

THE EFFECT OF COMPETENCIES, ORGANIZATIONAL CLIMATE AND ORGANIZATION FACILITY ON MOTIVATION TO LEARN OF INDONESIAN NAVAL COMMAND AND STAFF COLLEGE USING STRATEGIC CHANGE MANAGEMENT AS A MEDIATION VARIABLE

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Abstract: This research aims to analyze the effect of competencies, organizational climate, and organization facility on motivation to learn mediated by strategic change management and how far the implications of learning conditions in military education institutions can affect student officer motivation to learn. This research uses a quantitative approach through hypothesis testing to test the direct and indirect effects between the independent variables on the dependent variable using the Partial Least Square-Structural Equation Model with the SmartPLS data processing program. This research was conducted cross-sectionally by distributing questionnaires to 400 Indonesian Naval Command and Staff College student officers. The direct effect is shown in a positive and significant effect on competencies, organizational climate, organization facility, and strategic change management on student officer motivation to learn. At the same time, the indirect effect is shown in the influence of strategic change management as a mediating variable in a positive and significant way towards competencies, organizational climate, and organization facility.

Keywords: Competencies, Organizational Climate, Organization Facility, Motivation to Learn, Strategic Change Management.

1. Introduction

The Indonesian Naval Staff and Command College is the highest educational institution in the Indonesian Navy. The Indonesian Naval Staff and Command College may serve as the highest educational institution in the Navy, therefore good organizational governance or good governance is needed (Pierre and Peters, 2020). Students' motivation influences their performance achievement during study during the teaching and learning process. Motivation plays a role in improving one's learning outcomes, but external factors and factors within a person influence the amount. A person will be motivated if the needs at the previous level are met / hierarchy of needs (Maslow, 2019).

The students' motivation, which needs to be increased, can be seen from two sides— first, creating an atmosphere or educational climate that, allows the potential abilities of students to develop. Second, strengthening the ability, potential, or power possessed by student officers (Pianda, 2018). In line with The Indonesian Naval Staff and Command College's continuous development, it continues to develop itself in terms of lecturer competencies, organizational climate, and organizational facilities. This research wants to add the role of organizations that carry out educational activities to try to build strategies for adjusting to the needs of an ever-changing environment by using Strategic change management variables as reinforcing and indirect variables between the influence of direct variables. The research focuses on the problem that most Indonesian Naval Staff and Command College student officers cannot follow the lessons optimally. This study fills the research gap by involving Strategic change management as a mediating factor in explaining the direct and indirect effects of competencies, organizational climate, and organization facility on motivation to learn. Thus, a more comprehensive picture of the results will be obtained on how the influence of competencies, organizational climate, and organization facilities on motivation to learn is mediated by strategic change management. Moreover, see how the implications of learning conditions

in military education institutions can affect student officers' motivation to learn.

The purpose of this study is to determine the factors that affect motivation to learn as follows:

1. Analyze the effect of lecturer competencies on strategic change management at the Indonesian Naval Staff and Command College.
2. Analyzing the effect of organizational climate on strategic change management at the Indonesian Naval Staff and Command College.
3. Analyzing the effect of organizational facility on strategic change management at the Indonesian Naval Staff and Command College.
4. Analyzing the effect of lecturer competencies on the motivation to learn student officers of the Indonesian Naval Staff and Command College.
5. Analyzing the effect of organizational climate on the motivation to learn student officers of the Indonesian Naval Staff and Command College.
6. Analyzing the effect of organizational facility on motivation to learn student officers of the Indonesian Naval Staff and Command College.
7. Analyzing the effect of strategic change management on the motivation to learn student officers of the Indonesian Naval Staff and Command College.
8. Analyzing the effect of lecturer competencies on the motivation to learn student officers of the Indonesian Naval Staff and Command College, which is mediated by strategic change management.
9. Analyzing the effect of organizational climate on motivation to learn student officers of the Indonesian Naval Staff and Command College, which is mediated by strategic change management.
10. Analyzing the effect of organizational facilities on motivation to learn student officers of the Indonesian Naval Staff and Command College, which is mediated by strategic change management.

2. Theoretical Background

2.1. Competencies

According to Lynn (1985), "my competence ranges from recall and understanding of facts and concepts, to advanced motor skills, to teaching behaviors and professional values." Competencies can range from recalling and understanding facts and concepts to advanced motor skills to teaching behaviors and professional values. Cooper (2017) states that there are four competencies that lecturers must have, namely: a) Having knowledge about learning human behavior; b) Having knowledge and mastering the field of study he teaches; c) Having the right attitude about himself, school, peers, and the field of study he teaches; and d) Having the ability to teach techniques. Competencies variables in this study use dimensions (Tsohou & Holtkamp, 2018) They are attitudes, with indicators of emotional control; being positive; skills, with indicators of understanding of problems; mastery of knowledge; abilities, with indicators of the level of confidence; level of innovation in work. Others are the ability to use facilities; fighting power with indicators, ability to achieve work targets; tenacity in completing work, and willingness to increase work motivation.

2.2. Organizational Climate

Organizational climate is an employee's perception of the quality of the organization's internal environment that is relatively perceived by members of the organization which will then affect their subsequent behavior (Lussier & Achua, 2015). Meanwhile, (Stringer, 2002) defines climate as "...collection and pattern of environmental determinants of aroused motivation" Organizational climate is a collection and pattern of environments that determine motivation. More specifically, about organizational climate, (Hoy and Miskel, 2014) explain that school organizational climate is a relatively fixed quality of the school environment that participants experience, affects their behavior, and is based on their collective perceptions of behavior in schools. Measurement of organizational climate variables from several experts, the dimensions used in this study use dimensions from (Brock et al., 2005) namely fairness, affiliation, and innovativeness.

2.3. Organization Facility

Facilities are fittings directly related to the quality of education to achieve its goals because they affect the efficiency of the teaching and learning process. According to Moenir (2016), facilities are everything used, occupied, and enjoyed by users. In addition, facilities are building completeness related to better and more efficient control obtained from safety and comfort, which can be physical and non-physical. Physical facilities are everything in the form of objects or objects that have a role in facilitating business, in the form of library space, library equipment, and book collections. Meanwhile, non-physical facilities are the comfort of the library room arranged by the librarian to increase students' interest in reading (Moenir, 2016). The Ministry of National Education of the Republic of Indonesia (2004) also explains the meaning of library facilities as furniture and equipment that must be in the library. On the organizational facility variable in this study, the dimensions used are physical facilities consisting of indicators of spacious library rooms, complete library materials, and equipment available, a collection of reading books following courses, a complete and accessible digital book collection, and non-physical dimensions consisting of the following indicators: room comfort, excellent library services and internet access available properly and classrooms (Moenir, 2016)

2.4. Strategic Change Management

Strategic management is the science of formulating, implementing, and evaluating cross-functional decisions that enable organizations to achieve their goals (David and Rangkuti, 2014). According to (Christensen et al., 2015) strategic change management is a structured approach to ensure that changes are carried out thoroughly and smoothly and ensure that the changes made bring benefits to the organization in achieving its goals (Michael et al., 2017) and organizational objectives. (Barney, 2017) mention that strategic management can be understood as the process of selecting and implementing strategies. The dimensions and indicators of strategic change management used in this study are preparation, implementation, and evolution (Kamariotou & Kitsios, 2019), which are adjusted to the conditions of educational institutions at the Indonesian Naval Command and Staff College.

2.5. Motivation to Learn

(Herzberg et al., 2011) used the Two-Factor Model of motivation, namely motivational and hygiene factors. Motivational factors are things that encourage achievement that is intrinsic in nature (Uno, 2021), which means that they come from within a person, while what is meant by hygiene factors are factors that are extrinsic in nature (Uno, 2021), which means that they come from outside themselves which also determine a person's behavior in life. The dimensions and indicators of motivation to learn used in this study are, according to (Kamariotou & Kitsios, 2019) where there are three dimensions, namely the direction of behavior, level of effort, and level of persistence.

2.6. Research hypothesis

The influence of lecturer Competencies, Organizational climate and Organization facility and Strategic change management on motivation to learn of Indonesian Naval Command and Staff College student officers. The role of motivation to learn in the learning process Indonesian Naval Command and Staff College needs to be understood as a significant factor in producing quality student outcomes. The research framework is depicted in the form of a relationship as shown in the following scheme:

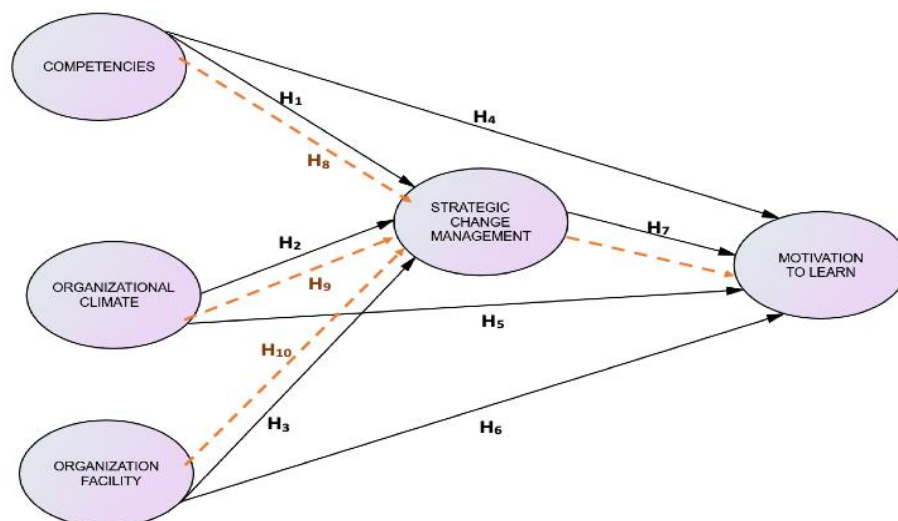


Figure 1: Conceptual framework of research

The hypotheses in this research are:

2.6.1. The effect of lecturer competencies on strategic change management.

Research by (Garg & Singh, 2018) ; Mulyadi et al. (2020); (Mariam & Ramli, 2020) ; Aka-Wolugbom and Eketu (2021) concluded that competencies have a positive effect on strategic change management. Competencies of lecturers in improving the performance of graduates by carrying out strategies in managing the competencies of lecturers. In each educational institution, management strategies in change management related to lecturer competencies are carried out through lecturer development programs related to lecturer development management strategies. It is such as developing lecturer competencies through achieving the composition of lecturers according to the last level of education and developing the composition of lecturers according to academic positions as a management strategy related to lecturer competencies. From the previous research that has been found, the first hypothesis in this study is:

H1: Lecturer competencies affect strategic change management.

2.6.2. The effect of organizational climate on strategic change management.

(Linnenluecke & Griffiths, 2010) explain that organizational climate is often considered a significant factor explaining the failure of organizational change program implementation. In today's educational environment, organizational change is no longer a privilege but a necessity. Moreover, organizational culture has a role in shaping organizations that have agility (Yenice, 2018). Effective strategic change management is needed in the organizational climate; environmental support and a person's ability to accept change are critical. So the second hypothesis in this study is:

H2: Organizational climate affects Strategic change management.

2.6.3. The effect of organization facility on strategic change management.

Research by (Siregar & Aslami, 2022) ; Ebongkeng (2018) concluded that strategic change management positively impacts libraries, which are one of the organization facilities in the face of technology and globalization. According to (Tidd, Pavitt, 2018), the routine associated with effective change management is to establish strategic change management, which is a process involving considerable challenge and conflict to get actual agreement and commitment to common goals, so the third hypothesis in this study is:

H3: Organization facility affects Strategic change management.

2.6.4. The effect of lecturer competencies on motivation to learn.

Competencies owned by lecturers per their fields of expertise show that lecturers have reliable abilities in delivering the teaching material provided. Increasing lecturers' competence and quality will lead to high student learning motivation (Rahmawati & Astuti, 2017). (Lumbantobing et al., 2020) and (Darwianis & Nursi, 2020) found that lecturer competence has a significant effect on student learning motivation. The fourth hypothesis in this study is:

H4: Lecturer competencies affect motivation to learn.

2.6.5. The effect of organizational climate on motivation to learn.

The organizational climate at Seskoal is essential because it can bridge human resource management practices and productivity. Changes in the learning environment at the Indonesian Naval Command and Staff College will affect the spirit of learning and student officer behavior in increasing motivation to learn. (Xu et al., 2022); (Rivai et al., 2019) found that organizational climate and innovation orientation as external stimulus factors have a significant influence and positive impact on motivation, so the fifth hypothesis is as follows:

H5: Organizational climate affects motivation to learn.

2.6.6. The effect of organization facility on motivation to learn.

Complete facilities provided by educational institutions to students are expected to increase student motivation in carrying out teaching and learning activities (Bafadal, 1992). (Rani Dewi Yulyani, 2020) found that there is a significant influence between learning facilities on student learning motivation, but the results of Irwan Yantu's research (2018) concluded that organizational climate does not affect motivation. From the results of several studies above, the sixth hypothesis can be drawn as follows:

H6: Organization facility affects motivation to learn.

2.6.7. The effect of strategic change management on motivation to learn.

Change management provides a structured approach to assist organizations in implementing change initiatives (Du Plessis & Mabunda, 2016). Based on the research results of (Firdaus & Handriyono, 2018) programmatic and systematic change management will increase motivation. From the description that has been put forward, the seventh hypothesis in this study is:

H7: Strategic change management affects motivation to learn.

2.6.8. The effect of lecturer competencies on motivation to learn mediated by strategic change management.

Campbell Grant et al. (2015) mentioned that strategy could also be interpreted as an overall plan regarding using resources to create an advantageous position. In other words, strategic management involves developing and implementing strategies within the framework of developing competitive advantage. Thus, strategic change management, directly or indirectly, can mediate the relationship between competencies and motivation to learn. Then the eighth hypothesis in this study is:

H8: Competencies of lecturers affect motivation to learn mediated by strategic change management.

2.6.9. The effect of organizational climate on motivation to learn mediated by strategic change management.

Gudeta (2018) found a positive and significant relationship between organizational climate and member loyalty and a greater influence on management and leadership style factors. Therefore, it is necessary to add a hypothesis

to see the effect of organizational climate on motivation to learn mediated by Strategic change management. A conducive work environment will motivate those involved in organizational activities. Thus, strategic change management, directly or indirectly, can be a mediator for the relationship between Organization climate and motivation to learn students, so hypothesis nine in this study is:

H9: Organization climate affects motivation to learn mediated by strategic change management.

2.6.10. The effect of organization facility on motivation to learn mediated by strategic change management.

(Vinorita & Muhsin, 2018) found that learning facilities partially affect learning motivation. Furthermore, Anugerah (2019) said strategic change management is one of the most dynamic areas of change in many operational areas of the organization in following the dynamic development and changes in the external and internal environment of the organization. Tampubolon (2020) found that effective strategic change management is needed in the organization facility because any organization, both large and small, must dare to change to produce sound output for the organization. Thus, strategic change management directly or indirectly mediates the effect of organizational facilities on motivation to learn, so the tenth hypothesis in this study is:

H10: Organization facility affects motivation to learn mediated by strategic change management.

3. Methodology

This research was conducted using a quantitative approach through hypothesis testing, namely testing the relationship between the independent variable and the dependent variable to test the direct effect and testing the effect of the independent variable on the dependent variable with the mediation of specific variables to test the indirect effect. This research was cross-sectionally conducted because the data were collected at once and only once (Cooper, D. R., and Schindler, 2017), namely by distributing questionnaires to respondents, in this case, the Indonesian Naval Command and Staff College student officers.

3.1. Population and Sample

The populations in this study were all Indonesian Naval Command and Staff College student officers in the 58th to 60th batches (the last three years), totaling 531 student officers. The criteria for determining the sample size are based on the consideration that this study uses Structural Equation Model Partial Least Square (SEM-PLS) analysis using the SmartPLS 3 data processing program. While Esbensen and Swarbrick (2017) state that the minimum sample size for SEM is 100 to 200 provided that the assumption of data normality is met, this study will use a sample of 400 respondents consisting of batch 58th as many as 132 respondents, batch 59th consisting of 131 respondents and batch 60th consisting of 137 respondents.

3.2. Data Analysis

The measurement model test is carried out using validity and reliability testing using convergent validity testing and discriminant validity in the SEM-PLS model and reliability testing using construct reliability with Cronbach Alpha. The SEM-PLS model in this study is shown in Figure 2.

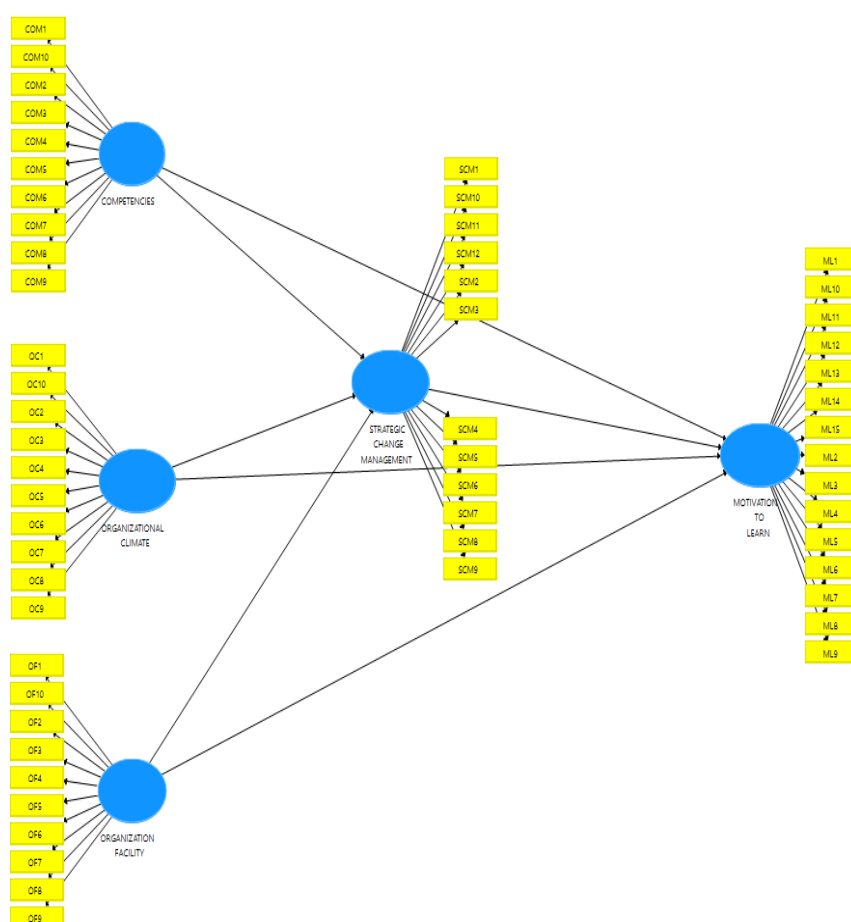


Figure 2: SEM-PLS research model

The processing results for the coefficient of determination of the Strategic change management model and motivation to learn are shown in table 1. The explanation of each model is as follows:

Table 1: Coefision determination

Model Regression	R-square	R-square Adjusted
Model Strategic change management	0.478	0.473
Model Motivation to learn	0.690	0.688

The Strategic change management model obtained an Adjusted R-square of 0.473. It means that the variation of the independent variables, namely Competencies, Organizational climate, and Organization facilities on Strategic change management, is 47.3%. In comparison, the remaining 52.7% is the variation of other independent variables. They affect Strategic change management but are not included in the model. Meanwhile, motivation to learn obtained an Adjusted R-square of 0.688 which means that the variation of the independent variables Competencies, Organizational climate, Organization facility, and Strategic change management is 68.8% while the remaining 31.2% is the variation of other independent variables that affect motivation to learn but are not included in the model.

4. Results

The processing results for testing the hypothesis of the influence of the Competencies, Organizational climate, Organization facility, and Strategic change management variables on motivation to learn can be seen in table 2 below.

Tabel 2: Hypothesis testing results

Hypothesis	Coefficiancy	p-Value	Decision
H ₁ Competencies of lecturers have a positive effect on strategic change management	0.172	0.001	supported
H ₂ Organizational climate has a positive effect on strategic change management	0.403	0.000	supported
H ₃ Organization facility has a positive effect on strategic change management	0.356	0.000	supported
H ₄ Competencies of lecturers have a positive effect on motivation to learn	0.190	0.003	supported
H ₅ Organizational climate has a positive effect on motivation to learn	0.155	0.065	supported
H ₆ Organization facility has a positive effect on motivation to learn	0.149	0.012	supported
H ₇ Strategic change management has a positive effect on motivation to learn	0.291	0.000	supported
H ₈ Competencies of lecturers have a positive effect on motivation to learn, which is mediated by strategic change management	0.050	0.013	supported
H ₉ Organization climate has a positive effect on motivation to learn, which is mediated by strategic change management	0.117	0.005	supported
H ₁₀ Organization facility positively affects motivation to learn, which is mediated by strategic change management.	0.103	0.000	supported

4.1. The effect of lecturer competencies on strategic change management.

The processing results are shown with an estimated coefficient of 0.172 which means that good Competencies will increase Strategic change management. Moreover, vice versa, poor Competencies will decrease Strategic change management. The t-statistic value of 2,955 produces a p-value of $0.001 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis that Competencies have a positive effect on Strategic change management is proven.

4.2. The effect of organizational climate on strategic change management.

The processing results are shown with an estimated coefficient of 0.403 which means that a good Organizational climate will increase Strategic change management and vice versa a bad Organizational climate will decrease Strategic change management. The t-statistic value of 5,769 produces a p-value of $0.000 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis stating that Organizational climate has a positive effect on Strategic change management is proven.

4.3. The effect of organization facility on strategic change management.

Hypothesis 3 was carried out to test the effect of Organization facility on Strategic change management. The processing results are shown with an estimated coefficient of 0.356, which means that a good Organization facility

will increase Strategic change management and vice versa; a bad Organization facility will decrease Strategic change management. The t-statistic value of 5.882 produces a p-value of $0.000 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis stating that the Organization facility has a positive effect on Strategic change management is proven.

4.4. The effect of lecturer competencies on motivation to learn.

The processing results are shown with an estimated coefficient of 0.190 which means that good Competencies will increase motivation to learn. Moreover, conversely, poor Competencies will decrease motivation to learn. The t-statistic value of 2.740 produces a p-value of $0.003 < 0.05$ which means H_0 is rejected (H_a is accepted) so that the hypothesis that Competencies have a positive effect on motivation to learn is proven.

4.5. The effect of organizational climate on motivation to learn.

The processing results are shown with an estimated coefficient of 0.155, which means that Organizational climate has a significant effect on motivation to learn. The t-statistic value of 1.515 produces a p-value of $0.065 < 0.1$, which means H_0 is rejected (H_a is accepted), so the hypothesis stating that Organizational Climate positively affects motivation to learn is not proven.

4.6. The effect of organization facility on motivation to learn.

The processing results are shown with an estimated coefficient of 0.149, which means that a good Organization facility will increase motivation to learn. Conversely, a bad Organization facility will decrease motivation to learn. The t-statistic value of 2.246 produces a p-value of $0.012 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis stating that Organization facility has a positive effect on motivation to learn is proven.

4.7. The effect of strategic change management on motivation to learn.

The processing results are shown with an estimated coefficient of 0.291, which means that good Strategic change management will increase Motivation to Learn, and vice versa, poor Strategic change management will decrease motivation to learn. The t-statistic value of 3.282 produces a p-value of $0.000 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis that Strategic change management has a positive effect on motivation to learn is proven.

4.8. The effect of lecturer competencies on motivation to learn mediated by strategic change management.

The processing results are shown with an estimated coefficient of 0.050 which means that good Competencies will increase motivation to learn through Strategic change management. Conversely, poor Competencies will decrease motivation to learn through Strategic change management. The t-statistic value of 2.207 produces a p-value of $0.013 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis that Competencies have a positive effect on motivation to learn through Strategic change management is proven.

4.9. The effect of organizational climate on motivation to learn mediated by strategic change management.

The processing results are shown with an estimated coefficient of 0.117, which means that a good Organization climate will increase motivation to learn through Strategic change management. Conversely, a bad Organization climate will decrease motivation to learn through Strategic change management. The t-statistic value of 2.596 produces a p-value of $0.005 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis stating that Organization Climate affects motivation to learn through Strategic change management is proven.

4.10. The effect of organization facility on motivation to learn mediated by strategic change management.

The processing results are shown with an estimated coefficient of 0.103, which means that a good Organization facility will increase motivation to learn through Strategic change management. Moreover, vice versa, a bad Organization facility will decrease motivation to learn through Strategic change management. The t-statistic value of 3,301 produces a p-value of $0.000 < 0.05$, which means H_0 is rejected (H_a is accepted) so that the hypothesis stating that Organization facility has a positive effect on motivation to learn through Strategic change management is proven.

5. Discussion

The discussion is based on the analysis results using the Structural Equation Model Partial Least Square (SEM-PLS) using the SmartPLS 3 data processing program combined with descriptive statistical analysis. The discussion in this study intends to answer the formulation of the proposed research problem with the significance level following the hypothesis equipped with an explanation. The results of the study have shown that the overall hypothesis is significant.

5.1. The effect of lecturer competencies on strategic change management.

The results of this test show that if the lecturers have the willingness to improve their abilities according to their competencies and fields, emotional control, tenacity in completing work, confidence in their abilities, positive attitude towards problems, understanding of problems, mastery of work-related fields of knowledge, innovations at work, and familiarity with work-related facilities. Then, the lecturers will be more qualified in their fields; therefore, they have quality, effective and efficient lecturers in implementing Strategic change management. Those traits will cause lecturers to be effective at work because they rarely waste time. They carry out as much work as possible at all times and will always try to teach on time regardless of circumstances or situations. They also continuously produce high-quality work following their duties and tasks. They will be mentally ready to teach when they arrive in the classroom and be very careful to follow teaching and learning progress (PBM) as well as procedures and instructions. Therefore, the chances of making mistakes are nil. In addition, they keep their attractive and appropriate appearance under the provisions of a military teacher. Hari Mulyadi et al. (2020) found that competence positively and significantly affects strategic change management. The most significant indicator contributing to the formation of strategic management process variables is knowledge of tasks, which are the main tasks and functions of these personnel in the organization.

5.2. The effect of organizational climate on strategic change management.

In daily practice, building changes in an environment that accepts rationally and caring for student officers, establishing a close relationship with student officers, and caring for student officers are important factors for the organizational climate in creating good strategic change management. In addition, other important factors are the ability to build a good image of the Indonesian Naval Staff and Command College educational institution environment and evaluate the teaching and learning process. Student officers feel that a good management/organizational environment will always create good results at the college. It is directed at creating changes for the better, and relationships with all parties (students and teaching staff) create a synergistic pattern of cooperation.

5.3. The effect of organization facility on strategic change management.

Strategic change management leads or follows the changes that occur at this time, where the development of technology and information goes according to the growing needs of society for information. In the scope of a college or university library, change management is how the digital college library remains at its intensity until it applies or lasts for a long time. This circumstance also needs short-term and long-term planning to be done.

5.4. The effect of lecturer competencies on motivation to learn.

The results of this study show that the lecturers will be more competent if they are willing to improve competence, emotional control, tenacity in completing work, and confidence in their abilities. They also need to have a positive attitude towards problems, understanding of problems, mastery of work-related knowledge fields, innovations in work, and use of work-related facilities. Therefore, having quality, effective and efficient lectures will increase the learning motivation of student officers.

5.5. The effect of organizational climate on motivation to learn.

In daily practice, building a conducive environment in a rationally acceptable environment, caring for student officers, and establishing a close relationship with student officers are important for the organizational climate in creating high motivation to learn student officers. In addition, the ability to build a good image of the Indonesian Naval Command and Staff College educational institution environment and evaluate the teaching and learning process is also important. Organizational climate consists of dimensions: Fairness, Affiliation, and Innovativeness. Motivation to learn consists of dimensions: Direction of behavior, Level of effort, and level of persistence. The effect of Organizational climate on motivation to learn is positive and significant. It means that the higher/positive the Organizational climate, the higher/positive the motivation to learn. It also means that more student officers feel leaders can create a conducive organizational climate at the Indonesian Naval Command and Staff College. The leaders are always careful in making every decision, treat student officers very well, and do not discriminate. The more student officers feel that good organizational management/environment will always create good results.

5.6. The effect of organization facility on motivation to learn.

One of the facilities is the library, which is very important to increase the motivation to learn of Indonesian Naval Command and Staff College student officers through the provision of learning infrastructure. The availability of both library space and books, in the form of softcopy and hardcopy, is expected to help students overcome and answer all problems related to the teacher's tasks and develop their knowledge. Complete and adequate library facility services certainly make it easier for students to find learning materials to motivate student officers to complete assignments given by lecturers.

5.7. The effect of strategic change management on motivation to learn.

The effect of strategic change management on motivation to learn is positive and significant. This result means that the higher/positive Strategic change management, the higher/positive the motivation to learn for student officers. It also means that more student officers feel that the leadership is trying to make changes for the better. The changes are made for mutual progress and always striven to be even better in the future. More student officers feel that good management will always create good results at the Indonesian Naval Command and Staff College, increasing student officer motivation to learn.

5.8. The effect of lecturer competencies on motivation to learn mediated by strategic change management.

Strategic change management has a positive and significant mediation function between Competence and Organization performance (Mariam and Ramli, 2020). The world of education is always dynamic in the sense of changing to improve outcomes or outcomes, namely in the form of graduates with good competencies and competitiveness in the world of work. As an institution engaged in education, the existing changes must be anticipated using optimal management strategies. Both change management strategies to improve the competencies of good lecturers, all of which aim to increase student motivation to learn so that it will positively produce quality graduates in the future.

5.9. The effect of organizational climate on motivation to learn mediated by strategic change management.

The mediating effect through Strategic change management between Organizational climate and motivation to learn is positive and significant. This result means that the higher/positive Strategic change management, the stronger the influence of Organizational climate on motivation to learn. From the results of research and theory, there is still scarce research using the Strategic change management variable as a mediation between the influence of Organizational climate variables on motivation to learn. Therefore, this study becomes one of the novelty research projects with the object of Indonesian Naval Command and Staff College student officers.

5.10. The effect of organization facility on motivation to learn mediated by strategic change management.

Library facilities have changed, and the change management strategy for library facilities in the future emphasizes computer-assisted services where users can borrow and return books independently. The future change management strategy for library facilities emphasizes computer-assisted services where users can borrow and return books independently. The Change Management Strategy carried out where in the field of education related to change management strategies, both in terms of changes in library facilities, aims to increase student officers' learning motivation in the teaching and learning process. From the results of research and theory, there are still very few studies conducted using Strategic change management variables as mediation between the influences of Organization facility variables on motivation to learn. Therefore, this research becomes novelty research with the object of Indonesian Naval Command and Staff College student officers.

6. Conclusions

1. Based on the results of hypothesis testing, the ten hypotheses proposed in this study as a whole are proven and acceptable. The direct effect is shown in the positive and significant direct influence of competencies, organizational climate, organization facility, and strategic change management on motivation to learn of Indonesian Naval Command and Staff College Student Officers. While the indirect effect is shown in the effect of strategic change management as a mediating variable positively and significantly on the effect of Competencies, Organizational climate, Organization facility mediated by strategic change management directly has a positive and significant effect on motivation to learn student officers of the Indonesian Naval Staff and Command College.
2. The direct effect with the most significant positive t-statistic value is the effect of organization facility on Strategic change management with a coefficient of determination of 0.403. At the same time, the research findings on the most substantial Indirect effect of the Strategic change management mediation variable are on the Organizational Climate variable on motivation to learn with a coefficient of determination of 0.117.

6.1. Limitations of the Study

1. The variables used in this study are limited to five variables. The variables are Competencies, Organizational climate, Organization facility, and Strategic change management that influence motivation to learn. Researchers realize that several other variables can still affect motivation to learn.
2. Another limitation in this study is related to data collection using questionnaires with Google forms, where filling out samples by respondents may be influenced by different perceptions and uneven knowledge of all respondents. In addition, the sample of this study was limited to the last three batches of Indonesian Naval Command and Staff College student officers.

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