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Diyanti, S. R., Zunaidah, Z., Hanafi, A., & Widiyanti, M. (2024). The effect of education level and work experience on the performance of public elementary school teachers in Bukit Kecil, Palembang City. *International Journal of Business, Economics and Management*, 7(4), 196-206. <https://doi.org/10.21744/ijbem.v7n4.2351>

The Effect of Education Level and Work Experience on the Performance of Public Elementary School Teachers in Bukit Kecil, Palembang City

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Abstract--- This study aims to investigate how public elementary school teachers' performance in Bukit Kecil, Palembang City, is influenced by their educational background and work experience. Original data used in this study was gathered by distributing questionnaires. Between Juli until Desember 2024, 130 teachers who taught at the State Elementary School in Bukit Kecil, Palembang City, participated in this survey as responders. Using SPSS 25.0, multiple linear regression was used to analyze the data in this study. This study demonstrates that the amount of education and work experience has a favorable impact on the performance of State Elementary School teachers in Bukit Kecil, Palembang City.

Keywords--- education level, teacher performance, work experience.

Introduction

Educators and education personnel have a very important role in Human Resource Management (HRM). Therefore, schools must continue to implement good management so that the effective and systematic management process aimed at meeting the needs of human resources in accordance with the needs of the school, treating educators and education staff fairly and with dignity, and creating conditions that allow educators and education personnel to make optimal contributions to the school, can be done properly and follow the priority scale (Amri & Kamaruddin, 2023). In this era of globalization, teachers are required to always be ready to face changes and developments that are going very rapidly. Many companies require their employees to improve their quality and if they are not able to adapt, they will certainly lose out in competition (Umiarti et al., 2022).

Human resources are a crucial component of every agency that operates its operations. Human resources must be appropriately managed so that the job done creates outputs according to the plan, because human resources are the key to the agency's goals and success (Yusman et al., 2021). Human resources play an important part in every organizational activity, demonstrating that they are the primary key to attaining an organization's goals. MSDM

continues to be a priority for organizations and companies seeking to thrive in the globalization period (Oktaviani et al., 2020).

In terms of education, Indonesia urgently need substantial and high-quality human resources to ensure successful execution of development projects. Quality education is required to assist the accomplishment of the nation's aspirations in delivering quality resources as well as discussing quality human resources and their link with education (Sukatin et al., 2023). Human resources have a significant impact on a business. With enough human resources, the organization will be able to foster collaboration and accomplish performance more effectively. Because essentially humans play a very vital function in an organization (Toyib et al., 2022). Many factors determine how difficult human resource management is. This is in line with current advances and progress. Competent and competent human resources are required to support educational activities. Good human resource management in an educational institution can lead to growth (Sangsurya et al., 2021).

In the odd semester of the 2023–2024 academic year (FY), there were 3.36 million teachers in Indonesia, according to Kemendikbudristek, the Ministry of Education, Culture, Research, and Technology. Of these, the majority of teachers teach at the elementary school (SD) level, which is 1.47 million people or accounts for 43.89% of all teachers in the country. The second most are teachers who teach in Junior High Schools (SMP), which reached 673.3 thousand people in the 2023/24 academic year. The number contributes about 20% of the number of teachers in this period. There are 339.3 thousand teachers teaching for Senior High Schools (SMA) and 324.6 thousand Vocational High Schools (SMK). Both account for about 10% of the total teachers in Indonesia.

Table 1
Number of Teachers in Palembang City Even Semester 2023/2024

Number	School	Man	Woman	Sum
1	Kindergarten (TK)	17	1.231	1.248
2	Play Group (KB)	17	448	465
3	Child Care Park (TPA)	0	5	5
4	Sartuan Early Childhood Education Center (SPS)	2	73	75
5	Community Learning Activity Center (PKBM)	43	143	186
6	Learning Activity Studio (SKB)	1	14	15
7	Elementary School (SD)	1.376	6.139	7.515
8	Junior High School (SMP)	960	2.906	3.866
9	Senior High School (SMA)	922	2.171	3.093
10	Vocational High School (SMK)	651	1.367	2.018
11	Special School (SLB)	39	199	238
	Total	4.028	14.696	18.724

Source: dapo.kemdikbud.go.id, 2023

Education is highly important in improving the quality of human resources in expanding the organization, since education is the fundamental capital for workers in carrying out work and strives to help complete tasks in order to obtain good work outcomes (Tantri & Kusumawati, 2020). Essentially, the role of education supports the implementation of tasks and activities that enhance and develop the behavior, abilities, and knowledge of the employees engaged. Training is highly vital to increase the quality of human resources (Sahyadi et al., 2023).

Researchers believe that female teachers can carry out teaching and training activities that are more focused on life skills, thus making the education model more complete and scientific. The number of female teachers is greater than that of male teachers can be explained by various factors such as the traditional role of women in education, the flexibility of teachers' work, social perceptions, and career preferences. While the existence of male teachers in Elementary School is less because some men may be more interested in other professions that are considered more prestigious or more financially lucrative, such as business, technology, engineering, or management-related professions (Mukhlis, 2019).

Performance is determined by desire and capacity to execute a job or labor; hence, a person must have a particular amount of willingness and ability. Efforts to increase staff performance, including a focus on educational levels. Employees' degree of education is inextricably linked to their ability to do their jobs. Additionally, job experience is essential for people to enhance their performance (Deswanti et al., 2023). High performance will help the organization reach its goals. As a result, the HR Management division must be able to effectively manage human resources in order to maximize performance (Deswanti et al., 2023). Efforts to increase performance, including a

focus on education level. Employees' degree of education is inextricably linked to their ability to do their jobs. Additionally, job experience is essential for people to enhance their performance (Wirawan et al., 2019).

According to (Zakiah & Byre, 2021), Teachers' performance can be influenced by their degree of education since education can mold a person's perspective and expand knowledge. Disparities in a person's educational level might lead to disparities in thinking and behavior. A good degree of education may help the organization succeed since each level of education that a person goes through can supply improved knowledge and abilities based on the amount of education he receives. Higher education levels lead to better developed talents and knowledge. (Santi et al., 2022).

Table 2
Data on State Elementary School Teachers in Bukit Kecil Palembang Based on Education Level

Number	Name School	Number of Teachers	Level of Education	
			S1	S2
1	Public Elementary School 136 Palembang	32	28	4
2	Public Elementary School 137 Palembang	13	12	1
3	Public Elementary School 138 Palembang	26	25	1
4	Public Elementary School 139 Palembang	20	18	2
5	Public Elementary School 140 Palembang	13	12	1
6	Public Elementary School 141 Palembang	26	23	3
Sum		130	118 (91%)	12 (9%)

Source: Dapodik, Ministry of Education, Culture, Research and Technology Semester 2023/2024

According to Table 2, there are 12 teachers with Master's/S2 education, accounting for 9% of the total number of public elementary school instructors in Bukit Kecil, Palembang. The majority of State Elementary School teachers in Bukit Kecil Palembang hold a Bachelor's/S1 diploma, accounting for 118 instructors (91% of the total). Instructors with a greater degree of education should perform better than instructors with lesser levels of education. The need for developing teacher competence, which requires teachers to have a least S1 education, has been carried out, and it is believed that education would improve in line with the teacher's competency capacity.

Previous studies that examined the influence of education level on performance were conducted by (Audah, 2020), shows that the level of education affects teacher performance. Arifin & Munir (2021); Hartati et al. (2021); Wati (2021); Naim & Asma (2019); Sari et al. (2019); Sebayang & Rajagukguk (2019); Situmorang et al. (2021); Supriyatna (2020); Yasa & Mayasari (2022), demonstrated that the amount of schooling has a favorable and substantial influence on performance. Maba et al. (2018), study found that education degree has a favorable but negligible influence on performance. Experienced human resources are those who are dependable in carrying out and finishing their work in line with the degree of work diligence they possess, as well as recognizing what should be a work priority in fixing difficulties that can be managed throughout the process of work continuity. This will undoubtedly impair staff performance (Halik, 2021). Work experience is related to the type of job or position that a person has held, as well as the length of time they have worked in each job. Good work experience will make it easier to carry out work (Syekh, 2019). A person who has work experience can open up opportunities for an organization to develop creativity and activities and can reduce the risk of failure. The more experience a person has, the easier the skills to get the job done (Arafat & Badrianto, 2023).

Table 3
Data on State Elementary School Teachers in Bukit Kecil Palembang Based on Work Experience

Number	Name School	Number of Teachers	Work Experience	
			<5 Years	>5 Years
1	Public Elementary School 136 Palembang	32	18	14
2	Public Elementary School 137 Palembang	13	6	7
3	Public Elementary School 138 Palembang	26	12	14
4	Public Elementary School 139 Palembang	20	2	18
5	Public Elementary School 140 Palembang	13	6	7
6	Public Elementary School 141 Palembang	26	12	14
Sum		130	56 (43%)	74 (57%)

Source: Dapodik, Kemendikbudristekdikti Semester 2023/2024

Based on Table 3. It can be seen that there are 56 teachers or 43% of teachers with less than 5 years of work experience. And the internship of teachers at State Elementary Schools in Bukit Kecil Palembang is over 5 years old as many as 74 teachers or 57%. From these results, the majority of teachers' work experience is more than 5 years compared to under 5 years. Teachers gain experience in carrying out activities at school with longer work experience. This means that with the addition of tasks given by the school, teachers who have more experience can carry out the work program better and vice versa.

Previous studies that examined the influence of work experience on employee performance, including those conducted by [Amri & Kamaruddin \(2023\)](#), showed that work experience affects teacher performance. [Hafrizal et al. \(2022\)](#); [Nusran et al. \(2018\)](#); [Pitriyani & Halim \(2020\)](#); [Ratnasih \(2019\)](#); [Ritonga et al. \(2020\)](#); [Simatupang \(2019\)](#); [Sudika et al. \(2019\)](#), demonstrated that job experience has a favorable and significant impact on performance. The research results reflect different results ([Purbojati et al., 2024](#); [Sigarlaki et al., 2019](#)), shown that job experience has a favorable but small influence on performance..

According to Sutrisno in ([Basyit et al., 2022](#)), information on an employee's high or bad performance cannot be gathered in a single step, but rather through a lengthy procedure known as the employee performance assessment. Performance evaluation is a systematic and organized method that measures, assesses, and influences job-related attributes, offering feedback on the achievement of education levels and work experience. In teacher performance starting in 2023/2024, even semesters have been assessed for teacher performance in the form of the Independent Teaching Platform (PMM). Teachers in this application start from planning and approving plans to assessing and determining performance predicates ([Avalos, 2011](#); [Goodman, 1988](#); [Clarke & Hollingsworth, 2002](#); [Beijaard et al., 2004](#); [Thahir et al., 2021](#)). The activities listed in PMM are the creation of teaching modules, practice preparation, implementation of observation performance practices, implementation of follow-up performance practices, and determination of performance predicates. This platform also includes the presence of teachers every day to competency development in the form of work outcome plans (RHK).

Table 4
Teacher Performance Data through PMM SDN in Bukit Kecil Palembang

Number	Name School	Number of Teachers	Teacher Performance		
			Below expectations	Meet Expectations	Above Expectations i
1	Public Elementary School 136 Palembang	32	0	28	4
2	Public Elementary School 137 Palembang	13	0	12	1
3	Public Elementary School 138 Palembang	26	1	23	2
4	Public Elementary School 139 Palembang	20	1	18	1
5	Public Elementary School 140 Palembang	13	0	11	2
6	Public Elementary School 141 Palembang	26	0	22	4
Jumlah		130	2 (1,5%)	114 (87,7%)	14 (10,8%)

Source: Dapodik, Ministry of Education and Culture, Research, Technology and Higher Education Semester 2023/2024.

According to the statistics, the performance of instructors was determined to be below expectations for 2 teachers (1.5%), according to expectations for 114 teachers (87.7%), and beyond expectations for 14 teachers (10.8%). Based on the findings, it appears that it has been included in the expectations, and the instructor has made efforts to obtain a satisfactory predicate. Teachers who fall short of expectations must update their evaluation criteria in the next semester. This will effect teacher performance and professionalism. As previously said, the goal of this study is to ascertain how job experience and educational attainment affect the performance of State Elementary School teachers in Bukit Kecil Palembang.

Previous studies that examined the influence of education level and work experience on employee performance, including those conducted by [Basyit et al. \(2020\)](#), showed that education level and work experience affect teacher performance. ([Deswanti et al., 2023](#); [Halim et al., 2023](#); [Nadhar & Azis, 2019](#); [Qomariyah, 2023](#); [Rahmalia et al., 2024](#); [Rosanti & Halimah, 2022](#); [Sahyadi et al., 2023](#); [Santi et al., 2022](#); [Setyadi & Vrawati, 2022](#); [Syekh, 2019](#); [Tantri & Kusumawati, 2020](#); [Umiarti et al., 2022](#); [Wirawan et al., 2019](#); [Zakiah & Byre, 2021](#)), found that education and job experience had a good and significant impact on performance.

According to the context of the preceding tale, the endedict is a critical aspect in the execution of the learning module in school; so, the individual must possess the necessary credentials to complete the endediction program.

Based on the explanation above, the research objectives to be achieved are the influence of education level on the performance of teachers of Bukit Kecil Elementary School, Palembang City, and the influence of work experience on the performance of teachers of Bukit Kecil Elementary School, Palembang City.

Research Method

The study design is causal research in that it seeks to investigate the causal link between variables, namely the degree of education and work experience, as well as the performance of public elementary school teachers in Bukit Kecil, Palembang City. The participants in this study are public elementary school teachers from Bukit Kecil Palembang. The sampling approach utilized in this study is complete sampling, which means that the number of samples is the same as the population, which is 130 instructors. This study included both qualitative and quantitative data. Data gathering approaches include observation, questionnaire, and documenting procedures. There are two tests used in the data quality test: validity and reliability. The classical assumption test employs three tests: normalcy, heteroscedasticity, and multicollinearity. Hypothesis testing with a partial test (t-test).

Result and Discussion

Normality test results

The P-Plot Data Normality Test determines if data is regularly distributed. If the plot tends to follow a straight line, the data (error) follows the normal distribution. The outcomes of the graph processing in Figure 1 are as follows:

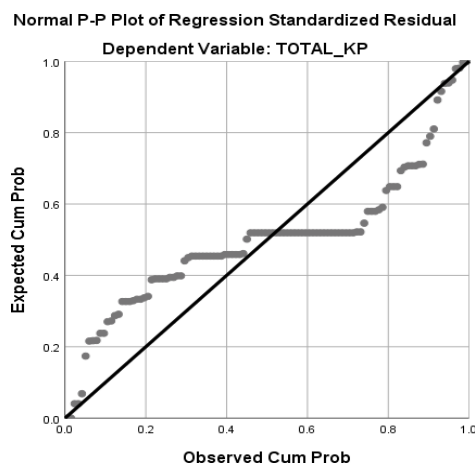


Figure 1. Test for Normality with P-Plot

The graph displayed in Figure 1 shows that the plotting points in the picture "Normal P-P Plot of Regression Standardized Residual" constantly follow and approach the diagonal line. As a result, as a basis or guideline for decision-making in the probability plot technique's normality test, the residual value can be determined to be normally distributed. Thus, the assumption of normality for residual values in basic linear regression analysis in this study may be met. If there is a disagreement while looking at the points of the output of the Normal P P-Plot, whether the residual value belongs to the normal category or not (Robinson & Sexton, 1994; Klassen & Tze, 2014; Uttil et al., 2017; Harris & Sass, 2011; Caprara et al., 2006; Hanushek & Rivkin, 2006).

Heteroscedasticity Test Results

The graph analysis yields Scatterplot charts, with dots distributed randomly above and below the number 0 on the Y axis. Figure 2 displays the results of the heteroscedasticity test performed using the Scatterplot graph:

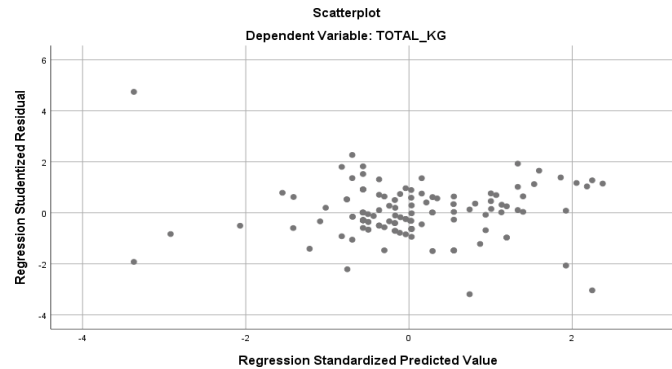


Figure 2. Heteroscedasticity Test with Scatterplot

The Scatterplot graph in Figure 2 clearly shows that there is no distinct pattern since the spread point is uneven above and below the 0 axis on the Y axis.

Multicollinearity Test Results

Table 5
Multicollinearity Test Results

Test Of Multikolinierity	VIF	Cutt Off	Information
Education level	1.758	< 10	No Multicollinearity Occurs
Work Experience	1.758	< 10	No Multicollinearity Occurs

Based on the results in Table 5, there was no multicollinearity across independent variables since the VIF value was less than 10. In this paradigm, there is no multicollinearity problem.

Results of Multiple Linear Regression Analysis

A multiple linear regression analysis was used to examine the impact of the variables Education Level (X1) and Work Experience (X2) on Teacher Performance (Y). Based on the test findings, it was determined as follows:

Table 6
Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients	
	B	Std. Error
Constant	19.530	4.167
Tingkat pendidikan	.227	.109
Pengalaman Kerja	.694	.092

$$\text{Teacher Performance} = 19,530 + 0.227 \text{ Education Level} + 0,694$$

The constant value is positive, with a value of 19,530. This demonstrates that teacher performance is influenced by education level and job experience, and the size of the teacher performance variable is 19,530. The variable regression coefficient for education level is 0.227, with a tcal value of 2.086, indicating that education level has a positive influence on teacher performance. This demonstrates that the degree of education would have a favorable influence, namely the higher the performance of State Elementary School instructors in Bukit Kecil, Palembang City. The regression coefficient of the job experience variable is 0.694 with a tcal value of 7.557, indicating that work experience has a favorable impact on teacher performance. This demonstrates that the more experienced instructors are, the higher the performance of State Elementary School teachers in Bukit Kecil Kota Palembang.

Results of the Correlation Coefficient (R) and Determination Coefficient (R2) Test

Table 7

Results of the Correlation Coefficient (r) and Determination Coefficient (R2) Test Results of the Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729	.532	.525	3.33399

The SPSS output table "Model Summary" in table 4.12 indicates that the determination coefficient, or R Square, is 0.532. The R Square value of 0.532 is calculated by squaring the correlation coefficient, or "R", which is $0.729 \times 0.729 = 0.532$. The size of the determination coefficient (R Square) is 0.532, which equals 53.2%. This statistic indicates that the education level variable (X1) and the job experience variable (X2) both have a 53.2% influence on the teacher performance variable (Y). The remaining ($100\% - 53.2\% = 46.8\%$) are impacted by additional factors outside of this regression equation or variables that are not explored. The size of the effect of other variables is also known as error (e). The size of the determination coefficient, or R Square value, typically runs from 0 to 1. The smaller the determination coefficient (R Square), the less impact the free variable (X) has on the bound variable (Y). However, if the R Square value is near to one, the impact will be stronger.

Model Conformance Test Results (Test F)

In this study, the model appropriateness test, often known as the F test, was utilized to determine whether or not a regression equation model is realistic for explaining the effect of independent variables on bound variables. Based on the findings of testing and data processing, the following test results were obtained:

Table 8

Results of the Annova Model Conformity Test (Test F)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1604.958	2	802.479	72.195	.000 ^b
Residual	1411.665	127	11.115		
Total	1038.358	3016.623	129		

Table 8 shows a significant value of 0.00 ($p\text{-value} < 0.05$), indicating that the linear regression model can explain the impact of education and job experience on teacher performance.

Results of Individual Parameter Significance Test (t-Test)

The significance test of individual parameters (t-test) determines how much effect the individual independent variables have on the bound variables. The study has a significance level of 5% ($\alpha = 0.05$). Table 4.14 displays the t-test findings as follows:

Table 9

Results of Individual Parameter Significance Test (t-Test)

Model	Standardized Coefficients		
	Beta	t	Sig.
Constant		4.687	.000
Tingkat pendidikan	.168	2.086	.039
Pengalaman Kerja	.608	7.557	.000

According to the SPSS version 25 coefficient output table above, the significant value (Sig) for the education level variable (X1) is 0.039. The Sig.0.039 result indicates a probability of less than 0.05. Based on the output of SPSS version 25, the calculation value of the education level variable (X1) is 2,086, which is greater than the table value

of 1,978. The statistics show that H1 was approved. In other words, the job experience variable (X1) influences teacher performance (Y). Based on the SPSS coefficient output table version 25 above, the work experience variable (X2) has a significance value (Sig) of 0.000. Based on Sig.0.000, the likelihood is less than 0.05. Based on the output of SPSS version 25, the calculated value of the job experience variable (X2) is 7.557, which is greater than table 1.978. The statistics show that H1 was approved. In other words, there exists an impact between the job experience variable (X2) and teacher performance (Y).

The Effect of Education Level on Teacher Performance in Public Elementary Schools in Bukit Kecil, Palembang City

The amount of education of an employee will have an impact on the company's long and short term success. In a nutshell, education is frequently defined as a human attempt to shape their personality in line with values and culture. Employees with a high level of education need to be given job skills that are in accordance with the needs of the work they do, which will subsequently make it simpler for the employee to carry out the duties assigned by the organization (Sari et al., 2019). Education has a favorable and considerable impact on teacher performance. These results are consistent with the outcomes of studies from (Hartati et al., 2021; Yasa & Mayasari, 2022; Nurhidayah et al., 2022; Arifin & Munir, 2021; Wati, 2021; Situmorang et al., 2021; Widakdo et al., 2021; Audah, 2020; Supriyatna, 2020; Idris & Lindrayeni, 2019; Naim & Asma, 2019; Sari et al., 2019; Sebayang & Rajagukguk, 2019), showed the results that the level of education had a positive and significant effect on performance.

Based on the variable of education level, the indicator of teacher work in accordance with the knowledge that teachers have shows the lowest value, which is 4.123. It is suspected that some consumers say that the lack of explanatory details of the positive responses given. On the indicator that teachers have a good understanding of my work, I show the highest score of 4,277. Thus, the total average score value on the education level variable is 4 and is included in the "Good" category.

The Effect of Work Experience on Teacher Performance in Public Elementary Schools in Bukit Kecil, Palembang City

Teaching experience is one of the characteristics that influence teacher performance. Teacher teaching experience is what instructors have gained while doing their jobs as teachers. The length of teacher instruction is one of the aspects that assist the execution of teaching and learning activities (Amri & Kamaruddin, 2023). The impact of teaching experience on teacher performance may be stated in theory as follows: the more teaching experience a teacher has, the better his performance. This indicates that the longer the working term, the more experienced instructors are expected to be (Hafrizal et al., 2022). Work experience has a good and considerable impact on teacher effectiveness. These findings are consistent with research from (Layek & Koodamara, 2024; Amri & Kamaruddin, 2023; Hafrizal et al., 2022; Pitriyani & Halim, 2020; Ratnasih, 2019; Ritonga et al., 2020; Ritonga et al., 2020; Andrey et al., 2020; Simatupang, 2019; Sudika et al., 2019; Irvine, 2019; Andrey et al., 2020; Nusran et al., 2018), showed that work experience had a positive and significant effect on performance.

Based on the variable of work experience, the indicator of work experience that teachers have helps in completing tasks well is 4.052. It is suspected that some consumers say that the work experience of teachers helps in completing tasks well. The indicator that teachers have knowledge of the work provided by the school shows the highest score of 4,292. This shows that teachers have knowledge about the work given by the school. Thus, the total average score value on the work experience variable is 4,193 and is included in the "Good" category.

Conclusion

Based on the results of the research and analysis that has been carried out, it can be concluded that the level of education has a positive and significant effect on teacher performance and work experience has a positive and significant effect on teacher performance.

Acknowledgments

Thanks to those who have helped make this manuscript suitable for publication in international journals.

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