

The Influence of Teaching Experience and Education Level of Teacher Performance Through Work Loads at Formal Education Unit (SPF) of Senior High School (SMAN)

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Abstract

The purpose of this study aims to analyze the effect of teaching experience and education level on teacher workload and performance, to analyze the impact of workload and teaching experience on teacher performance, to analyze the effect of education level on performance through workload at the Formal Education Unit (SPF) of Senior High School (SMAN) at the Makassar Regional Office 1 Branch. This research is a quantitative study using statistical data analysis with a path analysis model. The sample in this study population was 118 people, namely 56 people from the UPT Formal Education Unit SMAN (State Senior High School), 7 Makassar, and 62 people from SMAN (Public Senior High School) 22 Makassar. Data collection techniques through interviews, questionnaires, and documentation. The results of the study prove that: (1) Teaching experience and education level are significant and positive on teacher performance, (2) Teaching experience and education level have no significant or insignificant effect on teacher performance, (3) Workload and teaching experience have a positive and significant impact on teacher performance, and (4) Education level is substantial and positive on teacher performance through workload.

Keywords:

Teaching Experience, Education Level, Teacher Performance, Work Loads

1. Introduction

If we look closely, the reality of education in Indonesia today is still far from expectations. The fact of global competence forces the Indonesian people to improve the quality of education. Problems that need to be addressed are the low equal distribution of learning opportunities, poor academic quality, low internal efficiency, external efficiency (educational relevance), and the tendency to decline in character or morals. In dealing with these problems, comprehensive efforts are needed. Education personnel is one of the most decisive factors in the success of school

education. Fasli Jalal (in Asmani, 2010: 15) states that quality education has a forward and backward link. Quality education is related to the future, namely realizing a modern, advanced, prosperous, and prosperous nation.

Meanwhile, the backward link is a qualified teacher's role, namely professional, prosperous, and dignified. Experienced teachers must have reliable competence to produce students who have competencies both in general and specifically. Teaching is an activity that is carried out and affects students. One of the supporting factors for the implementation of learning activities is the teaching experience. Teaching experience is the time that has been taken while carrying out their duties as a teacher with different experiences. In this case, the long working period is not the same as the new active period. Experienced teachers or long operating periods have the ability. Skills are better than young teachers (experience a little). Besides, the level of education and the successive strata (S1) level possessed by the teacher positively affect students' learning. The education level is the level of formal education such as Bachelor (S1), Masters (S2) and Doctor (S3), and Diploma (D3). Sutarto (2006), Where the workload is related to increasing work complexity, the job's difficulty, the responsibility to complete work on time, and the authority and delegation of tasks by employees. Performance is achievement, implementation, achievement, and work results influenced by internal and external factors.

2. Literature Review

Experience is something that has been experienced for a long time. Experience can be stated that everything that has been done and thought over time. Meanwhile, teaching conveys knowledge, imparts values and skills to students. Teachers are widely known to struggle to achieve goals, master job requirements, and perform tasks in schools/community groups according to assignments.

Suwardi Notosudiro (2008) states that experience is what has been experienced for a long time. The criterion for experienced teachers is that they have carried out a task for approximately ten years and currently to run for the school principal, they must have a working period of at least five years, and teachers need to know the ins and outs of schooling, education level is not the main guarantee in teaching success, but the experience is what determine (Martinis Yamin 2008; Nuraini et al., 2019; Umanailo, 2020, 2019).

The qualifications for experienced teachers are that they have taught for approximately ten years, so prospective school principals will now apply to become school principals if they have taught for at least five years. Thus, the teacher must recognize education's intricacies; education is not the sole guarantee of teaching success, but it is a critical factor. For example, the instructor is problem-sensitive, solves problems, selects the best approach, develops instructional objectives, motivates students, manages students, and receives input during the learning process.

A teacher's teaching experience is significant. Teaching is a talent as well as technology and art. Education is an art that the teacher can only feel like an individual and does not have school lessons. Teaching as a skill is the incorporation of theoretical experience into the teaching and learning process. There are various teaching skills that the teacher must-own and learned to carry out the interaction of the teaching effectively and efficiently and learning process. The theoretical knowledge gained by the teacher will be improved by teaching experience. Teachers who are teaching themselves for the first time in front of a class usually have a stiff demeanor and are often unsure of what words to use to begin a discussion. Conditions like that can be traumatic for him. This is less lucrative because the information that has been monitored can be lost from memory. Finally, mastering the classroom condition is challenging.

National education system law of 2003, number 20, states that teachers (educators) are professionals carrying out the planning and learning process, assessing learning outcomes, conducting mentoring and training. The level of education is fundamental in the world of education. It is adjusted to the professional work background that the teacher is required to practice and develop his knowledge. Masnur Muslich (2007) states that academic qualifications are the formal education level that teachers have achieved both in degree education such as a bachelor's degree. (S1), Masters (S2) and Doctorate (S3) as well as non-degrees such as Diploma (D3) or Post Graduate diploma.

Education is a fundamental human need and a critical factor in the development of quality human capital. Education and being important in overcoming and keeping up with the times' difficulties are essential and can have a positive impact in different areas of life, so it is not surprising that education still receives a lot more attention. The level or level of education is the stage of continuous education determined by the level of development of students, the level of complexity of teaching materials, and how teaching materials are presented.

The workload is the activity load of an organization. In this case, officials and employees should be evenly distributed so there is no accumulation of activity in organizational units. Sutarto (2006) stated that the workload is related to increasing work complexity, the job's difficulty, the responsibility for completing work on time, and the authority and delegation of tasks by employees. Munandar (2001) suggests that the workload is working conditions and job descriptions that a specific time limit must complete. Munandar (2001) divides several workload criteria, including a) Job Complexity, b) Level of job difficulty, c) Job responsibilities, and d) Delegation of tasks of authority. Meanwhile, another opinion states the workload opinion that emphasizes the demands of the work that employees must do.

Workload measurement is characterized as a method of obtaining information about the efficiency and effectiveness of an organizational unit or an officeholder that is done systematically using job analysis techniques, workload analysis techniques, or other management techniques. Furthermore, it reported that workload measurement is one of the management techniques used to obtain job information through empirical research and analysis. Position data is intended to be used as a tool for improving the apparatus in organizations, management, and human resources. It can see workload calculation from three perspectives: physical, mental, and time use.

Performance is between basic abilities and motivation resulting from interactions, including situation factors. If individuals have a high reason, including low basic skills, it will impact performance, which will be soft and when basic skills are increased. Still, motivation is low. Then the impact will be poor performance. The existence of needs that must be met causes humans to work. Activities are social activities to meet needs and achieve a better standard of living. To achieve this, everyone needs to have a working drive, and high work motivation can affect a person's high and low performance. Concerning the world of education, teacher performance is defined as the extent to which teachers work maximally according to their ability to achieve institutional goals. To measure teacher competence can be seen when teaching.

The primary purpose of performance appraisal is to improve performance. Therefore, it is necessary to understand the definitions and influencing factors. Assessment is very important for teachers because it can answer basic things about the quality of teaching. Teacher performance is the result that has been achieved and planned through measurement procedures, in this case, information and implementation of quality, human resources, class mastery, and student satisfaction. A. Tabrani Rusyan et al. (2000) stated that the factors that support teacher performance include: Teacher Performance Motivation, Teacher Performance Ethos, Teacher Performance Environment, and Teaching experience can support teachers in carrying out tasks effectively and efficiently, including the socio-psychological environment, the physical environment, and the teacher's duties and responsibilities.

Performance is a standard definition that refers to an organization's, part of an organization's, and employees' organizational effectiveness concerning predetermined expectations and requirements. Since humans essentially run the organization, success is human activity in carrying out its function in an organization to meet the standards of behavior that have been established to achieve the desired acts and results (Mu'adi et al., 2020; Nawawi et al., 2020). The teaching and learning process is not as easy as it appears when the teacher delivers the subject matter in class; however, to carry out good learning, a teacher must make good planning so that learning can be guided according to the learning goals found in the learning performance indicators. The learning process is a sequence of tasks carried out by an instructor, beginning with learning preparation and progressing to the final stage of learning, which is the application of assessment and development for students who were not satisfactory at the evaluation time.

3. Methods

The research carried out is quantitative, measuring instruments using a structured questionnaire. The study was conducted at the Technical implementation Unit (UPT) Formal Education Unit at State Senior High School (SMAN) Branch Office of Education Region 1 Makassar. It was done by examining two schools, both SMAN 22 Makassar and SMAN 7 Makassar schools, in a time frame (23 August 2019 to 23 October 2019). The total population of 118 teachers and a sample of 100 teachers, using path analysis (path analysis). The data analysis technique used in this study is multiple correlation analysis. To analyze various regression using SEM is to illustrate the conceptualization through a path diagram.

4. Results and Discussion

Teaching Experience Variables

Table 1. Teaching Experience Variable Validity Test Results (X1)

Item (Indicator)	r Calculate	r Table	Status
X1.1	0.530	0.197	Valid
X1.2	0.631	0.197	Valid
X1.3	0.222	0.197	Valid
X1.4	0.512	0.197	Valid
X1.5	0.591	0.197	Valid
X1.6	0.448	0.197	Valid

Source: Processed from attachments

The validity test produced a correlation number (r count) with a result more excellent than the r-table of 0.197. The total item correction value (r count) of teaching experience variables (X1) is between 0.222 – 0.591. Thus, the teaching experience item(X1) is valid. To find out the validity test on the education level variable (X2) is in table 2.

Table 2. Education Level Variable Validity Test Results (X2)

Item (Indicator)	r Calculate	r Table	Status
X2.1	0.602	0.197	Valid
X2.2	0.600	0.197	Valid
X2.3	0.680	0.197	Valid
X2.4	0.571	0.197	Valid
X2.5	0.741	0.197	Valid

Source: Processed from attachments

Based on the table, the correlation number (r count) is more excellent than the r-table is 0.197. The correction value of item total (r count) of education level variables is between 0.571 – 0.741. It can then be concluded that all statement items at the education level (X2) are valid. To find out the validity test on the workload variable (Y1) seen in table 3.

Table 3. Workload Variable Validity Test Result (Y1)

Item (Indicator)	r Calculate	r Table	Status
Y1.1	0.756	0.197	Valid
Y1.2	0.766	0.197	Valid
Y1.3	0.624	0.197	Valid
Y1.4	0.620	0.197	Valid
Y1.5	0.721	0.197	Valid
Y1.6	0.727	0.197	Valid
Y1.7	0.586	0.197	Valid
Y1.8	0.565	0.197	Valid
Y1.9	0.682	0.197	Valid
Y1.10	0.701	0.197	Valid

Source: Processed from attachments

The validity test obtained in the table is obtained correlation number (r calculate) whose result is more significant than the r-table with a value of 0.197. r calculate workload variables are in the range 0.565 – 0.766. then all statement items on the workload questionnaire (Y1) are valid. Find out the validity test on teacher performance variables (Y2) can be seen in table 4.

Table 4. Teacher Performance Variable Validity Test Results (Y2)

Item Indicator	r Calculate	r Table	Status
Y2.1	0.222	0.197	Valid
Y2.2	0.436	0.197	Valid

Source: Processed from attachments

Based on the validity test, a correlation number (r is calculated) is greater than the table with a value of 0.197. r calculates teacher performance variables in the range of 0.202 – 0.436. based on this, then all statement items on the teacher performance questionnaire (Y2) are valid.

The analysis of multiple linear regressions in this study aims to identify the influence of independent variables on dependent variables: Multiple regression analyses are used to find out how teaching experience and education affect workloads. Using the results of data processing using IBM SPSS version 23.0 program can be seen in the summary of empirical results Table 5.

Table 5. Output Results Influence Teaching Experience and Education Level on Workload.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	6.086	3.276	.284	1.858	.066
Experience Work (X1)	.579	.157		3.699	.000***
Level Education (X2)	4.960	.654	.581	7.584	.000***

Source: Processed from attachments

Regression Analysis of The Effect of Teaching Experience and Education Level, Workload on Teacher Performance Multiple linear regression analysis is used to see the influence of teaching experience, education level, and workload on teacher performance. Based on the results of data processing using IBM SPSS version 23.0 program can be seen in the summary of empirical results Table 6

Table 6. Output Results Influence Teaching Experience, Education Level, Workload on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	5.679	0.720		7.836	.000
Experience Work (X1)	-.018	.036	-.056	-.496	.621
Level Education (X2)	-.279	.178	-.216	-1.563	.121
Load Work (Y1)	.090	.022	.596	4.116	.000***

Source: Processed from attachments

Functional relationships between direct influence variables can be analyzed and compiled as table 7 follows:

Table 7. Direct Influence Between Variables

Independent Variables	Dependent Variables	Symbol	Beta Coefficient	Sig.	SE
Experience Work (X1)	Workload (Y1)	X1 ---> Y1	0.579	0.000***	0.157
Level Education (X2)		X2 ---> Y1	4.960	0.000***	0.654
Experience Work (X1)	Teacher Performance (Y2)	X1 ---> Y2	-0.018	0.621	0.036
Level Education (X2)		X2 ---> Y2	-0.279	0.121	0.178
Workload (Y1)		Y1 ---> Y2	0.090	0.000***	0.022

The Direct Influence of Teaching Experience on Workloads; The beta coefficient of teaching experience (X1) to workload (Y1) worth 0.579 with SE worth 0.157 with a significance of 0.000. this means that the influence of teaching experience (X1) positively and significantly affects workload (Y1). This means that the improvement of the teaching experience (X1) is significant or has a tangible impact on the workload (Y1) by assuming other factors that affect the constant workload (Y1). The statistical value of teaching experience (X1) on workload (Y1) contains a value of 0.579

with a significance of 0.000 is below 0.05 or 5%. Therefore, teaching experience (X1) has effect and significant on workload (Y1). Based on that were hypothesis, the teaching experience positively and significantly impacts UPT SPF's workload (Formal Education Unit) SMAN in Education Office Branch Region 1 Makassar, proven.

The Direct Impact of Education Levels on Workloads; The beta coefficient of educational level influence (X2) on workload (Y1) is with a value of 4,960 on SE worth 0.654 with a significance of 0.000. This data shows where the influence of education level (X2) has a positive and significant workload (Y1). This means an increase in education level (X2) followed by an increase in workload (Y1), if other factors that affect workload (Y1) are constant. The statistical value of the beta coefficient of educational level influence (X2) on workload (Y1) was 4,960 with a significance of 0.000 below 0.05 or 5%. This means that the level of education (X2) has a significant and positive influence on workload (Y1), based on the hypothesis of the level of education is substantial and favorable to the workload at up SPF (Formal Education Unit) SMAN in the Branch Of Education Office Region 1 Makassar, proven.

Direct Influence of Teaching Experience on Teacher Performance; The beta coefficient of teaching experience (X1) on teacher performance (Y2) worth -0.018, an SE value of 0.036 is with a significance level of 0.621 (insignificant). This suggests that teaching experience (X1) is negligible on teacher performance (Y2). This means that the improvement of teaching experience (X1) does not significantly or does not have a tangible impact on teacher performance (Y2) if other factors that affect teacher performance (Y2) are constant. The statistical value of the beta coefficient of teaching experience (X1) on teacher performance (Y2) was -0.018 (insignificant). This shows that the teaching experience (X1) is inconsequential to its version (Y2). Thus hypothesis 3, which states that the teaching experience has no positive and insignificant effect on teachers' performance in the SPF (Formal Education Unit) SMAN in the Branch education office region 1 Makassar, is not proven.

The Direct Influence of Education Level on Teacher Performance; The beta coefficient of educational level influence (X2) on Teacher Performance (Y2) worth -0.279 and SE worth 0.176 is with significance level 0.121 (insignificant). This indicates that the power of education level (X2) is negligible on teacher performance (Y2). This means that the increase in the level of education (X2) is not followed by improved teacher performance (Y2), assuming other factors that affect the teacher's health (Y2) are considered constant. The statistical value of the beta coefficient of the effect of education level (X2) on teacher performance (Y2) was -0.279 (insignificant). This indicates that the level of education (X2) is not significant to teachers' implementation (Y2). Based on that, hypothesized four states that education has no positive and insignificant effect on teachers' performance in the SPF (Formal Education Unit) SMAN in the Branch education office region 1 Makassar proved.

Direct Impact of Workload on Teacher Performance; The beta coefficient of workload (Y1) on teacher performance (Y2) 0.090 with SE0.022 with significance level 0.000. This means that the influence workload (Y1) has a positive and significant influence on teacher performance (Y2). This means increased workload (Y1) has an impact on improving teacher performance (Y2) and assumes that other factors affecting teacher performance (Y2) are constant. The statistical value of the beta coefficient of workload (Y1) on teacher performance (Y2) was 0.090 with a significance of 0.000 below 0.05 or 5%. This shows that workload (Y1) has a significant and positive influence on teacher performance (Y2), hypothesis 5 where workload has a positive and significant effect on teacher performance at UPT SPF (Formal Education Unit) SMAN in The Education Office Branch of Region 1 Makassar, proven. Based on the results contained in table 4.7, the total effect (total effect), independent variables, namely teaching experience, education level, and workload on teacher performance contained in table 4.8.

Table 8. Total Influence

Variable Independent	Dependent Variables	Coefficient
Teaching experience (X1)	Teacher Performance (Y2)	0.037
Education Level (X2)		0.404
Workload (Y1)		0.090

Source: Processed from attachments

5. Conclusion

This research is a quantitative study using a path analysis model. The results showed that several variables had a positive and significant effect in this study. They are namely the effect of teaching experience on workload, the impact of education level on workload, the impact of workload on teacher performance, the impact of teaching experience on

teacher performance through the workload, and the effect of education level on teacher performance through the workload of the formal education unit task of the SMAN branch of education in the region 1 Makassar. Two variables do not have a positive and significant effect in this study, namely the impact of teaching experience on teacher performance and the effect of education level on teachers' performance in the standard education unit of the SMAN branch of education in region 1 Makassar. The recommendation for this research is that there is a policy to motivate teachers to continue higher education according to their interests and competencies towards more professional teachers, so it is recommended to the head of the regional education branch office one and school principals to review school/education management

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