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Tambrauw Regency Education Office: A Study of The Effects of Leadership, Organizational Culture, Competence, And Infrastructure on Informal Education Outcomes in Southwest Papua Province

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A B S T R A C T
This research is to analyze the effect of leadership, organizational culture, competency and infrastructure on the performance of non-formal education organizations at the education office in Tambrauw Regency, Southwest Papua Province, simultaneously or partially. The method in this study is a quantitative method using 90 people as a research sample. Based on the results of the study, it shows that simultaneously the variables of leadership, organizational culture, competence, and infrastructure have a positive relationship and significantly influence the performance of non-formal education organizations in the Education Office in Tambrauw Regency. Partially the variables of leadership, organizational culture, competence

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INTRODUCTION

Research Background

Education is one of the factors that receive attention in carrying out development. Because of the assumption, human resource education creates quality human resources. So that the development carried out is a quality development. In addition, education is not only a supporting factor for the success of achieving development goals, but also a human need in terms of the formation of quality human beings. Education is a basic need that will later support the need for recognition by others.

The quality of Indonesia's human resources is low, this is reflected in the UNDP HDI (Human Development Index) report which shows Indonesia is in 107th position out of 177 countries. Meanwhile, the economic crisis that hit Indonesia led to a significant increase in the unemployment rate. Education should be the answer to existing problems, but it turns out that the quality of education in Indonesia is not

encouraging. The Central Statistics Agency uses the results of the 2015 Inter-Census Population Survey (SUPAS) population projections, that less than 52.44 percent of the workforce in Indonesia have elementary school education and below and only around 6.14 percent have higher education. The low level of human resources is inseparable from the low level of public education, especially at school age. In addition, the problem is the high cost of education,

Non-formal education is any activity organized and systematized outside of the systematic, outside the established schooling system, carried out independently or is an important part of a broader activity that is deliberately carried out to serve certain students in achieving their learning goals. Tambrauw Regency Regional Regulation Number 4 of 2016 concerning the formation and composition of the Tambrauw Regency Regional Apparatus; the formation and composition of the Regional Apparatus, Article (2) Type B Education Office administers government affairs in the education sector. The formation and composition of regional apparatuses is part of the effort to realize good governance. It is also in the interests of the Regional Government in order to create professionalism and comfort for employees at work. In the embodiment of good governance, in the future Regional Government organizations are expected to be able to encourage the creation of excellent public services, increase the ability of Regional Governments to empower the community, develop the economy, improve infrastructure and facilities as well as realize an orderly budget. In addition, the formation and composition of regional apparatuses is also expected to increase the acceptability of regional governments. increasing the capacity of the Regional Government in empowering the community, developing the economy, improving infrastructure and facilities and realizing an orderly budget. In addition, the formation and composition of regional apparatuses is also expected to increase the acceptability of regional governments. increasing the capacity of the Regional Government in empowering the community, developing the economy, improving infrastructure and facilities and realizing an orderly budget. In addition, the formation and composition of regional apparatuses is also expected to increase the acceptability of regional governments.

The Center for Community Learning Activities (PKBM) is a place for organizing community education activities, which is in the midst of the community and managed by the community. The approach developed is the implementation of learning programs from, by and for the community facilitated by the Regional Government. The function of the government here is to foster community education activities. In addition, the government functions as an inspiration, driver, and instigator of PAUD and PKBM activities or it can be called that the government, in this case, is the Office of Education, Sub-Office of Non-formal Education, by taking locations in several PAUD and PKBM in Tambrauw Regency.The purpose of this study is to analyze the performance of PAUD organizations and equity(PKBM) in Tambrauw Regency, carried out both through activities within the institution itself and outside the institution, in the sense that these activities are related to cross-sectoral collaboration and partnerships that are forged within the framework of community empowerment programs through skills.

Research purposes

1. To analyze the influence of leadership, organizational culture, competency and infrastructure on the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

2.To analyze the influence of leadership on the performance of non-formal education organizations at the education office in Tambrauw district.

3.To analyze the influence of organizational culture on the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

4.To analyze the effect of competence on the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

5. To analyze the influence of infrastructure on the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

LITERATURE REVIEW

Theoretical basis

Human Resource Management

Human resource management contains an understanding that is closely related to the management of human resources or employees within the company. Human resources can also be referred to as personnel. Manpower, workers, employees, human potential as a driving force for the organization in realizing its existence, or potential which is an asset and functions as non-material capital in a business organization, which can be realized into real potential physically and non-physically in realizing the existence of the organization(Nawawi, 2011). Humans are one of the production factors that need to get special attention from the company, because humans are the driving force of company activities, human resource management focuses its attention on staffing issues.

Human resource management is a science and art that regulates the relationship and role of the workforce so that it is effective and efficient in helping the company, employees and society achieve its goals.(Mangkunegara and Hasibuan, 2009). Human resource management is a planning, organizing, coordinating, implementing remuneration, integrating, maintaining and segregating workforce in order to achieve organizational goals(Harahap et al., 2023)Human Resource Management (HRM) can be interpreted as a science and art that regulates the relationships and roles of the workforce so that it is effective and efficient in the use of human capabilities in order to achieve goals in every company.

Organizational Performance

Performance is defined as what employees do or don't do. Employee performance is what affects how much they contribute to the organization. Performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, does not violate the law and does not conflict with morals and ethics(Afandi, 2018). Performance (work achievement) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him(Mangkunegara and Hasibuan, 2009). Performance is the implementation of the plans that have been prepared, performance implementation is carried out by human resources who have the ability, competence, motivation and interests. How an organization values and treats its human resources will influence its attitude and behavior in carrying out performance. Performance is the level of achievement of results on the implementation of certain tasks. Company performance is the level of achievement of results in order to achieve company goals. Performance management is the overall activity carried out to improve the performance of a company or organization, including the performance of each individual and the company's work group(Pranoto, 2014)

Leadership

In this new era, leadership is defined more broadly, not just the ability to influence, what is more important is the ability to inspire other parties, so that they are proactively motivated to take various actions in order to achieve the vision, mission and goals of the organization. Leadership is an overall pattern of actions of a leader both visible and invisible to his subordinates. Leadership describes a consistent philosophy, skills, traits and attitudes that underlie one's behavior. According toSoegiarto (2017)leadership will show directly about a leader's belief in the abilities of his subordinates. This means that leadership is behavior and strategy, as a result of a combination of philosophies, skills, traits, attitudes, which are often applied by a leader when he tries to influence the performance of his subordinates.Pakaya et al., (2022) said, leadership itself is a pattern of behavior that is displayed as a leader when trying to influence the behavior of others.

Organizational culture

According toShamsuri (2011), organizational culture are the values and practices shared by all groups in an organization, at least in senior management. Organizational culture can be seen at two levels, namely what is seen on the surface, which generally concerns behavior and attitudes in relation to physical objects and deeper concerns shared values.

WhereasZulfahmi (2022) defines organizational culture as a system of shared meaning held by members of an organization that determines, in large part, the way they act.Purwanto (2021) said that organizational culture is a system of shared values and beliefs taken from patterns of habits and basic philosophy of its founding which then interact to become norms, where these norms are used as guidelines for ways of thinking and acting in an effort to achieve common goals.

Competence

Competence is an individual's ability to carry out a job properly and have advantages based on matters relating to knowledge, skills and attitudes (Fajar and Apriyanti, 2022). Competence is an underlying characteristic of a person that results in effective work and superior performance. Basically, every employee has a characteristic or has a character based on the abilities that must be mastered. And even that must go through stages and processes so that the competencies possessed can be useful in the world of work (Engkus and Sudrajat, 2022).

Infrastructure

Infrastructureis everything that is the main support for the implementation of a process (Big Indonesian Dictionary, 2008). Educational infrastructure can be classified into two types. First, educational infrastructure that is directly used for the teaching and learning process, such as theory rooms, library rooms, skill practice rooms, and laboratory rooms. Second, educational infrastructure whose existence is not used for the teaching and learning process, such as office space, canteen, mosque/musholla, land, roads to institutions, restrooms, health business rooms, teachers' rooms, principal's rooms, and vehicle parking lots.

Infrastructure that supports the learning process includes: Classrooms are spaces for learning theory and practice that do not require special equipment. The library room is a space for storing and obtaining information from various types of library materials. The laboratory room is a room for practical learning that requires special equipment. The leadership room is a room for leaders to carry out school / madrasah management activities. The teacher's room is a room for teachers to work outside the classroom, rest and receive guests. Administrative room is a room for managing school/madrasah administration. Counseling room is a room for students to get counseling services from counselors related to personal, social, study and career development. The UKS room is a room for dealing with students who experience early and mild health problems in schools/madrasas. Places of worship are places where school/madrasah residents perform their prayers required by their respective religions during school time. The student organization room is a space for carrying out secretarial activities for managing student organizations. A latrine is a space for defecating and/or urinating. Warehouse is a room for storing learning equipment outside the classroom, school/madrasah equipment that is not/not yet functioning, and school/madrasah archives. Sports venues are open or closed spaces equipped with facilities for conducting physical education and sports. The playground is an open or closed space for students to carry out free activities. Educational infrastructure is a facility that indirectly supports the course of the educational or teaching process, such as courtyards, gardens, school gardens, roads leading to schools, but if used directly for the teaching and learning process, such as school gardens for teaching biology, the school yard as well as sports fields , the component is an educational tool. The difference between educational facilities and educational infrastructure lies in their respective functions, namely educational facilities to "facilitate the delivery/learning of subject matter", educational infrastructure to "facilitate the administration of education." such as a school garden for teaching biology, a school yard as well as a sports field, these

components are educational facilities. The difference between educational facilities and educational infrastructure lies in their respective functions, namely educational facilities to "facilitate the delivery/learning of subject matter", educational infrastructure to "facilitate the administration of education." such as a school garden for teaching biology, a school yard as well as a sports field, these components are educational facilities. The difference between educational facilities and educational infrastructure lies in their respective functions, namely educational facilities to "facilitate the delivery/learning of subject matter", educational infrastructure to "facilitate the administration of education."

Education

According to SISDIKNAS Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself and society. Progress in education is also linked to achieving higher levels of educational attainment directly or indirectly linked to individual outcomes such as becoming a university graduate, having healthier and better behaviours, having better livelihoods, awareness of the environment in order to improve positive community participation so that economic growth increases, especially in the social sector.

Non-formal education

Law of the Republic of Indonesia number 20 of 2003 article 26 paragraph (1) concerning the National Education System provides an explanation of non-formal education, namely "education pathways organized for citizens who need educational services that function as substitutes, additions, and or complements to formal education in order to support lifelong education".Darman (2017) provides a definition of non-formal education is any organized and systematic activity, outside of an established schooling system, carried out independently or serving certain students in achieving their learning goals.

From the two definitions above, it can be concluded that out-of-school education is all educational efforts that are systematic and organized, carried out outside the school system, with the intention of developing the potential of students according to their age and needs.

Previous Research

Ferine, Aditia, Rahmadana, Indri (2021). This study aims to examine the influence of conflict, leadership, organizational culture, and work ethics on employees' work performance in North Sumatra Education Authority, Indonesia. A quantitative approach was used to conduct this research, where data was collected directly from the Education Office. Authority cation with n ¼ 180. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used for data analysis in this study. The results of the study show that conflict has a negative effect on employee performance. However, leadership, organizational culture, and work ethic have a positive effect on employee performance.

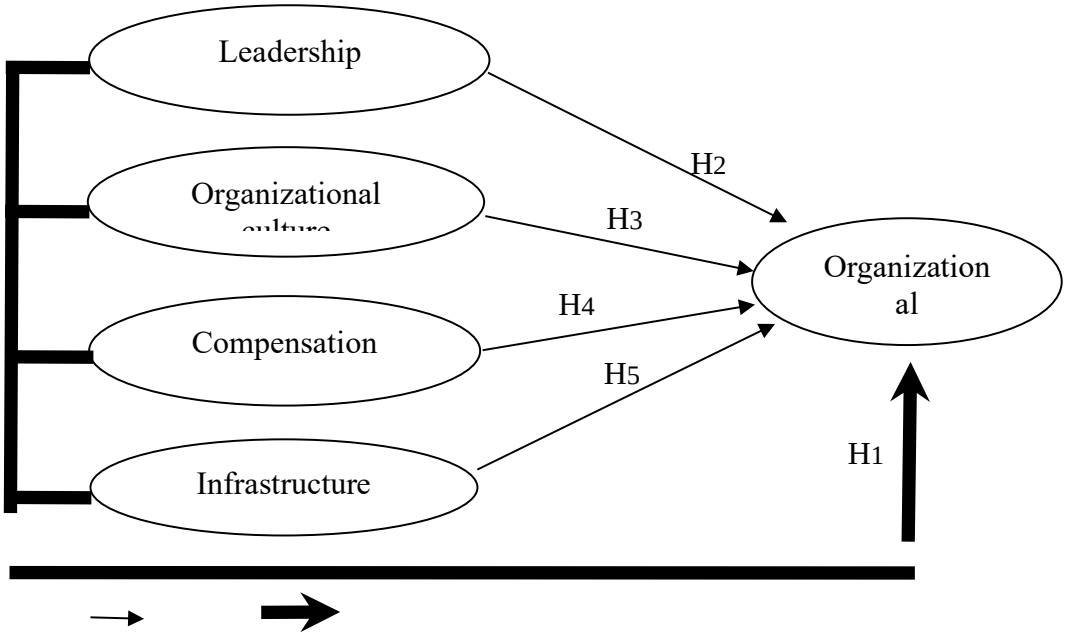
Yang, Mamun, Salemeh (2023), the study aims to explore the mediating effect of ambidextrous capability between the association organizational leadership capability, learning orientation, and strategic flexibility on the performance of higher education institutions. This study confirms that ambidextrous capability does not have a mediating effect between organizational leadership capabilities, learning orientation, and strategic flexibility on the performance of private tertiary institutions. This study found that the theory of dynamic capabilities (DCT) by identifying the mediating effect of ambidextrous abilities to gain organizational performance is not supported by the findings of this study. Ambidextrous capabilities can be applied to formulate effective strategies and policies that can improve organizational performance from various sectors.

Lu, Zhao, Chen (2023), Policymakers should thus consider combining transport infrastructure provision with other policy packages, such as education programs or skill training, to target different groups of rural residents in China. This study uses an instrumental variable regression model. The results of this study show that road infrastructure plays a role in increasing the wages and business income of rural

residents in China.

Harada, Shoiji, Takafuji (2023) In South Nias Regency, the first school-based disaster education program, Maena for Disaster Education, was introduced at elementary schools. The purpose of this study was to evaluate the spillover impact of disaster education programs for children on their parents. The results show that the program encourages children to discuss and share knowledge about disasters with their parents, and has a positive effect on parents' attitudes, knowledge, and behavior. This impact is very large for households living in risky areas.

RESEARCH MODELS AND HYPOTHESES



Notes: Partial; Simultaneous

Figure 1. Research Model

Source: Literature Reviews

Hypothesis

H1: Leadership, Organizational Culture, Competence and Infrastructure affect the performance of Non-Formal Education Organizations at the Education Office in Kab. Tambrauw

H2: Leadership influences the performance of Non-Formal Education organizations at the Education Office in Kab. Tambrauw

H3: Organizational Culture influences the performance of Non-Formal Education Organizations at the Education Office in Kab. Tambrauw

H4: Competence influences the performance of non-formal education organizations at the education office in the district. Tambrauw

H5:Organizational performance influences the performance of non-formal education organizations at the Education Office in Kab. Tambrauw

RESEARCH METHODS

Types of research

According toSuryani et al., (2020)research method is basically a scientific way to get data with a specific purpose and use. The type of research that will be used in this study is the associative type. This study also uses quantitative research methods. Used to examine populations or certain samples, data collection uses research instruments, data analysis is quantitative statistics, with the aim of testing the hypotheses that have been set.

Research Object Location

This research was conducted at the Department of Education, Non-Formal Education (Outside School) Equality and Early Childhood Education (PAUD) inTambrauw Regency, Southwest Papua

Province.

Population and Sample

According to Sugiyono (2016) population is an area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were Non-Formal Educators at the Education Office in Tambrauw Regency.

The sample is part of the population consisting of individuals forming the population. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2016). The sample in this study was 90 people.

Validity and Reliability Test

Validity test

To test the validity of a research data can usepearspn correlation analysis where if the total person correlation shows an rcount value of more than or equal to ≥ rtable, then it can be said to be valid. The results of testing the validity of the data can be seen in table 1 below:

Table 1. Validity and Reliability Test

Variable	Declaration Items	rcount	rtable, Sig 5% N = 90	Ket
Leadership (X1)	X1.1	0.795	0.207	Valid
	X1.2	0.807	0.207	Valid
	X1.3	0.746	0.207	Valid
	X1.4	0.716	0.207	Valid
	X1.5	0.804	0.207	Valid
	X1.6	0.843	0.207	Valid
Organizational culture (X2)	X2.1	0.894	0.207	Valid
	X2.2	0.844	0.207	Valid
	X2.3	0.778	0.207	Valid
	X2.4	0.840	0.207	Valid
	X2.5	0.870	0.207	Valid
Competence (X3)	X3.1	0.905	0.207	Valid
	X3.2	0911	0.207	Valid
	X3.3	0.870	0.207	Valid
	X3.4	0.916	0.207	Valid
Infrastructure (X4)	X4.1	0.751	0.207	Valid
	X4.2	0.816	0.207	Valid
	X4.3	0.815	0.207	Valid
	X4.4	0.775	0.207	Valid
	X4.5	0.807	0.207	Valid
	X4.6	0.801	0.207	Valid
Organizational Performance (Y)	Y1	0.909	0.207	Valid
	Y2	0.885	0.207	Valid
	Y3	0892	0.207	Valid
	Y4	0.865	0.207	Valid
	Y5	0.888	0.207	Valid

Source: Processed Data, 2023.

Based on the table above, it can be seen that all statement items have an r count value of more than ≥ 0.207 or it can be said that all instruments in this study are valid.

Reliability Test

The reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument can be relied upon for further use. The results of the reliability test in this study used the Cronbach's alpha coefficient, with the decision that if the Cronbach's alpha value was > 0.60, the research instrument was said to be reliable, Ghozali (2009). The results of the data reliability test can be seen in table 2, as follows:

Table 2. Reliability Test Results

Variable	Cronbach's alpha	Information
Leadership (X1)	0.873	Reliable
Organizational Culture (X2)	0897	Reliable
Competency (X3)	0921	Reliable
Infrastructure (X4)	0.881	Reliable
Non-Formal Organizational Performance (Y)	0.932	Reliable

Source: Same as table 1

Based on table 5.6 above, it was found that all variables had a Cronbach's alpha value of more than > 0.60, so it could be concluded that all the instruments in this study were reliable.

Data analysis technique

Data analysis is the process of simplifying data into a form that is easier to read and interpret. In this process statistics are often used. In quantitative research, the data analysis technique used is clear, which is directed to answer the problem formulation or test the hypotheses that have been formulated (Sugiyono 2012: 243). In this section there are several tests carried out, namely:Classical Assumption Test, Multicollinearity Test, Normality Test, Heteroscedasticity Test, Multiple Linear Regression Analysis, Significant F Test, and Significant Test t.

RESULTS OF DATA ANALYSIS AND DISCUSSION

Results of Data Analysis

Data Normality Test

The normality test aims to test whether in the regression model, the dependent and independent variables are both normally distributed or not. The data normality test in this study used the graphical method, namely by looking at the distribution of data on the Normal PP Plot of regression standardized residual graph, the results are as follows:

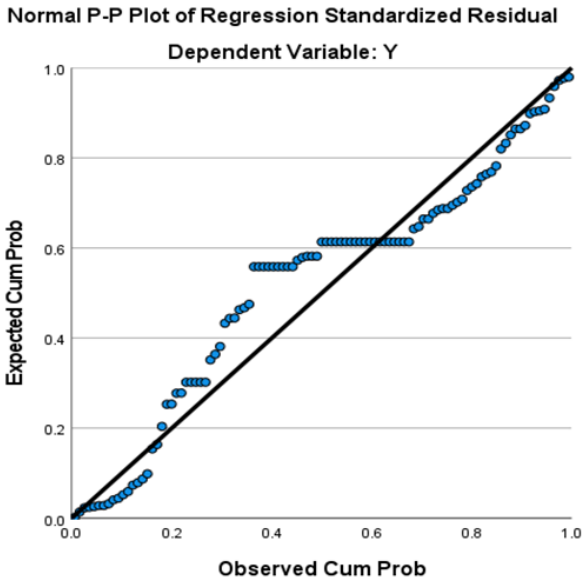


Figure 2. P-Plot Of Regression Normal Test

Source: Same as table 1

Based on the picture above, the plotting points in the "Normal PP Plot of Regression Standardized Residual" always follow and approach the diagonal line. Canit was concluded that the residual values were normally distributed, so the assumption of normality for the residuals in the simple linear regression analysis in this study was fulfilled.

Multicollinearity Test

Multicollinearity test aims to see whether the regression model is free from multicollinearity problems. In this test, a model is used by looking at the TOL and VIF values. If you have a VIF value of less than 10 and have a TOL number of more than 0.10, the multicollinearity-free regression model results as follows:

Table 3. Multicollinearity Test Results

Coefficientsa								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**std. Error**	**Betas**			**tolerance**	**VIF**
1	(Constant)	.440	1075		.409	.683		
	Leadership (X1)	.698	.097	.649	7,187	<.001	**.369**	**2,711**
	Organizational Culture (X2)	062	.117	048	.530	.598	**.359**	**2,789**
	Competency (X3)	.179	.098	.186	1826	071	**.290**	**3,451**
	Infrastructure (X4)	011	.110	.009	.101	.920	**.416**	**2,402**
a. Dependent Variable: Y								

Source: Same as table 1

Based on the table above, it can be seen that the Tolerance value for the Leadership variable is 0.369, for the Organizational Culture variable it is 0.359, for the Competency variable it is 0.290 and for Infrastructure it is 0.416 which is greater than 0.10. While the VIF value for the Leadership variable was 2,711, for the Organizational Culture variable it was 2,789, for the Competency variable it was 3,451 and for Infrastructure it was 2,402 <10.00. it can be concluded that there is no multicollinearity problem.

Heteroscedasticity Test

The heteroscedasticity test was carried out by looking at the pattern of dots on the regression scatterplots. If there is no clear pattern, such as the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity problem, the results can be seen on the graphbelow this:

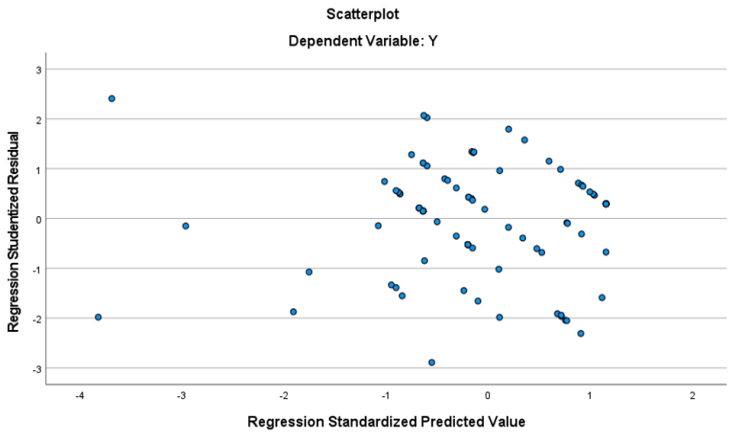


Figure 3. Regrssion Standardized Predicted Value

Source: Same as table 1

Based on the above results, the data points are spread above and below or around the number 0. The points do not collect only above or below. The spread of data points does not form a wavy pattern, it widens then narrows and widens again. The distribution of data points is not patterned. It can be concluded that there is no heteroscedasticity problem.

Multiple Regression Analysis

The multiple regression model in this study is to test the effect of the variables Leadership (X1), Organizational Culture (X2), Competence (X3) and Infrastructure (X4) on the dependent variable Organizational Performance of Non-Formal Education at the Education Office in Tambrauw Regency (Y). The following are the results of multiple regression:

Table 4. Multiple Regression Estimation Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	1.203	1,144		1,052	.296
	Leadership (X1)	.671	094	.623	7.145	001
	Organizational Culture (X2)	.134	071	.103	1882	063
	Competency (X3)	.163	084	.169	1932	056
	Infrastructure (X4)	.108	059	.111	1831	.070
a. Dependent Variable: Organizational Performance of Non-Formal Education (Y)						

Source: Same as table 1

Partial Test (t-statistic)

Leadership Variable (X1). The coefficient value of the Leadership variable is 0,671means that Leadership has a positive and significant influence on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency. That is, if leadership experiences an increase, the performance of non-formal education organizations at the Education Office in Tambrauw Regency will also increase ceteris paribus.The significance value is greater than α = 5%, then Ha is accepted, Ho is rejected. The Leadership variable (X1) has a calculated t value of 7.145 and t table 2.36462 with a df of 90

(nk = 90-4 = 86). So, t count 7.145 > t table 2.36462This means that leadership has a significant positive effect on the performance of educational organizations at the Education Office in Tambrauw Regency (Y).

Organizational Culture Variable (X2). The coefficient value of the Organizational Culture variable is 0,1341means that Organizational Culture has a positive and significant influence on Educational Organizational Performance at the Education Office in Tambrauw Regency. That is, if the Organizational Culture variable increases, the Organizational Performance of Non-Formal Education at the Education Office in Tambrauw Regency will also increase ceteris paribus.The significance value is greater than α = 10%, then Ha is accepted, Ho is rejected. Organizational Culture Variable (X2) has a calculated t value of 1.882 and t table 1.29016 with a df of 90 (nk = 90-4 = 86). So, t count 1.882 > t table 1.29016This means that the variable has a significant positive effect on the performance of non-formal education organizations at the Education Office in Tambrauw Regency (Y).

Competence (X3). Competency variable coefficient value of 0.163means that Competence has a positive and significant influence on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency. That is, if the Competency variable increases or is good, the Organizational Performance of Non-Formal Education at the Education Office in Tambrauw Regency will also increase ceteris paribus.The significance value is greater than α = 10%, then Ha is accepted, Ho is rejected. The Competency Variable (X3) has a calculated t value of 1.932 and t table 1.29016 with a df of 90 (nk = 90-4 = 86). So, t arithmetic 1.932 > t table 1.29016This means that the Competency variable has a significant positive effect on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency (Y).

Infrastructure (X4). The coefficient value of the Infrastructure variable is 0.108means that infrastructure has a positive and significant influence on the performance of non-formal education organizations at the Education Office in Tambrauw Regency. That is, if the Infrastructure variable increases or is good, then the Non-Formal Organizational Performance at the Education Office in Tambrauw Regency will also increase ceteris paribus.The significance value is greater than α = 10%, then Ha is accepted, Ho is rejected. The infrastructure variable (X4) has a calculated t value of 1.831 and t table 1.29016 with a df of 90 (nk = 90-4 = 86). So, t count 1.831 > t table 1.29016This means that the Infrastructure variable has a significant positive effect on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency (Y).

Determinant Coefficient (R2) and Correlation Test

Table 5. Determinant Coefficient Test (R2)

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.851a	.724	.712	1016
a. Predictors: (Constant), X1, X2, X3, X4				

Source: Processed Results of SPSS 26

From the Adjusted R Square value, it shows a value of 0.724 = 72.4%. That is, that variablePerformance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency (Y)72.4% of the variation is explained by variationvariable Leadership, Organizational Culture, Competence and Infrastructure.The remaining 27.6% is explained by other factors outside the model. Based on the results of the correlation test with an R value of 0.851 or 80.51, it means that it has a moderate relationship.

F-statistical test

Table 6. F Test - Statistics

ANOVAa						
Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	264,938	4	66,234	64,166	<.001b
	residual	101,159	86	1,032		
	Total	366,097	90			
a. Dependent Variable: Y						
b. Predictors: (Constant), X1, X2, X3, X4						

Source: Processed Results of SPSS 26

Obtained F-statistic value64,166while F-table 5.4.The value of F table is based on the magnitude of α = 5% and df where the value is determined by the numerator (k-1/4-1) = 3 and df for the denominator (nk/90-4) = 86.Thus the F-statistic is greater than the F-table, which means that the variables of Leadership, Organizational Culture, Competence and Infrastructure simultaneously affect the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency.

Discussion

The Influence of Leadership on the Performance of Non-Formal Education Organizations

The results showed that the leadership variable had a positive and statistically significant effect on the performance variables of non-formal education organizations at the education office in Tambrauw district. These results are consistent with research on the influence of leadership on teachers in each PAUD and PKBM Kab. Tambrauw West Papua Province. That is, the better the implementation of leadership, the more optimal the achievement of employee/teacher performance at the District Education Office. Tambrauw

The Influence of Organizational Culture on the Performance of Non-Formal Education Organizations

The results showed that the organizational culture variable had no positive and statistically significant effect on the non-formal education organizational performance variable at the education office in Tambrauw district. That is, every increase in organizational culture will increase the performance of educational organizations. The results of the analysis show that organizational culture is a factor that is considered quite important by respondents in improving the performance of non-formal education organizations at the education office in Tambrauw district.

The Effect of Competence on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency.

The results of the study show that the competency variable has no positive and statistically significant effect on the performance variable of non-formal education organizations at the Education Office in Tambrauw Regency. These results are in accordance with the theory which states that there is a positive relationship between competence and performance. That is, if competence is increased then performance will also increase.

The Influence of Infrastructure on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency.

The results showed that the infrastructure variable had no positive and statistically significant effect on the performance variables of non-formal education organizations at the education office in Tambrauw Regency. This means that every increase in infrastructure will increase the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

CLOSING

Conclusion

Based on the results of this study it is concluded as follows:

1. Leadership, Organizational Culture, Competence and Infrastructure variables simultaneously have a positive and significant effect on the Non-Formal Education Organizational Performance variable at the Education Office in Tambrauw Regency.
2. The Leadership variable partially has a positive and significant effect on the Non-Formal Education Organizational Performance variable at the Education Office in Tambrauw Regency.
3. Organizational Culture Variable partially has a positive but not significant effect on the Organizational Performance of Non-Formal Education at the Education Office in Tambrauw Regency.
4. Competency Variables partially have a positive but not significant effect on the Performance of Non-Formal Education Organizations at the Education Office in Tambrauw Regency.
5. The infrastructure variable partially has a positive but insignificant effect on the performance of non-formal organizations at the Education Office in Tambrauw Regency.

Suggestion

Based on the conclusions obtained in this study, this study provides several suggestions, namely:

1. Non-Formal Education Organization onThe Education Office in Tambrauw Regency must be able to maintain and even improve leadership, organizational culture, competence and even infrastructure, because they are important factors in the performance of non-formal education organizations.
2. The Head of Service and all supervisors and working apparatus from the Office of Education in the Formal Education Sector and the Non-formal Education Sector should frequently go to the field, revise, review the constraints faced in the field, so that the quality of education is getting better.
3. guteachers with high school diplomas who teach in PAUD Education so that they can upgrade their diplomas to Bachelor (S1) Education levels so that they can meet the quality standards of teaching Education.
4. Future researchers are expected to be able to examine other variables outside of the variables that have been studied in this study in order to obtain varied results that can affect the performance of non-formal education organizations at the Education Office in Tambrauw Regency.

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