

Role of Work Experience, Work Motivation and Educational Background on Teacher Performance at Vocational School

Budi Sulistiyo Nugroho^{1*}, HENDY TANNADY², TUTI MARJAN FUADI³, MIA AINA⁴, MADE AYU ANGGRENI⁵

¹PEM Akamigas, Indonesia,

²Universitas Multimedia Nusantara, Indonesia,

³Universitas Abulyatama, Indonesia,

⁴Universitas Jambi, Indonesia,

⁵Universitas PGRI Adi Buana Surabaya, Indonesia

*e-mail: nbudi.nugroho@gmail.com

Abstract: Teacher performance is very necessary for the progress of the nation and this of course relies on the teacher. This of course requires special assessment and attention. This researcher aims to determine the effect of education, work experience and motivation on teacher performance at one of vocational school. The research method used quantitative methods. The variables used in this study were education, work experience and motivation as independent variables and teacher performance as the dependent variable. In the data collection process, it was carried out using a questionnaire which was distributed to 37 respondents, namely all vocational school teachers. The data obtained was then processed using the multiple linear regression analysis method with IBM SPSS Statistics 26 software. The results showed that education had a significant effect on teacher performance, work experience and motivation had a positive and significant effect on teacher performance.

Keywords: *Education, Work Experience, Motivation, Teacher Performance*

Abstrak: Baiknya kinerja dari guru sangat berkontribusi bagi pengembangan pendidikan suatu negara. Hal ini perlu mendapat fokus dan campur tangan dari pemerintah. Penelitian ini bertujuan untuk mengetahui pengaruh latar belakang pendidikan, pengalaman kerja dan motivasi terhadap kinerja guru di salah satu sekolah menengah kejuruan. Metode penelitian yang digunakan adalah metode kuantitatif. Variabel yang digunakan dalam penelitian ini adalah latar belakang pendidikan, pengalaman kerja dan motivasi sebagai variabel bebas dan kinerja guru sebagai variabel terikat. Dalam proses pengumpulan data dilakukan dengan menggunakan kuesioner yang dibagikan kepada 37 responden. Data kemudian diolah dengan menggunakan metode analisis regresi linier berganda dengan software IBM SPSS Statistics 26. Hasil penelitian menunjukkan bahwa pendidikan berpengaruh signifikan terhadap kinerja guru, pengalaman kerja dan motivasi berpengaruh positif dan signifikan terhadap kinerja guru.

Kata kunci: *Education, Work Experience, Motivation, Teacher Performance*

Copyright (c) 2023 The Authors. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

INTRODUCTION

In this global era, the world of education in Indonesia at present and in the future is still facing increasingly difficult challenges. Indonesia must be able to compete with other countries in preparing superior human resources (HR). Human resources are very important and needed in an organization for the progress of the organization. Human

resources in an organization is a determinant that determines how effectively activities run within the organization. An organization is required to be able to improve the quality of existing human resources. Teachers as human resources in organizations (schools) can also produce good human resources with their performance as a teacher. The teacher has a very important role, especially as an agent of change through the learning process that is carried out. The teacher is an important element in education. The Indonesian nation in the future is very dependent on the quality of teachers in conveying lessons to their students. The success of the school will be largely determined by the educators (teachers) and school education managers.

Sonhadji (2007) argues that "teachers greatly determine school development, because they can influence the intellectual and social environment of school life". The statement put forward by Sonhadji is very rational because they as teachers are obliged to develop most of the school's mission, starting from face-to-face activities such as teaching and learning, to other tasks, such as student guidance services and institutional development.

Law No. 14/2005 regulates the roles and responsibilities of the teacher, stating that the teacher must be a channel of learning, facilitator, motivator, promoter and provide inspiration for learning for his students. To become a teacher, you must have qualified skills. Teacher qualifications differ according to each level. Starting from PAUD/TK/RA teachers up to the secondary education level. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Chapter IV Part One Qualifications, Competence, and Certification Articles 8 and 9 compiled by the Editors of Sinar Graphic (2005:7) explains as follows: Article 8 states that "Teachers must have academic qualifications, competence, educational certification, physically and mentally healthy, and have the ability to realize national education goals. Furthermore, in article 9 it is explained that "Academic qualifications as referred to in Article 8 are obtained through higher education in undergraduate programs or diploma four programs".

Teacher qualifications are clarified in Permendiknas Number 16 of 2007, there is an explanation regarding the academic qualifications of SMK/MAK teachers. Teachers at the secondary level such as SMK or other equivalent forms, must have academic educational qualifications of at least a diploma four (D-IV) or undergraduate (S1) study

program that is appropriate to the subject being taught/ taught, and obtained from an accredited study program.

Harlina et al (2019) stated that simultaneously and partially the four independent variables (Motivation, Education, Training, Work Experience) had a significant effect on teacher performance variables. Meanwhile, Nadhar and Azis (2019) stated that there was an influence on the level of education and teacher work experience on the performance of SMPN 3 Baba teachers, Cendana District, Enrekang Regency. Researchers made this to analyze the effect of education, work experience, and motivation on teacher performance at Puspita Bangsa Vocational School.

METHODS

This research is a descriptive quantitative research. This study also uses a survey method and uses a questionnaire at the location of the school, namely SMK Puspita Bangsa. The sample technique used in this study is a saturated sample technique, due to the limited population of the teacher in the school. This study uses questionnaires and checklist instruments. The questionnaire is used to measure work motivation. While the checklist is used to measure teacher performance which is carried out by their respective superiors. The analysis used in this study is an influence test or multiple linear regression analysis. Primary data collection was taken by giving questionnaires directly to each sample. The teacher performance checklist is filled out by headschool and the student.

RESULT AND DISCUSSION

Result

Characteristics of Respondents

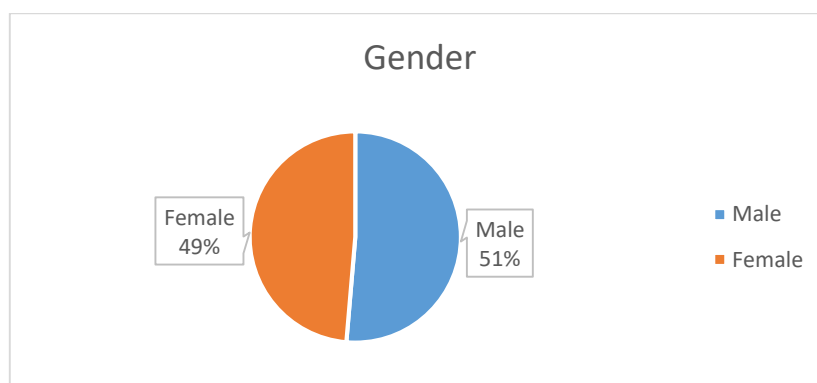


Figure 1. Percentage of respondent's gender

Based on the results of the data obtained, Figure 1 shows that there were more or dominant male respondents with a percentage of 51% (19 people) and female respondents with a percentage of 49% (18 people). These results indicate that the teachers who teach at Puspita Bangsa Vocational School are mostly male out of a total of 37 people.

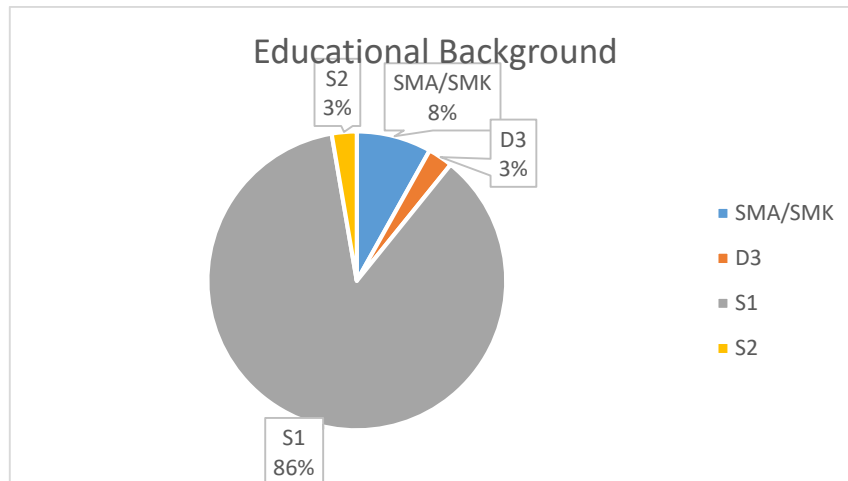


Figure 2. Percentage of Respondents Education Level

Based on the results of the data obtained, Figure 2 shows that the education of the most dominant respondents is undergraduate with a percentage of 86% (32 people), high school/vocational school education has a percentage of 8% (3 people), diploma education with a percentage of 3% (1 person), master's education with a percentage of 3% (1 person). These results indicate that most of the teachers at Puspita Bangsa Vocational School have completed a Bachelor's higher education.

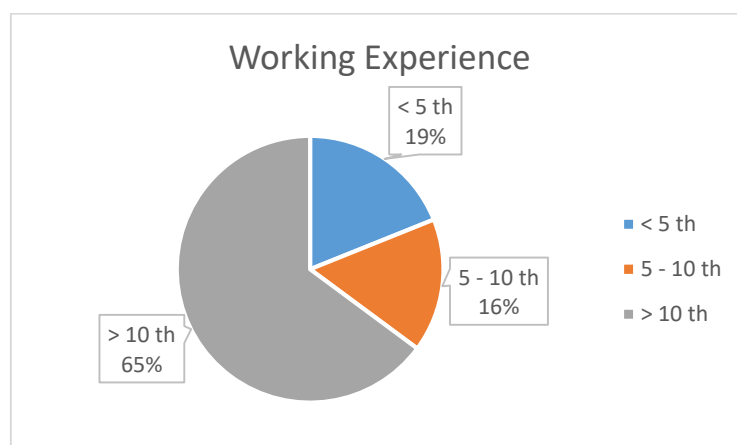


Figure 3. Percentage of Respondents Working Time

Based on the results of the data obtained, Figure 3 shows that the length of work of the respondents was mostly for more than 10 years with a percentage of 65% (24 people), 5 - 10 years by 16% (6 people) and less than 5 years by 19% (7 people). These results indicate that most of the teachers at Puspita Bangsa Vocational School have work experience of more than 10 years.

Validity Test

The validity test in this study had data of 37 respondents, data collection was carried out by distributing questionnaires and was measured using the R Product Moment table. The research instrument is said to be valid if it has a value of $r_{count} > r_{table}$ (at a significance level of 5%) and a value of r_{table} ($df = n - 2 = 35$). If it matches the r_{table} value with $df = 35$, that is 0.334. Based on the results of the validity test, it can be seen that each statement item is valid and there is no need to re-test.

Reliability Test

Based on the tests that have been carried out, on the education variable, all variables have a Cronbach's Alpha value > 0.70 . The Cronbach's Alpha value on the education variable is 0.819, so it can be said that the ability variable statement items have good reliability. This shows that the instrument is reliable and feasible to use and no retesting is required. Based on the tests that have been carried out on the work experience variable, all variables have a Cronbach's Alpha value > 0.70 . The value of Cronbach's Alpha on the work experience variable is 0.713, so it can be said that the statement items of the ability variable have good reliability. This shows that the instrument is reliable and feasible to use and no retesting is required.

Based on the tests that have been carried out on the variable Motivation, all variables have a Cronbach's Alpha value > 0.70 . The Cronbach's Alpha value on the motivational variable is 0.704, so it can be said that the statement items of the ability variable have good reliability. This shows that the instrument is reliable and feasible to use and no retesting is required. Based on the test that has been carried out on the reliability test on teacher performance variables, all variables have a Cronbach's Alpha value > 0.70 . The Cronbach's Alpha value on the teacher performance variable is 0.828, so it can be said that the statement items of the ability variable have good reliability. This shows that the instrument is reliable and feasible to use and no retesting is required.

Classic Assumption Test

Multiple linear regression models, there are several models that can be said to be good models if these models fulfill several classical assumptions such as normally distributed residual data, absence of multicollinearity, auto-correlation, and heteroscedasticity. Based on the Asymp value normality test. Sig. (2-tailed) is 0.200 where the value is greater than the error rate used, which is 5% (0.05). It can be said that the research data used is normally distributed.

From the results of the multicollinearity test, it can be seen that the tolerance value of the three independent variables is more than 0.1 and VIF is less than 10, so it can be concluded that all independent variables are declared to have no symptoms of multicollinearity so that the data can be used for further research. Based on the heteroscedasticity test, it shows that the dots are not clustered, but spread out and the distribution is not patterned. It can be said that the independent variable is free from the classical assumption of heteroscedasticity.

Hypothesis Testing

t Test

Table 1. t- test

		Unstandardized		Standardized		t	Sig.
		Coefficients		Coefficients			
Model		B	Std. Error	Beta			
1	(Constant)	14.120	5.511			2.562	.015
	X1	-.391	.120	-.374		-3.252	.003
	X2	.873	.172	.584		5.078	.000
	X3	.512	.158	.374		3.250	.003

a. Dependent Variable: Y

Results and hypothesis testing t. Table 2 with the following explanation:

1. The value of t count > t table of education (X1) is $-3,252 < 1,692$ and a significant value for education is $0.003 < \alpha 0.05$. So it can be concluded that H0 is rejected and the hypothesis which states that education has a negative effect on teacher performance is accepted. The results of this test mean that education has a negative effect on teacher performance.

2. The value of t count $>$ t table of work experience (X2) is $5,078 > 1,692$ and a significant value for work experience is $0.000 < \alpha 0.05$. So, it can be concluded that H_0 is rejected and the hypothesis stating that work experience has a significant effect on teacher performance is accepted. The results of this test mean that there is a work experience variable that has a positive and significant effect on teacher performance variables.
3. The value of t count $>$ t table of motivation (X3) is $3,250 > 1,692$ and a significant value for motivation is $0.003 < \alpha 0.05$. So, it can be concluded that H_0 is rejected and the hypothesis stating that motivation has a significant effect on teacher performance is accepted. The results of this test mean that there is a motivational variable that has a positive and significant effect on teacher performance variables.

F Test

Table 2. Anova

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	163.474	3	54.491	14.529	.000 ^b
	Residual	123.769	33	3.751		
	Total	287.243	36			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Based on table 2, it is found that the calculated f value is 14,529 with a significant level of $0.000 < \alpha 0.05$ (5%). The resulting F count is $14,529 > F$ table, which is 2.89. The provisions from table f are obtained from the number of samples reduced by the number of variables, namely $df_2 = n - k = 37 - 4 = 33$, and the number of variables is reduced by 1, so that $df_1 = k - 1 = 4 - 1 = 3$. Then the results obtained from table f of 2.89. Thus, together education, work experience and motivation have a significant effect on the performance of Puspita Bangsa Vocational School teachers.

Coefficient of Determination (R²)**Table 3.** Coefficient of Determination (R²)

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.530	1.937

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

In the coefficient of determination table, the Adjusted R Square value obtained is 0.530 or 53% which indicates the ability of the variables of education, work experience and motivation to influence teacher performance by 53%, while the remaining 47% is influenced by other variables outside this study.

Multiple Linear Regression Analysis**Table 4.** Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.120	5.511		2.562	.015
	X1	-.391	.120	-.374	-3.252	.003
	X2	.873	.172	.584	5.078	.000
	X3	.512	.158	.374	3.250	.003

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e \dots \dots \dots (1)$$

$$Y = 14.120 + -391X_1 + 873X_2 + 512X_3 + 0,05$$

Information:

Y = Teacher Performance

a = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = Regression Coefficient

X1 = Education

X2 = Work Experience

X3 = Motivation

e = Standard error

The constant 14,120 means that if Education (X1), Work Experience (X2), and Motivation (X3) have a value of 0 and have no effect, then teacher performance (Y) has a value of 14,120. Education has an effect on teacher performance with a regression coefficient of -0.391 with a negative sign (-) which indicates a negative and significant influence. Work experience has a positive and significant effect on teacher performance with a regression coefficient of 0.873 with a positive sign (+) indicating a unidirectional relationship, meaning that if work experience is increased it will affect teacher performance improvement. Motivation has a positive and significant effect on teacher performance with a regression coefficient of 0.512 with a positive sign (+) indicating a unidirectional relationship, meaning that if motivation is increased it will affect teacher performance.

Discussion

Effect of Education on Teacher Performance

The results of this study prove that education has a negative and significant effect on the performance of Puspita Bangsa Vocational School teachers. This result is because the calculated t value has a negative sign (-), namely $-3.252 < 1.692$ and a significant value of $0.003 < 0.005$. So the decision is H_0 is rejected but proves that the education hypothesis has a negative and significant effect on teacher performance.

In contrast to the results of previous studies, education has a negative effect on teacher performance because there are several respondents who answered neutrally on the education questionnaire, this shows that having a high background and level of education is not enough to master their work and improve their performance, it needs to be accompanied by the ability to teaching through skills and ways of teaching. Some teachers feel that they are able to master their work not only from their background, through training and further education. The results of this study are not in line with research conducted by Harlina, Bachri and Dewi (2019). However, in line with research conducted by Koyongian and Datulong (2015), the results of the study show that education has a negative and significant effect on employee performance. This shows that there is a small relationship between education and employee performance. The results of this study are also in line with research conducted by Arifin (2017), the results of the study show that once you enter the world of work, educational background has little effect on performance. It is training and further education that helps them to master their field of work and improve their

performance. According to Mulyasa (2009: 139), someone who attends training that is relevant to their needs will improve their performance. Teacher productivity can be seen from their skills, skills are obtained from training, the more skilled a teacher is, the better at work. The more often the teacher attends training, the more skilled he will be and can improve his performance.

Effect of Work Experience on Teacher Performance

The results of this study prove that work experience has a positive and significant effect on the performance of Puspita Bangsa Vocational School teachers. These results are due to the t count $>$ t table from work experience (X_2), namely $5,078 > 1,692$ and a significant value for work experience of $0.000 < \alpha 0.05$. So, it can be concluded that H_0 is rejected and the hypothesis stating that work experience has a significant effect on teacher performance is accepted. The results of this test mean that the work experience variable has a positive and significant effect on teacher performance variables.

The work experience of Puspita Bangsa Vocational School teachers has an average of over 10 years, this makes a teacher really understand his duties in teaching, has the ability to teach which is increasing and innovating, the teacher will easily teach the material he has mastered to his students. The work experience that a teacher has can teach teachers how to teach for vocational high schools, how to deal with their students with various characters and how to find solutions to the problems they are facing.

The results of this study are in line with research conducted by Harlina, Bachri and Dewi (2019). The results of the study show that the work experience factor has a significant effect on teacher performance. Through work experience, it will enrich the knowledge possessed by a teacher, if the teacher has had longer experience in teaching, then his performance will directly be better compared to teachers who have recent work experience so that this can determine the increase in teacher performance.

In line with Zahro, Suyadi and Djaja's research (2018), the results of this study indicate that work experience is one of the factors that influence an employee's performance. The longer work experience a person has, the better his performance will be because experienced people have done their job many times so that someone can learn from the mistakes they have made, this can help someone master their work and improve their performance.

Effect of Work Motivation on Teacher Performance

The results of this study prove that motivation has a positive and significant effect on the performance of Puspita Bangsa Vocational School teachers. These results are due to the t count $>$ t table of motivation (X_3), namely $3,250 > 1,692$ and a significant value for the quality of motivation is $0.003 < \alpha 0.05$. So, it can be concluded that H_0 is rejected and the hypothesis stating that motivation has a significant effect on teacher performance is accepted. The results of this test mean that the motivation variable has a positive and significant effect on teacher performance variables.

Motivation is one of the factors that influence teacher performance, motivation is very important to encourage a teacher to achieve school goals and success, motivation can create pleasant situations in the teaching and learning process. Motivation encourages teachers to be better at delivering lessons, teacher motivation is obtained through the attention given by the surrounding environment and superiors. Motivation can cause teacher reactions in achieving goals, teachers who have high motivation will carry out their duties as well as possible in a professional manner. According to Rivai (2005: 455) motivation is an attitude and value that influences a person to achieve something according to his goals.

The results of this study are in line with research conducted by Harlina, Bachri and Dewi (2019). The results of the study show that motivational factors have a significant effect on teacher performance. Increases or decreases in teacher motivation will directly impact teacher performance. Based on this, to improve teacher performance, school management needs to provide high motivation for teachers..

CONCLUSION

Based on the results of research and analysis of data regarding "The Influence of Education, Work Experience and Motivation on Teacher Performance (Case Study at Puspita Bangsa Vocational School)", the following conclusions can be obtained: Education has a negative and significant influence on teacher performance at Puspita Bangsa Vocational School. This shows that the research objectives have been achieved, but has a negative effect. Work experience has a positive and significant effect on the performance of Puspita Bangsa Vocational School teachers. This shows that the research objectives have been achieved. Motivation has a positive and significant effect on the performance of Puspita Bangsa Vocational School teachers. This shows that the research objectives have

been achieved. Education, work experience and motivation simultaneously have a significant effect on the performance of Puspita Bangsa Vocational School teachers. This shows that the research objectives have been achieved.

REFERENCE

- Ahmad, D. (2007). *Peningkatan Mutu Pendidikan Sebagai Sarana Pembangunan Bangsa*. Jakarta: Penerbit Balai Pustaka.
- Ahmadi, R. (2016). *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz.
- Djatmiko, Y. H. (2005). *Perilaku Organisasi*. Bandung: CV. Alfabeta.
- Fahmi, A., & Hariasih, M. (2017). Pengaruh Motivasi, Pengalaman Kerja, dan Lingkungan Kerja terhadap Prestasi Kerja Guru SMK Muhammadiyah 1 Ngoro Jombang. *Jurnal Bisnis, Manajemen dan Perbankan*, 2(2), 81-90.
- Foster, Bill. (2001). *Pembinaan untuk Peningkatan Kinerja Karyawan*. Jakarta: PPM
- Ghozali, I. (2005). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Universitas Diponegoro.
- Hamalik, O. (2009). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Handoko, T. H. (2003). *Manajemen Personalia Dan Sumber Daya Manusia*. Yogyakarta: BPFE.
- Harlina, Y., & Bachri, A. A. (2019). Pengaruh Motivasi, Pendidikan, Pelatihan dan Pengalaman Kerja Terhadap Kinerja Guru SMKN 5 Banjarmasin. *Jurnal Wawasan Manajemen*, 7(1), 99-112.
- Hasibuan, M. (2002). *Manajemen Sumber Daya Manusia*. Bandung: Refika Aditama.
- Husein, U. (2005). *Metode Penelitian*. Jakarta: Salemba Empat.
- Kunandar. (2007). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: PT Rajagrafindo Persada.
- Nadhar, M., & Azis, A. (2019). Pengaruh Tingkat Pendidikan Dan Pengalaman Kerja Terhadap Kinerja Guru Sekolah Menengah Pertama Negeri 3 Baba Kecamatan Cendana Kabupaten Enrekang. *Movere Journal*, 1(1), 33-48.
- Saudagar, F., & Ali, I. (2011). *Pengembangan Profesionalitas Guru*. Jakarta: Gaung Persada Press.
- Sugiyono. (2013). *Metode Penelitian Manajemen*. Bandung: Penerbit Alfabeta.
- Supardi. (2014). *Kinerja Guru*. Jakarta: PT. Raja Grafindo Persada.
- Trijoko. (2001). *Pembinaan Untuk Peningkatan Kinerja Karyawan*. Jakarta: PPM.
- Umar, T., & Sulo, S. L. (2005). *Pengantar Pendidikan*. Jakarta: Rineka Cipta.
- Wardoyo, S., & Supriyoko, S. (2018). Pengaruh Pendidikan dan Latihan, Motivasi Kerja dan Masa Kerja Terhadap Profesionalisme Guru SMKN di Wonosobo. *Media Manajemen Pendidikan*, 1(1), 107-115.