



DOI: <https://doi.org/10.38035/dar.v1i2>

Received: October 08th, 2023, Revised: October 18th, 2023, Publish: November 05th, 2023

<https://creativecommons.org/licenses/by/4.0/>

The Influence of Teaching Experience and Motivation on Teacher Performance in Learning at SMPN 18 Bandung

Leni Yunia¹, Winna Roswinna², Annisa Fitri Anggraeni³

¹Universitas Winaya Mukti, West Java, Indonesia, febunwim@gmail.com

²Universitas Winaya Mukti, West Java, Indonesia, winaroswinna71@gmail.com

³Universitas Winaya Mukti, West Java, Indonesia, annisafitrianggraeni@gmail.com

Corresponding Author: email annisafitrianggraeni@gmail.com³

Abstract: In the world of education, the Covid-19 pandemic has made learning impossible to be carried out face-to-face, so the Ministry of Education and Culture in collaboration with the Ministry of Religion, the Ministry of Transportation and the Ministry of Health, has created an online learning policy (online). However, this is a very big and very difficult challenge, because Indonesia has a large area with thousands of islands spread from Sabang to Merauke, not all of which are accessible by today's technology. Based on the results of research and data analysis on teaching experience and motivation towards teacher performance that have been presented in Chapter IV previously, it can be concluded that teacher teaching experience has a percentage of questionnaire results of 84.43% which is categorized as good because it is in the interval of 80% - 90%. With the highest value on question item no. 5, namely being able to create heterogeneous groups because they know the level of student understanding. Meanwhile, what needs to be improved is the experience in creating learning media to help student understanding because it has the lowest value of 75%. The percentage of the influence of teacher teaching experience on teacher performance is less influential because the p value (0.644) > 0.05. Meanwhile, the level of teacher teaching motivation has a percentage of questionnaire results of 88.96% which is categorized as very good because it is in the interval of 81% - 90%.

Keyword: Service Quality, Patient Satisfaction, Patient Loyalty

INTRODUCTION

Since 2019, the world has been hit by a pandemic. The Covid pandemic has changed almost all sectors of people's lives around the world, one of which is Indonesia which is affected by it.

In the world of education, the Covid-19 pandemic has made learning impossible to be carried out face-to-face, so the Ministry of Education and Culture in collaboration with the Ministry of Religion, the Ministry of Transportation and the Ministry of Health, has created an online learning policy (online). However, this is a very big and very difficult challenge, because

Indonesia has a large area with thousands of islands spread from Sabang to Merauke, not all of which are accessible by today's technology.

The term education itself is understood as a conscious and planned effort to realize learning facilities and learning processes so that students can actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. (Law no. 20/2003 concerning the National Education System).

In addition, the need for technological mastery is very urgent, because learning carried out online requires good technology and internet network, so the role of educators to be able to master technology is a basic need. High experience and motivation from educators are needed so that the implementation of the Teaching and Learning Process can run well and can still be enjoyed by all students to all corners of the country.

West Java, which has around 8.5 million students from elementary, junior high, and senior high schools (Lokadata 2020), all of them have the right to receive proper education. However, in a pandemic situation like this, it is hampered because not all students can access the internet network.

In Bandung itself, which is a big city in West Java, not all students can access the internet. This challenge must be resolved, because it is impossible for students who do not have an internet network not to receive education. It is recorded that around 1,154 elementary schools to high schools must receive educational services, and around 20% of students do not have cellphones and internet networks.

Peranan guru dalam proses pembelajaran menjadi sangat penting sehingga diperlukan kinerja mengajar guru yang baik, karena dengan kinerja tersebut guru akan memperoleh apa yang menjadi tujuannya dalam proses pembelajaran. Penelitian Leonard menjelaskan bahwa 75 persen guru tidak mempersiapkan pembelajaran dengan baik. Kurangnya motivasi mengajar juga akan berdampak buruk bagi guru dan siswa, sehingga pembahasan tersebut perlu dikaji secara detail agar memberikan solusi yang tepat di masa mendatang. Oleh sebab itu, dalam penelitian ini penulis menggunakan teori motivasi berprestasi McClelland.

According to Uzer Usman (2014:15), a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability. Meanwhile, according to Rice and Bishoprick, a professional teacher is a teacher who is able to manage himself in carrying out daily tasks.

Experience is a factor that influences a person's performance in carrying out tasks to achieve goals, as a teacher who is equipped with a lot of experience, then he can realize good achievements or performance in learning, and vice versa if there is not enough experience in carrying out his duties, it is likely to experience stagnation / not change or even failure. Experience having been or for a long time as a teacher will make it easier to carry out activities and functions according to his authority and greatly affect the effectiveness of teacher teaching, especially in the field of implementing learning activities.

METHOD

Statistical analysis that can be used to determine the relationship of several independent variables to the dependent variable is multiple linear regression. However, this analysis cannot explain the causal relationship indirectly, so path analysis is used which can explain the relationship between variables both directly and indirectly.

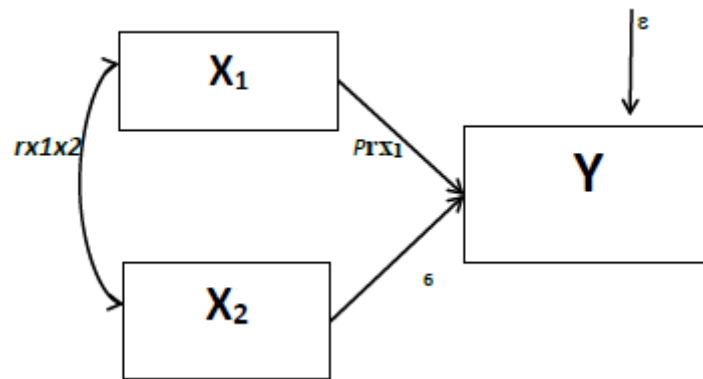


Figure 1. Structural Diagram of the Relationship Between Experience and Work Motivation on Performance

Hypothesis Testing

1. Simultaneous Test (F Test)

H0 is accepted if $F \text{ count} \leq F \text{ table}$ and H0 is rejected if $F \text{ count} > F \text{ table}$ Or decision making is based on the probability value obtained from the results of data processing through the SPSS program:

a) If the probability > 0.05 then H0 is accepted.

b) If the probability < 0.05 then H0 is rejected.

The probability value of the F test is seen in the processing results of the SPSS program in the ANOVA table, sig or significance column.

2. Partial Test (t-Test)

Decision criteria

Reject Ho if $t \text{ count} \geq t \text{ table} (0.05) (n - k - 1)$

Accept Ho if $t \text{ count} < t \text{ table} (0.05) (n - k - 1)$

RESULTS AND DISCUSSION

To find out whether the independent variables of Teaching Experience and Work Motivation have an impact on Teacher Performance at SMPN 18 Bandung, Path Analysis was carried out and the software used was SPSS.

Table 1. Correlations

		PENGALAMAN	MOTIVASI	KINERJA
PENGALAMAN	Pearson Correlation	1	.117	.138
	Sig. (2-tailed)		.498	.422
	N	38	38	38
MOTIVASI	Pearson Correlation	.117	1	.667**
	Sig. (2-tailed)	.498		.000
	N	38	38	38
KINERJA	Pearson Correlation	.138	.667**	1
	Sig. (2-tailed)	.422	.000	
	N	38	38	38

The steps taken are to calculate the correlation between variables, As seen in the table above,

1. The relationship between the Experience variable (X1) and the Motivation variable (X2), obtained a correlation coefficient value of 0.117, thus it can be said that the relationship

between Experience and Motivation has a positive correlation but the criteria are not strong enough.

2. The relationship between the Experience variable (X1) and the Performance variable (Y) obtained a correlation coefficient value of 0.138, thus it can be said that the relationship between Experience and Performance has a positive correlation but the criteria are not strong enough.
3. The relationship between the Motivation variable (X2) and the Performance variable (Y) obtained a correlation coefficient value of 0.667, thus it can be said that the relationship between Motivation and Performance has a positive correlation with strong criteria.

Based on the table above, it shows the magnitude of the relationship between both dependent and independent variables. Between the independent variables Experience (X1) and Motivation, the correlation is not strong enough, while between the dependent and independent variables according to the statistical data in the table above, the ones that have a strong correlation are the Motivation variable (X2) and the Performance variable (Y).

The steps for calculating path analysis are as follows: Overall influence of X1 to X2: $R^2_{y \cdot x_1 \cdot x_2} = \sum Py_{xi} r_{yxi} = 0.448$ Meanwhile, the path coefficients of other variables outside of variables X1 and X2 are determined through the table.

Table 2. While the path coefficients of other variables are outside variables X1 and X2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56468705775449	2	28234352887724	13.390	.000 ^b
		72300.000		86100.000		
	Residual	69582541778535	33	21085618720768		
		83400.000		4288.000		
	Total	12605124755398	35			
		558000.000				

a. Dependent Variable: KINERJA

b. Predictors: (Constant), MOTIVASI, PENGALAMAN

Table 3. Correlations

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669 ^a	.448	.415	459190798.08338

a. Predictors: (Constant), MOTIVASI, PENGALAMAN

$$P_{Y|E1} = \sqrt{1 - R_{yx1x2}} = \sqrt{1 - 0,448} = \sqrt{0,552} = 0,74297$$

This means that the influence of variables X1 and X2 simultaneously on variable Y is 0.448 or 44.8%. Variables X1 and X2 simultaneously influence variable Y and the remainder, 0.552 or 55.2%, is influenced by other variables that were not studied by the researcher.

Table 4.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-343931085.895	840811507.979		-.409	.685
	PENGALAMAN	.026	.055	.061	.466	.644
	MOTIVASI	1.068	.211	.659	5.064	.000

a. Dependent Variable: KINERJA

Table 5.

		PENGALAMAN	MOTIVASI	KINERJA
PENGALAMAN	Pearson Correlation	1	.117	.138
	Sig. (2-tailed)		.496	.422
	N	36	36	36
MOTIVASI	Pearson Correlation	.117	1	.667**
	Sig. (2-tailed)	.496		.000
	N	36	36	36
KINERJA	Pearson Correlation	.138	.667**	1
	Sig. (2-tailed)	.422	.000	
	N	36	36	36

Based on the table above, it shows that the Experience variable (X1) is not significant because its significance value is > 0.005 so it has little influence on performance, while the Motivation variable (X2) has a significance value < 0.005 , meaning that H_0 is accepted and has an influence on performance.

CONCLUSION

Based on the results of research and data analysis on teaching experience and motivation towards teacher performance that have been presented in Chapter IV previously, it can be concluded that teacher teaching experience has a percentage of questionnaire results of 84.43% which is categorized as good because it is in the interval of 80% - 90%. With the highest value on question item no. 5, namely being able to create heterogeneous groups because they know the level of student understanding. Meanwhile, what needs to be improved is the experience in creating learning media to help student understanding because it has the lowest value of 75%. The percentage of the influence of teacher teaching experience on teacher performance is less influential because the p value $(0.644) > 0.05$. Meanwhile, the level of teacher teaching motivation has a percentage of questionnaire results of 88.96% which is categorized as very good because it is in the interval of 81% - 90%. This can be seen from the calculated $r > r_{table}$. The motivation to be firm with students and not differentiate between student conditions in learning gets the highest value of 100%. What needs to be improved is the motivation to participate in various competitions, because it has the lowest value, which is 53.33%. For the performance variable, based on statistical data, it has an average score of 162.93 or 90.51%. It is categorized as very good. The thing that influences it is work motivation, with a significance of $0.00 < 0.05$. What still needs to be improved is the performance of recording student learning outcomes, because the value is the lowest, which is 75.56%, while what must be maintained is the performance of assessing student learning outcomes objectively, because it has the highest value, which is 100%.

REFERENCE

Anoraga, Panji. 2000. Work Psychology. Jakarta: Rineka Cipta
 Aritonang, Keke. T. 2005. Work compensation, teacher work discipline and performance of BPK Penabur Christian Middle School teachers. Sower Education Journal. No.4 Yr. IV. Jakarta

- Effendi, Usman. 2014. *Management Principles*. Jakarta: Rajawali Press.
- Ghazali, Imam. 2007. *Multivariate Analysis Using the SPSS Program*. Semarang: BPP Undip
- Judge, Abdul. 2006. *Analysis of the Influence of Motivation, Organizational Commitment and Organizational Climate on Employee Performance at the Central Java Province Transportation and Telecommunications Service*. JRBI. Vol. 2 No. 2 Pages: 165-180
- Handoko, T. Hani. 2003. *Management Edition 2*. Jakarta: BPFE
- M Manullang, D Sinaga. 2005. *Introduction to Financial Management*. Yogyakarta: Andi, 2005
- Masrukhin and Waridin. 2004. *The Influence of Work Motivation, Job Satisfaction, Organizational Culture and Leadership on Employee Performance*. ECOBIST. Vol. 7 No. 2. Page: 197-209
- Mathis, Robert, L., and Jackson, John H. 2003. *Human Resources Management*. Tenth Edition. Ohio: South-Western
- Sugiyono. 2011. *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta
- Supardi. 2012. *Classroom Action Research*. Jakarta: PT Bumi Aksara
- Umar, Hussein. 2008. *Research Methods for Business Theses and Theses*. Second Edition. Jakarta: PT Raja Grafindo Persada
- Kusnendi. 2008. *Structural Equation Models*. Bandung: Alfabeta
- Riduwan and Engkos Achmad Kuncoro. 2012. *How to Use and Interpret Path Analysis*. Bandung: Alfabeta
- Robbins, Stephen. P. 2006. *Organizational Behavior*. Indonesian Edition. Jakarta: PT Index.
- Setiyawan, Budi and Waridin. 2006. *The Influence of Employee Work Discipline and Organizational Culture on Performance in the Radiology Division of Doctor Kariadi Hospital*. JRBI, Vol. 2 No. 2 Pages: 181-198
- Suharto and Cahyo. 2005. *The Influence of Organizational Culture, Leadership and Motivation on Human Resources Performance in the Central Java Province DPRD Secretariat*. JRBI. Vol 1. No. 1. Page: 13-30
- Siagian, Sondang P. 2002. *Tips for Increasing Work Productivity*: PT Rineka Cipta
- Veithzal. Rivai. 2004. *Leadership and Organizational Behavior*. Second Edition. Jakarta: PT Raja Grafindo Persada
- Tika, P. 2006. *Organizational Culture and Improving Company Performance*. Jakarta: PT Bumi Aksara
- Robbins, Stephen, P. and Mary Coulter. 2005. *Management*. Jakarta: PT Index
- Yuwaliatin, Sitty. 2006. *The Influence of Organizational Culture, Motivation and Commitment on performance and their Influence on the Competitive Advantage of UNISULA Semarang Lecturers*. ECOBIST. Vol. 7 No. 2. Page: 241-256
- Rivai, Veithzal and Ella Jauvani Sagala. 2009. *Human Resource Management for Companies: From Theory to Practice*. Jakarta: Rajawali.