THE INFLUENCE OF TEACHING EXPERIENCE, SCHOOL CULTURE AND MOTIVATION ON TEACHER PERFORMANCE

[1]Fitriah ULFA, [2]Zahara Tussoleha RONY, [3]Sugeng SUROSO

[1]Department of Management Science, Bhayangkara University, Jakarta.
[2]Postgraduate Program, Bhayangkara University, Jakarta.
[3]Faculty of Economics and Business, Bhayangkara University, Jakarta.
Corresponding author: Fitria ULFA
E-mail: fitriaulfa19@gmail.com

Abstract:

Teacher performance is an essential element in the world of education which is a determinant of the high or low quality of education that occurs in the school environment, this is because teachers are people who often interact with students directly during the teaching process. The purpose of this research is to know how much the influence of teaching experience, school culture and motivation can affect teacher's performance. The data analysis method is quantitative, Partial Least Squares (PLS) is the data analysis approach used in this study. Partial Least Squares (PLS) is a Structural Equation Modeling (SEM) equation model that utilizes component-based structural equation modeling techniques.. The sampling technique used in this research is a Saturated Sample. The samples taken were 71 samples of MTS 1 teachers in Bekasi City. This study uses PLS 3 as an analytical tool and is assisted by the Statistical Package for the Social Sciences or SPSS. The partial test results showed that teaching experience significantly affected teacher performance, school culture had no significant effect on teacher performance, and motivation significantly affected teacher performance. The results of the simultaneous test study showed that teaching experience, school culture, and motivation had a significant effect on teacher performance.

Keywords: Teaching Experience, School Culture, Motivation, Teacher Performance

INTRODUCTION

Teacher performance is an essential element in the world of education which is a determinant of the high or low quality of education that occurs in the school environment, this is because teachers are people who often interact with students directly during the teaching process. Teaching experience is also one of the factors that can support the implementation of teaching and learning activities. The educational experience is a determining factor in achieving student learning outcomes. Appropriate educational experience regarding the time teachers spend on their work contributes to maximum student achievement. This is the goal that the school must achieve. Teaching experience is equally important in determining student achievement. Teachers with adequate teaching experience actively support students and make it easier for teachers to understand what they are teaching. On the other hand, if the teacher does not have sufficient teaching experience, it will not help students achieve the desired results.

Experienced teachers can more easily solve teaching and learning problems related to subjects for students. Teachers can stimulate and encourage students' enthusiasm to learn and maximize the empowerment of teachers' abilities.

Education in Social Sciences (IPS) studies various events, facts, concepts, and generalizations related to social problems.

Social pedagogy as a field of study taught at the educational level in a school environment is a form of delivering knowledge and values, attitudes, and skills for student life in various regions, countries and countries. The goal is to teach the social sciences about life in human society. This is

done systematically. Therefore, the role of social studies is significant in educating students to develop knowledge, attitudes and skills so that they can participate actively in a future life as members of society and become good citizens.

The teacher's role as a facilitator and motivator is significant in teaching and learning. The interactions between teachers and students in the teaching and learning process are often referred to as educative interactions, more specifically, teaching and learning interactions in the field of teaching. In the teaching and learning process, the teacher as a teacher should not dominate the activities but must create an environment, motivate and guide students to develop their potential and creativity through the teaching and learning process.

School culture plays a role in forming student character and will ultimately play a role in student achievement. The image of a good school can be seen in students' attitudes outside the school. What is formed in the school will be embedded well into students' subconscious at the school. A fragile school culture will instill unfavorable attitudes for students.

In existing culture, for example, students often go in and out of class when teaching and learning activities such as going to the bathroom. Or the canteen or in the bathroom just for fun. Then agree with the students before studying, but many students forget the agreement, so many are violated by these students. Often carry a cellphone and use it at school. When learning takes place and late in collecting assignments, only collect them during free hours. And often late for class.

The example of a good teacher also forms the character of a good student. Kindness is manifested in good deeds and deeds in everyday life. Such a good deed will attract the sympathy of everyone around. Good manners also make it easier to make friends. Good student behavior encourages good relationships and socializing with friends. The interaction of students with their friends affects the personality or character of the student.

Besides, student achievement and character are closely related to teacher performance at the school. With teachers who have good performance, students will be better serve their needs, both in academics and character development. Most of the teachers have an age that is no longer young. Based on the age reference, the teacher's performance can be seen because the higher a person's age, the performance in teaching begins to decline. Likewise, most of the teachers over the age of 35 have decreased their performance. Examples of learning achievements such as interest in students who are less in the same subject so that their achievements are reduced, too much use of cellphones results in the decreased achievement of students who rarely study and also play too much with friends so that they rarely study, and the lack of time-sharing between organizations and academics.

Understanding Teacher Performance. According to (Özgenel & Mert, 2019), Teacher performance is the leading and main issue in education reform and school development. Therefore, teacher performance is a crucial element in the success of school effectiveness and is very important. Performance is a numerical or non-numeric result resulting from a predetermined goal. Strengthened by (Gichuru & Ongus, 2016), Teacher quality is an important component in improving student achievement and closing achievement gaps. The quality of each person is widely recognized by policymakers, practitioners, and researchers as the most potent school-related influence on student academic performance.

So it can be concluded that teacher performance is the ability of teachers to provide learning material content that is easy to understand by students as the object being taught as the key to the effectiveness of school success in educating students and improving student achievement.

Understanding Teaching Experience. According to (Podolsky et al., 2019), the teaching experience is that teachers are generally not randomly assigned to students. More experienced teachers are often found to teach students with higher abilities or migrate to schools with more fortunate students. Meanwhile, according to (Uddin & Nwachokor, 2019), Teaching experience is the time spent by a teacher in teaching the profession. Over time, teachers gain command of their subjects and become competent in the art of teaching through experience. In other words, the teaching experience enhances the teaching skills and methodology adopted.

So it can be concluded that a teacher's educational experience can be measured mainly by the number of years of teaching in the subjects they teach. Teacher professionalism is the result of constant professionalism. In other words, the longer they served as teachers, the higher the level of the person, and vice versa.

Understanding School Culture. According to (Bektas, 2015), culture can be described as a way of thinking based on the existence and unity of groups of people who interact and differentiate one group from another. Organizations, especially schools, are artifacts of the cultural paradigm of society. Furthermore, each school develops a culture that distinguishes it from the others based on the individual's environment, various inputs, and procedures. reinforced by (Družinec, 2019). School culture impacts school life and work and is considered one of the essential psychosocial factors for the successful development of a school and the progress of its members. Elements of school culture (attitudes, beliefs, cultural norms, relationships, rituals and ceremonies, leadership, cooperation with parents and the local community, curriculum, organizational conditions, school design with positive or negative characteristics can stimulate or interfere with the realization of goals and the impact of interpersonal relationships in school.

So school culture is the rules and values reflected in everyday life to create a conducive, dynamic, and democratic atmosphere. School culture can be seen from the applicable rules, habits, values, and social interactions.

Understanding Motivation. According to (Karadağ, 2017) explains that motivation is an inner drive that already exists within the individual or is reflected in the individual when learning new things. It is also reinforced by (Gupta & Mili, 2016) that academic motivation is the impetus that drives students' desire to learn. Thinking that students should be motivated to spark and maintain their interest, "Academic motivation raises questions about why people behave in certain ways." (Rony, 2016).

So it is known that achievement motivation is the driving force so that students are activated with energy to achieve their needs and learning goals/directions and see changes. The behavior of learning motivation is in the students themselves. Indicators of achievement motivation: persistence in problem-solving, persistence in overcoming difficulties, preference for independent work, responsibility and orientation to the future.

METHODS

Research design is a plan to conduct research using specific methods. This research is quantitative. Quantitative research methods, according to Sugiyono (2019:16), can be defined as research methods in the philosophy of positivism, which are used to examine specific populations or samples, collect data sets using research tools, and analyze quantitative data. A quantitative approach is applied when there is a difference between what must be done and what must be done, rules and practice, theory and practice, and planning and implementation. The author of this study uses a saturated sampling approach, which is often called a census, where the entire population is sampled.

The data analysis method using Partial Least Squares (PLS) is the data analysis approach used in this study. Partial Least Squares (PLS) is a Structural Equation Modeling (SEM) equation model that utilizes component-based structural equation modeling techniques.

Because this research has a complicated model and a small sample, SmartPLS software is used to analyze the data. SmartPLS use the bootstrap or random multiplication approach. As a result, average assumptions will not be a problem. In addition, SmartPLS does not require a minimum sample size for bootstrap studies so that it can be used with small samples. PLS-SEM analysis consists of two sub-models: the measurement model or the outer model and the structural model or the inner model.

DISCUSSION

The Effect of Teaching Experience on Teacher Performance. The experience of a teacher in carrying out their duties is always increasing. The longer the expected term of office, the more experience the teacher has, and the level of difficulty felt by the teacher in certain aspects of teaching decreases day by day. Because his educational experience increased, the more experience you have, the more people do the same thing more often, the more qualified you are, and the faster you can get it done. The more types of work a person does, the more affluent and broader his work experience, and the more productive he is. Therefore, the experience the teacher has while teaching at school. Of course, this will significantly affect the results achieved.

Teaching experience very clearly affects teacher performance. Where a teacher can hone his level of expertise to be more professional in teaching skills will solve the problem of the process of teaching and learning activities where teachers will not get lessons during the formal education they take, the teaching experience will be gained during The teacher's teaching process will affect the quality of a teacher in teaching which will lead to an increase in teacher performance when teaching is carried out. The useful experience gained in teaching can affect the quality of teacher education. The experience of teachers is important to make them more qualified to do their jobs and solve the problems they face. Teaching experience can increase the qualifications and professionalism of teachers.

The Influence of School Culture on Teacher Performance. The work culture aims to change the attitudes and behavior of teachers as existing human resources to improve their performance so that they can answer various future challenges. Implementing a good work culture includes increasing the spirit of cooperation, friendliness, openness to one another, increasing kinship, increasing friendship, building better communication, productivity, and the ability to respond to company events outside the world.

Culture not only serves as a link in which one or more people can participate and act but also links relationships between teachers to form a cohesive team. On the other hand, organizational culture can increase the efficiency of teachers in the organization. School culture is one of the factors needed to improve teacher performance. Teachers still feel satisfied with the culture adopted and supported by the organization. They still feel the teacher's work is related to the organization and feel the opportunity for organizational success.

School culture is a set of norms and values that guide the behavior of members of an organization because organizational culture is an integral part of organizational management. Inspired and put into practice. A teacher on a mission. A school culture directly related to teachers includes and is integrated with individual initiative, guidance, integration, management support, control, reward systems, and communication models, but still does not have a school culture that significantly impacts teachers. There is still a lack of cohesiveness between teachers in every line. We need to change this because schools must be able to become examples for other schools in Bekasi City.

Therefore, it can be said that the second hypothesis of this study is found to be inconsistent with the statements and results of research on school culture and teacher performance.
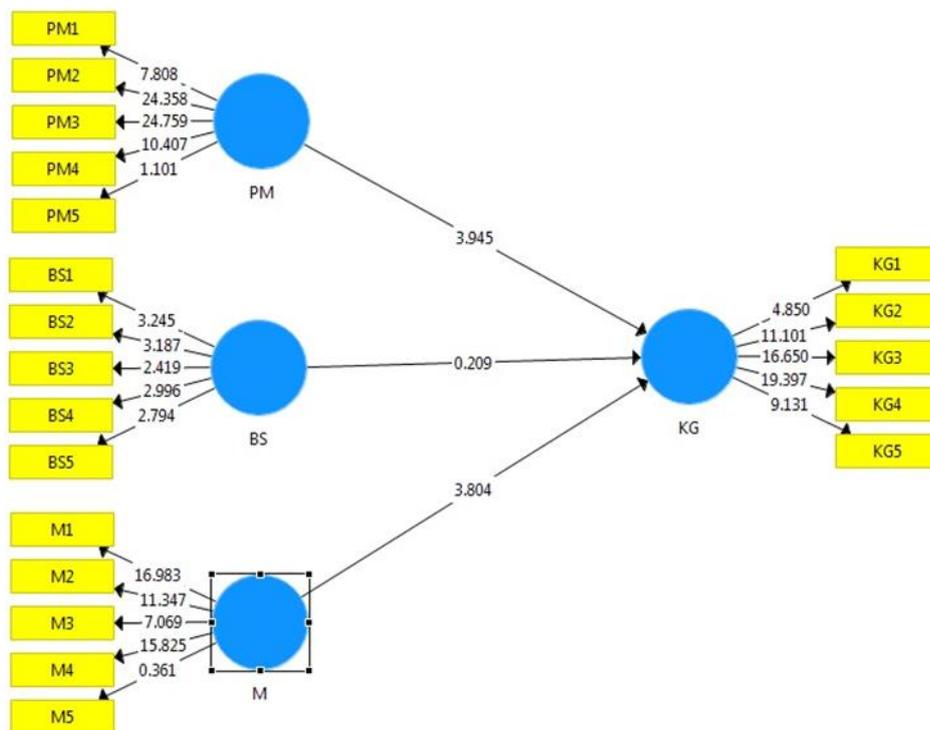
The Effect of Motivation on Teacher Performance. Teachers at work are encouraged to carry out their duties based on their background as an educator where teachers need motivation both inside and outside of themselves, meaning that within themselves that a teacher carries out the task that he is a rebuke to the students he teaches, background This will create motivation in itself so that the students understand their teachings better than what they have been taught, and even then it will spur the teacher to be more motivated to produce more students to produce higher learning achievement scores, in addition to encouragement from outside the teacher, namely on the provision of school facilities which provide additional learning through existing practices in social science subjects by participating in competitions and guiding students so that they will be useful in the community, on that motivation slowly by slowly Teacher performance will increase because

teachers are not only as educators but also as non-academic supervisors who will be exemplary for students and as a medium for self-development through existing competitions to carry the name of the school.

A school is a place where teachers can fulfill their responsibilities. Teachers continue to motivate their work rather than trying to fulfill needs that can motivate them to have enthusiasm for work, such as expectations of intensive instruction, praise and attention. To form superiors and coworkers. However, all teachers should be encouraged to increase further their motivation to work within, such as clear responsibilities, goals and objectives, a sense of well-being in the workplace, and a desire to improve as teachers improve continuously. They are passionate about their work. Performance improvement.

Results of Analysis of the Measurement Data Model (Outer Model) This test consists of 3 stages: the Convergent Validity Test, Composite Reliability, and Cronbach Alpha. Measurement of this model is carried out using the SmartPLS 3.0 application.

Figure 4.3 Outter Research Model

Source: Data processed with Smart PLS 3.0, 2022

	Convergent Validity		
Item	**Outer Loading Result**	**Validitas Convergent Requirement**	**Conclusion**
PM1	**0,733**	**>0,5**	**Valid**
PM2	**0,840**	**>0,5**	**Valid**
PM3	**0,852**	**>0,5**	**Valid**
PM4	**0,777**	**>0,5**	**Valid**

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Item	**Outer Loading Result**	**Validitas Convergent Requirement**	**Conclusion**
BS1	0,930	>0,5	Valid
BS2	0,930	>0,5	Valid

BS3	0,740	>0,5	Valid
BS4	0,762	>0,5	Valid
BS5	0,737	>0,5	Valid

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Item	*Outer Loading* Result	*Validitas Convergent* Requirement	Conclusion
M1	0,828	>0,5	Valid
M2	0,835	>0,5	Valid
M3	0,730	>0,5	Valid
M4	0,838	>0,5	Valid

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Item	*Outer Loading* Result	*Validitas Convergent* Requirement	Conclusion
KG1	0,577	>0,5	Valid
KG2	0,727	>0,5	Valid
KG3	0,787	>0,5	Valid
KG4	0,781	>0,5	Valid
KG5	0,775	>0,5	Valid

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Composite Reliability

Variable	Result	Composite Realibility Requirement	Conclusion
Teaching experience	0,794	> 0,6	Reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022

Variable	Result	Composite Realibility Requirement	Conclusion
School Culture	0,913	> 0,6	Reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022

Variable	Result	Composite Realibility Requirement	Conclusion
Motivation	0,820	> 0,6	Reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Variable	Result	Composite Realibility Requirement	Conclusion
Teacher Performance	0,852	> 0,6	Reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Cronbach Alpha

Variable	Result	Cronbarch Alpha Requirement	Conclusion
Teaching experience	0,669	>0,6	reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Variable	Result	Cronbarch Alpha Requirement	Conclusion
School Culture	0,892	>0,6	reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Variable	Result	Cronbarch Alpha Requirement	Conclusion
Motivation	0,721	>0,6	reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Variable	Result	Cronbarch Alpha Requirement	Conclusion
Teacher Performance	0,784	>0,6	reliable

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Results of Analysis of the Measurement Data Model (Structural Inner Model)

The inner model test predicts a quality relationship between latent variables. This test can be done in the following way:

Variable	R-*Square*
Teacher Performance	0,619

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

Based on the results of table 4.13, the R-Square value in this study is 0.619 (61.9%). The results of this test illustrate that the Teacher Performance variable can be explained by the variables of Teaching Experience, School Culture and Motivation of 61.9%. So it can be concluded that each independent variable has a moderate influence on the dependent variable. In these results, it is known that if the resulting value of r square lies between 0.60 - 0.799, then it belongs to a strong category. This result is 61.9%, or rounded to 62. % means that the influence of teaching experience, school culture and motivation has a powerful effect on teacher performance. The remaining results are 38.1 or rounded up to 38%, which the influence can see by other variables not tested in this study.

Estimate For Path Coefficients

Hypothesis	Variable	Original Sample	T Statistics	P Values
H1	PM -> KG	0,436	3,888	0.000
H2	BS-> KG	0,018	0,192	0.848
H3	M -> KG	0,431	3,669	0.000

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

1. The results of testing the Variable Hypothesis of Teaching Experience
    Based on the data above, it shows that the teaching experience has a significant level of 0.000. Due to the significant level of < 0.05 (0.000 < 0.05), it can be concluded that H1 is accepted, then based on the t-statistic value of 3.945 from the t-table of 1.996. Then the value of t statistic is 3.945 > t table 1.996 means that H1 is accepted, so it can be concluded that teaching experience partially affects teacher performance. So the first hypothesis (H1) shows that teaching experience affects teacher performance.
2. The results of the School Culture Variable Hypothesis testing
    Based on the data above, it shows that School Culture has a significant level of 0.848. Due to the significant level > from 0.05 (0.848 > 0.05), it can be concluded that H2 is rejected, then based on the t-statistic value of 0.209 from the t-table of 1.996. Then the value of t statistic 0.209 < t table 1.996 means H2 is rejected, so it can be concluded that partially between school culture does not affect teacher performance. So the second hypothesis (H2) shows that school culture does not affect teacher performance.
3. The results of testing the Motivation Variable Hypothesis
    The data above shows that motivation has a significant level of 0.000. Due to the significant level of < 0.05 (0.000 < 0.05), it can be concluded that H3 is accepted, then based on the t-statistic value of 3.945 from the t-table of 1.996. Then the value of t statistic 3.945 > t table 1.996 means H3 is accepted, so it can be concluded that motivation partially affects teacher performance. So the third hypothesis (H3) shows that motivation affects teacher performance.

Two Way Anova Different Test Results

Tests of Between-Subjects Effects

Dependent Variable: KG

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	178.010ᵃ	44	4.046	.623	.916
Intercept	10681.908	1	10681.908	1645.058	.000
Teacher's Age	70.037	22	3.184	.490	.952
Gender	11.512	1	11.512	1.773	.195
Teaching Period	3.689	2	1.844	.284	.755
Corrected Total	340.343	69			

a. R Squared = .523 (Adjusted R Squared = -.316)

Source: Primary data processed using the SmartPLS 3.0 application, 2022.

1. The first hypothesis, based on the two-way ANOVA test output, obtained a sig value of 0.952 > 0.05, so the hypothesis which states that there are differences in teacher performance based on teacherage" can be rejected. So the conclusion of the different tests states that there is no difference in teacher performance based on the teacher's age.

2. The second hypothesis, based on the two-way ANOVA test output results, obtained a sig value of 0.195 > 0.05, so the hypothesis which states that there are differences in teacher performance based on gender can be rejected. So the conclusion of the different tests states that there is no difference in teacher performance based on gender.

3. The second hypothesis, based on the two-way ANOVA test output results, obtained a sig value of 0.755> 0.05, so the hypothesis that states that there are differences in the performance of employee teachers based on teaching length can be rejected. So the conclusion from the different tests states that there is no difference in teacher performance based on teaching length.

CONCLUSION

Teaching experience has a significant effect on the performance of social studies subject teachers. Teaching experience very clearly affects teacher performance. A teacher can hone his level of expertise to be more professional in teaching skills that will solve the problem of teaching and learning activities where teachers will not get lessons during formal education. He takes, the teaching experience will be obtained during the teacher's teaching process, which will affect the quality of a teacher in teaching, leading to an increase in the teacher's performance given at the time the teaching is carried out.

School culture has no significant effect on teacher performance. A school culture directly related to teachers includes and is integrated with individual initiative, guidance, integration, management support, control, reward systems, and communication models, but still does not have a school culture that significantly impacts teachers. There is still a lack of cohesiveness between teachers in every line. We need to change this because schools must be able to become examples for other schools in Bekasi City.

Motivation has a significant effect on teacher performance. Schools are places where teachers can fulfill their responsibilities. Teachers continue to motivate their work rather than trying to fulfill needs that can motivate them to have enthusiasm for work, such as expectations of intensive instruction, praise and attention. To form superiors and coworkers.

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