

The Analysis of The Influence Work Experience and Work Culture on Performance of Islamic School Teachers.

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Abstract

This form of investigation employs a quantitative methodology. The method of gathering data takes the form of a survey. The participants in the study were educators, with a total of 20 teachers. The findings of the analysis indicated that the workplace culture has a noteworthy impact on teacher performance, accounting for 35.3%. Conversely, work experience was found to have no significant effect on teacher performance, contributing only 72%. It is important to note that to acquire good work experience, a teacher must possess the necessary skills and knowledge. The research also revealed that there is a significant correlation between work culture and work experience on teacher performance, contributing 35.8%. To enhance teacher performance, it is recommended that teachers cultivate a sense of enthusiasm and dedication when implementing the established school culture and acquire knowledge that aligns with their educational background.

Keywords: Work Culture, Teacher Performance, Work Experience, Educational Background.

Abstrak

Bentuk investigasi ini menggunakan metodologi kuantitatif. Metode pengumpulan data berupa survei. Peserta dalam penelitian ini adalah pendidik, dengan total 20 guru. Temuan analisis menunjukkan bahwa budaya tempat kerja memiliki dampak penting terhadap kinerja guru, sebesar 35,3%. Sebaliknya, pengalaman kerja ditemukan tidak berpengaruh signifikan terhadap kinerja guru dengan kontribusi hanya 72%. Penting untuk dicatat bahwa untuk memperoleh pengalaman kerja yang baik, seorang guru harus memiliki keterampilan dan pengetahuan yang diperlukan. Hasil penelitian juga mengungkapkan bahwa terdapat hubungan yang signifikan antara budaya kerja dan pengalaman kerja terhadap kinerja guru dengan kontribusi sebesar 35,8%. Untuk meningkatkan kinerja guru, disarankan agar guru menumbuhkan rasa semangat dan dedikasi dalam menerapkan budaya sekolah yang telah ditetapkan dan memperoleh pengetahuan yang sesuai dengan latar belakang pendidikannya.

Kata Kunci: Budaya Kerja, Kinerja Guru, Pengalaman Kerja, Latar Belakang Pendidikan.

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INTRODUCTION

The educator plays a crucial role in the field of education. They are the individuals whose primary duty is to instruct. According to the Law Number 14 of 2005, teachers are classified as skilled instructors whose primary duty is to educate, instruct, mentor, lead, train, appraise, and gauge pupils from preschool to formal and secondary education. It is necessary for teachers to instill favorable ethics, as this will be reflected in the conduct of their pupils. Therefore, being a teacher is not an easy task; professionalism is needed to carry it out. Education is one of the supporting aspects of life that continuously develops according to the level of human needs and is always followed by renewal.

Education is a dynamic and difficult endeavor. Education has long been a topic of discussion and occasionally becomes the target of criticism. The demands of living at all societal levels and aspirations to develop are constant requirements for education (Rusmana, 2010).

In general, ensuring a high standard of education is a shared responsibility among students, educators, principals, parents, the community, and the learning environment. Educators play a pivotal role in shaping, influencing, and enhancing students' abilities, making them valuable human resources. As science and technology continue to advance, the task of teachers becomes increasingly challenging. Nonetheless, their efforts do not end there, as they must continuously enhance their skills to become better educators. It is expected that teachers produce highly competent students, capable of overcoming life's challenges. Therefore, educators must continually strive to improve the quality of their profession (Astuti et al., 2023).

Being in a professional position, the teacher must possess the knowledge, abilities, and aptitude to understand the subject matter. In addition, it can safeguard pupils, serve as a positive role model for them, and constantly motivate them to improve and advance. Teachers must therefore constantly increase their proficiency. As per the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, teachers ought to possess different competencies, including pedagogical, personality, professional, and social competencies, which they acquire through professional education (Parinussa et al., 2023). The fourth competency is integrated into the teachers' performance. In accordance with Government Regulation Number 39 of 2012, work culture is connected to the attitudes and behaviors that are based on an individual's norms and values when carrying out work. In this way, people's attitudes and actions are founded on principles they hold to be true and have developed into qualities and routines for going about their everyday lives and jobs. Researchers refer to a teacher's work culture as their practice of assessing the quality of their work in accordance with the normative values reflected in their attitudes and behaviors, which include discipline, openness, respect for one another, and collaboration between teachers and students (Kamaruddin et al., 2023).

All schools anticipate that teachers will perform to their full potential in order to contribute as much as possible to the achievement of satisfactory results. The teaching and learning process can go more smoothly when the teacher is able to complete the assignment correctly and on schedule. The teacher shouldn't give learning material in a monotonous manner during the learning process (Suryani, 2013). Students will become disinterested and too sluggish to study when instruction is boring and lacks variety. To prevent students from becoming disinterested in their lessons, teachers must employ a range of teaching techniques. The performance of teachers is also impacted by internal and external influences. This internal influence can be in the form of the possibility that the teacher has problems with the family or is really not in good condition. External influences can take the form of the condition of the school environment, the implementation of school organizations, culture, and the role of the school principal. Apart from being influenced by the factors above, teacher performance can

also be influenced by work culture (Ichsan et al., 2023).

The working environment at the school has an effect on the effectiveness of the teachers as well. The work culture and raising teacher performance are strongly associated since raising teacher performance can be accomplished by fostering a positive work environment supported by teacher collaboration. The goal of improving school quality can be accomplished by performing at a high level. The effectiveness of the teacher will have an impact on how much more students learn in the classroom (Nugroho et al., 2023). The level of a teacher's ability is not seen by how many resources he has, but by how well he can use the resources that exist in him to achieve satisfactory results. Work experience can affect teacher performance because, through work experience, a person can hone skills and gain new knowledge (Reynaldo et al., 2022). This can be seen from the following example there are two teachers who work in the same school and teach the same subjects; both work the same number of hours and are equipped with the same equipment, but one of them gets the job done better than the other because that's the experience that's very influential on the performance of the teacher.

METHOD

This research is of a quantitative nature and employs the method of associative research. The research techniques utilized in this study include simple regression and multiple regression. The population under study comprised of 20 teachers, from whom a sample of 20 respondents was selected. The data was collected through the use of a questionnaire, employing a closed-ended format. The validity of the questionnaire items was assessed, and only the valid ones were used for data collection. The SPSS 23 program was used to assist in the calculations. The research instrument was tested on 20 respondents with a significant level of 5%, leading to an r-table of 0.497. The reliability test was conducted only on the data declared valid. This study employs two data analysis techniques, namely descriptive statistical analysis and inferential statistical analysis. The sampling method used in this research is probability sampling, and an interval scale is used.

RESULT AND DISCUSSION

The test results statistically show that work culture has a fairly good value and is in the interval 63–73 with an average value of 69.26. In addition, through basic calculations of regression analysis, it was discovered that the variable of work environment (X1) impacts the performance of educators (Y), with the regression line equation $\hat{Y} = a + bx = -40.91 + 0.586x$. This formula reveals that in the absence of a work culture (X1 = 0), teacher performance is only -40.91, but an increase of one unit in the work culture variable (X1) raises the teacher performance variable (Y) by 0.586 units. This demonstrates that work culture has a significant impact on teacher performance. Additionally, the collective work environment has an influence on teacher performance as the t-test results of 3.80 exceed the determined level of significance, which is 5% of 1.74. Furthermore, the calculation of R square shows that the coefficient of determination $R = 0.594$ is obtained. This indicates that work

culture's effective contribution to teacher performance is 35.3%, while the remaining 64.7% is influenced by other factors.

The teacher's work culture at work can influence how performance is carried out. The teacher's attitudes include discipline, mutual respect, responsibility, and a strong example. With a strong work culture owned by teachers, teachers can carry out their duties and obligations and create high levels of performance. If every teacher has the attitude of liking his work, the teacher will easily carry out the learning process. Based on the findings of the investigation, the partial t-count test yielded a score of 2.490 at a significance level of 0.020. The hypothesis testing resulted in the derivation of the regression equation: $Y = 10.617 + 0.553 X$. This signifies that a constant value of 10.617 implies that teacher performance still exists even if culture is not taken into account, albeit at a small unit size, due to other unexamined factors. Furthermore, the regression coefficient of 0.212 indicates that an increase in work culture values or consideration of work culture will lead to a change or improvement in teacher performance. Consequently, this analysis reveals that the work culture variable (X) has a significant impact on the teacher performance variable (Y).

The outcomes of the statistical examination indicate that work familiarity holds substantial significance and falls within the range of 29-35, with an average of 33.12. Additionally, the linear regression computations demonstrated that the variable of work familiarity (X2) has an impact on teacher performance (Y), with the regression equation being $\hat{Y} = a + bx = 47.12 + 0.586x$. From this equation, it can be inferred that in the absence of work familiarity (X1 = 0), teacher performance is only 47.12, and an increase of one unit of the work culture variable (X1) raises the teacher performance variable (Y) by 0.586 units, indicating that work culture has a substantial effect on teacher performance. Furthermore, it is noted that overall (simultaneous) work familiarity does not affect teacher performance as the t-test result is 1.78, which is less than the specified level of significance, i.e., 5% of 1.74. Furthermore, based on the R-squared computation, the coefficient of determination R is obtained. = 0.269; these results indicate that the effective contribution of work familiarity to teacher performance is 72%, and the remaining 28% is influenced by other factors. Research on the effect of work experience on teacher performance revealed that the work experience variable did not significantly influence teacher performance. This shows that many of the experiences possessed by a teacher are incompetent according to their field, and the lack of knowledge in their work results in difficulties in carrying out the tasks in the institution.

The statistical test results show that the teacher's performance has a fairly good value and is in the 58–71 interval with an average value of 65.75. Furthermore, from the calculation of multiple regression analysis, it was found that the work culture variable (X1) and performance experience variable (X2) had an effect on teacher performance (Y). The regression line equation $\hat{Y} = a + \beta_1 X_1 + \beta_2 X_2 = 435.53 + 0.002290 X_1 + -11.326 X_2$, which is used to analyze teacher performance if there is no work culture (X1 = 0) and work experience (X2 = 0) is only 435, 53, if there is an increase in one unit of work culture (X1) and work experience (X2) it will increase the teacher performance variable

(Y) by 0.0002290 and -11.326 units, which means that work culture and work experience have no significant effect on teacher performance. Furthermore, it is stated that overall (simultaneous) work culture and experience affect teacher performance because the F test result is 3.632, which is smaller than the specified significance level, which is 5% of 3.74. Furthermore, based on the calculation of R square that has been done, the coefficient of determination $R = 0.599$ is obtained. The results showed that the effective contribution of work culture and work experience to teacher performance was 35.8%, and the remaining 64.2% was influenced by other factors not discussed in this study.

CONCLUSION

The performance of teachers is influenced by their work environment. The null hypothesis (H_0), which states that work culture has no impact on teacher performance, is dismissed, while the alternative hypothesis (H_a), which posits that work culture affects teacher performance, is accepted. The findings demonstrate that work culture plays a significant role in teacher performance, although other factors that are not the focus of this research also have an impact. The experience of teachers at work has an impact on their performance. The null hypothesis (H_0), which claims that work experience has no effect on teacher performance, is accepted, while the alternative hypothesis (H_a), which argues that work experience has an effect on teacher performance, is rejected. Therefore, work experience does not influence teacher performance. Neither work culture nor work experience has an impact on teacher performance. The null hypothesis (H_0), which states that there is no effect of work culture and work experience on teacher performance, is accepted, while the alternative hypothesis (H_a), which asserts that work culture has an impact on teacher performance, is rejected. This is supported by the F-test results, which yield a value lower than the established significance level. Additionally, the coefficient of determination derived from the R square calculation reveals that the effective contribution of work culture and work experience to teacher performance is minimal, while other factors not considered in this study have a more significant impact.

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