FACTORS AFFECTING THE PERFORMANCE OF CIVIL SERVANTS IN THE DIRECTORATE OF COMMUNITY EDUCATION AND SPECIAL EDUCATION, MINISTRY OF EDUCATION AND CULTURE, REPUBLIC OF INDONESIA

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FACTORS AFFECTING THE PERFORMANCE OF CIVIL SERVANTS IN THE DIRECTORATE OF COMMUNITY EDUCATION AND SPECIAL EDUCATION, MINISTRY OF EDUCATION AND CULTURE, REPUBLIC OF INDONESIA

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ABSTRACT

This study aims to analyze the factors that have an impact on the performance of Civil Servants at the Directorate of Community Education and Special education, Ministry of Education and Culture, both directly and indirectly and to analyze the dominant influencing factors. The data in this study were obtained through distributing questionnaires to 145 civil servants through census techniques. The data obtained were analyzed using descriptive analysis, cross tabulation and Structural Equation Modeling (SEM) with Partial Least Square (PLS). The independent variables in this study are individual physiological factors, psychological factors, organizational factors and the dependent variable is the performance of civil servants. The results showed that overall the dominant factors affecting the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture were not only seen from the direct influence but also from the factors supported by other factors indirectly, so it can be said that the three factors namely individual physiology, psychology, and organizationare the dominant factors influencing the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture.

INTRODUCTION

Human Resources (HR) is an important factor in an organization, because human resources are a collection of a group of people working together to achieve certain goals. Whatever the form and purpose, the organization is made based on various visions for the benefit of humans, and in carrying out its mission, it is also managed by humans. So, humans are a strategic factor in all organizational / company activities. Human resource management has an important contribution to the long-term value of a company or institution, and ultimately to its survival. The better the management of human resources, it is hoped that human resources will grow and develop into Human Capital Investment (HCI) (Shaleh, 2018).

Currently, the government of the Republic of Indonesia is implementing the Bureaucratic Reform program in all units of government institutions. Bureaucratic Reform is essentially an effort to make fundamental reforms and changes to the system of government administration, especially regarding institutional (organizational), management (business process) and human resources of the state apparatus. Of the eight areas of change in the Bureaucratic Reform program, it can be said that the key to the success of the program is determined by the quality of the Human Resources of the State Civil Servants / *AparaturSipil Negara* (ASN). HR is the main asset of an organization because they act as subjects who plan, implement and control the entire process of achieving organizational goals.

To improve the discipline and professionalism of ASN and especially for Civil Servants / *Pegawai Negeri Sipil* (PNS), the government has implemented a merit-based performance system. Described in Law No.5 of 2014, concerning State Civil Servants (ASN) in article 2 (two) point 22, the definition of a merit system is "ASN policy and management based on qualifications, competence and performance in a fair manner without distinction political background, race, color, religion, origin, gender, marital status, age or disability condition". The main objective of the merit system is to create disciplined, professional and high-performance HR competencies.

In practice, there are still many violations committed by civil servants related to discipline, such as being late to the office, frequent absences from work, absenteeism during working hours or skipping work, and other violations. This needs to be considered by government organizations to maintain employee performance. In 2019, several civil servants in the Directorate of Community Education and Special education / *Direktorat Pendidikan Masyarakat dan Pendidikan Khusus* (PMPK) were recorded as committing disciplinary violations; out of 148 civil servants, it is recorded that 43 civil servants have committed disciplinary violations and received sanctions in accordance with Government Regulation Number 53 of 2010 concerning Civil Servant Discipline. As for the sanctions given, out of 43 employees, namely three people received verbal warnings, 19 people written warnings, eight people received written statements of dissatisfaction, six people got demoted one year lower, six people received a periodic postponement of salary increases for 1 year, and one person is sanctioned by dismissal. If we look at the general characteristics, most of the Civil Servants (PNS) who commit disciplinary violations have more than

10 years of working experience and have a minimum education level of undergraduate. Various rules or regulations in the company were created to instill good work behavior for employees (Anthony, 2017).

Not only disciplinary violations, based on the results of the Directorate Performance Accountability Report / *LaporanAkuntabilitas Kinerja InstansiPemerintah* (LAKIP 2019) of 23 key organizational performance indicators (IKK) that have been determined, there is a decrease in the number of outputs from the previous year on two key organizational performance indicators, namely the output of IKK 3 (Number of centers fostered PKLK development) and IKK 7 output (Number of schools implementing the applicable curriculum).

From organizational factors, the government in the 2019 fiscal year has allocated funds to the PMPK Directorate work unit with a total fund of Rp. 633,072,828,000.The realization of this total fund, in the employee expenditure account which is used for the payment of salaries, performance allowances, food allowances, and employee overtime amounting to Rp. 19,433,752,749. In addition, there are also other forms of welfare in the form of compensation for employee performance which is realized in the goods expenditure account, which is mostly used for pocket money, official travel expenses and professional services expenditures amounting to Rp.592,810,545,354 during the 2019 fiscal year. The amount of funds that have been allocated and realized should be sufficient to motivate improving performance and also increasing the welfare of civil servants. Government organizations must provide maximum service, must be ready to serve the community at any time. However, with the discovery of violations committed by civil servants who work in government institutions, this shows that the employee's performance is still low.

Research conducted at the government institutions of Kazakhstan by Suleimenova et al. (2018) stated that "performance evaluation of government agencies is a key element of new public management; however, many countries face a large number of challenges when using performance evaluation mechanisms, including issues such as improving performance evaluation". This shows that it is important to analyze the performance of government employees; because according to the results of research conducted, there are still many countries that have difficulty improving the performance and quality of their employees' performance. The results of research conducted on organizations in Bangladesh by Sarker et al. (2017) which shows that security, rules, promotions, rewards and benefits can increase job satisfaction and performance of government employees. In addition, the results of this study also reveal that employee performance is the key to the success of an organization. These aspects that form the basis for high performance must be critically scrutinized by organizations for them to be successful. The same thing is also expressed by research conducted by Bunchoowong (2015) on public sector employees in Thailand, which states that management must be able to motivate employees to create employee loyalty and dedication to the organization, and management must be able to create employee satisfaction in order to be able to create sustainable productivity for employees.

Based on the results of three studies conducted in three different countries, it can be concluded that there is a similarity that employee performance is very important to achieve maximum and sustainable organizational performance. Therefore, the existence of civil servant performance problems in the work unit of the Directorate of Community Education and Special Education attracted researchers to conduct research with the title "Factors Affecting the Performance of Civil Servants (PNS) at the Directorate of Community Education and Special education/ *Direktorat Pendidikan Masyarakat dan Pendidikan Khusus* (PMPK), Ministry of Education and Culture, Republic of Indonesia."

RESEARCH FRAMEWORK
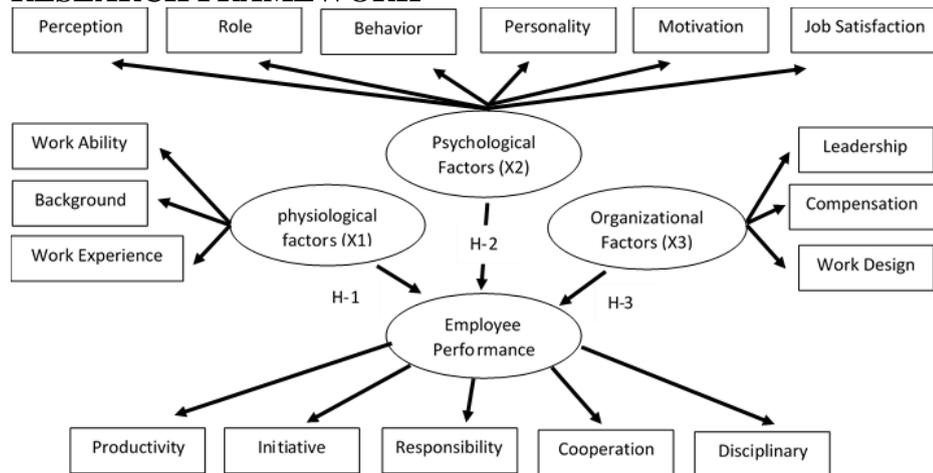
FIGURE 1. Direct influence   research model
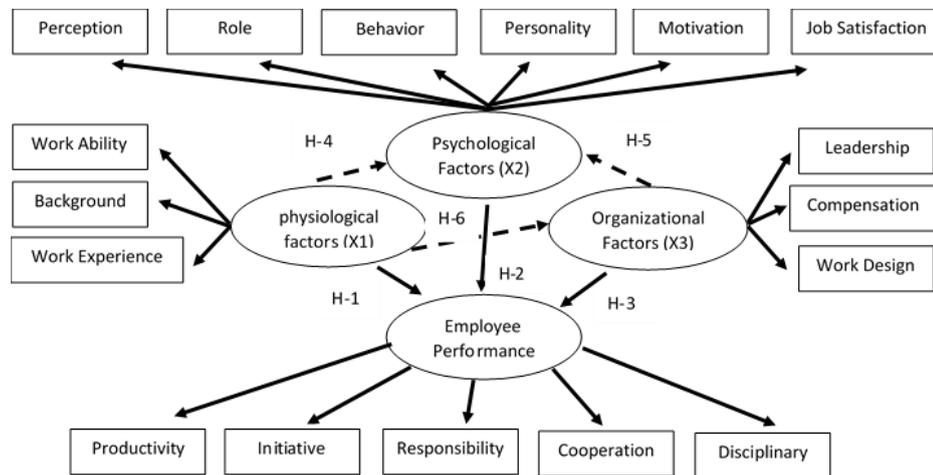
Figure 2. Indirect Influence Research Model

RESEARCH HYPOTHESIS

Based on these two models, the hypothesis proposed for this study is as follows:
1.   Hypothesis Model 1: Direct Effect Model
H1=Individual physiological factors have a significant effect on employee performance

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H2 = Psychological factors have a significant effect on employee performance
H3 = Organizational factors have a significant effect on employee performance
2.   Hypothesis Model 2: Indirect Effect Model
H4 = Individual physiological factors significantly influence psychological factors
H5 = Organizational factors have a significant effect on psychological factors
H6 = Individual physiological factors significantly influence organizational factors
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RESEARCH METHODS

This research took place in a government organization unit called the Directorate of Community Education and Special Education, which is located at Jl. RS. Fatmawati, Cipete, South Jakarta, DKI Jakarta, Republic of Indonesia. This research is a research with a quantitative approach. The population in this study were 148 Civil Servants (PNS) at the Directorate of Community Education and Special Education, Ministry of Education and Culture. The sampling method used in this study is the saturated sample method. The saturated sample method is a sampling technique when all members of the population are used as samples. Ghozali (2008) states that a sample size of 100 to 150 is a sample size when using SEM as an analysis tool and in determining the number of employees who are respondents.

Table 1. Population and Sample Plans at Directorate PMPK 2020

No.	Sub Unit	Total Population	Total Sample
1.	Sub Division of Administration	33	33
2.	Program and Budget Functions	28	28
3.	Functions of Infrastructure and Institutional Facilities	26	26
4.	Student development function	31	31
5.	Functions of Assessment, Equality and literacy	30	30
	Total Sample	**148**	**148**

Source: Administration Subdivision (January, 2020)

The initial population in this study were 148 Civil Servants (PNS) at the Directorate of Community Education and Special education, Ministry of Education and Culture. However, at the time of collecting primary data through questionnaires, there was a change in the number of respondents to 145 people because there were 3 people who could not be used as respondents due to death, transfer / job transfer and serious illness so that they could not fill in the research instrument.

In this study, the data collection method used was a survey technique through distributing questionnaires. The data obtained will be analyzed using descriptive analysis, cross tabulation and Structural Equation Modeling (SEM) with Partial Least Square (PLS).

RESULTS AND DISCUSSION

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Descriptive analysis of respondents' ratings

Based on the results of descriptive analysis, the characteristics of civil servants based on gender categories show that there are more male civil servants than female civil servants. The difference in the number of percentages between male civil servants is as many as 93 people or 64 percent and 52 women or 36 percent. Basically, the difference between the two is not too significant so that it gives us an idea that the Directorate of Community Education and Special education, the Ministry of Education and Culture does not differentiate gender in recruiting and employing civil servants. In addition, the type of work that tends to be more administrative and requires tidiness and diligence, which is usually done by women, does not make the Directorate of Community Education and Special education, Ministry of Education and Culture directly select female civil servants to fill these job posts. Everything is returned to the competence and interests of each civil servant.

The characteristics of civil servants in the age category are divided into several groups; (1) 20-30 years old, as many as 7 people or 5 percent; (2) 31-40 years old, 27 people or 19 percent; (3) 41-50 years, as many as 47 people or 32 percent; and (4) over 50 years old, 64 people or 44 percent. In the figure, it can be seen that most of the civil servants are in the age group over 50 years, which is 44 percent.

The results of the descriptive analysis show that the Civil Servants (PNS) at the PMPK Directorate who were respondents of this study had a high school education level of 31 people or 22 percent. In fact, there are civil servants with an undergraduate education level of 86 people or 59 percent, and postgraduate level as many as 28 people or 19 percent. This means that many of the respondents are civil servants who have long worked (more than 10 years) who started their career from the lowest position, so that their current position is more influenced by their services and achievements towards the organization.

In terms of working tenure characteristics, the majority of civil servants who became respondents had a working period of 5-15 years, amounting to 51 percent. Directly proportional to the age factor, respondents were dominated by civil servants with a working period of 5-15 years with almost half of the respondents as many as 74 people. The length of service period illustrates a good level of experience and knowledge at work. During this period of work, civil servants already have knowledge that is formed from their experiences at work.

The characteristics of the rank or class of civil servants were dominated by respondents with the level of class II at 1 percent, the level of group III at 84 percent. In the last position zoccupied by respondents with group IV at 15 percent. The PNS group describes the level of experience, knowledge and education of civil servants that are adequate at work.

The relationship between respondent characteristics and individual physiological factors, psychological factors, organizational factors and employee performance

Table 2. Chi-square test between characteristics and individual physiological factors

Results of Significance					
Characteristics	Ability	Skill	Background	Demographic	Conclusion
Gender	0,534	0,321	0,614	0,505	H0 Accepted
Age	0,036	0,002	0,089	0,468	H0 Accepted
Level of Education	0,373	0,605	0,584	0,603	H0 Accepted
Group	0,322	0,069	0,293	0,081	H0 Accepted
Work Background	0,424	0,968	0,055	0,868	H0 Accepted

In general, it can be concluded that the factors affecting the performance of civil servants in the Directorate of Community Education and Special Education, Ministry of Education and Culture, especially individual physiological factors; such as gender, age, education level, years of service and employee status. All civil servants with these five characteristics have the same opportunity that individual competence can be seen through the abilities, backgrounds, and demographics possessed by each individual civil servant in the Directorate of Community Education and Special education, Ministry of Education and Culture. Meanwhile, the characteristics of the group are more considered in the spirit of skills of employees who are civil servants. Civil servants based on rank / class with class III are preferred in the level of individual achievement towards the effort to complete their work properly and efficiently. Understanding and skills at work constitute a totality of workers themselves both physically and mentally in facing their work. Physical skills are obtained from learning by improving skills at work, can be obtained by providing formal education in the form of institutionalized or informal education, in the form of work guidance, development media that can be done by attending training. This is done to further increase the knowledge, skills, abilities, attitudes and experiences of civil servants.

Based on Table 3, it is known that the characteristics of the respondents, gender, age, education level, years of service, employee status, and class have no relationship with perceptions, behavior and personality. This indicates that the psychological factors are important for civil servants to have in achieving organizational performance. The level of education is known to have a relationship with the learning process. Learning is needed by someone to reach a level of self-maturity. The ability to develop creativity at work is greatly influenced by learning efforts. So, learning in this case at the characteristics of the level of education needs to be considered because learning is an effort to want to know and how to do what will be done.

Table 3. Chi-square test between characteristics and psychological factors

Characteristics	Perception	Sikap	Behavior	Personality	Motivation	job satisfaction	Conclusion
Gender	0,394	0,461	0,529	0,457	0,799	0,144	H0 Accepted
Age	0,061	0,014	1,000	0,026	0,045	0,073	H0 Accepted
Level of Education	0,734	0,680	0,129	0,131	0,578	0,449	H0 Accepted
Group	0,506	0,147	0,933	0,203	0,803	0,866	H0 Accepted
Work Background	0,404	0,176	0,162	0,248	0,680	0,368	H0 Accepted

Table 4. Chi-square test between characteristics and organizational factors

Results of Significance				
Characteristic	Leadership	Compensation	Work Design	Conclusion
Gender	0,338	0,533	0,495	H0 Accepted
Age	0,094	0,229	0,002	H0 Accepted
Level of education	0,260	0,462	0,172	H0 Accepted
Group	0,029	0,284	0,407	H0 Accepted
Work Background	0,844	0,899	0,006	H0 Accepted

Civil servants who have a working period of 5 to 15 years, with class II, class III and class IV levels, especially civil servants, are more concerned with ensuring that employees have a high emotional attachment to the organization. High emotional attachment will affect civil servants in completing their work and tend to have a satisfactory quality of work. Civil servants who are bound will be motivated to increase their productivity, are willing to accept challenges, and feel that their work gives meaning to themselves. Therefore, the tenure of civil servants needs to be considered in order to make changes for individuals, teams and organizations

In Table 4, the characteristics of gender, age, education level, years of service, employee status, and class have no relationship with leadership, compensation and job design. This is because every employee, especially civil servants in the Directorate of Community Education and Special education, the Ministry of Education and Culture and work units in the organization have a clear understanding of the goals to be achieved and what must be done to achieve these goals. The leader of this institution plays a major role in this organization so that the functions and responsibilities of each member become the focus of the work. It is a common belief that a decrease in a person's productivity occurs with increasing age, so that both human resources and financial resources need to be the driving force of the organization because it is closely related to improving organizational performance.
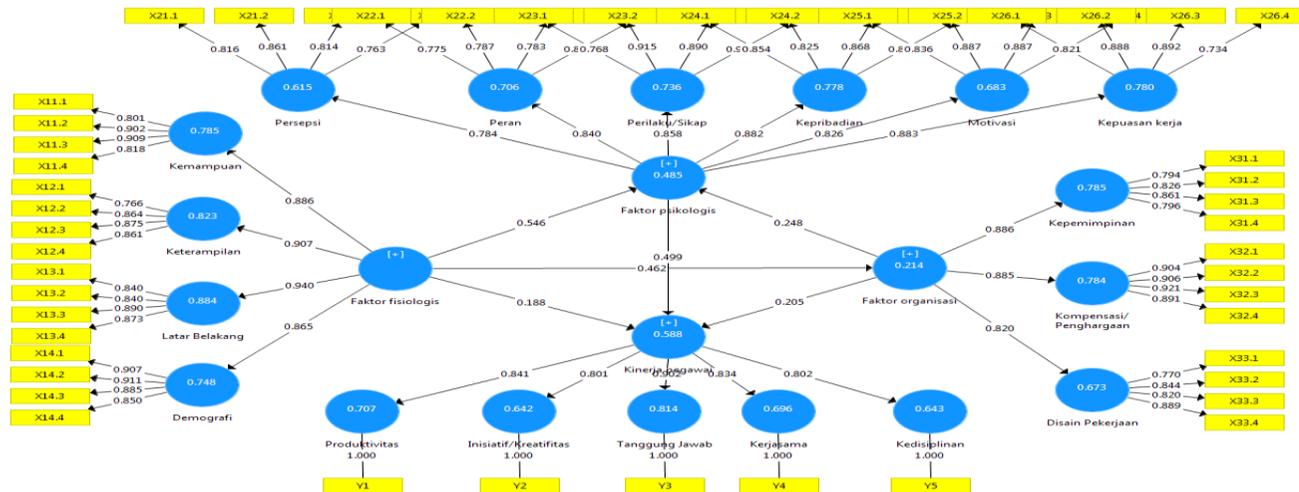
Table 5. Chi-square test between characteristics and employee performance factors

Results of Significance						
Characteristics	Productivity	Initiative	Responsibility	Cooperation	Disciplinary	Conclusion
Gender	0,072	0,099	0,280	0,504	0,742	H0 Accepted
Age	0,886	0,083	0,798	0,268	0,124	H0 Accepted
Level of education	0,464	0,236	0,369	0,152	0,523	H0 Accepted
Group	0,341	0,665	0,794	0,931	0,991	H0 Accepted
Work Background	0,285	0,279	0,604	0,145	0,288	H0 Accepted

Based on the table above, the characteristics of the respondents, gender, age, education level, years of service and class have no relationship with productivity, initiative, responsibility, cooperation, and discipline.

ANALYSIS OF RESEARCH DATA

Analysis of individual physiological factors, psychological factors, and organizational factors that affect the performance of civil servants at the PMPK Directorate

Figure 3. Model construct

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STRUCTURAL MODEL (INNERMODEL)

The value of R2 can be used to assess the effect of certain independent latent variables, whether the dependent latent variable has a substantive effect. The higher the R2 value, the greater the ability of the independent latent variable to explain the dependent latent variable. R2 results of 0.67, 0.33, and 0.19 indicate that the models are "good", "moderate", and "weak".

Table6.R-squared coefficients

Variable	R Square
Psychological factors	0.485
Organizational factors	0.214
Employee performance	0.588

Source: *SmartPLS output data processing*

Based on the table above, the R-Square value for psychological factor variables is 0.485, this means that 48.5% of variations or changes in psychological factors are influenced by individual physiological factors and organizational factors, while the remaining 55.1% is explained by other reasons. Based on this, the results of the calculation of R2 indicate that R2 is considered moderate. Based on table 22, the R-Square value for the organizational factor variable is 0.214, this means that 21.4% of the variation or change in organizational factors is influenced by individual physiological factors, while the remaining 78.6% is explained by other reasons. Based on this, the results of the calculation of R2 indicate that R2 is considered weak. Based on table 22, the R-Square value for employee performance variables is 0.588, this means that 58.8% of variations or changes in employee performance are influenced by individual physiological factors, psychological factors and organizational factors, while the remaining 41.2% is explained by other reasons. Based on this, the results of the calculation of R2 indicate that R2 is moderate.

Besides looking at the R-square value, the model is also evaluated by looking at the predictive relevance of the Q-square for the constructive model. The Q-square measures how well the observed value is generated by the model and also the parameter estimates. The magnitude of Q2 has a range value of $0 < Q2 < 1$, where the closer to 1 means that the model is getting better. The magnitude of Q2 is equivalent to the total coefficient of determination in the path analysis. The value of $Q2 > 0$ indicates that the model has predictive relevance, on the contrary, if the value of $Q2 \leq 0$ indicates that the model has less predictive relevance.

The calculation of Q2 of the total employee performance factor variables is carried out with the formula:

Q-Square $= 1 - [(1-R^{21}) \times (1-R^{22}) \times (1-R^{23})]$
$= 1 - [1-0.485) \times (1-0.214) \times (1-0.588)]$
$= 1 - (0.515 \times 0.786 \times 0.412)$
$= 1 - 0.1667$
$= 0.8333$

This value shows that 83.33% of the information contained in the data can be explained by the model, while 16.67% is explained by other variables (which

are not yet included in the model), as well as the element of error.

BOOTSTRAPPING RESULTS

In PLS, testing of each relationship is carried out using a simulation with the bootstrapping method of the sample. This test aims to minimize the problem of abnormalities in research. The test results with the PLS bootstrapping method are as follows:
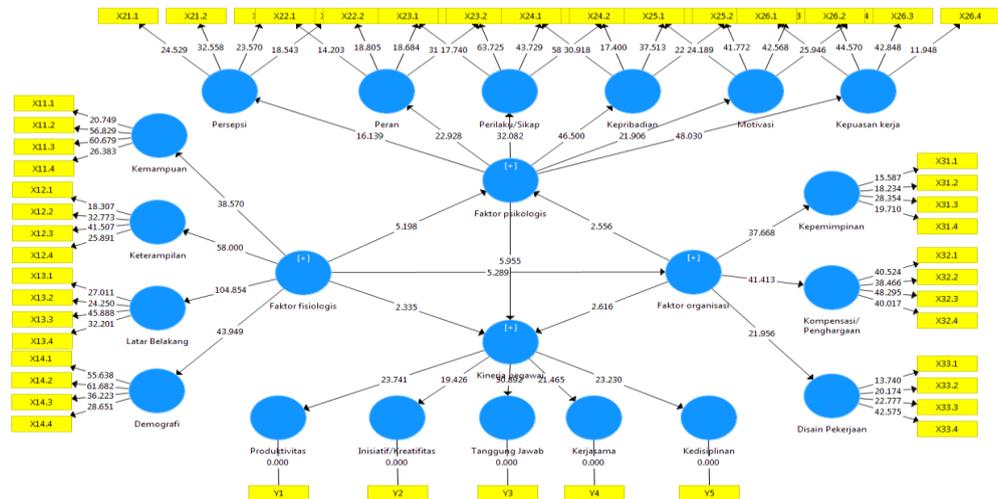
Figure 4. Path diagram Source: SmartPLS output data processing

Meanwhile, the calculation results can be seen based on the following direct effects.

Table 7. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	TStatistics (|O/STDEV|)	P Values
Individual physiological factors => Employee performance	0.188	0.187	0.080	2.335	0.020
Psychological factors => Employee performance	0.499	0.489	0.084	5.955	0.000
Organizational factors => Employee performance	0.205	0.212	0.078	2.616	0.009
Individual physiological factors => Psychological factors	0.546	0.541	0.105	5.198	0.000

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Organizational factors => PsychologicalFactors	0.248	0.255	0.097	2.556	0.011
Individual physiological factors => Organizational factors	0.462	0.463	0.087	5.289	0.000

Source: SmartPL output data processing

Based on the table above, it shows the PLS calculation results which state the direct influence between variables. It is said that there is a direct effect if the T Statistics value is> 1.96 and it is said that there is no effect if the T Statistics <1.96.

HYPOTHESIS TEST

Hypothesis test 1

H1: individual physiological factors have a significant effect on employee performance.

accepted, which means that individual physiological factors have a positive and significant effect on employee performance. This means that changes in the value of individual physiological factors have a direct effect on changes in employee performance, or in other words if individual physiological factors increase, there will be an increase in employee performance levels and have a statistically significant effect. So that this causes a significant increase in employee performance.

Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of individual physiological factors on employee performance is 0.188, which means that individual physiological factors have a positive relationship with employee performance. Indicators that are reflected by individual physiological factor variables cause different indicator results between the direct and indirect influence models. In the model of direct influence, indicators of individual physiological factors are reflected by the family background that supports career and work in the organization. In agreement with the theory put forward by Gibson (2000) that a major interaction unit in influencing individual characteristics is the family organization. This is because the family plays and functions as the formation of a value system that will be adhered to by each family member. The results of the long interaction process with family members make experiences in the family members, so that the family background that supports careers and jobs at the Directorate of Community Education and Special education, Ministry of Education and Culture illustrates that work and family are two areas where humans spend the most the time. Although different, work and family are interdependent with each other as they are concerned with fulfilling one's life.

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The difference in the results of the analysis on the indirect effect model is due to the indicators reflected by the individual physiological factor variables which are reflected in the improvement of skills through training. The training implemented by the Directorate of Community Education and Special education, Ministry of Education and Culture for civil servants is very important in order to work more masterfully and be better at the job that is currently held or will be held in the future. In organizations, skills improvement through training is often carried out as an effort to improve the performance of education workers who are deemed incapable of carrying out their jobs due to the development of community needs in education. In certain descriptions, the potential for civil servants may have met the administrative requirements of their work, but in actual fact education personnel must follow or keep pace with the development of education in accordance with the duties they are assigned or will hold. This is what encourages the Directorate of Community Education and Special education, Ministry of Education and Culture to facilitate training and career development for education personnel in order to obtain good, ethical and efficient performance results.

Soehartono (2004) states that if an employee does not have the abilities and skills required for a particular worker or if the worker is not interested in the job, it is difficult to believe that his performance will be high. So that based on the results of the study, it can be said that skills and background reflect individual physiological factors that should affect performance in the direct and indirect influence models. In the direct and indirect effect model, demographic indicators are the same indicators that reflect individual factors seen from the lowest interrelation value of the two models. Age affects the mindset in decision making for civil servant employees at the Directorate of Community Education and Special education, Ministry of Education and Culture, this factor will have the highest interrelation value and influence when it is associated with job satisfaction and motivation. The three background factors, skills and demographics are the dominant factors that must be the main concern of agencies to be improved so that they can simultaneously improve the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. The ability and skills of employees can be improved through training and education related to communication techniques, adaptation, and work knowledge.

Hypothesis test 2

H2: psychological factors have a significant effect on employee performance.

Based on table 7, with a value of T - statistics 5.955 which means> 1.96 then H2 is accepted which means that psychological factors have a positive and significant influence on employee performance, meaning that changes in the value of psychological factors have a direct influence on changes in employee performance or in other words if psychological factors increase, there will be an increase in the level of employee performance and statistically it has a significant effect. significant. Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of

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psychological factors on employee performance is 0.499, which means that psychological factors have a positive relationship with employee performance. This means that if psychological factors increase, it will cause a significant increase in employee performance.The desire to learn new things and the feeling that their work adds to their knowledge / skills reflect the learning process in this study. The organization must be sensitive to the wishes of employees to develop themselves so that organizational goals can be achieved. According to Muchlas (1999), the learning process or learning is defined as a relatively permanent change in behavior that occurs as a result of life experience and it can be said that changes in behavior indicate that the learning process has occurred.

The Directorate of Community Education and Special education, Ministry of Education and Culture strives to optimize human resources by providing opportunities for employees to take part in education / training, learn new things related to employee work, so that civil servants will find solutions when properly applying the material obtained.through trainings.The learning process is a dominant indicator that reflects psychological variables that can affect employee performance.Employees who need new learning must be the main concern and be carried out in an ongoing and programmed manner. The learning process can be passed with a comparative study to other government agencies. This study is in line with the research of Marlican (2011) which states that organizational learning has an effect on employee performance. Motivation has a close relationship with the attitudes and behavior of a person.

Attitudes that exist in each individual interact with values, emotions, roles, social structures and new events, which together emotions can be influenced and changed by behavior. There are several ways that organizational leaders of the Directorate of Community Education and Special education, Ministry of Education and Culture, to provide positive motivation for civil servants, namely giving awards for work performed, personal special awards, competition, participation, pride or satisfaction and material. Giving the right motivation, will encourage civil servants to do their best in carrying out their duties and they will believe that with the success of the organization in achieving its goals and objectives, their personal interests will also be preserved. Fair compensation policies and promotion opportunities are the main motivations for achieving good performance for civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. Every individual has a different background and attitude towards existing stimuli, so that the motivation that emerges is different. This agrees with Mustofa (2008) which states that motivation factors have a significant effect on employee performance.

Hypothesis test 3

H3: organizational factors have a significant effect on employee performance.

Based on table 7 with the value of T - statistics 2.616 which means> 1.96 then H3 is accepted which means that organizational factors have a positive and significant influence on employee performance, meaning that changes in the

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value of organizational factors have a direct influence on changes in employee performance or in other words if organizational factors increase, there will be an increase in employee performance levels and statistically have a significant effect Significant. Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of organizational factors on employee performance is 0.205, which means that organizational factors have a positive relationship with employee performance. This means that if organizational factors increase, then it will cause a significant increase in employee performance.

Leadership and organizational structure are the dominant indicators that influence both the direct and indirect influence models in this study. An organization that has strong leadership will result in all its members adhering to the same values and carrying out activities consistently. The application of organizational culture at the Directorate of Community Education and Special education, Ministry of Education and Culture is a strong organizational culture that helps organizational performance because it is proven to create strong motivation for every civil servant seen from every work in the work unit carried out in teamwork by civil servants. Common values and behaviors make people feel comfortable working for this agency. A sense of commitment and loyalty will make every member of the organization to perform better. So that a strong organizational culture will also help create superior performance because it provides the structure and control needed without having to rely on formal bureaucracy and can suppress the growth of motivation and innovation. The current organizational structure supports civil servants in their work, provides ideas to leaders, and a system for reporting jobs that are considered good. So that the organizational structure at the Directorate of Community Education and Special education, Ministry of Education and Culture is said to be a high structure when viewed from the direct influence model and the indirect influence model. The leadership which has the authority to make decisions in determining the work determined by the organization is in accordance with the daily work situations carried out by civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. Bosses here always remind their employees to work in accordance with the job duties set by the organization. The results of this study are in line with the research of Lung, et al (2013) which states that leadership, job design and supervision have an effect on employee performance. Meanwhile, Mariono's (2012) research states that job design has an indirect effect on performance through job satisfaction, which is a psychological factor.

Hypothesis test 4

H4: individual physiological factors significantly influence psychological factors.

Based on table 7 with the value of T - statistics 5.198 which means> 1.96 then H4 is accepted which means that individual physiological factors have a positive and significant influence on psychological factors, meaning that changes in the value of individual physiological factors have a direct effect on changes in psychological factors or in other words if individual physiological factors

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increase, there will be an increase in the level of psychological factors and statistically. has a significant effect.Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of individual physiological factors on psychological factors is 0.546, which means that individual physiological factors have a positive and significant influence on psychological factors. This means that if individual physiological factors increase, it will cause a significant increase in psychological factors. So, it can be said that individual factors affect employee performance through psychological factors. In other words, the placement of civil servants according to the ability of the level of education, skills from the results of training, demographics based on gender and promotion policies regardless of gender differences can increase work engagement / employee engagement and motivation which in turn can improve employee performance. This is in accordance with Burt's opinion in As'ad (2004) which states that job satisfaction is influenced by factors of relationship between employees, one of which is gender and also other factors, namely education and training. Besides, there is a quality factor of supervision as well, namely the relationship between employees and the leadership which is very important in increasing performance.Handoko (2000) states that job satisfaction is a pleasant or unpleasant emotional state in which employees view their work. This opinion can be understood that employees must be placed in jobs that are in accordance with their abilities and skills background.

Hypothesis test 5

H5: organizational factors have a significant effect on psychological factors.

Based on table 7 with a value of T - statistics 2.556 which means> 1.96 then H5 is accepted which means that organizational factors have a positive and significant influence on psychological factors, meaning that changes in the value of organizational factors have a direct influence on changes in psychological factors or in other words if organizational factors increase, there will be an increase in the level of psychological factors and statistically have a significant influence significant. Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of organizational factors to psychological factors is 0.248, which means that organizational factors have a positive relationship to psychological factors. This means that when individual factors are optimized it will increase organizational factors by 24.8 percent.

This causes a significant increase in psychological factors. Job design indicators, namely (the role of leaders / superiors in the division of tasks) according to their main duties and functions are very necessary. According to Robbins (2006), job design has five dimensions consisting of: skill variation, task identity, task significance, autonomy and feedback. These five dimensions have positive sides, namely increasing job satisfaction, high motivation, low absenteeism and lower employee turnover. A clear division of work will provide job satisfaction to employees which has an impact on improving employee performance. This is in line with Mariono's (2012) research which states that job design will affect job satisfaction which is a psychological variable in this

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study and then affects employee performance. Supervisor support is also an important indicator that can affect work engagement and motivation. This is in line with Hadi's research (2007) which shows that supervision has an effect on employee work engagement which in turn can affect employee performance. Supervision according to Lung et al. (2013), is a systematic effort to set implementation standards with planning objectives, design a feedback information system, compare real activities with predetermined standards, determine and measure deviations, and take necessary corrective actions to ensure that all organizational resources are used in the most effective and efficient manner in achieving organizational goals.

Resource indicator is the third dominant indicator that is reflected by organizational factors. Resources owned by the organization consist of human resources, natural resources, funds, materials, machinery, markets, technology and information. These resources, if owned adequately, will spur members of the organization to be able to perform optimally. The Directorate of Community Education and Special education, Ministry of Education and Culture also needs adequate resources to be able to spur education personnel and civil servants in it to carry out their duties and responsibilities properly. Resources provided by the Directorate of Community Education and Special education, Ministry of Education and Culture. among others, the number of existing employees is sufficient to do all work in the office, the ability of employees to do all work in the office, infrastructure that supports work, and sufficient budget funds to support the work.

Hypothesis test 6

H6: *individual physiological factors significantly influence organizational factors*.

Based on table 7 with the value of T - statistics 5.289 which means> 1.96 then H6 is accepted which means that individual physiological factors have a positive and significant influence on organizational factors, meaning that changes in the value of individual physiological factors have a direct effect on changes in organizational factors or in other words if individual physiological factors increase, there will be an increase in the level of organizational factors and statistically. has a significant effect. Based on the results of data processing with SmartPLS version 3.0, it is known that the path coefficient value of individual physiological factors to organizational factors is 0.462, which means that individual physiological factors have a positive relationship with organizational factors, so this causes a significant increase in organizational factors.

This shows that an increase in individual physiological factors, namely placement according to educational abilities, skills from training and gender, can affect leadership patterns, supervision and job design in civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture by 46.2 percent. This is in accordance with the research of Zahergier and Balasundaram (2011) which states that there is a significant influence between factors related to individual physiology and factors related to organization.

Analysis of the dominant factors affecting the performance of civil servants in the directorate of community education and special education

The magnitude of the effect of exogenous latency on endogenous latency can be seen from the value of the path coefficient. This means that when individual physiological factors are optimized, it will increase psychological factors by 54.6 percent and organizational factors by 46.2 percent. If the organizational factor is increased, it will increase the psychological factor by 24.8 percent. Furthermore, if the psychological factor is improved, it will increase employee performance by 49.9 percent. The amount of indirect influence on the factors that affect the performance of civil servants can be seen in the following table.

Table8. Coefficient value of direct and indirect effect of each variable on the performance of civil servants at the Directorate of PMPK

Dependent Variable	Independent Variable	Direct Effect	Indirect Effect	Total Effect
	Individual Physiological Factor	0,188	0,424	0,612
Employees Performance	Psychological Factor	0,499	-	0,499
	Organizational Factor	0,205	0,214	0,329

The results of this analysis indicate that there is an indirect influence between independent latent variables on employee performance, where the indirect effect of individual physiological variables on performance is more dominant than other variables with a total effect value of 0.612 This means that the optimization of individual physiological factors supported by psychological and organizational factors will improve the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture.

Based on the results of the analysis that has been carried out regarding the factors affecting the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture, the main factors affecting the performance of civil servants in the direct influence model are individual physiological factors, psychological factors, and organizational factors. Background is the dominant result that reflects individual physiological factors that must be the main concern of the organization to be improved so that it can simultaneously improve the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. Background can be improved through education, work experience, and support from family. These results illustrate that work and family are two areas where humans spend most of their time. Although different, work and family are interdependent with each other as they are concerned with fulfilling one's life. Through work, a person changes not only his environment, but also himself, enriches and grows his life

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and spirit. Meanwhile, family is seen as the first and most important thing in society. Family is also associated with affection where a person can develop himself and find fulfillment, and is an important place for happiness and hope. Meanwhile, work is a basic condition and need for family life. For this reason, work is intended for individuals and families.

The psychological factor latent variable as reflected by the motivation indicator is the dominant factor affecting the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. Agencies must know that civil servants who have a high level of motivation will have a high emotional attachment to the organization. Motivation has a close relationship with the attitudes and behavior of a person. Attitudes that exist in each individual interact with values, emotions, roles, social structures and new events, which together emotions can be influenced and changed by behavior. This change in attitude is possible because the human mind is a complex force that can adapt, learn, and process any new information and changes it receives. Motivation itself can be interpreted as a state in a person's person so that the person is motivated to carry out an activity. Therefore, it can be said that the motivation of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture needs to be improved so that they can provide change for individuals, teams and organizations. Good organizational leadership with the aim of creating a strong organizational culture and becoming a dominant indicator that influences the direct influence model on organizational factors is contained in this study.

The application of organizational culture at the Directorate of Community Education and Special education, Ministry of Education and Culture needs to be improved and implemented in work units, because a strong organizational culture that helps organizational performance will prove to create strong motivation for every civil servant seen from every work in the work unit carried out in teamwork by civil servants. Common values and behaviors make people feel comfortable working for this agency. A sense of commitment and loyalty will make every member of the organization to perform better. So that a strong organizational culture will also help create superior performance because it provides the structure and control needed without having to rely on formal bureaucracies that stifle and suppress the growth of motivation and innovation.

Based on the results of research on the indirect influence model, the development of psychological factors and organizational factors is more aimed at increasing individual factors in order to improve the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. Individual physiological factors that are reflected by abilities, skills, and backgrounds are factors that must be considered because these factors are the dominant factors affecting the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture. To improve abilities, skills, and background, it is necessary to pay attention to other factors that come from psychological and organizational factors, there are several things that can improve abilities and skills including:

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1.   Institutions can increase opportunities for civil servants to acquire new skills and knowledge through regular training programs that can support the implementation of civil servant jobs. The training that can be followed includes computer training, financial accounting system training, State Property Management (BMN) training such as room and office inventory, correspondence and archives as well as internet network training and training in operating new technology for civil servants, laboratory assistants and technicians. According to Rachmawati (2007), training and development programs are an organization's investment in human resources. Training is a means to hone skills and avoid boredom at work which can cause the performance of civil servants to decline.

2.   The agency should study the learning methods available within the work unit at the Directorate of Community Education and Special education, Ministry of Education and Culture and how to make the right choices for the needs of civil servants in completing their work.

3.   Agencies should provide opportunities for civil servants in each agency to participate in policy making. Learn new things related to the work of employees, so that civil servants in particular slowly begin to unravel and find solutions when properly applying the material obtained.

4.   In an effort to improve the performance of civil servants, the institution should be able to place employees according to their educational background, supervise employee performance, hear suggestions and opinions of civil servants, provide motivation, interact and involve the role of civil servants. so that civil servants can show their performance even better. Institutions should be able to foster a sense of belonging or a sense of building the institution together.

CONCLUSION AND SUGGESTION

Conclusion

Factors affecting the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture are derived from individual physiological factors (family background supports career and work in organizations), psychological factors (work adds skills / knowledge) and organizational factors (leadership, compensation / reward system and job design). The direct influence of the individual physiological factor variables is reflected by 4 (four) main indicators, namely: training to improve skills, work experience, family background, and age affects the mindset in employee decision making. In the indirect influence model, the indicators reflected by individual physiological factors show that the latent variables of individual physiological factors are reflected by 3 (three) main indicators, namely: training to improve skills, family background and age affect the mindset in employee decision making. From the two models, family background is the same indicator in reflecting individual physiological factors.

The psychological factor is reflected by 2 (two) indicators, namely the learning process (work to add skills / knowledge) and motivation (the compensation / salary policy implemented by the organization motivates employees to work

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better). These two factors directly influence the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture. Meanwhile, psychological factors as reflected by indicators of the learning process and motivation are influenced by individual and organizational physiological factors so that they directly and indirectly affect the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture.

The latent variables of organizational factors in the direct and indirect influence model are reflected by the same 7 (seven) indicators, with 3 (three) dimensions of factors that affect performance, namely: leadership, compensation, and job design. These indicators include: (1) leadership that can provide motivation to all employees in order to increase their ability and enthusiasm to work so that leaders can create a strong organizational culture so that every work in the work unit is carried out in teamwork. The leadership of the institution is also supposed to provide the fulfillment of facilities and infrastructure to support work in the office and create a good job monitoring and reporting system, and carry out the distribution of work according to the competence and job duties and functions of each employee.

Overall the dominant factors affecting the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture are not only seen from the direct influence but also from the factors that are supported by other factors indirectly, so it can be said that the three factors are individual physiology, psychologically, and the organization is the dominant factor influencing the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture. The dominant factors that directly influence employee performance are background, demographics and motivation.

While the ability, skills and background factors are the dominant factors of individual physiological factors that indirectly influence the performance of civil servants in the Directorate of Community Education and Special education, Ministry of Education and Culture.

Suggestion

Based on the research conclusions obtained, suggestions that can be recommended are related to the factors that affect the performance of civil servants at the Directorate of Community Education and Special education, Ministry of Education and Culture, namely:
1.   Institutions need to pay attention to the self-development and expertise of civil servants, especially in improving performance. One of them is by providing a learning process in the form of trainings that can support the implementation of civil servant work, such as training in operating computers, inventory of rooms and office equipment, correspondence and archives. So that it is expected to be able to utilize the skills of civil servants that are owned, because civil servants are a resource that must be developed not just employed.
2.   The learning process, such as the desire to learn new things and feel that their job provides new knowledge needs to be improved and applied properly, besides that civil servants want recognition for their work achievements. A

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sense of pride in their work arises because civil servants feel that their jobs and positions are recognized and appreciated by both colleagues and superiors. Therefore, institutions need to provide more learning processes and job recognition for civil servants so that the performance of civil servants can be improved for the better.

3. Institutional policies related to organizational structure and compensation policies, are expected not to burden civil servants and be able to be fair in various important matters in each work unit both in assignment assignments, workload and in terms of financial compensation. And it is necessary to pay attention to the disadvantages and advantages of policies taken for civil servants, because they will affect the performance of civil servants.

4. Give attention and place an educational background with their field of work, supervise employee performance, hear suggestions and opinions of civil servants, provide motivation, interact and involve the role of civil servants so that civil servants can show their performance better. And the institution should be able to foster a sense of belonging or a sense of building an organization / agency together.

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