

The Influence of Work Experience, Competence, and Work Discipline on Teacher Performance with Work Motivation as an Intervening Variable at Nur Al Hiraa Character School

Natasha Eka Murti^{1*}, Titing Widyastuti², Yoyo Indah Gunawan³

Universitas Ipwija, Indonesia

Email: natashaeka9691@gmail.com^{1*}, titingwidyastuti18@gmail.com²,
yigunawan@ipwija.ac.id³

*Correspondence

ABSTRACT

Keywords: work experience, competence, work discipline, work motivation and teacher performance.

The purpose of this study is to determine the influence of variables such as work experience, competence, and work discipline on teacher performance with work motivation as an intervening variable at Nur Al Hiraa Character School. The type of research used in this study is explanatory type causal research which examines the influence of independent variables on dependent variables. The results of this study show that work experience, competence, work discipline, and work motivation have a significant influence on teacher performance in the f test (simultaneous). It can be concluded that the higher the level of work experience, competence, work discipline, and motivation, the higher the level of teacher performance felt by each teacher.



Introduction

All organizations, institutions, and agencies are required to be able to compete to provide maximum service (Candana, Putra, & Wijaya, 2020). A school is one of the institutions or educational institutions that provide services, and facilities to carry out teaching and learning activities, and the educational process (Anggraini, Karnadi, & Fandiyanto, 2023). The success of education which is the goal in schools depends on human resources such as principals, teachers, administrative employees, and other education personnel (Pratiwi, Askolani, & Rahwana, 2023).

Every organization or institution is required to have good management that can increase the effectiveness of the organization (Rossman & Cochran, 2018). Human resources are one of the most important aspects of an institution, whether it is bad or bad, whether it develops or not, depending on how an organization or institution maximizes the human resources that it already has to achieve optimal performance (Marvin, 2023).

Every institution or organization always improves good work performance, because it can affect an institution or organization (Imron, 2015). To achieve performance goals, educators who have good work performance are needed. Various ways can be taken by institutions to improve the work performance of educators using driving factors that

appear within or outside of themselves to achieve something desired (Tumanggor & Girsang, 2021).

According to Triffin and Me. (Tambingon, Tewal, & Trang, 2019) in the book Didi (2019) The variable factors that affect performance achievement are one of them:

- 1) Individual variables, including attitudes, characteristics, physical attributes, interests and motivations, experience, age, gender, education, and other individual factors;
- 2) Situational Variables:
 - a) Physical and occupational factors, consisting of work methods, conditions and design of work equipment, spatial arrangement and physical environment (irradiation, temperature, and ventilation);
 - b) Social and organizational factors, including organizational regulations, organizational nature, types of training and supervision, wage system, and social environment.

The objectives of this study are:

1. To find out the influence of work experience on work motivation at Nur Al Hiraa Character School;
2. To find out the influence of competence on work motivation at Nur Al Hiraa Character School;
3. To find out the influence of work discipline on work motivation at Nur Al Hiraa Character School;
4. To find out the influence of work experience on teacher performance at Nur Al Hiraa Character School;
5. To find out the influence of competence on teacher performance at Nur Al Hiraa Character School;
6. To find out the influence of work discipline on teacher performance at Nur Al Hiraa Character School;
7. To find out the influence of work motivation on teacher performance at Nur Al Hiraa Character School.

Research Methods

Research Sample

According to (Sugiyono, 2021) is part of the number and characteristics possessed by the population. The sample used in this study was 31 teachers.

Research Design

The type of research used in this study is explanatory type causal research which examines the influence of independent variables on dependent variables.

Variable Operationalization

According to (Sugiyono, 2021), the definition of a research variable is an attribute property or value of a person, object or activity that has a certain variation that is determined by the researcher to be studied and then draw conclusions.

Analysis Methods

The analysis used in this study is descriptive and causal. Descriptive analysis is carried out to describe or describe the data that has been collected as it is without intending to make conclusions that apply to the general or generalization. Multiple linear regression analysis is used to test the influence of several independent variables on a single dependent variable. The test of the analysis requirements is the classical assumption. The classical assumption test consists of normality, autocorrelation, multipotentiality, and heteroscedasticity test (Fabanyo, 2019).

Results and Discussion

Normality Test Results

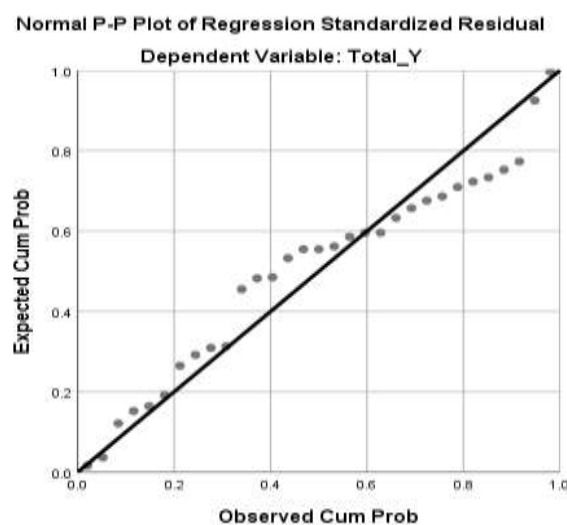


Figure 1
Results of the Normality Test – P plot

Based on the image above, shows that the data is spread around the diagonal, meaning that the data is distributed normally.

Heteroscedasticity Test Results

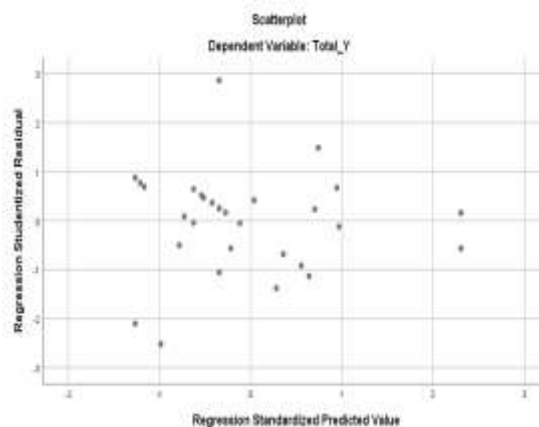


Figure 2
Results of the Heteroscedasticity Test of the Graph Method

Based on the Scatterplot image above, the dots spread out randomly, in other words, do not form a specific pattern. This shows that there is no heteroscedasticity, so the data is well used in the regression model.

Determination Coefficient Test Results (R2)

Table 1
Determination Coefficient (R2) Test Results Model 1

Tabel 4.18
Hasil Uji Koefisien Determinasi (R²) Model I

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .800 ^a | .640 | .601 | 2.054 |

a. Predictors: (Constant), Total_X3, Total_X2, Total_X1

Based on Table 1, shows that the R Square value is $0.640 = 0.64$ so it can be interpreted that 64 per cent of the variation of teacher performance variables (Y) can be explained by the variation of work experience variables (X1), competence (X2), work discipline (X3) while the remaining 36 per cent is explained by other factors that are not included in the research model.

Table 2
Results of the Coefficient of Determination (R2) Test Model II

Tabel 4.19
Hasil Uji Koefisien Determinasi (R²) Model II

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .800 ^a | .639 | .584 | 1.573 |

b. Predictors: (Constant), Total_Z, Total_X3, Total_X2, Total_X1
Sumber: Data Primer yang telah diolah (2023)

Based on Table 2, shows that the R Square value is $0.639 = 63.9$ so it can be interpreted that 63.9 per cent of the variation of teacher performance variables (Y) can be explained by the variation of work experience variables (X1), competence (X2), work discipline (X3), and work motivation (Z) while the remaining 36.1 per cent is explained by other factors that are not included in the research model.

Multiple Linear Regression Analysis

Table 3
Multiple Regression Analysis Results

The Influence of Work Experience, Competence, and Work Discipline on Teacher Performance with Work Motivation as an Intervening Variable at Nur Al Hiraa Character School

Tabel 4.20
Hasil Analisis Regresi Berganda Variabel Pengalaman Kerja (X₁), Kompetensi (X₂), dan Disiplin Kerja (X₃) terhadap Motivasi Kerja (Z)

| Model | Unstandardized Coefficients | | Standardized | t | Sig. | |
|-------|-----------------------------|------------|--------------|------|-------|------|
| | B | Std. Error | Beta | | | |
| 1 | (Constant) | 6.168 | 4.196 | | 1.470 | .153 |
| | Pengalaman Kerja | .391 | .294 | .238 | 1.327 | .196 |
| | Kompetensi | .442 | .170 | .421 | 2.597 | .015 |
| | Disiplin Kerja | .388 | .252 | .251 | 1.541 | .135 |

a. Dependent Variable: Motivasi Kerja
 Sumber: Data Primer yang telah diolah (2023)

The regression equation in Table 3 is as follows:

$$Z = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

$$Z = 6.168 + 0.391 X_1 + 0.442 X_2 + 0.388 X_3 + e$$

Where:

Z = Motivasi Kerja

b₀ = Constant

b₁ = Work Experience Variable Regression Coefficient

b₂ = Regression Coefficient of Competency Variables

b₃ = Regression Coefficient of Work Discipline Variable

X₁ = Work Experience

X₂ = Competencies

X₃ = Work Discipline

e = Error

Analysis:

This means that if the value of Work Experience (X₁), Competence (X₂), and Work Discipline (X₃) is 0, then the resulting Work Motivation (Z) value is 6.168.

1. Work Experience Regression Coefficient = 0.391

Each increase in one work experience variable (X₁) will increase the Work Motivation variable (Z) in Nur Al Hiraa Character School teachers by 0.391 units if the values (X₂) and (X₃) are considered constant.

2. Competency Regression Coefficient = 0.442

Each increase in one unit of competency (X₂) will increase the Work Motivation (Z) in Nur Al Hiraa Character School teachers by 0.442 units if the values (X₁) and (X₃) are considered constant.

3. Work Discipline Regression Coefficient = 0.388

Each increase in one unit of work discipline (X₃) will increase the Work Motivation (Z) in Nur Al Hiraa Character School teachers by 0.388 units if the values (X₁) and (X₂) are considered constant.

Table 4
Results of Work Experience Variable Regression Analysis

Tabel 4. 21
Hasil Analisis Regresi Variabel Pengalaman Kerja (X₁), Kompetensi (X₂), Disiplin Kerja (X₃), dan Motivasi Kerja (Z) terhadap Kinerja Guru (Y)

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|------------------|-----------------------------|------------|-----------------------------------|-------|------|
| | B | Std. Error | | | |
| 1 (Constant) | -1.043 | 3.338 | | -.312 | .757 |
| Pengalaman Kerja | .107 | .233 | .287 | .480 | .630 |
| Kompetensi Kerja | .167 | .146 | .213 | 1.148 | .251 |
| Disiplin Kerja | .335 | .201 | .288 | 1.663 | .108 |
| Motivasi Kerja | .244 | .147 | .325 | 1.659 | .110 |

a. Dependent Variable: Kinerja Guru
Sumber: Data Primer yang telah diolah (2023)

The regression equation in Table 4 is as follows:

$$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 Z + e$$

$$Y = -1.043 + 0.107 X_1 + 0.167 X_2 + 0.335 X_3 + 0.244 Z + e$$

Where:

Y = Teacher Performance

b₀ = Constant

b₁ = Work Experience Variable Regression Coefficient

b₂ = Regression Coefficient of Competency Variables

b₃ = Regression Coefficient of Work Discipline Variable

b₄ = Regression Coefficient of Work Motivation Variable

X₁ = Work Experience

X₂ = Competencies

X₃ = Work Discipline

Z = Motivasi Kerja

e = Error

Analysis:

This means that if the value of Work Experience (X₁), Competence (X₂), Work Discipline (X₃), and Work Motivation (Z) is 0, then the resulting Teacher Performance (Y) value is -1.043.

1. Work Experience Regression Coefficient = 0.107

Each increase in one work experience variable (X₁) will increase the Teacher Performance variable (Y) in Nur Al Hiraah Character School teachers by 0.107 units, if the values (X₂), (X₃), and (Z) are considered constant.

2. Competency Regression Coefficient = 0.167

Each increase in one unit of competency (X₂) will increase the Teacher Performance (Y) in Nur Al Hiraah Character School teachers by 0.167 units, if the values (X₁), (X₃), and (Z) are considered constant.

3. Work Discipline Regression Coefficient = 0.335

Each increase in one unit of work discipline (X₃) will increase the Teacher Performance (Y) in Nur Al Hiraah Character School teachers by 0.335 units, if the values (X₁), (X₂), and (Z) are considered constant.

4. Work Motivation Regression Coefficient = 0.244

Each increase in one unit of work motivation (Z) will increase the Teacher Performance (Y) in Nur Al Hiraah Character School teachers by 0.244 units, if the values (X1), (X2), and (X3) are considered constant.

Path Analysis

1. The Effect of Work Experience through Work Motivation on Teacher Performance

It is known that the direct influence of work experience on teacher performance is 0.087. Meanwhile, the indirect influence of work experience through work motivation on teacher performance is $0.238 \times 0.325 = 0.077$.

Based on the calculation above, it is known that the direct influence is 0.087 and the indirect influence is 0.077, which means that the indirect influence is smaller than the direct influence. Therefore, it is concluded that indirect work experience through work motivation does not have a significant effect on teacher performance (H4 Rejected).

2. The Effect of Competence through Work Motivation on Teacher Performance

It is known that the direct influence given by competence on teacher performance is 0.213. Meanwhile, the indirect influence of competence through work motivation on teacher performance is $0.421 \times 0.325 = 0.137$.

Based on the calculation above, it is known that the direct influence is 0.213 and the indirect influence is 0.137, which means that the indirect influence is smaller than the direct influence. Therefore, it is concluded that indirectly competence through work motivation does not have a significant effect on teacher performance (H5 Rejected).

3. The Effect of Work Discipline through Work Motivation on Teacher Performance

It is known that the direct influence given by work discipline on teacher performance is 0.289. Meanwhile, the indirect influence of competence through work motivation on teacher performance is $0.251 \times 0.325 = 0.081$.

Based on the calculation above, it is known that the direct influence is 0.289 and the indirect influence is 0.081, which means that the indirect influence is smaller compared to the direct influence. Therefore, it is concluded that indirect work discipline through work motivation does not have a significant effect on teacher performance (H5 Rejected).

The conclusion of the path analysis is that work motivation does not mediate work experience, competence, and work discipline to teacher performance.

Test Result T (partial)

1. The work experience sig value is 0.153 and has a t calculation of 1.327. Because the sig value > 0.05 and t calculate $< t$ table (2.048), it can be concluded that Ho is accepted and Ha is rejected means that Work Experience has no effect on Work Motivation at Nur Al Hiraah Character School.
2. The Competency sig value is 0.015 and has a t calculation of 2.597. Because the sig value < 0.05 and t calculated $> t$ table (2.048), it can be concluded that Ho is rejected and Ha is accepted, meaning that Competence affects Work Motivation at Nur Al Hiraah Character School.
3. The value of the Work Discipline sig is 0.135 and has a t calculation of 1.541. Because the sig value > 0.05 and t calculate $< t$ table (2.048), it can be concluded that Ho is

accepted and H_a is rejected, meaning that Work Discipline has no effect on Work Motivation at Nur Al Hiraa Character School.

4. The work experience sig value is 0.650 and has a t calculation of 0.460. Because the sig value > 0.05 and t calculated $< t$ table (2.048), it can be concluded that H_0 is accepted and H_a is rejected, meaning that Work Experience has no effect on Teacher Performance at Nur Al Hiraa Character School.
5. The Competency sig value is 0.261 and has a t calculation of 1.149. Because the sig value > 0.05 and t calculated $< t$ table (2.048), it can be concluded that H_0 is accepted and H_a is rejected, meaning that Competence has no effect on Teacher Performance at Nur Al Hiraa Character School.
6. The work discipline sig value is 0.108 and has a t calculation of 1.665. Because the sig value > 0.05 and t calculated $< t$ table (2.048), it can be concluded that H_0 is accepted and H_a is rejected means that Work Discipline has no effect on Teacher Performance at Nur Al Hiraa Character School.
7. The work motivation sig value is 0.110 and has a t calculation of 1.656. Because the sig value > 0.05 and t calculated $< t$ table (2.048), it can be concluded that H_0 is accepted and H_a is rejected, meaning that Work Motivation does not affect Teacher Performance at Al Hiraa Character School.

Test Result F (Simultaneous)

Table 5
ANOVA Model 1

Tabel 4.28
ANOVA Model 1

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 203.013 | 3 | 67.671 | 16.034 | .000 ^a |
| | Residual | 113.955 | 27 | 4.221 | | |
| | Total | 316.968 | 30 | | | |

a. Dependent Variable: Motivasi Kerja
b. Predictors: (Constant), Disiplin Kerja, Kompetensi, Pengalaman Kerja

The variables Work Experience (X1), Competency (X2), and Work Discipline (X3) have $F_{cal} > F_{table}$ which is $16.034 > 2.96$ and a significant level of p-value (0.000) which means $< \alpha$ (0.05), it can be concluded that the model includes the Fit criteria.

The value of $F_{cal} > F_{table}$ ($16.034 > 2.96$).

Managerial Implications

1. Work experience is an indicator in this study is the length of time or working period, where a person who has a longer working period can understand the tasks well. Because the level of knowledge and skills possessed is also more, when compared to someone who has a new working period. For the mastery of the work and the equipment that supports his work, he understands better. A person can anticipate difficulties so that they are better prepared to face them, usually, several plans will be made to anticipate problems and make work calmer.

Work experience has no effect and is not significant to employee performance. The results are inversely proportional to the research conducted by (Likdanawati, 2018), saying that work experience has a significant effect on employee performance.

2. Competence has indicators, namely the spirit to excel and act more thoroughly when doing work tasks, taking the initiative to seek and collect accurate information. Providing services by listening to the suggestions given by parents. Persuading parents to participate in educating their children at home. By directing parents to care more about their children. We as teachers must also understand the child's condition so as not to give the wrong direction to the parents. Children are also taught to control or control their emotions to avoid negative behaviours, such as: speaking rudely and throwing things.

According to the results of research from (Tumanggor & Girsang, 2021) stated that competence has a significant effect on employee performance. Inversely proportional to the results of research from (DIANTY, 2022), namely competence does not affect employee performance.

3. Work discipline has an indicator, namely that the teachers arrive on time, if the teacher arrives late, then the teacher must apologize to his students. The teacher's attitude of apologizing has exemplified to students that if we make a mistake, we must apologize. Dress neatly, because it makes the work atmosphere feel comfortable and confident, especially since we as teachers are an example for the students. That way it can produce satisfactory results, seeing students wearing neat clothes and being responsible for what the students do.

According to the results of research conducted by Dori, Ronni and Bayu (2020) is that work discipline does not affect employee performance. It is different from the results of research conducted by (Sri, 2021) that work discipline has an impact and is significant on employee performance.

4. Work Motivation has an indicator, namely hard work, where we as teachers carry out activities with all our abilities. Future orientation must have a plan in these two semesters for any activities. Efforts to advance and achieve the desired goals, such as at Al Hiraa Character School have its project. The chosen co-worker must also be able to work together to achieve the goal. Where we as teachers have the idea that the tasks we give can be achieved, done diligently, and can make the best use of time so that when doing the assignment we do not feel that this is a compulsion.

According to the results of research conducted by Pengaruh motivasi kerja, lingkungan kerja, budaya kerja terhadap kinerja karyawan dinas sosial kabupaten Jember (Adha, Qomariah, & Hafidzi, 2019), work motivation does not have a significant influence on employee performance. The different research results shown by (Mustaqimah, Karnadi, & Pramesthi, 2022) show that Work Motivation has a significant effect on employee performance.

Conclusion

At Nur Al Hiraah Character School, work experience did not affect the work motivation of the teachers. On the contrary, the competencies possessed by teachers have a significant impact on their work motivation. However, work discipline did not show any significant influence on work motivation in this school. In addition, work experience also does not affect the performance of teachers at Nur Al Hiraah Character School. Interestingly, the competence possessed by the teachers did not affect their performance. Work discipline also does not influence the performance of teachers in the school. Finally, the work motivation of teachers at Nur Al Hiraah Character School did not have an impact on their performance.

Bibliography

- Adha, Risky Nur, Qomariah, Nurul, & Hafidzi, Achmad Hasan. (2019). Pengaruh motivasi kerja, lingkungan kerja, budaya kerja terhadap kinerja karyawan dinas sosial kabupaten Jember. *Jurnal Penelitian IPTEKS*, 4(1), 47–62.
- Anggraini, Yunita Merdiana, Karnadi, Karnadi, & Fandiyanto, Randika. (2023). Peran Kepemimpinan Dan Pengalaman Kerja Terhadap Kinerja Asn Di Kementerian Agama Kabupaten Situbondo Dengan Kepuasan Kerja Sebagai Variabel Intervening. *Jurnal Mahasiswa Entrepreneurship (JME)*, 2(4), 823–838.
- Candana, Dori Mittra, Putra, Ramdani Bayu, & Wijaya, Ronni Andri. (2020). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Karyawan Dengan Disiplin Kerja Sebagai Variabel Intervening Pada Pt Batang Hari Barisan. *Jurnal Ekonomi Manajemen Sistem Informasi*, 2(1), 47–60.
- DIANTY, ADINDA KHAIRUNISA. (2022). *Motivasi, Kompetensi, Dan Pengembangan Karir Terhadap Kinerja Pegawai (Studi Kasus Kinerja Pegawai Sektor Publik Kantor Pelayanan Pajak (Kpp) Pratama Serpong)*.
- Fabanyo, Heren. (2019). Senior High School Teacher Performance: How To Role Leadership, Self Efficacy And Organizational Commitment? *Journal of Industrial Engineering & Management Research*, 1(1a), 35–45.
- Imron, Nurul. (2015). *Persepsi Siswa tentang Kompetensi Profesional Guru Hubungannya dengan Efektivitas Pelaksanaan Pembelajaran di SMK Paramarta Tangerang Selatan*.
- Likdanawati, Likdanawati. (2018). Pengaruh Pengalaman Kerja, Kompetensi dan Disiplin Kerja Terhadap Kinerja Pegawai di Rumah Sakit Umum Labuhan Haji Tengah Aceh Selatan. *Jurnal Visioner & Strategis*, 7(1).
- Marvin, Solenko. (2023). Dynamic Service Performance in Modern Business. *Journal of Current Research in Business and Economics*, 2(1), 460–511.
- Mustaqimah, Siti, Karnadi, Karnadi, & Pramesthi, Riska Ayu. (2022). Pengaruh Pengalaman Kerja Dan Fasilitas Kerja Terhadap Kinerja Karyawan Melalui Motivasi Kerja Sebagai Variabel Intervening Pada Ksp Pekali 99 Kabupaten Situbondo. *Jurnal Mahasiswa Entrepreneurship (JME)*, 1(1), 94–105.
- Pratiwi, Silvi Indah, Askolani, Askolani, & Rahwana, Kusuma Agdhi. (2023). Pengaruh Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru Smk Bhakti Kencana Tasikmalaya. *Maslahah: Jurnal Manajemen Dan Ekonomi Syariah*, 1(4), 246–261.
- Rossmann, Allan, & Cochran, James J. (2018). Interview with james j. cochran. *Journal of Statistics Education*, 26(2), 149–159.
- Sri, Sri Asfirawati Halik. (2021). Pengaruh Motivasi Kerja, Disiplin Kerja, Pendidikan

dan Pengalaman Kerja terhadap Kinerja Pegawai pada Badan Kepegawaian dan Diklat Daerah Kabupaten Jenepono. *Jurnal Bina Bangsa Ekonomika*, 14(1), 46–57.

Sugiyono. (2021). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta CV.

Tambingon, Cong King, Tewel, Bernhard, & Trang, Irvan. (2019). Pengaruh Lingkungan Kerja, Karakteristik Individu Dan Kompetensi Terhadap Kinerja Karyawan PT. Coco Prima Lelema Indonesia. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 7(4).

Tumanggor, Bagudek, & Girsang, Rosita Manawari. (2021). Pengaruh Kompetensi Dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Upt Badan Pendapatan Daerah Kecamatan Gunung Malela Kabupaten Simalungun. *Manajemen: Jurnal Ekonomi*, 3(1), 42–55.