

ORIGINAL

## The Influence of Resource Availability and Organizational Structure on the Effectiveness of Non-Formal Education Programs at the Department of Education and Culture, Kolaka Regency, Indonesia

### La influencia de la disponibilidad de recursos y la estructura organizativa en la eficacia de los programas de educación no formal del Departamento de Educación y Cultura, Regencia de Kolaka, Indonesia

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#### ABSTRACT

**Introduction:** non-formal education is one of the government's efforts to improve the skills, knowledge, and independence of the community. However, the effectiveness of program implementation is often influenced by the availability of resources and the organizational structure that supports it.

**Objective:** this study aimed to analyze the effect of resource availability and organizational structure on the effectiveness of non-formal education programs at the Department of Education and Culture, Konawe Kolaka Regency, Indonesia. This research employed a quantitative approach with a survey design. The study population consisted of officials and implementers of non-formal education programs, with a total sample of 396 respondents determined through purposive sampling. The research instrument was a questionnaire using a five-point Likert scale. Data were analyzed using descriptive analysis and multiple linear regression.

**Results:** the results of the descriptive analysis showed that the variable of resource availability obtained an average score of 3,65 (73,08 %), organizational structure 3,55 (70,91 %), and non-formal education program effectiveness 3,58 (71,67 %), all of which were in the medium category. The inferential analysis indicated that resource availability had a significant effect on program effectiveness ( $t = 4,575$ ;  $\text{sig} = 0,000$ ), as did organizational structure ( $t = 2,907$ ;  $\text{sig} = 0,006$ ). Simultaneously, both variables contributed 77,6 % to the effectiveness of non-formal education programs.

**Conclusion:** the conclusion of this study is that the effectiveness of non-formal education programs in Kolaka Regency, Indonesia, is still at a moderate level and therefore needs to be improved through enhancements in funding, information, delegation of authority, and program sustainability strategies.

**Keywords:** Resource Availability; Organizational Structure; Program Effectiveness; Non-Formal Education.

#### RESUMEN

**Introducción:** la educación no formal es uno de los esfuerzos del gobierno para mejorar las habilidades, el conocimiento y la independencia de la comunidad. Sin embargo, la efectividad de la implementación del programa a menudo se ve influenciada por la disponibilidad de recursos y la estructura organizativa que lo respalda.

**Objetivo:** este estudio tuvo como objetivo analizar el efecto de la disponibilidad de recursos y la estructura

organizativa en la efectividad de los programas de educación no formal en el Departamento de Educación y Cultura del Distrito de Konawe Kolaka, Indonesia. Esta investigación empleó un enfoque cuantitativo con un diseño de encuesta. La población del estudio estuvo conformada por funcionarios y ejecutores de programas de educación no formal, con una muestra total de 396 encuestados determinada mediante muestreo intencional. El instrumento de investigación fue un cuestionario utilizando una escala Likert de cinco puntos. Los datos se analizaron mediante análisis descriptivo y regresión lineal múltiple.

**Resultados:** los resultados del análisis descriptivo mostraron que la variable de disponibilidad de recursos obtuvo una puntuación promedio de 3,65 (73,08 %), la estructura organizativa 3,55 (70,91 %) y la efectividad de los programas de educación no formal 3,58 (71,67 %), todos en la categoría media. El análisis inferencial indicó que la disponibilidad de recursos tuvo un efecto significativo en la efectividad del programa ( $t = 4,575$ ;  $\text{sig} = 0,000$ ), al igual que la estructura organizativa ( $t = 2,907$ ;  $\text{sig} = 0,006$ ). Simultáneamente, ambas variables contribuyeron en un 77,6 % a la efectividad de los programas de educación no formal.

**Conclusión:** la conclusión de este estudio es que la efectividad de los programas de educación no formal en el Distrito de Kolaka, Indonesia, aún se encuentra en un nivel moderado y, por lo tanto, necesita mejorarse mediante el fortalecimiento del financiamiento, la información, la delegación de autoridad y las estrategias de sostenibilidad del programa.

**Palabras clave:** Disponibilidad de Recursos; Estructura Organizativa; Efectividad del Programa; Educación No Formal.

## INTRODUCTION

Education is the primary foundation of national development, as it serves as a means to transfer knowledge, skills, and values that enable society to actively participate in social, economic, and political life.<sup>(1,2)</sup> Through education, individuals are not only equipped with personal capabilities but are also guided to become agents of change within society. In the context of globalization and the current knowledge era, education plays a strategic role as a determinant of a nation's competitiveness. Therefore, the effectiveness of educational implementation, both formal and non-formal, becomes a crucial issue that requires thorough examination.<sup>(3)</sup>

Non-formal education emerges as both an alternative and a complement to formal education, offering greater flexibility and relevance to the needs of society.<sup>(4)</sup> Non-formal education is participatory, contextual, and life-skill oriented, enabling it to address the limitations of formal systems in reaching all segments of society. Programs conducted through non-formal education have significant potential to enhance skills, broaden life opportunities, and empower communities, particularly those marginalized from access to formal education.<sup>(5,6)</sup>

The effectiveness of non-formal education programs is crucial, as it serves as an indicator of program success in delivering tangible benefits to participants and the broader community.<sup>(7)</sup> Effectiveness can be measured by the alignment of implementation with the program design, the achievement of intended objectives, and the positive impact experienced by the target groups. However, this effectiveness is highly influenced by internal organizational factors, particularly the availability of resources and the organizational structure supporting program implementation.<sup>(8)</sup>

Resources, including human resources, funding, facilities, and information, are vital elements for the successful implementation of programs. The Resource-Based View theory emphasizes that an organization's advantage is largely determined by how effectively its resources are utilized.<sup>(9)</sup> In the context of non-formal education, limitations in professional educators, minimal budgets, and inadequate facilities are recurring obstacles that significantly affect the low achievement of program goals.<sup>(10)</sup>

In addition to resources, organizational structure plays a strategic role as a framework that governs the division of tasks, coordination flows, and decision-making mechanisms.<sup>(11)</sup> An inappropriate organizational structure can lead to weak communication, unclear responsibilities, and inefficiencies in program implementation. Organizational literature emphasizes that there is no one-size-fits-all structure; instead, it must be adapted to the nature of program objectives, the characteristics of learners, and the external environment.<sup>(12)</sup>

Although various theories explain the importance of resources and organizational structure in determining program effectiveness, existing empirical findings still show varied and inconsistent results.<sup>(13,14)</sup> Some studies confirm the significant influence of these two factors, while others find weak or non-significant relationships<sup>12,15</sup>. These differing results indicate a knowledge gap that needs to be addressed through further research, particularly in the context of non-formal education implementation at the local government level.

In the context of Indonesia, non-formal education is increasingly important as it faces challenges such as low human resource quality, limited access to education, and the dynamic needs of society.<sup>(9,10)</sup> Cases in North Konawe Regency, for example, show that non-formal education programs have not been effectively

implemented due to budget limitations, a shortage of educators, and inadequate organizational structures.

Thus, this study holds both academic and practical significance. Academically, it contributes to strengthening public administration theory, particularly regarding public program effectiveness, by incorporating resource availability and organizational structure as variables in the context of non-formal education. Practically, the research findings are expected to serve as a reference for local governments in formulating policies and strategies for implementing non-formal education programs that are more effective, efficient, and adaptive to community needs. The study's urgency also lies in its contribution to bridging the gap between national education policies and local implementation, thereby supporting the development of a more competitive human resource base.

This study aims to analyze the extent to which resource availability and organizational structure influence the effectiveness of non-formal education programs.

## **METHOD**

### **Study design**

This study employed a quantitative approach with an explanatory research design. The quantitative approach allows for objective and measurable testing of causal relationships between variables, providing empirical evidence relevant to public program effectiveness theory.

### **Setting Location**

The study was conducted at the Department of Education and Culture of Kolaka Regency, Indonesia, specifically within the unit responsible for non-formal education programs. This location was selected based on observed empirical phenomena, including limited resources and insufficient organizational structures that affect program effectiveness. The research was carried out over six months, covering the stages of preparation, data collection, analysis, and reporting.

### **Respondents**

The population consisted of all officials and program implementers involved in non-formal education at the Department of Education and Culture of Kolaka Regency, including structural officials, operational staff, and education facilitators engaged in program planning, implementation, and evaluation. The sample was selected using purposive sampling, deliberately choosing respondents based on their direct involvement in non-formal education program implementation. The total population in this study was 40 individuals. Based on calculations using the Slovin formula with a margin of error ( $d$ ) of 0,05, a sample size of 36 respondents was obtained, representing structural officials, operational staff, and education facilitators, providing a comprehensive overview of organizational conditions and program implementation effectiveness. Inclusion criteria required respondents to be actively assigned to the non-formal education unit, have been involved in program activities for at least the past year, and be willing to complete the research questionnaire. Exclusion criteria included officials or staff on extended leave or study assignments, inactive during data collection, returning incomplete questionnaires, or recently joined (<6 months), thus not fully familiar with program mechanisms.

### **Research Instruments**

The research instrument was a questionnaire developed based on theoretical indicators of each variable. Resource availability was measured through human resources, funding, facilities, and information indicators. Organizational structure was measured using indicators of formalization, specialization, centralization, and complexity. Effectiveness of non-formal education programs was measured through alignment with program design, achievement of outcomes, and benefits to participants. All variables were measured using a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. This scale was chosen for its ability to capture the intensity of respondents' attitudes or perceptions and to facilitate quantitative data analysis.

### **Validity and Reliability**

Before data collection, the research instrument was tested for validity and reliability. Validity testing ensured that each questionnaire item effectively measured the intended construct, with the criterion of  $r\text{-count} > r\text{-table}$ . Reliability was tested using Cronbach's Alpha coefficient, with  $\alpha > 0,70$  considered reliable. Test results indicated that all items were valid and reliable, making the instrument suitable for field research.

### **Data Collection**

Data were collected through the distribution of questionnaires to selected respondents, interviews with key informants (structural officials and facilitators), and documentation of activity reports and supporting data. This combination was chosen to obtain measurable quantitative data along with in-depth qualitative data for triangulation.

## Data Analysis

Data analysis was conducted using SPSS version 25 through systematic stages. Prior to hypothesis testing, validity and reliability tests were performed to ensure instrument suitability. Subsequently, data underwent classical assumption testing, including linearity, normality, multicollinearity, heteroscedasticity, and residual independence tests. Linearity testing ensured linear relationships between independent and dependent variables. Normality testing assessed whether residuals were normally distributed. Multicollinearity testing identified high correlations among independent variables. Heteroscedasticity testing confirmed constant residual variance, and residual independence testing assessed autocorrelation. Results indicated that all classical assumptions were met, validating the data for regression analysis. Hypothesis testing used multiple linear regression to determine the simultaneous and partial effects of resource availability and organizational structure on the effectiveness of non-formal education programs. The regression model was considered valid if the  $p$ -value  $< 0,05$  at a 5 % significance level.

## Ethical Approval and Informed Consent

This study was reviewed and approved by the Ethics Committee of Universitas Halu Oleo with approval number [nomor izin etik]. All respondents were informed about the objectives, procedures, and voluntary nature of their participation in the research. Written informed consent was obtained from all participants prior to data collection, and confidentiality of the information provided was strictly maintained throughout the study.

## RESULTS

Based on table 1, the average score for resource availability is 3,65 or 73,08 % of the ideal score, which falls into the medium category. The highest scoring indicators are inter-unit staff interaction (82,22 %), availability of work equipment and supplies (79,44 %), and understanding of the organizational mission (79,44 %), indicating relatively good conditions. In contrast, aspects still in the medium category include program funding availability (63,33 %), the non-formal education policy information base (63,33 %), and problem-solving methods (62,78 %).

Indicator	Statement Item	Average Score	Percentage (%)	Category
HR (Human Resources)	Availability of employees according to workload	3,89	77,78	Good
	Interaction between employees across work units	4,11	82,22	Good
	Understanding of organizational mission	3,97	79,44	Good
Funding	Availability of program funds	3,17	63,33	Medium
	Timeliness of fund disbursement	3,56	71,11	Medium
Facilities	Availability of work equipment/supplies	3,97	79,44	Good
Information	Information base on community conditions	3,92	78,33	Good
	Information base on non-formal education policies	3,17	63,33	Medium
	Problem-solving methods	3,14	62,78	Medium
	Level of trust between staff & leaders	3,33	66,67	Medium
Average		3,65	73,08	Medium

Table 2 shows that the average score for organizational structure is 3,55 or 70,91 %, which falls into the medium category. The highest scoring indicators are standard operating procedures (81,67 %), task specialization (80,56 %), and opportunities for subordinates to provide input (79,44 %), reflecting that the organization already has a relatively well-established formal structure and task specialization. However, weaker aspects include delegation of authority (58,33 %), detailed work output (61,11 %), and detailed work input (61,67 %).

Indicator	Statement Item	Average Score	Percentage (%)	Category
Formalization	Written job descriptions	3,97	79,44	Good
	Standard operating procedures	4,08	81,67	Good

Specialization	Technical work instructions	3,44	68,89	Medium
	Employee task specialization	4,03	80,56	Good
	Detailed work input	3,08	61,67	Medium
Centralization	Detailed work output	3,06	61,11	Medium
	Delegation of authority by leaders	2,92	58,33	Medium
	Opportunities for subordinates to give input	3,97	79,44	Good
Complexity	Suitability of employees' formal education	3,81	76,11	Good
	Suitability of skill training	3,44	68,89	Medium
	Suitability of technical guidance	3,19	63,89	Medium
Average		3,55	70,91	Medium

Table 3 shows that the average score for the effectiveness of non-formal education programs is 3,58 or 71,67 %, which falls into the medium category. The highest scoring indicators are the provision of life skills (83,33 %), skills development (82,22 %), and implementation of program units (81,11 %), indicating that the programs have provided tangible benefits to participants. However, effectiveness remains low for job certainty (63,33 %), reporting of actual work (63,33 %), and the dissemination of learning to the community (62,22 %).

Table 3. Distribution of Respondents' Answers on Non-Formal Education Program Effectiveness				
Indicator	Statement Item	Average Score	Percentage (%)	Category
Implementation Alignment	Accuracy of work stages	3,19	63,89	Medium
	Starting work on time	3,56	71,11	Medium
	Reporting of actual work	3,17	63,33	Medium
Outcome Achievement	Implementation of program units	4,06	81,11	Good
	Provision of life skills	4,17	83,33	Good
	Provision of skills	4,11	82,22	Good
	Provision of independent entrepreneurial spirit	3,56	71,11	Medium
Usefulness	Increased participant income	3,78	75,56	Good
	Job certainty for participants	3,17	63,33	Medium
	Income certainty for participants	3,56	71,11	Medium
	Dissemination of learning to the community	3,11	62,22	Medium
Average		3,58	71,67	Medium

Table 4 shows that the results of the regression analysis indicate both resource availability (X1) and organizational structure (X2) have a significant effect on the effectiveness of non-formal education programs (Y). The regression coefficient for X1 is 0,375 ( $t = 4,575$ ;  $p = 0,000$ ), while for X2 it is 0,238 ( $t = 2,907$ ;  $p = 0,006$ ). The simultaneous test yielded  $F = 57,032$  with  $p = 0,000$ , indicating that both variables together significantly influence program effectiveness. The magnitude of the effect is reflected in the coefficient of determination ( $R^2$ ) of 0,776, meaning that 77,6 % of the variation in program effectiveness is explained by resource availability and organizational structure, while the remaining 22,4 % is influenced by factors outside the scope of this study.

Table 4. Multiple Linear Regression Test Results			
Independent Variable	Regression Coefficient (B)	t-value	Sig.
Resource Availability (X1)	0,375	4,575	0
Organizational Structure (X2)	0,238	2,907	0,006
Constant	15,732	-	-
F-test	57,032	Sig. = 0,000	
R <sup>2</sup>	0,776 (77,6 %)		



## DISCUSSION

This study found that resource availability, organizational structure, and the effectiveness of non-formal education programs at the Department of Education and Culture of Kolaka Regency fall into the medium category. The average scores were 73,08 % for resource availability, 70,91 % for organizational structure, and 71,67 % for program effectiveness. Regression analysis further indicated that both variables significantly affect program effectiveness, contributing 77,6 % of the variation.

From a descriptive perspective, human resources and facilities are relatively strong, yet weaknesses remain in funding, timeliness of disbursement, and information systems. This finding resonates with previous studies emphasizing that financial and informational resources are critical determinants of organizational effectiveness<sup>16</sup>. The recurring delays in fund disbursement may be linked not only to technical inefficiencies but also to broader governance issues. Drawing on Institutional Theory, such weaknesses may reflect rigid bureaucratic routines or fragmented policy coordination between central and local government levels, which limit flexibility in resource allocation. Speculatively, local budget dependency on central transfers and weak financial oversight mechanisms could further constrain timely support for non-formal education programs.<sup>(17,18,19)</sup>

Organizational structure also reveals specific challenges, particularly limited delegation of authority and insufficient detailing of work processes. While formalization and specialization are relatively strong, weak delegation reduces organizational responsiveness. According to Moe,<sup>(20)</sup> excessive centralization creates bureaucratic rigidity that hinders adaptation to local needs. Using the lens of the McKinsey 7-S Model, the imbalance between “hard” elements (structure, systems) and “soft” elements (staff, style, shared values) can explain why the organization struggles to translate resources into effective program outcomes.<sup>(21)</sup> Without empowering lower-level staff and aligning values with community-centered goals, program responsiveness remains limited.

Regarding program effectiveness, indicators such as skill provision and participant income improvement are relatively good, but long-term sustainability (job certainty, income stability, community learning dissemination) remains weak. This suggests that non-formal education programs have focused more on short-term outputs than on sustainable socio-economic impacts. From the perspective of Resource Dependence Theory, sustainability is constrained because programs rely heavily on unstable government funding and lack diversified resource partnerships (e.g., with local industries or NGOs).<sup>(15,22)</sup> Building stronger external linkages could reduce dependency and enhance long-term outcomes.

Another important dimension relates to the policy environment in which non-formal education programs operate. In Indonesia, education financing and governance are heavily influenced by decentralization, where local governments are granted authority but remain dependent on central transfers. This creates a structural tension: while decentralization is intended to enhance responsiveness, limited fiscal autonomy and bureaucratic complexity often hinder program effectiveness. Drawing on Institutional Theory, such misalignments between formal rules and practical implementation produce gaps that manifest in delayed funding, fragmented accountability, and uneven resource distribution.<sup>(23,24)</sup> Addressing these institutional barriers requires not only organizational reforms at the local level but also stronger vertical coordination between central and local governments to ensure that policy frameworks effectively translate into program implementation.

An important finding is that resource availability has a more dominant effect than organizational structure on program effectiveness. While organizational design matters, adequate funding, skilled human resources, and timely information flow are the foundation of program success. These results reinforce the Resource Dependence Theory proposition that organizations must secure and manage critical resources to achieve effectiveness, especially in environments where resource scarcity is common.<sup>(25,26)</sup>

The implications of these findings are twofold. First, local governments should prioritize strengthening funding mechanisms, improving information systems, and ensuring timely disbursement of resources. Second, organizational reforms must emphasize greater delegation of authority, adaptive structures, and alignment of “soft” elements such as staff capacity and shared values with program objectives. By integrating these improvements, the Department of Education and Culture of Kolaka Regency can enhance both the short-term and long-term effectiveness of its non-formal education programs.<sup>(27,28)</sup>

This study also acknowledges its limitations. Only two variables resource availability and organizational structure were examined, while other external factors such as leadership, community participation, and broader policy frameworks were not analyzed. Additionally, the cross-sectional design restricts the ability to capture changes over time. Future research should incorporate longitudinal approaches and apply comprehensive frameworks such as the McKinsey 7-S Model or Institutional Theory to deepen understanding of the dynamics influencing non-formal education program effectiveness.<sup>(29,30)</sup>

## CONCLUSION

The study results indicate that resource availability which includes human resources, funding, facilities, and information has a significant effect on program effectiveness. Similarly, organizational structure which

encompasses formalization, specialization, centralization, and complexity also significantly influences effectiveness. Together, these two variables contribute 77,6 % to program effectiveness.

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