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Article

Building Human Capital Readiness in Military Territorial Units for National Food Security: The Roles of Servant Leadership, Service Innovation, and Learning Agility

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Abstract: This study examines how servant leadership, service innovation, and learning agility shape Human Capital Readiness (HCR) in Indonesian military territorial units supporting the national food-security program. An explanatory survey was conducted among 204 District Military Commanders representing 21 Regional Military Commands. The model was assessed using partial least squares structural equation modeling (PLS-SEM). All 18 negatively worded HCR items were reverse-coded before analysis (new score = 6 − original score), ensuring that higher scores represented stronger readiness. Servant leadership had a positive effect on HCR ($\beta = 0.440$, $t = 5.684$, $p < 0.001$), as did learning agility ($\beta = 0.286$, $t = 3.482$, $p = 0.001$). Service innovation, however, had no significant effect ($\beta = 0.106$, $t = 1.466$, $p = 0.143$). The model explained 48.5% of HCR variance and demonstrated predictive relevance ($Q^2 = 0.289$). The findings indicate that, within hierarchical military organizations, human-capital readiness is developed primarily through empowering leadership and the capacity to convert field experience into adaptive learning. Service innovation contributes to readiness only when institutionalized through training, standardization, knowledge transfer, and after-action evaluation. This study extends HCR scholarship to military territorial units and provides empirical guidance for leadership development and organizational learning in public-service missions.

Keywords: Rice human capital readiness; Servant leadership; Service innovation; Learning agility; Military territorial units; Food security

1. Introduction

Food security is a strategic concern directly connected to social stability, public welfare, and national resilience. In an archipelagic country such as Indonesia, the availability and accessibility of food depend not only on agricultural production but also on the capacity of institutions to implement programs across diverse geographic and socio-economic settings. Fluctuations in Indonesia's food-security position reinforce the need for implementation systems that can connect national policy with local action. This requirement has encouraged collaboration among civilian agencies, local governments, community organizations, and territorial units of the Indonesian Army. The District Military Command (Komando Distrik Militer, or Kodim) occupies a distinctive position in this institutional landscape. A Kodim operates at the district or municipality level and is linked to villages through the non-commissioned territorial officer network known as Babinsa. This territorial reach enables Kodim units to coordinate with local governments, communicate with farmer groups, mobilize local resources, monitor field activities, and help maintain continuity when programs encounter operational obstacles. Their involvement represents a military operation other than war and therefore combines command responsibilities with a public-service orientation.

Territorial reach and formal authority alone do not guarantee effective implementation. Food-security assignments require personnel who understand local conditions, communicate with civilian stakeholders, coordinate

across organizational boundaries, and adjust their approach to the needs of farmers and communities. Personnel may also need to translate policy into practical activities despite limited technical expertise in agriculture. These demands make Human Capital Readiness (HCR) a critical organizational capability rather than a peripheral human-resource issue. HCR refers to the extent to which employees possess the knowledge, skills, values, and adaptive capacity required to execute organizational strategy [1,2]. In the Kodim context, HCR includes operational knowledge of food-security programs, communication and coordination skills, strategic understanding, teamwork, responsiveness, and a service orientation. Human Capital Theory suggests that these capabilities are productive assets developed through investment and experience, while the Resource-Based View explains why context-specific human capabilities can become strategically valuable and difficult to replicate [3,4].

Three mechanisms are particularly relevant to the development of HCR. Servant leadership may create a relational environment in which commanders support, empower, and develop their personnel [5–7]**.** Service innovation may expose personnel to new processes, networks, and stakeholder interactions [8,9]. Learning agility may enable personnel to extract lessons from experience and apply them in unfamiliar situations [10,11]. Although each mechanism has been studied in business and public organizations, their simultaneous influence on human-capital readiness in hierarchical military territorial units remains insufficiently understood. The central problem addressed by this study is that the strategic role of Kodim units does not automatically produce personnel readiness. Command structures can secure compliance, but readiness requires personnel to understand why a task matters, how it should be implemented, and how to adapt it to local conditions. Leadership may therefore be influential only when it develops subordinates rather than merely directing them [5]**.** Likewise, innovation may improve an operational process without enhancing individual competence when knowledge is retained by a small number of personnel or external partners [9].

Prior studies have extensively discussed servant leadership, innovation, learning, and human capital in hospitality, banking, education, manufacturing, and civilian public organizations [12–14]. Most studies position human capital as an antecedent of performance rather than as an outcome whose formation must be explained. Evidence from military territorial organizations is particularly scarce [13,15]. This context matters because hierarchy, doctrine, rotation, discipline, and command responsibility may alter the mechanisms of empowerment, experimentation, and learning. A further gap concerns the assumption that service innovation automatically strengthens human capability. An innovative practice may improve coordination or service delivery while leaving the knowledge and skills of personnel unchanged [8,9]. This study therefore distinguishes operational change from capability development and tests whether service innovation produces HCR after servant leadership and learning agility are considered simultaneously. The study makes three contributions. First, it treats HCR as a strategic capability that must be developed rather than a resource that can be assumed to exist. Second, it integrates relational, operational, and adaptive mechanisms in a single model: servant leadership represents the relational mechanism, service innovation the operational mechanism, and learning agility the adaptive mechanism. Third, it provides cross-regional evidence from 204 commanders in 21 Regional Military Commands, extending leadership and organizational-learning theory to a territorial military organization performing a public-service mission. The objective is to examine the effects of servant leadership, service innovation, and learning agility on the HCR of Kodim units participating in Indonesia's national food-security program.

2. Literature Review

2.1 Theoretical Foundations

The Resource-Based View argues that valuable, rare, inimitable, and organizationally embedded resources can sustain superior organizational outcomes [4]. For a Kodim, territorial structure is important, but its value depends on the readiness of the personnel who activate networks, interpret conditions, and coordinate action. Human Capital Theory complements this view by explaining how knowledge, skills, experience, and values function as productive assets [16]. Social Exchange Theory explains the relational pathway through which leader behavior can stimulate commitment and development [17]. Innovation Theory explains how new service concepts, processes, and networks may change the organization's way of working [8,9]. Organizational Learning Theory and experiential learning emphasize the conversion of experience into knowledge that can guide subsequent action [10]. Together, these perspectives explain why leadership, innovation, and learning may contribute differently to HCR.

2.2 Human Capital Readiness

HCR reflects the alignment between employee competencies and the requirements of organizational strategy. Kaplan and Norton [1], positioned human-capital readiness as a foundation of strategy execution. In public organizations, readiness is particularly important because organizational goals often require cooperation across formal boundaries and responsiveness to heterogeneous beneficiaries. In this study, HCR encompasses operational

knowledge, understanding of recipient needs, implementation and communication skills, strategic understanding, teamwork, responsiveness, and service orientation. These dimensions reflect the actual demands faced by territorial personnel in coordinating food-security activities [2].

2.3 Servant Leadership and Human Capital Readiness

Servant leadership places the development, well-being, and empowerment of followers at the center of leadership practice [5,7]. It combines emotional support, ethical behavior, conceptual skills, community value creation, empowerment, and the commitment to help subordinates grow. Although military command requires authority and discipline, these features do not preclude a commander from coaching personnel, listening to operational difficulties, clarifying purpose, and enabling initiative within doctrinal boundaries. Through Social Exchange Theory, personnel who experience support and developmental attention are likely to reciprocate with stronger engagement and greater willingness to build task-relevant capabilities. Empirical evidence also indicates that servant leadership enhances employee development, innovation, and organizational capability [12,18,19]. A servant-oriented commander may also create psychological safety for personnel to acknowledge capability gaps and seek assistance. The expected result is greater readiness in knowledge, skills, teamwork, responsiveness, and public-service behavior.

H1: Servant leadership has a positive effect on the Human Capital Readiness of Kodim units in the national food-security program.

2.4 Service Innovation and Human Capital Readiness

Service innovation refers to the organization's capacity to create or improve service concepts, delivery processes, coordination mechanisms, networks, and beneficiary involvement. For a Kodim, this may include new arrangements for farmer assistance, cross-sector coordination, communication channels, stakeholder networks, or the adaptation of territorial services to local conditions [20]. Innovation may build HCR when personnel participate in experimentation, acquire new knowledge, and reflect on the resulting practice. Nevertheless, capability development requires institutionalization. An innovation managed by external partners or a small group may improve an activity without disseminating knowledge across the unit. Empirical studies have consistently reported positive relationships between service innovation, organizational capability, and employee performance [14,20]**.** The theoretical expectation remains positive because service innovation can create learning opportunities, but the relationship is contingent on how knowledge is transferred.

H2: Service innovation has a positive effect on the Human Capital Readiness of Kodim units in the national food-security program.

2.5 Learning Agility and Human Capital Readiness

Learning agility is the willingness and ability to learn from experience and subsequently apply that learning in new or difficult situations [11]. It includes people agility, change agility, and results agility. These capabilities are relevant to food-security assignments because territorial conditions, agricultural characteristics, stakeholder configurations, and policy priorities differ across districts. Agile learners do not rely solely on established routines. They seek feedback, identify patterns, collaborate with others, and adjust their response while maintaining organizational objectives. Recent studies also emphasize that organizational learning and strategic agility improve organizational adaptability and performance in highly dynamic environments [14,21]**.** Experiential learning should therefore accumulate as operational knowledge and adaptive confidence, strengthening the readiness of personnel for subsequent assignments.

H3: Learning agility has a positive effect on the Human Capital Readiness of Kodim units in the national food-security program.

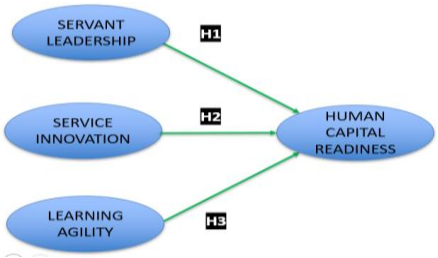

Figure 1. Conceptual model.

3. Methodology

The study employed a quantitative explanatory survey with a cross-sectional design. The population comprised 354 District Military Commanders (*Dandim*) in Indonesia. A total of 204 commanders from 21 Regional Military Commands participated, representing 57.6% of the population. Proportional representation was used to preserve territorial coverage. The commander was selected as the unit of observation because this position integrates planning, coordination, control, and personnel-development responsibilities for district-level food-security activities. All respondents were male, reflecting the demographic composition of the command positions at the time of data collection. Most respondents held the rank of lieutenant colonel, while a smaller group held the rank of colonel. Participation was for academic purposes, identities were protected, and the findings were reported only in aggregate.

Data were collected using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Servant leadership was measured with 19 indicators representing the seven dimensions developed by Liden et al. (2008). Service innovation was measured with 11 indicators covering strategizing capability, networking capability, and beneficiary-involvement capability. Learning agility was represented by 10 indicators of people, change, and results agility. HCR was measured with 18 indicators capturing operational knowledge, knowledge of recipient needs, implementation skills, communication, strategic understanding, teamwork, responsiveness, and service orientation.

All HCR statements were intentionally worded negatively. Before model estimation, every HCR score was reversed using the transformation 6 − original score: 1 became 5, 2 became 4, 3 remained 3, 4 became 2, and 5 became 1. This procedure ensured consistent interpretation, whereby a higher HCR score represented stronger readiness. Because all indicators were transformed uniformly, reverse coding changed the direction of the scale but not the magnitude of correlations, reliability, R^2, t-statistics, or p-values.

Table 1. Construct operationalization.

Construct	Role	Conceptual source	Dimensions
Servant leadership	Exogenous	Greenleaf [5]; Liden et al. [7]	Emotional healing; community value; conceptual skills; empowerment; follower development; followers first; ethical behavior
Service innovation	Exogenous	Gallouj and Weinstein [8]; Tajeddini et al. [20]	Strategizing; networking; beneficiary involvement
Learning agility	Exogenous	Lombardo and Eichinger [11]	People agility; change agility; results agility
Human Capital Readiness	Endogenous	Kaplan and Norton [1]; Tjahjadi et al. [2]	Knowledge; skills; strategy understanding; teamwork; responsiveness; service orientation

PLS-SEM was selected because the study was prediction-oriented and involved latent variables measured by multiple indicators. The measurement model was assessed through outer loadings, average variance extracted (AVE), Cronbach's alpha, composite reliability (rho_a and rho_c), the heterotrait-monotrait ratio (HTMT), and cross-loadings. The structural model was evaluated using the variance inflation factor (VIF), R^2, adjusted R^2, Q^2, path coefficients, t-statistics, and bootstrapped p-values. A hypothesis was supported when $t > 1.96$ and $p < 0.05$ in a two-tailed test.

4. Results and Discussion

4.1 Respondent Profile

The sample comprised 204 District Military Commanders. All respondents were male. Of these, 191 (93.63%) held the rank of lieutenant colonel and 13 (6.37%) held the rank of colonel. This profile is consistent with the normal rank structure of district-level territorial command positions.

Table 2. Respondent characteristics.

Characteristic	Category	Frequency	Percentage
Gender	Male	204	100.00%
Rank	Lieutenant Colonel	191	93.63%
Rank	Colonel	13	6.37%
Total	—	204	100.00%

4.2.Descriptive Results

Servant leadership was rated highly. The highest mean concerned the commander's clear vision for the unit (4.843), while the lowest concerned granting full autonomy to subordinates (3.770). The pattern suggests strength in vision, empathy, and support, but also reflects the institutional limits placed on discretion in a hierarchical military

setting. Service innovation was also rated high to very high, with indicator means ranging from 4.196 to 4.701. The highest score concerned clarity of food-security program objectives, while the lowest concerned the availability of strategic partners supporting innovation. Learning agility ranged from 4.466 to 4.647, with proactive problem solving receiving the highest mean. After reverse coding, HCR was high to very high. Indicator means ranged from 4.152 to 4.711, and the construct mean was 4.518. Teamwork (HCR13) recorded the highest mean (4.711), followed by a sincere service orientation (HCR18; 4.706). Technical skill in applying modern agricultural or livestock methods (HCR7) recorded the lowest mean (4.152). Personnel were therefore perceived as ready in relational and service dimensions, although technical food-security capability remained the most relevant development priority.

4.3.Measurement Model

All indicator loadings exceeded the acceptable threshold. Servant leadership loadings ranged from 0.714 to 0.800, service innovation from 0.727 to 0.838, learning agility from 0.707 to 0.810, and HCR from 0.723 to 0.850. AVE values exceeded 0.500 and reliability coefficients exceeded 0.700. HTMT and cross-loading assessments also supported discriminant validity. Although several reliability coefficients exceeded 0.950, the indicators were retained because they represented substantively distinct dimensions of broad constructs; future instrument refinement should nevertheless examine possible redundancy.

Table 3. Convergent validity based on outer loadings.

Construct	Indicators	Loading range	Decision
Servant leadership	19	0.714–0.800	Valid
Service innovation	11	0.727–0.838	Valid
Learning agility	10	0.707–0.810	Valid
Human Capital Readiness	18	0.723–0.850	Valid

Table 4. Construct reliability and average variance extracted.

Construct	Cronbach's α	rho_a	rho_c	AVE
Servant leadership	0.958	0.960	0.962	0.573
Service innovation	0.937	0.941	0.945	0.612
Learning agility	0.918	0.921	0.931	0.576
Human Capital Readiness	0.964	0.964	0.967	0.619

4.4.Structural Model

All predictor VIF values were below 3.3, indicating that multicollinearity did not threaten the structural estimates. Servant leadership, service innovation, and learning agility jointly explained 48.5% of HCR variance (adjusted $R^2 = 0.477$). The Q^2 value of 0.289 indicated adequate predictive relevance.

Table 5. Collinearity assessment.

Predictor	Endogenous construct	VIF	Assessment
Servant leadership	Human Capital Readiness	1.391	No multicollinearity
Service innovation	Human Capital Readiness	1.447	No multicollinearity
Learning agility	Human Capital Readiness	1.637	No multicollinearity

Table 6. Explanatory and predictive power.

Endogenous construct	R^2	Adjusted R^2	Q^2	Interpretation
Human Capital Readiness	0.485	0.477	0.289	Moderate explanatory power and predictive relevance

4.5.Hypothesis Testing

H1 was supported: servant leadership had a positive and significant effect on HCR ($\beta = 0.440$, $t = 5.684$, $p < 0.001$). H2 was not supported because the effect of service innovation on HCR was positive but nonsignificant ($\beta = 0.106$, $t = 1.466$, $p = 0.143$). H3 was supported: learning agility positively affected HCR ($\beta = 0.286$, $t = 3.482$, $p = 0.001$). Servant leadership was the strongest predictor in the model.

Table 7. Structural path results.

Hypothesis	Structural relationship	β	t	p	Decision
H1	Servant leadership → HCR	0.440	5.684	<0.001	Supported
H2	Service innovation → HCR	0.106	1.466	0.143	Not supported
H3	Learning agility → HCR	0.286	3.482	0.001	Supported

4.6.Servant Leadership as the Primary Driver of HCR

The positive effect of servant leadership indicates that human-capital readiness in a military territorial unit is not produced by command authority alone. Personnel become more prepared when commanders combine direction with coaching, empowerment, ethical example, and concern for subordinate development. This finding is consistent with Social Exchange Theory: support from the commander encourages reciprocal commitment and willingness to strengthen task-relevant capabilities [17]**.** It also reinforces Greenleaf's proposition that servant leaders prioritize the growth and development of followers, while servant leadership encompasses emotional healing, empowerment, helping subordinates grow and succeed, ethical behavior, and creating value for the community [5]. Furthermore, a systematic review concluded that servant leadership consistently promotes employee development, organizational commitment, and positive organizational outcomes across diverse organizational settings [6].

The result also clarifies how servant leadership can operate within hierarchy. Empowerment does not require the removal of military discipline. Instead, commanders can define operational boundaries clearly while allowing personnel to communicate problems, propose adjustments, and learn from field experience. Such calibrated empowerment is particularly relevant to food-security activities, where local conditions cannot always be managed through uniform instructions. This interpretation is consistent with findings showing that servant leadership enhances employees' capacity to generate service innovation by creating an environment characterized by trust and psychological safety [18]. Likewise, servant leadership contributes to human-capital development by encouraging learning, competence development, and organizational commitment [12].

The coefficient for servant leadership was the largest in the model. This suggests that leadership development should not be treated as a general behavioral intervention detached from strategy. Servant-oriented practices can become a mechanism for aligning personnel knowledge, values, and initiative with the food-security mission. Recent evidence also indicates that servant leaders who continuously develop themselves are more capable of fostering adaptive, resilient, and service-oriented organizations [19].

4.7.Why Service Innovation Did Not Significantly Affect HCR

The nonsignificant service-innovation path is theoretically important. It does not imply that innovation is irrelevant. Rather, it indicates that changes in service processes, networks, or coordination do not automatically become personnel capability. Innovation may improve an activity directly while the relevant knowledge remains concentrated among commanders, a small technical team, civilian agencies, or private contractors. This interpretation is consistent with the view that service innovation encompasses changes in service concepts, delivery systems, client interfaces, and organizational competencies, but improvements in service processes do not necessarily translate into improvements in employee capability [8].

Field confirmation supports this interpretation. Kodim personnel frequently perform monitoring, supervision, interagency communication, coordination, and security functions, whereas specialized agricultural work may be handled by technical agencies or vendors. In land-development programs, for example, heavy equipment is operated by contractors. Personnel can therefore participate in an innovative program without acquiring the technical competence embedded in the activity. This finding reveals an institutionalization gap between operational novelty and human-capital development. To close that gap, every innovation should be accompanied by short training modules, documented procedures, mentoring, knowledge-sharing forums, and after-action reviews. Without these mechanisms, innovation remains an organizational event rather than a cumulative investment in HCR. Previous studies similarly argued that service innovation creates organizational value only when supported by organizational capabilities that enable knowledge creation, integration, and diffusion [9]. Likewise, service innovation contributes to organizational performance primarily when employees possess sufficient capability to absorb and implement new knowledge. The result refines service-innovation theory by distinguishing output improvement from capability formation. Service innovation may still enhance organizational performance through coordination or process efficiency, but its contribution to HCR requires explicit learning architecture.

4.8.Learning Agility as an Adaptive Mechanism

Learning agility had a positive and significant effect on HCR, confirming that experience creates strategic value only when personnel can interpret and reuse it. Food-security assignments vary across commodities, terrain, climate, socio-economic conditions, stakeholder networks, and local-government capacity. Standard procedures remain important, but they cannot anticipate every operational variation. Personnel with strong learning agility seek feedback, collaborate with knowledgeable actors, identify lessons, and adjust their behavior while preserving the commander's intent. Through this process, field experience becomes operational knowledge rather than a series of isolated events.

The finding therefore supports Organizational Learning Theory and highlights the value of structured reflection

in territorial units [22]. It also aligns with Experiential Learning Theory, which emphasizes that meaningful learning occurs through reflection on concrete experience and its application to new situations [11]. Learning agility can be strengthened through after-action reviews, cross-unit learning forums, mentoring, rotation accompanied by knowledge transfer, and repositories of local practice

Recent studies further demonstrate that organizational learning and strategic agility strengthen organizational adaptability and long-term performance in highly dynamic environments [14,21]h after-action reviews, cross-unit learning forums, mentoring, rotation accompanied by knowledge transfer, and repositories of local practices. These mechanisms are especially important because personnel rotation can otherwise cause experience to leave the unit before it becomes organizational knowledge.

4.9. Integrated Interpretation and Theoretical Implications

The model identifies two effective pathways to HCR. The relational pathway operates through servant leadership: personnel receive support, purpose, and developmental opportunity. The adaptive pathway operates through learning agility: personnel convert heterogeneous experience into reusable knowledge. Service innovation represents operational change, but that change contributes to HCR only when the organization internalizes its knowledge content. This distinction extends Human Capital Theory by showing that readiness is developed not only through formal education and training but also through everyday leader behavior and experiential learning [16]. It also complements the Resource-Based View, which argues that valuable human resources constitute strategic assets that generate sustainable organizational advantage [3], [4]. Furthermore, the findings extend servant-leadership research to a command-based military context and identifies hierarchy as a boundary condition that shapes, but does not eliminate, empowerment [6]. It also refines innovation theory by proposing that institutionalization mediates the conversion of service innovation into human-capital readiness [8], [9].

The high reliability values for broad constructs and the strong descriptive HCR scores warrant careful interpretation. High perceived readiness should not be equated with uniform technical expertise. The lowest HCR indicator concerned modern agricultural or livestock methods, consistent with field evidence that commanders and territorial personnel often coordinate technical actors rather than replace them. HCR should therefore be understood as multidimensional readiness, with technical depth requiring targeted development [1], [2]**.**

4.10.Practical Implications

The Indonesian Army should integrate servant-leadership behaviors into leadership education at the Military Academy, Officer Candidate School, Army Command and Staff College, and pre-assignment preparation for District Military Commanders. The objective is to produce adaptive officers who can combine command clarity with subordinate development and community-oriented service. Kodim units should institutionalize learning through after-action reviews, coaching, mentoring, cross-unit practice exchanges, and systematic handover during personnel rotation, consistent with the principles of Organizational Learning Theory and Experiential Learning Theory. Food-security innovations should be connected to training, standard operating procedures, and knowledge-transfer obligations to ensure that operational improvements become organizational capability. Babinsa personnel require focused technical education that reflects the commodities and agricultural conditions of their respective areas. HCR measurement should be conducted periodically and linked to unit-development functions, including organizational, personnel, material, infrastructure, doctrine and procedure, and training development. The lowest-scoring technical indicators should guide priorities rather than treating HCR as a single undifferentiated score.

5. Conclusions

This study demonstrates that servant leadership and learning agility are significant determinants of HCR in Indonesian military territorial units supporting national food security. Servant leadership was the strongest predictor, indicating that readiness is fostered when commanders develop and empower personnel. Learning agility also mattered because it enabled personnel to adapt lessons from diverse territorial assignments. Service innovation did not significantly affect HCR. Operational innovation therefore cannot be assumed to build personnel capability. Its knowledge content must be institutionalized through training, standardization, mentoring, documentation, and evaluation. The central managerial implication is that readiness requires leaders who develop people, personnel who learn adaptively, and organizational systems that convert innovations into shared capabilities. The study is limited by its cross-sectional, perceptual design and its reliance on commander reports. It does not incorporate the perspectives of Babinsa personnel, agricultural extension officers, local governments, farmer groups, or beneficiaries, nor does it combine perceptions with objective food-security outcomes. Future research should employ longitudinal or mixed-method designs, test the proposed institutionalization mechanism, and examine how technical training, knowledge management, digital capability, command support, and doctrinal alignment shape HCR over time.

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