The Impact of Teacher Experience and Motivation on the Performance of Elementary School Teachers in Wawo District, Bima, NTB

Elyakim Nova Supriyedi Patty[1*], Sri Astuti Iriyani[2], Heri Sopian Hadi[3], Marlina[4], Reny Refitaningsih Peby Ria[5]
elyakim@universitasbumigora.ac.id[1*], sri.astuti@universitasbumigora.ac.id[2],
heri@universitasbumigora.ac.id[3], marlina@universitasbumigora.ac.id[4],
reny@universitasbumigora.ac.id[5]
[1,2,3,4,5]Program Study Information Engineering Education
[1,2,3,4,5]Universitas Bumigora

Abstract : This research aims to explain the following: (1) The joint impact of experience and motivation on teacher performance. (2) the impact of teacher experience on teacher performance and (3) the impact of teacher motivation on teacher performance in Wawo sub-district, Bima, NTB. The sample for this research consisted of 153 certified civil servant educators from Wawo District, Bima Regency. The "random sampling" method was used to select 110 educators at random. Data collection in this study was obtained through tests and questionnaires. The reliability coefficient of teacher performance was $rtt = 0.897$, and the reliability coefficient of teacher motivation was $rtt = 0.850$, after giving the test instruments to 25 teachers outside the teacher sample took it. Teacher performance was 0.885 and principal leadership was 0.941. Descriptive quantitative analysis, multiple linear regression analysis, and partial correlation analysis were used to analyze the data in this research. The correctness of the data was checked with the help of computing software. The results of this research concluded that (1) teacher experience and teacher motivation have a positive and statistically significant effect on teacher performance. Effectively, 16.08% of teacher performance can be attributed to teacher motivation factors, followed by 11.45% of teacher experience factors; (2) the teacher experience factor has a significant positive effect on teacher performance. There is a positive correlation between teacher motivation and student achievement; (3) teacher performance increases with increasing years of experience. The more inspired a teacher is, the more effective they are in the classroom.

Keywords : Experience, Motivation, Performance.

INTRODUCTION

The 1945 Constitution mandates education as a means to educate the nation's life. In this regard, the government has worked to ensure that the growth of the education system is well considered, targeted and distinctive, and fully integrated into the progress of all aspects

of national life. culture, and technical knowledge. In this way, Indonesian workers will have better opportunities to compete with workers from other countries (Depdiknas, 2004).

To raise the honor and dignity of the nation and succeed in developing this country, this country's leading educators must work productively and lead their students to the garden of success and prosperity. The effectiveness of a teacher depends greatly on the direction given by the principal, as well as the principal's own experience and encouragement. A person's work experience can be a valuable asset in the self-change management process. One can feel the intellectual effects of work experience. A person can learn the factors that lead to success and failure in the workplace and use that information to their advantage when seeking capital or supplies. They gain more experienced work experience and perspective as they get older.

Teachers are unlikely to achieve their goals if they lack access to, or support from, the systems and resources necessary to educate their students. As a result, educators have high expectations of systems, programs, teaching environments, salaries, and clear, progress-oriented principal leadership. If all of this is fulfilled, of course the teacher's work efficiency will increase, the teacher will devote his skills, knowledge and all his efforts to better education. In fact, in some areas there are still teacher activities that are not optimal because of teacher experience or because teacher motivation is not interested in increasing their own effectiveness.

In this research, the author examined elementary schools in the Wawo sub-district, Bima NTB, taking the research title "The Impact of Teacher Experience and Motivation on the Performance of Elementary School Teachers in the Wawo Sub-district, Bima, NTB". With the aim of seeing the impact on teacher performance which is impacted by teacher experience and motivation. This type of research is included in the correlational research category because of the research objectives. The design chosen was ex post facto, and used data from all events that actually occurred. Performance can be defined as behavior that is improved or sought depending on a person's level of work. According to Fattah's definition, "performance" is "an expression of ability supported by knowledge, attitudes, skills and motivation in producing something". This definition can be found in (Barnawi & Arifin, 2012) (Didi, 2018)

Measuring performance from qualitative and quantitative aspects of psychology in order to contribute to achieving group goals in a work unit (Arifin & Mardikaningsih, 2021), (Putra & Sinambela, 2021). In other words, performance can be defined as achievement, contribution, or work. According to Bernardin and Russell, performance can be defined as a

record of the results or output obtained in a particular function or activity at a particular point in time. Several reasons for the need for performance appraisal (MAMERO et al., 2018): (1) supporting a performance-oriented culture or assisting in changing an existing culture into a more performance-oriented culture; (2) improving individual and organizational performance; (3) growing skills, capacity and potential; (4) provide data for performance-based salaries/wages; (5) increasing and maintaining motivation; (6) assists in the integration of organizations, functions, departments, and individuals; (7) equipping additional resources (total quality management).

Performance in this research is a key variable. Several research variables related to teacher performance variables include: (a) quality of work; (b) speed or accuracy; (c) initiative; (d) capacity; and (e) communication. Furthermore, aspects of teacher performance that lead to indicators include; (1) evaluating learning outcomes, (2) being careful in interpreting teaching materials, (3) reasonable school management organization. (4) create new and more effective school management. (5) have the ability to lead a class. (6) have the ability to manage IBM (7) have the ability to evaluate student learning outcomes, (8) provide tutoring services, (9) share knowledge gained through education, (10) use various methods to coordinate teaching and assessment, and (11)) open to constructive criticism for better education.

What is learned from direct experience is invaluable. This adage will prove to be accurate in the present and the future (Apriani et al., 2021). The saying "don't stumble on the same stone twice" is similar to the meaning of experience. The same goes for a person's level of professional experience. Experience in a relevant field is essential, as every business has to purchase and hire new staff. There is no substitute for real experience when it comes to learning. In accordance with a letter of assignment from the authorized agency (which can be the government or a community group that provides education), a teacher is obliged to carry out his obligations as an educator in a particular teaching unit based on previous work experience (Roza, 2016). The teacher portfolio (MAMERO et al., 2018), includes the following information categories: (1) Qualification Elements and Main Duties; (2) Elements of Professional Growth; and (3) Professional Support Component.

Motivation is the drive that motivates people to act or behave in a motivated way, e.g. B. Factors that motivate someone to act or not. Motivation can be explained as the desire to achieve high status, power and recognition from each individual (Uno, 2010). Motivation can actually be seen as the basis for success in various areas of life through increasing abilities

and desires. Motivation is that every person has an internal state, and that internal state plays a role in their daily functioning (Potu, 2013). The term "motivation" refers to one of these internal states. The underlying force that moves a person to take action is called motivation. The drives that compel a person to act are the outward manifestation of drives that lie deep within them. As a result, a person's needs consist of topics that correspond to his main motives if they are based on a certain set of motivations.

Work motivation is identified as a key component in explaining individual performance, based on the theoretical definition of motivation. The strength of an individual's motivation determines the extent to which it influences their performance. Different teacher work motivations are usually manifested in different activities and even in the achievements achieved. Considering this, the definition of teacher motivation as the process of influencing a teacher's behavior to produce desired changes in performance.

RESEARCH METHODS

This research is quantitative research conducted at SDN Wawo which is located in Bima Regency, Papua New Guinea and consists of seventeen elementary schools. Participants in this study were divided into two groups, namely the population consisting of all 153 civil servant instructors, and the sample consisting of 110 teachers randomly selected from the population. Data collection for this research was carried out using research tools in the form of questionnaires distributed to participants. Data collection tools are placed in a grid for each variable. Grids are created for each variable based on the theoretical background and framework. The network divides one variable into several indicators, then the existing indicators are further developed into research tools.

The Likert scale used in this research is a type of scale that can describe how effective a teacher is. In this particular example, the survey offers respondents a choice of five different responses; then the range used is 1 to 5. The following is an illustration of the weight rating mapping:

Table 1. Likert Scale

Skala	Nilai
Sangat tidak setuju	1
Tidak setuju	2
Ragu-ragu	3
setuju	4
sangat setuju	5

Teacher activity level (denoted by Y), is the dependent variable; the level of teacher experience (denoted by X1), and the level of teacher motivation (denoted by X2) are independent variables. Twenty-five civil servant educators participated in the experiment by filling out a questionnaire with the following number of items per variable: There were 30 questions about teacher efficacy (Y) and two sets of questions about teacher experience (X1 and X2). Instrumental Validity and Reliability Test Results Brown, Spearman Half-Split Correlation.

The reliability of each variable was checked with the help of SPSS 16 software, producing the following findings: 24 questions based on the instructor experience variable. Fourteen of the 24 questions were correct, while ten were not. 30 question threshold for motivated teachers. Only 26 of the 30 questions were genuine. Third, the teacher activity variable consists of 30 questions. Only 17 of the 30 questions were valid; the others are all wrong. Spearman Brown reliability test using SPSS 16 software:

Table 2. Reliability test results of research instruments

No.	Instrumen	Koefisien Spearman Brown	Keterangan
1	Pengalaman Guru (X$_1$)	0,897	Andal
2	Motivasi Guru (X$_2$)	0,850	Andal
3	Kinerja Guru (Y)	0,885	Andal

All research tools have been considered reliable, as shown in the table above, and all show very high dependability, with confidence intervals ranging from 0.800 to 1.000. In this study, we used a multivariate regression model with three factors to test our hypothesis. So, hypothesis analysis tests were also carried out, including normality tests and linear tests, in this study.

RESULTS AND DISCUSSION

Teacher Experience Factor (X1). This research quantifies the knowledge and skills of instructors using a rating scale from 1 to 5 for each of 14 questions/statements. The data analysis program yielded a mean score (mean) of 48.14, a median score (midpoint) of 48.50, a range of 50 states, and a standard deviation of 6.768; the lowest score is 33, and the highest score is 65. The table below displays the frequency distribution of teacher experience factors.

Table 3. Frequency Distribution of Teacher Experience Factors

Kelas interval	Frekuensi Absolut		Frekuensi Kumulatif	
	F	(%)	f	(%)
64 – 69	1	0.9	110	100
58 – 63	12	10.9	109	99
52 – 57	19	17.3	97	88
46 – 51	39	35.5	78	71
40 – 45	25	22.7	39	35
33 – 39	14	12.7	14	13
Total	110	100.0	--	--

Table 4. Distribution of Teacher Experience Frequency Factors from the diagram

No	Kategori Jawaban	Rentang skor	Frekuensi	
			Absolut	Persentase
1	Sangat Tidak Baik	14 – 25	0	0,0
2	Tidak Baik	26 – 36	1	0,9
3	Cukup Baik	37 – 47	50	45,5
4	Baik	48 – 58	50	45,5
5	Sangat Baik	59 – 70	9	8,2
	Jumlah		110	100,0

From a total of 110 teachers, the frequency distribution of teacher experience factors (X1) was summarized as follows: 0.9% in the very bad category, 45.5% in the bad category, 45.5% in the good category, 8.2% in the very good category, and 0% in the very bad category. Mean (average) analysis (SPSS) places the teacher experience factor in a good range (49 to 59 points), so it can be concluded that it is in a good range (48.14).

Teacher Motivation Factors (X2). There were 26 questions/statements used to measure the level of teacher motivation in this study, each of which received a score between 1 and 5, for a possible range of 26 and 130. The data analysis software produced a score range from 88 to 128, with an average of 106, 50, median 104.50, mode 102, and standard deviation 9.431. The frequency distribution of teacher motivation factors is shown in the table below.

Table 5. Frequency Distribution of Teacher Motivation Factors

Kelas interval	Frekuensi Absolut		Frekuensi Kumulatif	
	f	(%)	F	(%)
124 – 130	2	1.8	110	100
117 – 123	18	16.4	108	98
110 – 116	24	21.8	90	82
103 – 109	18	16.4	66	60
96 – 102	36	32.7	48	44
88 – 95	12	10.9	12	11
Total	110	100.0	--	--

Table 6. Frequency Distribution of Teacher Motivation Factors from the diagram

No	Kategori Jawaban	Rentang skor	Frekuensi Absolut	Frekuensi Persentase
1	Sangat Tidak Baik	26 – 46	0	0,0
2	Tidak Baik	47 – 67	0	0,0
3	Cukup Baik	68 – 88	2	1.8
4	Baik	89 – 109	64	58.2
5	Sangat Baik	110 – 130	44	40.0
	Jumlah		110	100,0

According to the data reported in the table above, only 1.8% of the 110 teachers who responded rated their own motivation as "very good", while 58.2% rated it as "good", and 40.0% rated it as "very good ". Neither "poor" nor "very poor" received any response. The results of the analysis (SPSS) show that the average is 106.50 with a range of 89 to 109 indicating that the overall teacher motivation factor is effective.

Teacher Performance (Y). In this study, teacher effectiveness was measured numerically using a set of 17 questions/statements, each worth 1–5 points, giving a possible range of 17–85. Software-based data analysis yielded scores ranging from 59 to 84, with the following significant trend data: Standard deviation = 6.086. Median = 74.00 Mode = 74 Mean = 72.55. The frequency distribution of teacher activities is shown in the table below.

Table 9. Frequency Distribution of Teacher Performance

Kelas interval	Frekuensi Absolut f	Frekuensi Absolut (%)	Frekuensi Kumulatif F	Frekuensi Kumulatif (%)
83 – 87	5	4.5	110	100
78 – 82	20	18.2	105	95
73 – 77	33	30.0	85	77
68 – 72	25	22.7	52	47
63 – 67	22	20.0	27	25
58 – 62	5	4.5	5	5
Total	110	100.0	--	--

Table 10. Frequency Distribution of Teacher Performance Factors

No	Kategori Jawaban	Rentang skor	Frekuensi Absolut	Frekuensi Persentase
1	Sangat Tidak Baik	17 – 30	0	0,0
2	Tidak Baik	31 – 44	0	0,0
3	Cukup Baik	45 – 57	0	0,0
4	Baik	58 – 71	43	39.1
5	Sangat Baik	72 – 85	67	60.9
	Jumlah		110	100,0

From the summary frequency distribution table above, we can conclude that, of the 110 instructors surveyed, 39.1% engaged in a "good" level of teacher activity (Y) and 60.9% engaged in a "very good" level of teacher activity. (Y). However, no answer qualifies as

excellent, bad, or very poor. It is understood that teacher performance is very good as measured by the average (SPSS) analysis results of 72.55 points, which is in the range of 72 to 85 points.

Normality test. The results of the normal distribution test calculations can be summarized in the table below:

Table 11. Summary of Distribution Normality Test Results

No.	Distribusi Data Variabel	Kolmogrov smirnov		Kesimpulan
		X	P (sig.)	
1	Faktor Pengalaman Guru (X$_1$)	0,814	0,522	Normal
2	Faktor Motivasi Guru (X$_2$)	1,327	0,059	Normal
3	Kinerja Guru (Y)	1,086	0,189	Normal

Linearity Test. The SPSS statistical program was used to perform the tests. Below is a table summarizing the data.

Table 12. Summary of Relationship Linearity Test Results

No.	Hubungan Fungsional	F		Kesimpulan
		Hitung	P (sig.)	
1	Faktor Pengalaman Guru (X$_1$) dengan Kinerja Guru (Y)	22,907	0,000	Linier
2	Faktor Motivasi Guru (X$_2$) dengan Kinerja Guru (Y)	25,192	0,000	Linier

The information presented in the table above shows that the two different Fs show an F that is not significant at the 5% significance level or $p > 0.05$; Thus, the relationship that exists between the two independent variables and the dependent variable (teacher performance) is linear, so it meets the linearity requirements.

Multicollinearity Test. If a tolerance close to 1 is achieved and the VIF does not exceed 10, this indicates that there is no multicollinearity in the experiment.

Table 13. Summary of Multicollinearity Test Results

No.	Variabel Bebas	Collinearity Statistics		Kesimpulan
		Tolerance	VIF	
1	Faktor Pengalaman Guru (X$_1$)	0,824	1,214	Tidak Multikolonier
2	Faktor Motivasi Guru (X$_2$)	0,697	1,435	Tidak Multikolonier

Of the three acceptance tests discussed (parametric, linear, and multivariate), all data passed the requirements, so testing continued with parametric statistics.

Hypothesis Test. Multiple regression analysis combining the factors teacher experience (X1), teacher motivation (X2), and teacher performance (Y) is used to test this

hypothesis (Y). The following table displays the results of the regression analysis carried out using SPSS.

Table 14. Multiple Correlation Coefficients and Determinants

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.525[a]	.275	.255	5.254	1.916
a. Predictors: (Constant), Pengalaman Guru (X_1), Motivasi Guru (X_2)					

Multiple correlation coefficient Ry(1,2) = 0.525, according to the table above; to determine whether this number is statistically significant, we must test the regression coefficient. The regression value of 13,423 was obtained from calculations. The results of the regression analysis are shown in the table below.

Table 15. Results of Multiple Regression Analysis for the F test between Predictors X1 and X2, against criterion Y

ANOVA[b]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1111.517	3	370.506	13.423	.000 [a]
Residual	2925.756	106	27.601		
Total	4037.273	109			
a. Predictors: (Constant), Pengalaman Guru (X1), Motivasi Guru (X2)					
b. Dependent Variable: Kinerja Guru (Y)					

Using the data in the table above, we can calculate a Fregression price of $13,423 at the $0,000 significant level. Ho is rejected and Ha is accepted, so it is concluded that there is a significant positive influence between the combination of teacher experience characteristics and teacher motivation on teacher performance, because the p-value is smaller than the specified significance level of 5%. The coefficient of determination (R2y(1,2,)) = 0.275 was also calculated from the above investigation. This shows that the characteristics of teacher experience, teacher motivation, and leadership principles account for around 27.5% of the variance in teacher performance. That "there is an influence of teacher experience on teacher performance" is the second hypothesis tested here. The alternative hypothesis (Ha) was changed to the null hypothesis (Ho) "There is no beneficial effect of teacher experience on teacher performance" for the purpose of hypothesis testing.

Relative and Effective Contribution. Based on the calculation of relative contribution (SR%) and effective contribution (SE%)

Table 17. Summary of the Weight of the Contribution of the Independent Variable to the Dependent Variable

Prediktor	Sumbangan Relatif (SR) %	Sumbangan Efektif (SE) %
Pengalaman Guru (X1)	41,599	11,45
Motivasi Guru (X2)	58,515	16,08
Total	100,000	27,53

Based on the data in the table above, the teacher experience effectiveness factor (X1) contributes 11.45% to teacher performance (Y), meaning that the difference in high and low teacher performance indicators can be attributed to this factor; and the predictive loan of effective motivation (X2) contributed 16.08%, which means that the difference between high and low teacher performance indicators can be attributed to this factor. These two research predictions amount to 27.53% explaining the ups and downs of teacher performance.

The results of the first hypothesis test showed that teacher experience and motivation accounted for 27.5% of the variance in student achievement attributable to classroom teachers. This means that the two hypotheses account for 27.5% of the variation in teacher effectiveness, while the remaining 72.5% is explained by factors such as personality. In addition, the effective contribution of each predictor to the most important criteria is explained, as calculated from the aforementioned studies:

1. The element of teacher motivation is significant in boosting teacher performance, as predicted by X2 (Teacher Motivation) which has a contribution level of 16.08%. Here are some suggestions for improving the morale of educators. As a leader, the principal oversees activities in the school and consistently encourages teachers to reach their full potential so that students can reach their potential. should accommodate their requirements, strengths, and tasks, and give them the opportunity to solve their own problems (with the support of the principal, of course). To keep teachers motivated to do their best work, principals must consider their unique skills and needs, as well as the incentives they can afford.

2. Lastly, predictor X1 (teacher experience) contributed 11.45 percent, showing the importance of this factor in increasing teacher productivity. However, this percentage is very low. There are several ways to improve teacher experience, all of which have the potential to improve student achievement: teachers can undertake training to become good professional teachers; they can attend training courses organized by schools and the government; they can conduct comparative research between high- and low-needs schools; and they can be responsible for holding a variety of discussions, seminars, and other meetings all geared

toward enhancing the teacher experience.Hipotesis kedua diuji untuk melihat seberapa besar pengaruh pengalaman guru terhadap hasil belajar siswa. Hal ini ditunjukkan dengan nilai koefisien parsial sebesar 0,268 (ry1-2) dan nilai thitung sebesar 2,862 (p0,05). Temuan penelitian menunjukkan bahwa efektivitas guru meningkat seiring waktu di kelas.

The third hypothesis was tested, and it was found that teacher motivation influences student learning achievement. The partial correlation coefficient value (Ry2-1) is 0.211 and tcount is 2.225 at a significance level of p 0.028, providing strong support for this. The findings of this study indicate that instructors perform better when they feel more inspired to do their work.

CONCLUSION

The conclusion provides a brief overview of the findings and discussion. The findings from this research can help in the dissemination and cultivation of new information. 1) Teacher effectiveness is greatly enhanced by a combination of experience and motivation. More teacher performance can be attributed to intrinsic factors such as motivation than to unproven factors such as teacher personality or school structure. 2) The amount of time a teacher is in the classroom has a favorable correlation with how well they function as a teacher. Teacher effectiveness increases with their level of expertise. 3) There is a strong correlation between instructor motivation and student achievement. The more inspired a teacher is, the more effective they are in the classroom.

REFERENCES

Apriani, N. D., Krisnawati, N., & Fitrisari, Y. (2021). Implementasi Sistem Pendukung Keputusan Dengan Metode SAW Dalam Pemilihan Guru Terbaik. *Journal Automation Computer Information System*, *1*(1). https://doi.org/10.47134/jacis.v1i1.5

Arifin, S., & Mardikaningsih, R. (2021). Pengembangan Kinerja Guru Ditinjau dari Variabel Lingkungan Kerja dan Budaya Organisasi. *Jurnal Simki Pedagogia*, *4*(1). https://doi.org/10.29407/jsp.v4i1.14

Barnawi & Arifin, A. (2012). Strategi & Kebijakan Pembelajaran Pendidikan Karakter. In *Jogjakarta: Ar-Ruzz Media*.

Depdiknas. (2004). *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Matematika Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Jakarta: Depdiknas.

Didi, P. (2018). Kinerja guru: kompetensi guru, motivasi kerja dan kepemimpinan kepala

sekolah - Didi Pianda. In *CV Jejak*.

MAMERO, F. M., LENGKONG, F. D. J., & POMBENGI, J. (2018). IMLEMENTASI KEBIJAKAN SERTIFIKASI GURU DI SMK NEGERI 5 MANADO. *JURNAL ADMINISTRASI PUBLIK*.

Potu, A. (2013). Kepemimpinan, Motivasi, Dan Lingkungan Kerja Pengaruhnya Terhadap Kinerja Karyawan Pada Kanwil Ditjen Kekayaan Negara Suluttenggo Dan Maluku Utara Di Manado. *Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, *1*(4). https://doi.org/10.35794/emba.v1i4.2894

Putra, A. R., & Sinambela, E. A. (2021). Pengaruh Kepemimpinan dan Komunikasi Kerja terhadap Kepuasan Kerja Dosen. *Jurnal Simki Pedagogia*, *4*(1). https://doi.org/10.29407/jsp.v4i1.17

Roza, J. (2016). PENGARUH PELATIHAN DAN PENGALAMAN MENGAJAR TERHADAP PROFESIONALISME GURU MADRASAH ALIYAH NEGERI (MAN) DI KABUPATEN TANAH DATAR. *Al-Fikrah: Jurnal Manajemen Pendidikan*, *4*(2). https://doi.org/10.31958/jaf.v4i2.415

Uno, B. H. (2010). Theory of Motivation and Its Measurement Analysis in the Field of Education (Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan). In *Bumi Aksara*.