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The impact of education level on the performance of public elementary school teachers in Bukit Kecil, Palembang City

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Abstract--This study aims to determine the influence of education level on the performance of public elementary school teachers in Bukit Kecil, Palembang City. The type of data used in this study is primary data obtained by distributing questionnaires. The respondents in this study were teachers of State Elementary Schools in Bukit Kecil, Palembang City in the July-December 2024 period with a total sample of 130 respondents. The data analysis technique used in this study is Multiple Linear Regression using SPSS 25.0. The results of the study based on the output of SPSS version 25 above, the calculated value of the variable of education level (X_1) is 2,086, and the t_{cal} value is 7,790 > t_{table} 1,978. The conclusion of the data is that H_1 is accepted. Analysis of F_{cal} of 60.683 and F_{table} of 3.91, based on the results above, it is known that the significance value of the education level (X_1) on teacher performance (Y) is F_{cal} 60.683 > F_{table} 3.91 is feasible. The magnitude of the determination coefficient (Adjusted R Square) is 32.2% where this figure means that the education level variable (X_1) has an effect on the teacher performance variable (Y) by 32.2%. While the remaining 67.8%) was influenced by other variables. This study proves that the level of education and work experience has a positive

effect on the performance of State Elementary School teachers in Bukit Kecil, Palembang City.

Keywords---Education Level, Work Experience, Teacher Performance.

Introduction

Education is not a simple effort, but a dynamic and developing activity that is full of challenges. Education has always been the focus of attention and is not even a source of dissatisfaction. Education concerns the interests of everyone, not only about investment, but about something broader (Zakiah & Byre, 2021). 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). Teachers as educators are the most important part to prepare human resources through the teaching and learning process, both as teachers who transfer knowledge, as supervisors who encourage students' potential to develop alternatives in learning, and oversee the formation of students' character (Amri & Kamaruddin, 2023). The role of teachers includes many things, namely teachers can play the role of teachers, class leaders, supervisors, learning environment managers, learning planners, supervisors, motivators, and as evaluators. In the learning process, teachers are the main role holders, because technically teachers can translate the improvement process in the education system in one activity in their class (Nusran et al., 2018).

Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the number of teachers in Indonesia reached 3.36 million people in the odd semester of the 2023/2024 school year (FY). 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 (Muhamad, 2023).

According to the Basic Education Data of the Directorate General of Early Childhood Education, Primary and Secondary Education of the Ministry of Education, Culture, Research and Technology, the number of elementary school teachers, the number of teachers in Palembang City in the Even semester of 2023/2024 with a total of 18,724 teachers and for elementary schools as many as 7,515 teachers. Can be seen in the Table 1.

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

Sumber: dapo.kemdikbud.go.id, 2023

Education is very necessary in order to improve the quality of human resources in advancing the company, because education is the basic capital for employees in carrying out work and aims to help achieve tasks in order to achieve good work results (Tantri & Kusumawati, 2020). Basically, the function of education facilitates the implementation of tasks, activities that improve and develop the behavior, skills and knowledge of the employees involved, training is very necessary to improve 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 a function of motivation and the ability to complete a task or work, a person should have a certain degree of willingness and level of ability. The performance of a teacher is a very decisive component in every effort to improve the quality of education, so that it will make a good contribution to the quality of education (Hafrizal et al., 2022). Efforts to improve teacher performance, including by paying attention to the level of education. In carrying out work, employees are also inseparable from their level of education. In addition, work experience is also very necessary for employees to improve their performance (Deswanti et al., 2023).

High performance will have a positive impact on the company in achieving its goals. Therefore, the HR Management section is required to be able to manage human resources properly in order to maximize performance (Deswanti et al., 2023). Efforts to improve performance, including by paying attention to the level

of education. In carrying out work, employees are also inseparable from the level of education they have. In addition, work experience is also very necessary for employees to improve their performance (Wirawan et al., 2019).

(Zakiah & Byre, 2021) Explaining the level of education can affect the performance of teachers, because education can shape a person's mindset and add to knowledge. Differences in a person's education level can cause differences in thinking and acting. A good level of education can support the success of the organization because from each level of education that a person goes through can provide better knowledge and abilities according to the level of education he undergoes. The higher the level of education passed, the more developed the abilities and knowledge possessed (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

Based on Table 2, there are teachers with Master's/S2 education with a total of 12 teachers or 9% of the total number of public elementary school teachers in Bukit Kecil, Palembang. The education level of State Elementary School teachers in Bukit Kecil Palembang is mostly with a Bachelor's/S1 diploma, amounting to 118 teachers or 91% of the total. Teachers who have a higher level of education should have better performance compared to teachers who have a lower level of education. The demand for improving teacher competence which requires teachers to have a minimum S1 education has been carried out and it is expected that the improvement of education will develop in accordance with the teacher's competency ability.

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), (Kasmawati, 2021), (Naim & Asma, 2019), (Sari et al., 2019), (Sebayang & Rajagukguk, 2019), (Situmorang et al., 2021), (Supriyatna, 2020), (Yasa & Mayasari, 2022) showed

that the level of education had a positive and significant effect on performance. Different results are shown by the results of the research from (Putri & Ratnasari, 2019) showed that the level of education had a positive and insignificant effect on performance.

Experienced human resources are human resources who are reliable in carrying out and completing their work in accordance with the level of work diligence they have, knowing what should be a work priority in solving problems that can be controlled in the process of continuity of work dynamics. This will certainly affect employee 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).

(Basyit et al., 2022) Explaining information about the high and low performance of an employee cannot be obtained just like that, but is obtained through such a long process, namely the employee performance assessment process. Performance appraisal refers to a formal and structured system used to measure, assess, and influence work-related traits providing feedback on the success 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. 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 3. Teacher Performance Data through PMM SDN in Bukit Kecil Palembang

Number	Name School	Number of Teachers	Teacher Performance		
			Below expectations	Meet Expectations	Above Expectations
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	26	0	22	4

Number	Name School	Number of Teachers	Teacher Performance		
			Below expectations	Meet Expectations	Above Expectations
Palembang					
	Amount	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

From the results of the data, it was found that the performance of teachers was below expectations as many as 2 teachers or 1.5%), according to expectations as many as 114 teachers or 87.7%, and above expectations as many as 14 teachers or 10.8%. From the results, it is averaged that it has been included in the expectations and the teacher has made plans to get a good predicate. And for teachers who are below expectations, it is necessary to improve the assessment predicate in the next semester. This will have an impact on teacher performance and professionalism. Based on the explanation above, the purpose of this study is to determine the influence of education level and work experience on 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 & Verawati, 2022); (Subandrio & Asminawati, 2022); (Syekh, 2019); (Tantri & Kusumawati, 2020); (Umiarti et al., 2022); (Wirawan et al., 2019); (Zakiah & Byre, 2021) showed that the level of education and work experience had a positive and significant effect on performance.

From the background of the above story, it is known that the endedict has a very important and important factor for the implementation of the learning muetue in school, therefore the person must have the appropriate qualifications so that the endediction program can be achieved. From the results of 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.

Method

The research design is causal research because it aims to examine the causal relationship between variables, namely the impact of education level and the performance of public primary school teachers in Bukit Kecil Palembang City. The general population in this study were public primary school teachers in Bukit Kecil Palembang. In this study, the sampling technique used total sampling, so the total population was used as a sample size of 130 teachers. The types of data used in this study are qualitative and quantitative. Data collection techniques using observation techniques, questionnaire techniques, and documentation techniques. Data analysis uses multiple linear regression with hypothesis testing.

Discussion

The normality test is intended to test whether or not in the regression model the residual values have a normal distribution. According to (Ghozali, 2018) There are two ways to predict whether the residual has a normal distribution or not, namely by graph analysis and statistical analysis. In the P-Plot Data Normality Test, a data is said to be normally distributed, If the plot has a tendency to follow a straight line, then the data (error) follows the normal distribution. From the results of the graph processing in Figure 1, which are as follows:

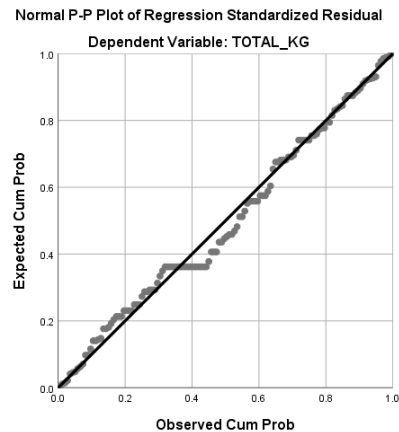


Figure 1. Test for Normality with P-Plot

Based on the graph output in figure 1, it can be seen that the plotting points contained in the image "Normal P-P Plot of Regression Standardized Residual" always follow and approach the diagonal line. Therefore, as the basis or guideline for decision-making in the normality test of the probability plot technique, it can be concluded that the residual value is normally distributed. Thus, the assumption of normalias for residual values in simple linear regression analysis in this study can be fulfilled. If there is a dispute in looking at the points of the output of the Normal P P-Plot, whether the residual value belongs to the normal category or not.

Heterokedasticity Test Results

The heteroscedasticity test aims to test whether in the regression model there is a variance inequality from the residual of one observation to another. If the variant from the residual of one observation to another is fixed, it is called homoscedasticity and if it is different, it is called heteroscedasticity. A good regression model is one in which heteroscedasticity does not occur. The results of the graph analysis are Scatterplot charts, the points formed must be spread randomly, scattered both above and below the number 0 on the Y axis. The results of the heteroscedasticity test using the Scatterplot graph are shown in Figure 2 below:

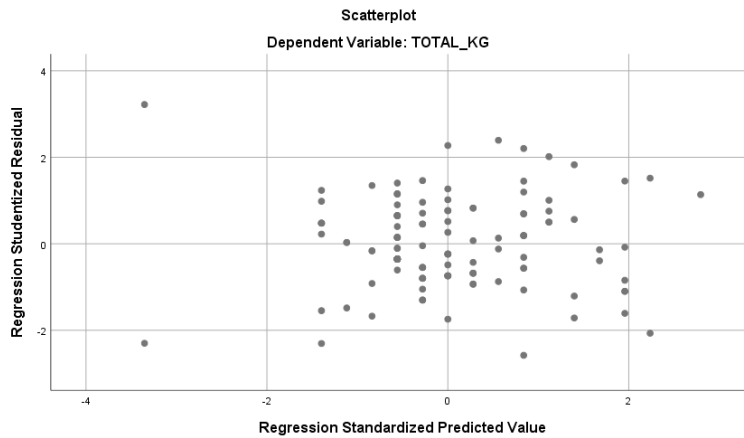


Figure 2. Heteroscedasticity Test with Scatterplot

The results of the Scatterplot graph in figure 2 are clear that there is no specific pattern because the spreading point is irregular above and below the point 0 on the Y axis.

Multicollinearity Test Results

Table 4. Multicollinearity Test Results

Test Of Multikolinierity	VIF	Cutt Off	Information
Education level	1.000	< 10	No Multicollinearity Occurs

Based on the results from Table 4. The VIF value is 1.00, then it can be concluded that there is no multicollinearity between independent variables. Thus in this model there is no multicollinearity problem.

Multiple Linear Regression Analysis Results

Multiple linear regression analysis was carried out to determine the influence of the variable Education Level (X1) on Teacher Performance (Y). Based on the test results, it was obtained as follows:

Table 5. Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients	
	B	Std. Error
1		
Constant	24.629	4.931
Education level	.766	.098

Based on Table 5. The results of the multiple linear regression analysis can be expressed by the following equation: Teacher Performance = 24,629 + 0.766 Education Level + e

The constant value shows a positive value with a value of 24,629. This shows that teacher performance is considered by the influence of the level of education, so the magnitude of the teacher performance variable is 24,629. The value of the variable regression coefficient of the education level is 0.766 that the education level has a positive effect on teacher performance. This shows that the level of education will have a positive impact, namely the higher the performance of State Elementary School teachers in Bukit Kecil, Palembang City.

Results of Individual Parameter Significance Test (t-Test)

Table 6. Results of Individual Parameter Significance Test (t-Test)

Model	Standardized Coefficients		
1	Beta	t	Sig.
Constant		4.994	.000
Education level	.567	7.790	.000

Based on the SPSS version 25 coefficient output table above, it can be seen that the significance value (Sig) of the education level variable (X1) is 0.000. From the value of Sig.0.00 < probability of 0.05. Based on the output of SPSS version 25 above, the tcal value of the variable of education level (X1) is 2,086, and the tcal value is 7,790 > ttable 1,978. The conclusion of the data is that H1 was accepted. In other words, there is an influence between the variable of education level (X1) and teacher performance (Y).

Model Conformance Test Results (Test F)

The model suitability test or more popularly referred to as the F test in this study was carried out to identify the regression equation model that is feasible or not feasible to be used to explain the influence of independent variables on bound variables. Based on the results of testing and data processing, the following test results were obtained:

Table 7. Results of the Annova Model Conformity Test (Test F)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	970.191	1	970.191	60.683	.000 ^b
Residual	2046.432	128	15.988		
Total	3016.623	129			

Based on the results in Table 7, a significance value of 0.00 was obtained because the significance value was 0.00 < 0.05, it can be said that the linear regression model obtained is suitable to be used to explain the level of education on teacher performance. analysis of Fcal of 60.683 and Ftable of 3.91, based on the results above, it is known that the significance value of the level of education (X1) on teacher performance (Y) is Fcal 60.683 > Ftable 3.91 is feasible. This means that

there is an influence between the level of education (X1) and teacher performance (Y).

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

Table 8. 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	.567 ^a	.322	.316	3.99847

The correlation value for the variable of education level has an effect on teacher performance is 0.567, then the influence is positive and judging from the interpretation table of the correlation coefficient is in the strong category, meaning that the higher the level of education developed by teachers of State Elementary Schools in Bukit Kecil, Palembang City, the greater the level of teacher performance. From the results of the calculation, a correlation was obtained.

Based on the SPSS output table "Model Summary" in table 7, it is known that the value of the determination coefficient or Adjusted R Square is 0.525. The magnitude of the determination coefficient (R Square) is 32.2% where this number means that the education level variable (X1) affects the teacher performance variable (Y) by 32.2%. While the remaining 67.8% is influenced by other variables besides the variable of education level. According to Nusran et al (2018), performance is influenced by the variables of providing incentives and work discipline. In addition, (Ratnasih, 2019) job satisfaction can affect teacher performance. Sebayang & Rajagukguk (2019) stated that training and work motivation can also improve teacher performance.

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

Educators must have academic qualifications and competencies as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals. The academic qualifications referred to above are the minimum level of education that must be met by an educator as evidenced by relevant diplomas and/or certificates of expertise in accordance with the provisions of the applicable laws. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph (1) states that "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Teacher competency standards include core competencies for teachers that are developed into competencies for PAUD/KINDERGARTEN/RA teachers, teachers of elementary/middle school classes, and subject teachers in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK (Hidayat & Abdillah, 2019).

The level of education of a teacher will determine the performance of the organization both in the long and short term. In a simple sense, education is often interpreted as a human effort to foster their personality in accordance with values and culture. Employees who have a high level of education, need to be given work skills that are in accordance with the demands of the work they do and later will make it easier for the employee to carry out the tasks given by the company (Sari et al., 2019).

The level of education has a positive and significant effect on Teacher Performance. These results are in line with the results of research from (Audah, 2020), (Arifin & Munir, 2021), (Hartati et al., 2021), (Kasmawati, 2021), (Naim & Asma, 2019), (Sari et al., 2019), (Sebayang & Rajagukguk, 2019), (Situmorang et al., 2021), (Supriyatna, 2020), (Yasa & Mayasari, 2022) showed that the level of education had a positive and significant effect on performance.

Different results are shown by the results of the research from (Onibala et al., 2017) and (Putri & Ratnasari, 2019) showed the results that the level of education had a negative and insignificant effect on performance. The school must pay attention to the educators who provide education must be better to use the time given for education with more comfort, fun and productive that the teacher receives so that the teacher better implements the education given by the educator and improves the forms of education and also adjusts what is the need of the teacher.

Based on the output of the SPSS coefficient version 25 above, it can be seen that the significance value (Sig) of the education level variable (X1) is 0.000. From the value of $\text{Sig}.0.000 < \text{probability of } 0.05$. Based on the output of SPSS version 25 above, the calculation value of the variable of education level (X1) is 7,790, and the calculation value is $7,790 > \text{ttable } 1,978$. The conclusion of the data is that H1 was accepted. In other words, there is an influence between the variable of education level (X1) and teacher performance (Y).

Conclusion

Based on the results of the research based on the output of SPSS version 25 above, the calculated value of the variable of education level (X1) is 2,086, and the calculated value is $7,790 > \text{table } 1,978$. The conclusion of the data is that H1 was accepted. Analysis of Fcal of 60.683 and Ftable of 3.91, based on the results above, it is known that the significance value of the education level (X1) on teacher performance (Y) is $\text{Fcal } 60.683 > \text{Ftable } 3.91$ is feasible. The magnitude of the determination coefficient (R Square) is 32.2% where this number means that the education level variable (X1) affects the teacher performance variable (Y) by 32.2%. While the remaining 67.8%) was influenced by other variables. Therefore, it can be concluded that the level of education has a positive and significant effect on teacher performance.

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