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Determination of Teaching Experience, Competence, and Work Environment on the Performance of Teachers of SMP Negeri 1 Peureulak, East Aceh Regency

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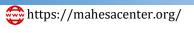
Abstract

This study aims to analyze the influence of teaching experience, competence, and work environment on teacher performance at SMP Negeri 1 Peureulak, East Aceh. The research sample consisted of 47 teachers, who were selected through a total sampling technique. The method used is multiple linear regression, with validity, reliability, and classical assumption tests to ensure the accuracy of the results. The results of the study show that these three variables have a significant effect on teacher performance, both partially and simultaneously. Teacher competence has the most dominant influence, followed by the work environment and teaching experience. Teaching experience contributes to shaping teachers' expertise and confidence in managing the classroom. Teacher competence, especially in pedagogic and professional aspects, has proven to be very decisive in learning effectiveness. A supportive work environment, including relationships with colleagues and school facilities, also plays an important role in improving teacher performance. Simultaneously, these three variables explain 64.8% of the variation in teacher performance. The implications of this study emphasize the importance of developing teacher competencies through continuous training and improving the work environment to support the improvement of teacher performance.

Keywords: Teaching Experience; Competence; Work Environment; Teacher Performance.

INTRODUCTION

In the world of education, teachers have an important role in shaping the character and abilities of students (Salsabilah et al., 2021). Teachers are the main actors in the learning process in schools who act as facilitators, motivators, and guides in fostering interest in learning and developing students' potential (Panjaitan & Kuntarto, 2023). The success of education is largely determined by the performance of qualified teachers, especially at the primary and secondary education levels (Tanjung et al., 2021). One of the challenges facing schools today is how to improve teacher performance so that it can have a significant positive impact on student academic achievement. Teacher performance is greatly influenced by various factors, both internal and external, which are interrelated with each other.

Teaching experience is one of the important factors that affect teacher performance (Kurniawati et al., 2020). A teacher who has longer teaching experience tends to have more mature skills in handling classroom dynamics and understanding the character of students. The experience allows teachers to explore various effective learning methods, as well as improve their ability to face challenges that arise in the educational process. Therefore, adequate teaching experience is believed to contribute to improving teacher performance.
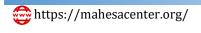
In addition to teaching experience, teacher competence is also a key factor in determining the quality of their performance (Susanto, 2016). Teacher competence covers various aspects, ranging from pedagogic, professional, social, to personality competencies (Akbar, 2021). A competent teacher not only understands the teaching material well, but is also able to manage the classroom effectively, use various learning strategies, and provide guidance that suits the needs of students. Good competence will allow teachers to create a conducive and interesting learning atmosphere, so that students are more motivated to learn.

In addition to internal factors such as teaching experience and competence, the work environment also has a significant influence on teacher performance (Maryati & Hanggara, 2022). A conducive work environment includes various aspects such as support from colleagues, good school management, availability of facilities, and a comfortable working atmosphere (Marbun & Jufrizen, 2022). Teachers who work in a positive environment will be more motivated to carry out their duties well, so that their performance can also improve. On the other hand, a less supportive work environment can lower teachers' morale and hinder their efforts to give their best in the learning process.
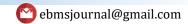
Optimal teacher performance is not only beneficial for student development, but also plays an important role in achieving national education goals (Sebayang & Rajagukguk, 2019). In Indonesia, improving the quality of education is one of the main agendas that the government continues to strive for. In order to achieve this goal, collaborative efforts are needed between various stakeholders, including teachers, school principals, education offices, and the community. Teachers who have good performance will be able to support the achievement of educational goals by creating graduates who are competent, characterful, and ready to face global challenges.

SMP Negeri 1 Peureulak, East Aceh Regency, is one of the schools that is committed to improving the quality of education in its area. As a public school located in the East Aceh region, the challenges faced by teachers in this school are quite complex, especially related to efforts to improve teacher performance. Therefore, it is important to understand the various factors that affect teacher performance at this school, including teaching experience, competence, and work environment. This study aims to identify the determination or influence of these three factors on teacher performance at SMP Negeri 1 Peureulak.

Research on the determination of teaching experience, competence, and work environment on teacher performance at SMP Negeri 1 Peureulak is important because the results can provide insight for schools and education offices in formulating more effective policies to improve the quality of education. In addition, the results of this research are expected to be a reference for teachers in developing their competencies and creating a more conducive work environment to support a quality learning process.

In the context of education in East Aceh, the challenges faced by teachers are inseparable from various social and economic obstacles. Therefore, understanding how teaching experience, competence, and work environment are interrelated in determining teacher performance is very relevant for efforts to improve the quality of education in the region. This research is expected to provide a comprehensive overview of the factors that affect teacher performance in the school.

By understanding how these three factors play a role in influencing teacher performance, it is hoped that schools and the government can take appropriate steps in supporting the development of the teaching profession. Efforts to improve teacher performance not only involve training and competency development, but also include improving the quality of the work environment and appreciating the teaching experience possessed by teachers.

This research is also expected to contribute to the scientific literature on the determinants of teacher performance, especially in the context of Indonesian education. Although many studies have been conducted on teacher performance, research that specifically highlights the relationship between teaching experience, competence, and work environment in schools in East Aceh is still relatively limited. Therefore, this research is expected to fill the gap and provide relevant findings for the development of education policies.

Ultimately, good teacher performance is not only beneficial to students and schools, but also has a long-term impact on society. Teachers who act as agents of change in the world of education can help create a more qualified and competitive generation. Therefore, the research on the factors that affect teacher performance at SMP Negeri 1 Peureulak is expected to make a real contribution to efforts to improve the quality of education in Indonesia, especially in the East Aceh area.

In conclusion, this study will highlight the importance of teaching experience, competence, and work environment in influencing teacher performance. Thus, the results of this research can be the basis for efforts to improve the quality of education that is more targeted and sustainable, as well as provide benefits for all parties involved in the world of education.

RESEARCH METHODS

This study is a quantitative research with a correlational descriptive approach (Machali, 2021). This study aims to determine the influence of teaching experience, competence, and work environment on teacher performance. The quantitative approach is used because this study measures the relationship between variables through the collection of data in the form of numbers that are statistically analyzed.
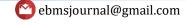
This research was carried out at SMP Negeri 1 Peureulak, East Aceh Regency. This location was chosen because of the relevance of the research context that focuses on teacher performance in secondary schools. The research period lasted for three months, starting from April to June 2024.

The population in this study is all teachers who teach at SMP Negeri 1 Peureulak, East Aceh Regency. Based on the data obtained, the total number of teachers teaching at the school is 47 people. Because the population is relatively small, this study uses a saturated sample technique, where the entire population is sampled. Thus, the sample of this study amounted to 47 teachers (Retnawati, 2017).

This study involved three independent variables and one dependent variable as follows:
a. Independent variable (X):
   - Teaching Experience (x1)
   - Competencies (X2)
   - Work Environment (X3)
b. Dependent variable (Y):
   - Teacher Performance (Y)
   Variable Operational Definition:
- Teaching Experience (X1): The experience that teachers have based on the length of teaching time, calculated in years, and how the experience affects teaching skills and attitudes.

- Competence (X2): The teacher's professional ability in pedagogic, professional, social, and personality aspects. This competency is measured based on teachers' perception of their skills in carrying out learning tasks.
- Work Environment (X3): The physical, social, and psychological conditions in which teachers work that support or hinder teacher performance. This work environment is measured by school facilities, the support of colleagues, and the overall work atmosphere.
- Teacher Performance (Y): The results of teaching activities that reflect the effectiveness of teachers in achieving learning goals. This performance is assessed based on performance assessments from principals, peers, and teachers' perceptions of their own performance.

Data collection in this study uses a questionnaire or questionnaire as the main instrument. The questionnaire was prepared based on the indicators of each research variable using the Likert scale. The Likert scale used has five levels of answers, namely: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS) (Sugiyono, 2016).

The questionnaire instrument is arranged as follows:
- Teaching Experience (X1): The questionnaire consists of 10 questions that measure the length of teaching experience and its impact on the quality of learning.
- Competencies (X2): The questionnaire consists of 15 questions covering pedagogic, professional, social, and personality aspects.
- Work Environment (X3): The questionnaire consists of 12 questions that measure the physical, social, and psychological factors of the work environment.
- Teacher Performance (Y): The questionnaire consists of 15 questions that measure teacher performance based on assessment standards involving teaching effectiveness, professional responsibility, and student learning outcomes.

The data collection technique was carried out by distributing questionnaires to 47 teachers who were research samples. The questionnaire was distributed directly to the teacher, and the researcher provided an explanation of the purpose and method of filling out the questionnaire so that there would be no misunderstanding in the interpretation of the questions. After the questionnaire is filled out, the data is then collected and processed for analysis (Jogiyanto Hartono, 2018).

Before the questionnaire was fully used, the instrument was tested on 10 teachers in other schools that have similar characteristics to SMP Negeri 1 Peureulak. This trial aims to determine the validity and reliability of the instrument. Validity tests are carried out to ensure that each item in the questionnaire can measure the variables in question. Meanwhile, the reliability test was carried out to determine the consistency of respondents' answers to the questionnaire. The reliability test was carried out using Cronbach's Alpha technique, where the instrument was considered reliable if the Alpha value was more than 0.70 (Siregar, 2015).
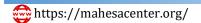
After the data was collected, the analysis techniques used in this study included:
- Descriptive Analysis: Used to describe the characteristics of respondents and research variables in general, such as age, gender, education level, and length of teaching.
- Classical Assumption Test: Performed to ensure that the data used meets the basic assumptions in regression analysis, such as normality tests, multicollinearity tests, and heteroscedasticity tests.
- Multiple Linear Regression Analysis: Used to test the influence of teaching experience, competence, and work environment on teacher performance. The regression models used in this study are:
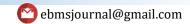
$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:
- Y   = Teacher Performance
- X1   = Teaching Experience
- X2   = Competence
- X3   = Work Environment
- a   = Constant

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- B1,B2,B3 = Regression coefficient of each variable
- e   = Error term

RESULTS AND DISCUSSION
Description of Respondent Characteristics
Of the total 47 teachers who were the research sample at SMP Negeri 1 Peureulak, the following is a description of the characteristics of the respondents based on several categories:
a. Gender:
  - Male: 25 people (53.19%)
  - Female: 22 people (46.81%)
b. Age:
  - 25-35 years old: 15 people (31.91%)
  - 36-45 years old: 20 people (42.55%)
  - 46-55 years: 12 people (25.53%)
c. Teaching Duration:
  - 1-5 years: 10 people (21.28%)
  - 6-10 years: 15 people (31.91%)
  - 11-15 years: 12 people (25.53%)
  - 15 years: 10 people (21.28%)
d. Last Education:
  - Q1: 38 people (80.85%)
  - Q2: 9 people (19.15%)

Descriptive Analysis of Research Variables
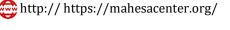Based on the results of questionnaire data processing, an overview of each research variable is obtained:
- Teaching Experience (X1): The average teaching experience of teachers at SMP Negeri 1 Peureulak is 11 years. Teachers who have more than 10 years of experience show a higher attitude of confidence in dealing with classroom dynamics.
- Competence (X2): The majority of teachers feel that they have adequate competence, especially in pedagogic and professional aspects. The average score of teacher competence is in the "Good" category with a score of 4.2 on a scale of 5.
- Work Environment (X3): The work environment at SMP Negeri 1 Peureulak is considered quite supportive. The majority of respondents gave a "Pretty Good" rating for school facilities and relationships with colleagues, with an average score of 3.8.
- Teacher Performance (Y): Based on the self-assessment of teachers, principals, and peers, teacher performance is generally in the "Good" category. The average score of teacher performance is at 4.1.
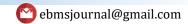
Validity and Reliability Test
- Validity: Based on the results of the validity test, all items in the questionnaire have a correlation value above 0.30, which means that the questionnaire items are valid in measuring the variables studied.
- Reliability: The results of the reliability test using Cronbach's Alpha showed that the instrument had a high reliability value with an Alpha value of 0.82 for teaching experience, 0.87 for competence, 0.79 for work environment, and 0.84 for teacher performance. This shows that the research instrument is reliable.

Classical Assumption Test
- Normality Test: The results of the normality test with the Kolmogorov-Smirnov test showed that the data was normally distributed with a significance value of 0.08 ($p > 0.05$).

➢ Multicollinearity Test: The Variance Inflation Factor (VIF) value for the three independent variables was below 10, namely 1.23 for teaching experience, 1.45 for competence, and 1.36 for the work environment, indicating the absence of multicollinearity problems.

➢ Heteroscedasticity Test: The results of the heteroscedasticity test with the Glejser test show that there is no heteroscedasticity problem, because all significance values are above 0.05.

Multiple Linear Regression Analysis

Based on the results of multiple linear regression analysis, the following regression model was obtained:

$$Y= 0.345+0.267X1+0.451X2+0.312X3$$

From the regression equation above, it can be interpreted that all independent variables have a positive influence on teacher performance.

Hypothesis Test

a. Test t (Partial Effect)

- Effect of Teaching Experience on Teacher Performance: t-count value = 2.873, p = 0.006 ($p < 0.05$). This shows that teaching experience has a significant effect on teacher performance. Every increase in teaching experience by 1 unit will increase teacher performance by 0.267 units.

- The Effect of Competence on Teacher Performance: t-count value = 4.562, p = 0.000 ($p < 0.05$). Competence has a significant and largest influence on teacher performance, with every 1 unit of competency improvement increasing performance by 0.451 units.

- The Influence of Work Environment on Teacher Performance: t-count value = 3.215, p = 0.003 ($p < 0.05$). The work environment also has a significant effect on teacher performance, where an increase in the work environment by 1 unit will increase performance by 0.312 units.

b. Test F (Simultaneous Influence)

- The results of the F test showed an F-count value of 23.672 with p = 0.000 ($p < 0.05$). This shows that teaching experience, competence, and work environment simultaneously have a significant effect on teacher performance.
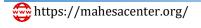
Coefficient of Determination (R^2)

The value of the determination coefficient (R^2) obtained from the regression model is 0.648. This shows that 64.8% of the variation in teacher performance at SMP Negeri 1 Peureulak can be explained by the variables of teaching experience, competence, and work environment. The remaining 35.2% were influenced by other factors that were not included in this research model.
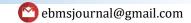
DISCUSSION

Based on the results of the research that has been conducted, it was found that teaching experience, competence, and work environment have a significant effect on teacher performance at SMP Negeri 1 Peureulak. These findings provide a clear picture of the importance of these factors in improving teacher performance, which is in line with previous theories and research.

The Influence of Teaching Experience on Teacher Performance

The results showed that teaching experience had a significant influence on teacher performance, with a t-count value of 2.873 and a p value of 0.006 ($p < 0.05$). These findings are consistent with the theory put forward by (Darling-Hammond, 2000), which states that teaching experience is one of the important factors in improving teacher competence and effectiveness. Teachers who have more experience tend to be able to manage classes better, understand student needs, and have higher confidence in dealing with various learning situations. Furthermore, longer teaching experience also gives teachers time to reflect on their teaching practices, which can ultimately improve the quality of teaching. As expressed by (Shulman, 1987), experienced teachers

have better abilities in integrating pedagogical knowledge and material content, so as to be able to produce more effective learning. This can be seen in teachers at SMP Negeri 1 Peureulak, where those with more than 10 years of teaching experience show better performance than teachers with shorter teaching experience.

The Effect of Competence on Teacher Performance

The findings of the study also show that teacher competence has the greatest influence on performance, with a t-count value of 4.562 and a p value of 0.000 ($p < 0.05$). This supports the competency theory put forward by (Laschinger et al., 2001), which states that competence is a set of skills, knowledge, and attitudes that a person has to perform certain tasks effectively. Teacher competence includes four main aspects, namely pedagogic, professional, social, and personality competencies, all of which play an important role in improving the quality of learning. This research is in line with the results of research conducted by (Tanjung et al., 2021), which found that teacher competence has a significant effect on the quality of teacher performance in secondary schools. Pedagogical competence, for example, assists teachers in designing learning strategies that suit the characteristics of students, while professional competence allows teachers to master the content of the subjects taught well. Teachers who have good social competence and personality also tend to be able to establish positive relationships with students, which can encourage the creation of a conducive learning atmosphere. The importance of these competencies indicates that teacher professional development efforts, such as training and further education, are key to improving teacher performance. Continuous competency development will help teachers update their skills and knowledge, so that they can continue to adapt to the latest developments in the world of education.

The Influence of Work Environment on Teacher Performance

The work environment was also proven to have a significant influence on teacher performance, with a t-count value of 3.215 and a p value of 0.003 ($p < 0.05$). A good work environment includes physical, social, and psychological aspects. According to the two-factor theory of (Sobaih & Hasanein, 2020), a supportive work environment is included in the maintenance factors or hygiene factors, which although not directly motivating a person, is important to create comfortable and stable working conditions. If the working conditions are not supportive, then it can cause dissatisfaction that has an impact on decreased performance. These results are also in line with research conducted by (Firmansyah, 2008), which found that a conducive work environment had a positive effect on teacher performance. Adequate school facilities, good relationships between colleagues, and support from school leaders are some of the aspects that make teachers more motivated and comfortable in carrying out teaching duties. At SMP Negeri 1 Peureulak, the majority of respondents felt that their work environment was quite supportive, especially in terms of support from fellow teachers and principals, although there were several physical aspects that still needed to be improved, such as the completeness of learning facilities and infrastructure.

Simultaneous Influence of Teaching Experience, Competence, and Work Environment on Teacher Performance

Simultaneously, teaching experience, competence, and work environment had a significant influence on teacher performance, with an F-count value of 23.672 and p = 0.000 ($p < 0.05$). These findings show that these three variables are interrelated in determining the quality of teacher performance. Teachers with long teaching experience may have the ability to better manage the classroom, but without adequate competence and a supportive work environment, their performance will not be optimal (Slameto, 2012). On the other hand, teachers who have high competence but work in an unsupportive work environment will also face difficulties in achieving maximum performance. The coefficient of determination (R^2) of 0.648 indicates that 64.8% of the

variation in teacher performance can be explained by these three variables, while the rest is influenced by other factors that were not studied in this study. Other such factors may include intrinsic motivation, the principal's leadership style, and parental involvement in education, which has also been mentioned in various studies as factors that affect teacher performance (Zakiyah, 2013).

CONCLUSION

Based on the results of the research on the influence of teaching experience, competence, and work environment on teacher performance at SMP Negeri 1 Peureulak, it can be concluded that these three variables have a significant influence on teacher performance, both partially and simultaneously. First, teaching experience has been proven to make a significant contribution to teacher performance. Teachers who have longer experience show better ability to deal with various learning situations, manage classes, and develop effective learning strategies. This shows that experience is an important factor in shaping the quality and professionalism of teachers. Second, teacher competence is the most dominant factor in determining performance. Teachers who have high competence, both in pedagogical, professional, social, and personality aspects, are better able to provide effective and meaningful learning for students. Competencies that are continuously developed through training and further education are essential to ensure teachers can adapt to the ever-changing demands of education. Third, a conducive work environment also plays an important role in improving teacher performance. Adequate facilities, support from colleagues, and good relationships with school leaders create a supportive work atmosphere, which ultimately motivates teachers to work more optimally. Simultaneously, these three variables interact with each other and play an important role in improving teacher performance. Although teaching experience is a factor that is formed over time, competency development and work environment improvement are two aspects that can be directly intervened to improve teacher performance. Therefore, schools and policy makers need to pay special attention to improving teacher competence through continuous training and creating a supportive work environment. Thus, efforts to improve teacher performance do not only depend on one factor, but must involve various interrelated factors. Improving the quality of education at SMP Negeri 1 Peureulak and other schools can be achieved if all these elements are managed properly and sustainably.

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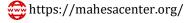
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