number Kep/483/IX/2014. This shows how information regarding the selection criteria and procedures is communicated effectively to all parties involved, supporting Edwards III's theory regarding the importance of communication in policy implementation.

Resources, including facilities and administrative support, also play an important role in the selection process. In Korem 022, fulfilling administrative requirements and medical examinations are an integral part of the selection process, and interviews found that education in the Indonesian Army is very demanding both physically and mentally. Adequate resources, such as efficient medical examination facilities and administration, are essential to ensure that selection is carried out to a high and fair standard, in accordance with the principles of Edwards III theory which emphasizes the need for sufficient resources for effective policy implementation.

The attitude of the implementers in Korem 022 also shows a commitment to the applicable policy. The strict selection process and structured verification mechanism show the professional attitude of the implementers who are responsible for implementing the policy. The interview findings found that educational selection is part of a long-term career development strategy and is important to ensure that continuing education not only improves technical competence but also prepares officers for strategic positions in the future. This attitude supports Edwards III's theory which states that a positive attitude from implementers towards policy is an important element in successful implementation.

The bureaucratic structure in Korem 022 also plays a central role in ensuring that the educational selection process is carried out in accordance with applicable provisions. This structure includes systematic administrative arrangements, performance evaluation, and verification. The results of the interviews stated that the bureaucratic structure in Korem 022 allows the selection process to be carried out in accordance with central provisions, ensuring that each step is carried out with transparency and accuracy. This reflects the importance of the bureaucratic structure in supporting effective policy implementation, as explained in Edwards III's theory.

However, the education selection process also faces several challenges, including limited quotas and geographical constraints. Limited educational quotas often make the selection process very competitive, while difficult geographical conditions in some areas of Korem 022 add to the complexity of the selection process. Nevertheless, Korem 022 seeks to overcome these challenges by implementing flexible solutions and ensuring that all officers, regardless of their duty location, get a fair chance in the selection process.

In the structural functional theory developed by Talcott Parsons (1951), each element in the social structure is considered to have a specific function that contributes to the balance and stability of the overall system. Parsons argued that in order to maintain balance in a social system, each part of the structure must perform its role effectively. In the military context, this theory can be applied to understand how the educational selection of officers plays a role in ensuring that individuals in strategic positions actually meet the standards set and can contribute optimally to the functioning of the organization.

At Korem 022/Pantai Timur, the educational selection process serves as one of the main mechanisms to maintain the quality and effectiveness of the military organizational structure. This process not only focuses on improving the technical capabilities of officers, but also ensures that each promoted officer meets strict criteria in terms of leadership, discipline, and operational performance. Further education such as SESKOAD, which is an integral part of the selection process, plays an important role in preparing officers to take on strategic positions and play a greater role in the military structure.

The interview results also emphasized that continuing education is very important in the career development of officers" and is an absolute requirement for promotion and holding strategic positions. This statement is in line with Parsons' view that strict education and selection are essential to ensure that qualified individuals are in the right positions. In this case, continuing education serves as a tool to ensure that officers promoted to higher positions not

only have adequate technical knowledge but also the leadership skills and competencies needed to carry out strategic functions in the organization.

Using Parsons' theory, we can understand that educational selection in Korem 022 not only functions as an individual evaluation mechanism but also as an important element in maintaining the stability and effectiveness of the military system. Strict education and selection processes ensure that every officer who gets the opportunity to occupy a strategic position has undergone a thorough assessment process and meets the established standards. This reflects how every element in the military structure, including the educational process, contributes to maintaining the balance of the system and achieving organizational goals.

The interview results support this view by emphasizing that continuing education not only increases the capacity of officers but is also a crucial step in career development that ensures qualified officers are in the right positions. Thus, the educational selection process at Korem 022/Pantai Timur reflects Parsons' structural functional principles that emphasize the importance of each element of the system carrying out its role effectively to maintain the balance and stability of the system as a whole.

Military sociological theory, as explained by Segal and Foster (1992), emphasizes the importance of training and education in shaping leadership and strengthening the hierarchical structure in military organizations. According to Segal and Foster, continuing education plays a vital role in preparing individuals for higher leadership tasks and in maintaining an effective organizational structure. It is stated: "Training and education in the military are aimed not only at improving technical skills but also at shaping leadership and ensuring that individuals can meet the demands of more complex tasks within the military's hierarchical structure" (Segal & Foster, 1992).

In the context of Korem 022/Pantai Timur, the strict educational selection process is in line with this view. Further education, such as the Army Staff and Command School (SESKOAD), is one of the main prerequisites for promotion and appointment to strategic positions.

The results of the study also show that further education at Korem 022 is not only aimed at improving technical skills, but also plays an important role in building the physical and mental resilience of officers. This is consistent with Segal and Foster's view that rigorous education is a crucial element in preparing officers for greater responsibilities and strengthening the command structure.

The rigorous selection process at Korem 022 reflects the application of military sociology theory, where intensive education and training are key to forming effective leadership and strengthening the military hierarchy structure. By requiring officers to meet high standards in performance, discipline, and physical and mental readiness, Korem 022 ensures that only individuals who are truly prepared can advance to higher positions.

In addition, Segal and Foster (1992) highlighted that "continuing education not only enhances technical skills but also plays a significant role in shaping individuals who are capable of handling leadership responsibilities within the organizational structure" (Segal & Foster, 1992). This statement illustrates how the educational selection process at Korem 022 serves to ensure that promoted officers have adequate leadership skills to handle greater responsibilities within the military structure.

In the context of management theory, Peter Drucker's (2001) thinking provides an important foundation on how planning and evaluation are central to effective management. Drucker stated that "good planning is the key to organizational success" and that "regular performance evaluation helps organizations achieve their goals and improve their effectiveness" (Drucker, 2001). These principles are very relevant in the context of officer education selection at Korem 022/Pantai Timur.

Planning and evaluation in the educational selection process by stating that educational selection at Korem 022 involves careful planning and strict assessment. This statement reflects Drucker's principle that careful evaluation and structured planning are fundamental to achieving optimal results in management. At Korem 022, every step in the selection process from planning submission to performance assessment is designed to ensure that the selected officers truly meet the established criteria.

Drucker argues that "performance evaluation is an important tool in management to manage and develop human resources" (Drucker, 2001). In this case, the educational selection process at Korem 022 not only serves to select qualified candidates, but also to manage and develop the potential of officers in the military organization. Rigorous performance evaluation, including assessment of quarterly reports and administrative requirements, is an integral part

of Korem 022's managerial strategy to ensure that human resources in the organization are well developed and ready for higher positions.

In the organizational theory proposed by Henry Mintzberg (1979), organizational structure plays an important role in determining how tasks and responsibilities are distributed within an organization. Mintzberg explains that an effective organizational structure can clarify communication, coordination, and control lines, which are very important in achieving organizational goals efficiently (Mintzberg, 1979).

In the context of educational selection at Korem 022/Pantai Timur, the relevance of this theory is very clear. The interview results found that one of the main challenges in the selection process was "geographical constraints" that affected officers serving in remote areas. To overcome this challenge, Korem 022 implemented flexibility in the timing of the selection, indicating that the organizational structure was designed with these constraints in mind to support the effectiveness and efficiency of the selection process.

Mintzberg argued that "organizational structure must be able to adapt to environmental conditions and the specific needs of the tasks performed" (Mintzberg, 1979). In this case, the organizational structure at Korem 022 includes various stages and parties involved in the selection process, including adjustments for geographical constraints. This process is designed to ensure that selection remains fair and thorough despite the challenges that may be faced.

As stated by Mintzberg, "a good organizational structure supports flexibility in resource management and adaptation to changing conditions" (Mintzberg, 1979). Korem 022 implements this principle by providing flexibility in the timing of selection, thus ensuring that all officers, including those serving in remote locations, have an equal opportunity to participate in the selection process. This reflects how Korem 022 uses its organizational structure to overcome practical challenges and maintain effectiveness in achieving educational selection goals, it shows how Mintzberg's organizational theory is applied in practice at Korem 022, where a well-designed structure supports effectiveness and efficiency in the educational selection process, despite facing various operational constraints.

Based on the discussion regarding career development in the form of Educational Selection at Korem 022/Pantai Timur above, several findings can be obtained:

Finding 9 : Further education is a non-negotiable requirement for promotion and appointment to strategic positions in Korem 022.

Finding 10 : The educational selection at Korem 022 is carried out through a strict and structured process. Officers who wish to take further education must meet various criteria, both administrative and performance, as well as physical and mental readiness.

Finding 11 : The selection process faces several major challenges, including limited quotas for further education and geographical constraints affecting officers in remote areas.

Finding 12 : The selection mechanism used is based on meritocracy, ensuring that assessments are carried out objectively based on the officer's performance and potential, without any influence of favoritism or litigation.

Proposition 3 : Continuing education is a key factor in the career development process for officers at Korem 022, ensuring that promoted officers meet the technical, leadership, and physical and mental readiness standards required to occupy strategic positions.

4.2 Factors that support and hinder implementationCareer Development for Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Pematang Siantar Environment

In the effort to develop the career of officers in Korem 022/Pantai Timur Pematang Siantar, there are dynamics involving various supporting and inhibiting factors that affect the success of the implementation of career development. This process is not just an administrative procedure, but a complex system that requires attention to various elements to ensure that each officer can develop optimally in their capacity.

4.2.1 Supporting Factors

Officer welfare is one of the fundamental aspects that support the implementation of career development. This welfare includes a balance between financial and non-financial needs, including housing, health facilities, and family support. Good welfare contributes to officer job satisfaction and motivation, which in turn improves their

performance. When officers feel cared for and receive adequate support, they tend to be more committed to their duties and the career development process.

Another significant aspect is the morale and mental condition of officers. In the military context, high morale is closely related to the spirit and motivation to carry out duties well. A stable mental condition is important to face the pressure and challenges in a military environment that is often full of dynamics. Psychological support and mental training help officers maintain emotional balance and stay focused on their career goals.

Discipline is a crucial factor that supports the coaching process. Disciplined officers not only meet the established standards, but also comply with applicable procedures and rules. Discipline helps in upholding high work ethics and ensures that each officer functions in a manner that is in line with the values and goals of the organization. It also contributes to consistent and quality professional development.

Soldiers' skills, both in technical and leadership skills, are key supporting factors in career development. Continuous education and training enable officers to hone their skills and prepare themselves for greater responsibilities. These skills not only enhance individual capabilities but also contribute to the overall operational effectiveness of Korem 022.

The findings of the research on officer career development at Korem 022/Pantai Timur show that several key factors significantly support the implementation of this process. These factors include welfare, moral support, discipline, technical skills, and the role of superiors. Each of these factors is closely related to various relevant implementation theories, social theories, and management theories. The following is the relationship of these findings to these theories:

According to the policy implementation theory, supporting factors such as welfare and moral support play an important role in ensuring that career development policies can be implemented effectively. Soldier welfare, which includes allowances, facilities, and health insurance, creates conditions that support policy implementation by reducing stress and increasing officers' concentration on their duties. Moral support, such as performance recognition and awards, strengthens the effectiveness of policy implementation by increasing officers' motivation and enthusiasm to achieve organizational goals.

In the context of policy implementation, policy implementation theory emphasizes the importance of supporting factors that can influence the success of policy implementation. One of the main theories in this regard is the implementation theory developed by George E. Shambaugh and Lynn. According to Shambaugh, policy implementation depends not only on the design of the policy itself but also on the conditions that support the implementation of the policy (Shambaugh, 1984).

Shambaugh (1984) stated, "Guaranteed welfare and adequate support can reduce the stress burden experienced by policy implementers, allowing them to focus on the tasks mandated by the policy." This is very relevant in the context of career development of Indonesian Army officers at Korem 022. Welfare which includes allowances, health facilities, and housing guarantees ensures that officers have stable living conditions and are not disturbed by personal welfare problems that can affect their performance. With guaranteed welfare, officers can be more focused and efficient in carrying out their duties, thus supporting the successful implementation of career development policies.

Moral support also plays a crucial role in policy implementation. Pressman and Wildavsky (1973) in their work "Implementation" explained that moral support and motivation from leaders and colleagues are very important for the success of policy implementation. They stated, "Strong motivation and support from stakeholders can strengthen commitment to a policy and facilitate the achievement of stated goals" (Pressman & Wildavsky, 1973).

In Korem 022, moral support received by officers, such as recognition of performance and awards, serves to increase their motivation and work spirit. Pressman and Wildavsky emphasize that recognition of individual achievements and the provision of challenging tasks as a form of trust serve as motivational boosters that can improve policy implementation (Pressman & Wildavsky, 1973). With awards and recognition from commanders and support from superiors, officers feel more appreciated and encouraged to show their best performance, which directly supports the effectiveness of the implementation of career development policies.

Military Sociology Theory explains how social structures and norms in the military environment shape individual and group behavior, and how these factors influence the internal dynamics of the organization. According to Max Weber (1978), the hierarchical structure and norms in military organizations largely determine how members of the organization behave and interact. In this context, Weber argued that "a clear hierarchical structure and strong social

norms create an environment that allows individuals to behave in accordance with organizational expectations and enhance operational efficiency" (Weber, 1978).

In this theory, moral support acts as a reinforcement of norms and values that apply in the military environment. CW Mills (1956) in "The Power Elite" explains that recognition and rewards from superiors serve to strengthen the hierarchical structure and military norms that support achievement and leadership behavior. Mills states, "Performance recognition and rewards not only motivate individuals but also reinforce the norms and values that underlie the military social structure, which in turn support individual career development" (Mills, 1956).

In Korem 022, moral support in the form of recognition of performance and awards is a real implementation of this theory. When officers receive recognition and awards, it not only increases their spirit and motivation, but also strengthens the norms that support achievement and leadership. These awards reflect how the social structure and norms in the military function to encourage individuals to behave according to the desired standards, thus supporting effective career development of officers.

In the context of Korem 022, strict discipline is a reflection of the principles of military sociology that regulate the social structure and individual behavior in the organization. This discipline creates a conducive environment for officers to develop because they know that compliance with operational norms and standards is a prerequisite for career advancement. Officers who demonstrate high discipline will find it easier to reach higher career levels and obtain strategic assignments, in accordance with the principle that the social structure in the military must support desired behavior and be consistent with organizational goals.

High discipline is also a key element in military sociology that supports career development. Anthony Giddens (1984) in "The Constitution of Society" explains that discipline is one of the important social mechanisms in regulating the behavior of members of military organizations. Giddens argues, "Discipline in the military context serves to enforce social norms and ensure that individual behavior is in accordance with organizational goals" (Giddens, 1984).

From this analysis, it can be concluded that the Military Sociology Theory provides important insights into how social structures and norms in the military environment influence individual behavior and career development. The high morale and discipline support in Korem 022 reflect the application of the principles of this theory, where the hierarchical structure and military norms play an important role in supporting the career development of officers and ensuring the success of policy implementation.

Peter Drucker's Management Theory (2001) emphasizes the importance of planning and evaluation in achieving optimal results. In the context of career development, factors such as support from superiors and performance recognition demonstrate the application of this managerial principle. Superiors who provide fair and thorough assessments and recommend officers for promotion based on thorough evaluations reflect effective managerial practices.

Henry Mintzberg's Organizational Theory (1979) shows that organizational structure influences the distribution of tasks and responsibilities. The findings on support from superiors and technical skills show how the organizational structure at Korem 022 is designed to support the effectiveness and efficiency of the coaching process. Performance appraisal by superiors and assignment of tasks that are in accordance with technical skills reflect how the organizational structure functions to achieve the goal of effective career coaching.

Overall, the findings of this study indicate that the supporting factors in career development of officers at Korem 022/Pantai Timur are closely related to various implementation, social, and managerial theories. Welfare, moral support, discipline, technical skills, and the role of superiors all contribute to the effectiveness of career development, in accordance with the principles explained in these theories.

Based on the discussion regarding supporting factors for career development at Korem 022/Pantai Timur above, several findings can be obtained:

Finding 13 : Officer welfare in the form of allowances, facilities and health improves their focus and performance.

Finding 14 : Moral support from superiors in the form of awards and recognition strengthens the motivation and work spirit of officers.

Finding 15 : High discipline helps officers adhere to the standards and norms required for career advancement.

Finding 16 : Technical skills in the form of operational and managerial abilities determine an officer's eligibility for promotion and strategic assignments.

Proposition 4   :   Supporting factors such as welfare, moral support, discipline, and technical skills as a whole support the success of officer career development at Korem 022/Pantai Timur.

5.2.2 Inhibiting Factors

Career development of officers in the Korem 022/Pantai Timur environment faces various challenges that can affect the effectiveness and smoothness of the officer development process. Although there are a number of supporting factors that play a role in encouraging officer progress, there are also significant obstacles that can disrupt the implementation of optimal career development.

These inhibiting factors include policy mechanisms and budgets that often become obstacles in the process of developing officer careers. For example, policies that are less flexible or inefficient mechanisms can hinder the implementation of effective coaching strategies. In addition, budget constraints often limit the ability to provide adequate training, facilities, or other support needed to advance officer careers.

Findings from the study on obstacles in the implementation of career development for TNI AD officers at Korem 022/Pantai Timur revealed various challenges faced in policy implementation. The main inhibiting factors identified, namely the policy mechanism that is less flexible, budget constraints, physical and mental readiness, and geographical challenges, show a close relationship with relevant implementation theories and military sociology.

Policy Implementation Theory highlights how policies formulated at the central level must be adjusted to real conditions on the ground to achieve desired results. This concept was first introduced by Jeffrey L. Pressman and Aaron Wildavsky in their book "Implementation: How Great Expectations in Washington are Dashed in Oakland" (1984). In this book, they stated that policy implementation failures are often caused by a mismatch between formulated policies and realities on the ground, as well as the complexity of policy implementation.

One specific example is the centralized selection and promotion process. Officers assigned to remote areas often have difficulty participating in the selection process because of their distance from the command center. Selection policies that stipulate physical presence at specific locations, without considering difficult geographic conditions, demonstrate how inflexible policies can hinder effective implementation.

The study's findings reflect the principle outlined by Pressman and Wildavsky that policies that fail to take local variables into account often fail. In this case, policies designed without considering the geographic challenges and field conditions in remote areas failed to meet career development goals.

Complicated and non-transparent selection and promotion processes, especially in the context of assignments in remote areas, demonstrate how implementation complexity can be a barrier. If policies are not designed with practical challenges in mind, implementation will be hampered.

Military Sociology Theory as outlined by Winton (2003), states that the hierarchical structure and norms in the military environment significantly influence individual and group behavior. Research findings show that inflexible policies and budget constraints impact officer morale and motivation. Martin (2004) in Theories of Military Sociology explains that military structures often ignore real conditions in the field, which can hinder the career development of officers, especially those outside the command center (Martin, 2004).

Talcott Parsons (1951) in The Social System argued that every element in a social system serves to maintain the stability and integration of the system. The finding that rigid policy mechanisms and budget constraints interfere with career development functions underscores how disruptions to system functions can hinder individual development within the military social structure. According to Parsons, a social system that does not adapt to real conditions will experience ineffectiveness in carrying out its functions (Parsons, 1951).

The existence of budget constraints causes unfairness in access to training and facilities, which disrupts the function of the career development system, in accordance with the structural functional theory by Parsons (1951) and the management theory by Simon (1946). Herbert Simon (1946) in Administrative Behavior underlines the importance of decision making that takes into account resource limitations and existing conditions. Research findings on budget constraints indicate that managerial decisions that do not consider real conditions can hinder the career development of officers. According to Simon, decisions in an organization must be adaptive to existing limitations and realities to be effective (Simon, 1946).

The finding that geographical challenges hampered officers' access to selection and training centers, shows how organizational structures must adapt to geographical conditions, in accordance with Barnard's (1938) organizational theory.

Chester Barnard (1938) in The Functions of the Executive emphasized the importance of coordination and communication within an organization. The obstacles faced due to inflexible mechanism policies, such as limited access to selection for officers in remote areas, show how the lack of coordination and communication between the center and the regions hampers policy implementation. According to Barnard, an organizational structure that cannot adapt to operational needs will face difficulties in achieving goals (Barnard, 1938).

Based on the discussion regarding the inhibiting factors for career development at Korem 022/Pantai Timur above, several findings can be obtained:

Finding 17   : Centralized selection and promotion processes often do not take into account remote assignment locations, thus preventing officers in remote areas from participating in selection or further education.

Finding 18   : Limited budgets affect the ability to provide adequate facilities, training and support for officers. It also results in budget priorities that often benefit higher performing officers, while others are hampered.

Finding 19   : Officers who may already meet high performance criteria are often unable to pursue further education because they do not meet physical and mental health standards.

Finding 20   : Officers serving in remote or hard-to-reach areas often face difficulties in accessing further education and promotion due to challenging geographic conditions.

Proposition 5 : Difficulties in policy, budget, physical and mental readiness, and geographical challenges collectively hamper the career development of officers.

Career Development for Indonesian Army Officers at the Officer Level in the Korem 022/Pantai Timur Environment shows that the implementation of career development policies based on the Decree of the Chief of Army Staff Number Kep/483/IX/2014 has been running, but faces several significant challenges. Inhibiting factors such as inflexible policies, budget constraints, physical and mental readiness of officers, and geographical challenges have a direct impact on the effectiveness of career development. On the other hand, supporting factors such as welfare and moral support also play an important role in the success of the development process. To increase effectiveness, policy adjustments, mechanism simplification, and more adequate budget allocation are needed to overcome existing obstacles.

Thus, through this research analysis and discussion, the following major propositions are cumulatively determined:

"The career development system for officers at Korem 022/Pantai Timur formally refers to the principle of meritocracy that emphasizes performance, competence, and further education, non-formal factors such as litigation, budget constraints, as well as geographical challenges and physical-mental readiness continue to influence policy implementation, thus requiring a more flexible and fair mechanism to overcome these obstacles and maintain transparency and objectivity in career decision-making."

5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The conclusion of the research on Career Development of Indonesian Army Officers at Officer Level in the Korem 022/Pantai Timur Environment is:

1) The process of dismissal, appointment, and transfer of positions at Korem 022/Pantai Timur is formally based on structured guidelines, with an emphasis on officer performance and competence. However, in its implementation, social factors such as litigation and practical constraints such as limited resources and environmental adaptation continue to influence decisions, although transparency and objectivity are attempted.

2) In promotion, the implementation of a meritocracy-based performance evaluation system, supported by a multi-layered verification mechanism and fair assessment of all officers, including those in remote areas, will increase transparency, trust and effectiveness in the promotion process at Korem 022/Pantai Timur.

3) Educational selection is the main key in the career development process for officers at Korem 022, which ensures that promoted officers meet the technical, leadership, and physical and mental readiness standards required to occupy strategic positions.

4) Supporting factors such as welfare, moral support, discipline, and technical skills as a whole support the success of career development for officers at Korem 022/Pantai Timur. AndDifficulties in policy, budget, physical and mental readiness, and geographical challenges collectively hamper the career development of officers.

5) The Major Proposition in this study is that the career development system for officers at Korem 022/Pantai Timur formally refers to the principle of meritocracy that emphasizes performance, competence, and further education, non-formal factors such as litigation, budget constraints, as well as geographical challenges and physical-mental readiness still influence policy implementation, thus requiring a more flexible and fair mechanism to overcome these obstacles and maintain transparency and objectivity in career decision making.

5.2 Implications of Research Results
5.2.1. Theoretical Implications

The Policy Implementation Theory proposed by George C. Edwards III (1980) focuses on four main factors that influence the success of public policy implementation: Communication, Resources, Skills, and Disposition or attitudes of the implementers. The theoretical implications of the research related to officer career development at Korem 022/Pantai Timur on Edwards III's theory can be seen in the context of how each element influences the implementation of career development policies in the military environment.

According to Edwards III, effective communication is key to implementing policy. This finding suggests that unclear communication within military organizations, particularly in remote areas, can be a major obstacle to career policy implementation. This study reinforces the view that slow or unclear communication will result in policy failure in the field.

Edwards III emphasized that without adequate resources, policies cannot be implemented effectively. The findings of this study confirm the importance of resources in career development, showing that lack of budget and infrastructure can slow down the career path of officers, and hinder their competency development.

The disposition or attitude of the policy implementer greatly influences the implementation of the policy. In this context, biased attitudes or views towards officers based on social factors (such as litigation) interfere with the implementation of meritocracy. This finding confirms the importance of paying attention to the disposition of implementers in policy implementation, as stated by Edwards III, that the success of a policy is highly dependent on the attitudes of those involved in the implementation process.

This study contributes to Edwards III's policy implementation theory by emphasizing the importance of four key elements (communication, resources, competence, and disposition) in the context of military career development. Factors such as limited resources and uneven communication are significant obstacles in the implementation of career development policies. In addition, the disposition of implementers, which is influenced by social factors such as litigation, shows that meritocracy has not been fully implemented, so that the career development policy for officers at Korem 022 still faces serious challenges in its implementation.

Novelty This research makes a significant contribution to the application of implementation theory in the context of military organizations, specifically the Indonesian Army. While implementation theory is often applied in the context of civilian public policy, this research extends the application of the theory to the military environment. This includes an analysis of how the Kasad policy Number Kep/483/IX/2014 is implemented in the field, which provides new insights into the challenges and successes in implementing policy in a highly structured and hierarchical environment.

The novelty of this research also lies in the exploration of the phenomenon of litingisasi (seniority based on class) in the career development of officers. This phenomenon is rarely analyzed in depth in Indonesian military research. This research highlights how litingisasi can be an obstacle or supporter in career promotion, depending on how this seniority is applied in the officer development and assessment process.

5.2.2. Practical Implications

1) The results of the study indicate the need for more flexible career development policies, especially to accommodate officers serving in remote areas. For example, selection and promotion can be done online or through mechanisms that are more adaptive to geographical conditions.

2) Implementing a more transparent and meritocratic performance evaluation system, by reducing the influence of litigation or inter-service relations, can increase officer confidence and motivation. Evaluation mechanisms need to be more stringent in ensuring that promotions and placements are truly based on performance and competence.

3) Better budget for training and continuing education is needed. Further coordination with the center so that the officer career development program is more evenly distributed and not only limited to officers who are considered to have achieved.

4) Officer welfare, including allowances and facilities, must be improved to support their morale and motivation in carrying out their duties, especially those serving in remote areas and having limited access to training and promotion centers.

5.2.3. Suggestion

1) Meritocracy system should be applied more consistently with fair and transparent evaluation mechanism. Promotion criteria should be more focused on competence, performance, and achievement, not on social factors such as litigation.

2) There needs to be improvement in communication and information delivery regarding career development policies, especially for officers in remote areas. The information dissemination mechanism must be faster, clearer, and more accessible.

3) There is a need to expand access to further education, especially for officers serving in remote areas. This can be done by utilizing distance learning technology or opening more training centers in various regions.

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