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Effect of Work Experience, Training and Education Level To Educational Staff Performance

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ABSTRACT

The purpose of this study was to analyze the effect of work experience, training and education level on the educational staff performance. The population of this research is educational staff of Universitas Riau Kepulauan as much as 56 people. The sampling technique uses a census. Data collection method was done by questioner and data analysis used was multiple linear regression using SPSS software. The result of the research shows that work experience, training and level of education have a significant effect on the educational staff performance either partially or simultaneously, with the coefficient of determination (R Square) obtained is 41,9%. This means that performance is influenced by work experience, training and education level 41.9% while others are influenced by other variables that are not examined.

Keywords: *Work Experience; Training; Education Level; Educational Staff Performance*

I. INTRODUCTION

The organization requires an effective and efficient coordination system, which aims to realize the smoothness and more assured implementation of a business. Work experience, training and education level are also part of the management or management of a project, where management itself is a way of managing an activity that has a specific purpose.

Organizations must have good human resources, especially qualified human resources to be able to compete in the era of globalization. Not only in terms of mastery of science and technology is expected, but also a good mental attitude. Therefore, every country always improves the quality of its human resources. To improve the quality of human resources it can be done by improving the quality of education of the nation because with quality education will create quality human resources as well, which in turn can support the development of national development.

Universities are educational units of higher education providers. By type, the college is divided into two: (1) State colleges are universities organized by the government. (2) Private colleges are private universities.

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Educational staff are personnel or workers who work in educational units other than educators. Educational staff are assigned to carry out administrative, management, development, supervision, and technical services to support education process in education unit.

The performance of education personnel is one of the important keys for universities, because each university can not improve only from one or two efforts, but from the overall efforts of stake holders in universities.

The improvement of the performance of the Riau Islands University education personnel is done through education and training, but improving the work environment is very important for the achievement of the organization's vision, mission and objectives. To achieve this success, work environment factors can not be ignored. A comfortable working environment, and harmonious work among educational staff will greatly support the work atmosphere, which will ultimately have a positive impact on the success of the organization's vision, mission and goals. If the work environment is not comfortable then the success of the college will not meet the desired expectations.

University of Riau Islands realize the quality and reliability of human resources is needed as one of the key success of universities in the face of competition, thus the University of Riau Islands should prepare human resources owned by work experience, training and education.

Work Experience

Work experience is as a measure of the length of time or work that someone has taken in understanding the tasks of a job and has done it well (Foster, 2011: 40). According to Johnson (2007: 77) states that "experience brings out one's

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potential, full potential will emerge gradually over time in response to a variety of experiences". Another opinion states that work experience is the length of time a person performs the frequency and type of task according to his ability (Syukur, 2011: 74)

Work experience is the level of mastery of knowledge and skills of a person in the work that can be measured from the work period and from the level of knowledge and skills possessed. It can be concluded that the understanding of work experience is the level of mastery of knowledge and skills of a person in his work that can be measured from the work period and from the level of knowledge and skills possessed.   There are also some things to determine whether or not an employee is an indicator of working experience, namely:

1. Long time or work period.
   The size of the length of time or length of time a person has gone through can understand the tasks of a job and have done well.
2. Level of knowledge and skills possessed.
   Knowledge refers to concepts, principles, procedures, policies or other information required by employees. Knowledge also includes the ability to understand and apply information to job responsibilities. While the skills refer to the physical ability required to achieve or run a task or job.
3. Mastery of work and equipment.
   Level of mastery of a person in the implementation of technical aspects of equipment and work techniques

Training

According to Gomes (2013: 197), training is every effort to improve the worker's performance on a particular job that he is responsible for, or a job that has to do with his work.

According Mangkunegara (2009: 43) training terms for employee (technical) and supervisor. While the term development is intended for employees of management level. Wexley and Yulk (Mangkunegara, 2009: 43) suggests that: "Training and development are term is referring to planned efforts designed facilitate the acquisition of relevant skills, knowledge and attitudes   by organizations members. Development focuses more on improving the decision making and human relations skills and the presentation of a more factual and narrow subject matter".

This means that training is a planned undertaking to facilitate learning about work relating to employees' knowledge, skills and attitudes, and training is also an attempt to improve worker performance on a particular occupation that is under his or her responsibility or an existing job Relation to his work.

There are 3 (three) levels or levels of analysis in determining the training needs that must be met, namely:

1. Organizational Analysis (Organization Analysis).
2. Operation Analysis (Operations Analysis).
3. Individual Analysis (Individual Analysis).

Indication The success of a training program within the trainee in the event of a transformation process in:

1. Improved ability to perform tasks
2. Changes in behavior reflected in attitudes, discipline and work ethic.
3. To find out whether or not the change has been made an assessment or evaluation of the implementation of the Training

Level of education

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed by him or her, society, nation and country.

Referring to Machiavelli's opinion as cited by (Koesoema, 2010: 52) understands the notion of education within the framework of the process of human self-improvement on a continuous basis.

Dewey in his writings (Siswoyo et al., 2007: 19) explains education is a reconstruction or reorganization of experiences that add to the meaning of experience, and which adds the ability to direct subsequent experiences.

According to Siswoyo et al (2007: 19) interpreted in a technical sense, education is the process by which society, through educational institutions (schools, colleges or through other institutions), deliberately transform their cultural heritage, knowledge, values and Skills, and generation after generation.

Based on some of the above opinion can be interpreted that the definition of education is a business done with full awareness and planned (gradually) in improving the potential of students themselves in all aspects towards the formation of personality and noble character by using appropriate media and learning methods to carry out the task of life so Can achieve the ultimate safety and happiness.

Can be conveyed elements of education (education) as follows:

1. Input target of education that is individual, group, society.
2. Educators are education players.
3. Processes are planned efforts to influence others.
4. Output is doing what is expected or behavior (Notoatmodjo 2003: 16).

The purpose of education (education) are:

1. Embedding knowledge or understanding, opinions and concepts.
2. Change attitudes and perceptions.

3. Embedding new behaviors or habits.

Performance

Performance is a result of work produced by an employee interpreted to achieve the expected goal. The opinions of experts on the definition of performance, as follows:

1. According Mangkunegara (2009: 67) suggests that "Performance is the work of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him"
2. According Sedarmayanti (2011: 260) reveals that "Performance is a translation of performance that means the work of a worker, a management process or an organization as a whole, where the work must be shown the evidence concretely and can be measured (compared with the standard which has been specified)"
3. According to Wibowo (2010: 7) suggests that "Performance is about doing work and the results achieved from the job"
4. Notoatmodjo (2009: 124) suggests that "Performance is what can be done by someone in accordance with the duties and functions.

Performance Indicators by Mangkunegara (2009: 75) are:

1. Quality of work is how well an employee does what it is supposed to do.
2. Quantity of work is how long an employee works in one day. Quantity of work can be seen from the speed of each employee's work each.
3. Implementation of the task is how far employees are able to do their work accurately or no errors.
4. Job responsibilities are the awareness of employees' obligations to carry out the work the company provides.

Research model

Based on the theoretical framework that has been described above, then can be arranged framework as presented below:

Fig. 1 Research model

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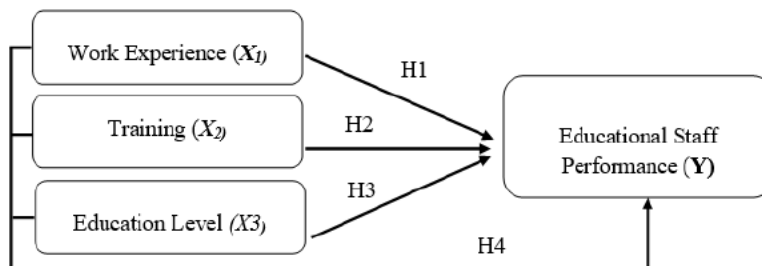
The work experience variable (X1) consists of 3 (three) indicators, namely the length of working time, skill level and control of equipment and work. The training variables (X2) consist of 3 (three) indicators namely capacity building, behavior change and training evaluation. The educational level variable (X3) consists of 3 (three) indicators, namely knowledge, attitude and perception and level of behavior or habit. While the performance variable of the education personnel as the dependent variable (Y), consists of work quality, quantity of work, execution of duties and responsibilities.

Hypothesis

From the results of the framework shown can be formulated research hypothesis as follows:

1. Work experience affects the performance of education personnel
2. Training affects the performance of education personnel
3. The level of education affects the performance of educational personnel
4. Work experience, training, education level affect the performance of educational personnel

II. METHODS

Types and Data Sources

In this study using the type of quantitative data sourced from the primary data collected from the respondents as the main data source in this study that is all the staff of the University of Riau Islands.

Population and Sample

The population of this research is educational staff of Universitas Riau Islands as much as 56 people. The sampling technique used a census technique, where the entire population was studied.

Method of collecting data

The data collecting was done by questionnaire, that is asking the questionnaire in writing to the respondent.

Operationalization of Variables

The variables in this study are the performance of education personnel as dependent variable (Y) and work experience (X1), training (X2) and education level (X3) as independent variable (X).

1. Work Experience (X1)
   Understanding work experience is the level of mastery of knowledge and skills of a person in his work that can be measured from the work period and from the level of knowledge and skills possessed

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2. Training (X2)

Training is a planned undertaking to facilitate learning about work relating to the knowledge, skills and attitudes of educational personnel, and training is also an attempt to improve the performance of the worker in a particular occupation that is his responsibility or a job that has to do with his work.

3. Education Level (X3)

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature human beings through the efforts of teaching and training, processes, ways, acts of education and all the efforts planned to influence others either individuals, groups or communities so they do what is expected By educational actors.

5. Performance of Education Personnel (Y)

Performance of education personnel is a result of work produced by an educational staff, interpreted to achieve the expected goals.

Analysis Data Method

Test Instruments

Questionnaires that have been compiled should be continued by doing a questionnaire test. Quantitative questionnaire test can be done through validity and reliability test.

Validity test

Test Validity is to indicate the extent to which a measuring device is able to measure what it wants to measure, the questionnaire it compiles should measure what it wants to measure (Umar, 2013: 179). Measurement of validity test using SPSS.

How to measure the validity of the construct is to find the correlation between each question with a total score using the formula of product moment correlation

$$r = \frac{N\left(\sum_{i=1}^{N} X_i Y_i\right) - \left(\sum_{i=1}^{N} X_i \sum_{i=1}^{N} Y_i\right)}{\sqrt{\left[N\sum_{i=1}^{N} X_i^2 - \left(\sum_{i=1}^{N} X_i\right)^2\right]\left[N\sum_{i=1}^{N} Y_i^2 - \left(\sum_{i=1}^{N} Y_i\right)^2\right]}}$$

techniques as follows:

Where:
R: Product moment correlation coefficient
X: Score of each question or item
Y: Total Score
N: Number of respondents

After all correlation for each question with total score is obtained, the values are compared with the critic value, then if the coefficient value of the product

moment correlation of a question is above the criterion table value then the question is significant.

Test Reliability

The reliability test is used to test the extent to which the reliability of a measuring device can be used again for the same research. Reliability testing is done by using Cronbach Alpha analysis technique. According to Nunanly (2010: 54) is said to be reliable if the alpha> 0.6.

Data analysis technique

Qualitative Data Analysis

Qualitative Data Analysis is an analysis of data using data that is not in the form of numbers that are usually verbal obtained from observations and interviews. From the results of qualitative data analysis obtained results which then analyzed by using quantitative data. In this study qualitative data analysis is the result of the respondent's statement of strongly agree, agree, disagree, and strongly disagree, then the answer with the most scores inferred.

Quantitative Data Analysis

Quantitative data analysis is an analysis of data using data in the form of numbers obtained as a result of measurement or addition. Statements in a closed questionnaire are made using a scale of 1-5 to obtain interval data.

Classic assumption test

To assure that the equation of regression line obtained is linear and can be used (valid) to look for forecasting, it will be tested assumption of normality, multicolinierity and heteroscedasticity.

Normality test

The normality test aims to test whether in the regression model, the intruder or residual variable has a normal distribution. If the data spreads around the diagonal line and follows the direction of the diagonal line then the regression model meets the assumption of normality.

Multicolinearity Test

Multicollinearity test is used to test whether the regression model found a correlation between independent variables, where a good regression model should not occur correlation between independent variables. The way to judge it is by looking at the value of the variant inflation factor (VIF) not exceeding 4 or 5.

Heteroscedasticity Test

Heteroskedasticity test is used to test whether the regression model of variance inequality occurs from one observation to another.

Multiple Linear Regression Analysis

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Regression analysis is basically a study of dependency of dependent variable (performance) with independent variable (work experience, training and education level), with the aim to predict the change of dependent variable value due to the influence of free variable value. Model of linear regression equation as follows:

$$Y = a + b1.X1 + b2.X2 + e$$

Where:

Y = Dependent variable (Educational Staff Performance)

A = Constants

B1, b2 = regression line coefficients

X1, X2, X3 = Independent variables (Work Experience, Training and Education Level

E = Error

Coefficient of Determination (R-Square)

The R-Square value is to see how the variation of the dependent variable values is influenced by the variation of the value of the independent variable. The coefficient of determination is between zero and one. The small value (R^2) means the ability of the independent variables (work experience, training and level of education) in explaining the varied variables (employee performance) is very limited. Similarly, vice versa one means free variables provide almost all the information needed to predict variables of bound variables.

Hypothesis Testing Research

Statistical Test t

Hypothesis testing is a procedure that will produce a decision, namely the decision in accepting or rejecting this hypothesis (Hasan, 2008: 67). Hypothesis test used in this research is t test or t distribution. The t test is intended to find out how far the influence of one independent variable (work experience, training and level of education) can partially explain the dependent variable (performance).

Criteria for rejection and acceptance of hypotheses are as follows:

A. Reject Ho if the probability value t ≤ significant level of 0.05 (Sig. ≤ α 0.05)
B. Accept Ho if the probability value t> significant level of 0.05 (Sig.> A 0.05)

Statistical Test F

F test is used to test whether there is influence of independent variables to dependent variable simultaneously (together). Associated with the proposed hypothesis, namely:

A. Ho: b1, b2 = 0: No significant influence of work experience, training and level of education on performance.
B. Ha: at least one b ≠ 0: There is a significant effect of work experience, training and level of education on performance.

research data in explaining the variables measured through the questionnaire instrument. The instrument quality test includes validity and reliability test.

Validity Analysis

Validity test is used to measure the validity of a questionnaire. Validity testing is done by using correlation analysis of corrected product moment (corrected item-total correlation)

Reability Analysis

The reliability test is used to test the extent to which the reliability of a measuring device can be used again for the same research. Reliability testing is done by using Cronbach Alpha analysis technique.

Analysis of Multiple Linear Regression Equations

Regression analysis is basically a study of dependency of dependent variable (performance) with independent variables (work experience, training and education level), with the aim to predict the change of dependent variable value due to the influence of free variable value. So mathematically can be written in an equation as follows:

Regression Coefficient Test Results

Table 1 Coefficients (a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.771	5.508		1.810	.076
Experience	.406	.133	.399	3.057	.004
Training	.349	.173	.234	2.016	.049
Education	.244	.132	.224	1.851	.070

a. Dependent Variable: Performance

The results in Table 1 can be written in the model of the linear regression equation as follows:

$$Y = 9.771 + 0.406X1 + 0.349X2 + 0.244X3$$

Dimana:

Y   =   Educational Staff Performance
X1 =   Work experience
X2 =   Training
X3 =   Education Level

The purpose of the above equation is:

1. The constant value (a) for the regression equation is 9.771 with the positive parameter. This means that if the work experience (X1), training (X2) and education level (X3) are equal to zero, then the performance of the Riau Islands University's staff is 9.771 with the assumption that other variables are constant.
2. The coefficient of work experience (X1) is positive, this means that if work experience is increased 1 unit then performance will increase by 0,406.
3. Coefficient of training (X2) is positive, this means if the training is increased 1 unit then the performance will increase by 0.349.
4. Coefficient of education level (X3) is positive, this means if the level of education is increased 1 unit then the performance will increase by 0.244.

This suggests that improvements in work experience, training and education levels affect the improvements in the performance of education personnel of the Riau Islands University.

Coefficient of Determination (R-Square)

The R-Square value is to see how the variation of the dependent variable values is influenced by the variation of the value of the independent variable. The following test results coefficient of determination (R-Square):

Results of Coefficient of Determination Test (R-Square)

Table 2. Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647(a)	.419	.385	2.56956

a. Predictors : (Constant), Educatin, Training, Experience
b. Dependent Variable : Educational Staff Experience

The result of coefficient doubled is 0.647, while R-Square value is 0.419 or 41.9%, this result indicates that 41.9% performance variable (Y) can be explained by work experience variables (X1), training (X2) and education level (X3), the rest influenced by other variables not examined.

Hypothesis testing

Test t (Partial Test Hypothesis)

The partial hypothesis test (t test) is used to determine the magnitude of the effect of work experience, training and level of education on the performance of individual educational personnel, and partial test results.

Hypotheses 1 and 2 in this study were tested for truth by using partial test. Testing is done by looking at the level of significance (pvalue), if the level of significance resulting from the calculation below 0.05 then the hypothesis accepted, on the contrary if the level of significance calculated results greater than 0.05 then the hypothesis rejected.

Table 3. Test Result t Partially

Free Variable	t count	Sig. t
Works Experience	3.057	0.004
Training	2.016	0.049
Education Level	1.851	0.070

Source: Primary data processed, 2017

Hypothesis testing

a. Ho: $b_1 = 0$: There is no significant effect of work experience on performance.
b. Ha: $b_1 \neq 0$: There is a significant influence of work experience on performance.

Criteria for rejection and acceptance of hypotheses are as follows:

c. Reject Ho if the probability value $t \leq$ significant level of 0.05 (Sig. $\leq \alpha$ 0.05)
a. Accept Ho if the probability value $t >$ significant level of 0.05 (Sig.> A 0.05)

Hypothesis Test 1 (H1)

SPSS test results obtained for variable X1 (work experience) obtained t value of 3.057 with probability t (Sig) is 0.004 (Sig. 0.004 <α 0.05). Thus Ho is rejected and Ha accepted, then the first hypothesis is accepted. It can be concluded that the work experience (X1) partially has a significant influence on the performance (Y) of the Riau Islands University education staff

Hypothesis 2 Test (H2)

SPSS test results obtained for the X2 (training) variables obtained t count of 2.016 with probability t (Sig) is 0,049 (Sig .0,049 <α 0,05). Thus Ho is rejected and Ha accepted, then the second hypothesis is accepted. It can be concluded that the training (X2) has partially significant influence on the performance (Y) of the Riau Islands University education staff.

Hypothesis Test 3 (H3)

SPSS test results obtained for the variable X3 (level of education) obtained t count value of 1.851 with probability t (Sig) is 0.070 (Sig. 0.070> α 0.05). Thus Ho

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is accepted and Ha is rejected, then the third hypothesis is not accepted. It can be concluded that education level (X3) partially has no significant influence on the performance of (Y) education staff of Universitas Riau Islands.

F test (Hypothesis testing simultaneously)

Associated with the proposed hypothesis, namely:

a. Ho: b1, b2 = 0: There is no significant effect of work experience, training and level of education on performance.
b. Ha: at least one of b ≠ 0: There is a significant effect of work experience, training and level of education on performance.

Criteria for rejection and acceptance of hypotheses are as follows:

a. Reject Ho if probability value F ≤ significant level of 0.05 (Sig. ≤ α 0.05)
b. Accept Ho if probability value F> significant level of 0.05 (Sig.> A 0.05)

Table 5 .Test Results of Simultaneous Test Model ANOVA (b)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	247.162	3	82.387	12.478	.000(a)
	Residual	343.338	52	6.603		
	Total	590.500	55			

a. Predictors : (Constant), Education, Training, Experience
b. Dependent Variable : Educational Staff Performance

The result of test with SPSS independent variable collectively obtained value of F arithmetic = 12,478 with probability value F (Sig.) Is 0.000 (Sig. 0,000> α 0,05). Thus Ho is rejected and Ha accepted. It can be concluded that the work experience (X1), training (X2) and education level (X3) simultaneously have a significant influence on the performance (Y) of Riau Islands University education staff.

IV. DISCUSSION

Results of Data Analysis

The result of data analysis of education staff of Riau Islands University which is the respondent in this research is known 47 people (84%) male and 9 people (16%) women, most respondents aged 20-30 years as many as 26 people (46%), 31-40 years old as many as 20 people (36%), aged 41-50 years as many as 7 people (13%) and aged 51-60 years as many as 3 people (5%). Marital status of respondents for marital status as many as 35 people (63%) and not married as many as 21 people (38%), the last education respondents are S1 as much as 9 people (16%), Diploma as many as 7 people (13%), (71%). The respondents have long working 0-5 years as many as 36 people (64%) and> 5 years as many as 20 people (36%).

Results of Data Analysis Work Experience of Teaching Staff of Riau Islands University

SPSS test results obtained for variable X1 (work experience) obtained t value of 3.057 with probability t (Sig) is 0.004 (Sig. 0.004 <α 0.05). Thus Ho is rejected and Ha accepted, then the first hypothesis is accepted. It can be concluded that the work experience (X1) has partially significant influence on the performance (Y) of the Riau Province education staff. This is in line with Muzahid's (2014), Sukriah and Inapty (2009)

Results of Data Analysis of Training of Teachers of Riau Islands University

SPSS test results obtained for the X2 (training) variables obtained t count of 2.016 with probability t (Sig) is 0,049 (Sig .0,049 <α 0,05). Thus Ho is rejected and Ha accepted, then the second hypothesis is accepted. It can be concluded that the training (X2) has partially significant influence on the performance (Y) of the Riau Islands University education staff. This is in line with Khairul (2008), Lubis (2008), Rori and Ogi (2014), Supadmi, Nimran, and Utami (2013), and Sutiyono (2010) studies.

Results of Data Analysis Education Level Education Teachers University of Riau Islands

SPSS test results obtained for the variable X3 (level of education) obtained t count value of 1.851 with probability t (Sig) is 0.070 (Sig. 0.070> α 0.05). Thus Ho is accepted and Ha is rejected, then the third hypothesis is not accepted. It can be concluded that education level (X3) partially has no significant influence on the performance of (Y) education staff of Universitas Riau Islands. This is not in line with the results of research Mamahit (2013), Rori and Ogi (2014.

V. CONCLUSION

Based on the results of the analysis and discussion of the results of hypothesis testing it can be submitted several conclusions as follows:

1. Work experience (X1) partially significant effect on the performance (Y) of Riau University's educational staff with t calculation is 3.057 with probability t (Sig.) Is 0.004 (Sig. 0.004 <α 0.05).

2. Training (X2) partially significant effect on performance (Y) educational staff of Universitas Riau Islands with the acquisition value of t arithmetic is 2.016 with probability value t (Sig.) Is 0.049 (Sig .0,049 <α 0,05).

3. The level of education (X3) is partially insignificant to the performance (Y) of Riau University's educational staff with the acquisition of t arithmetic is 1.851 with the probability value t (Sig.) Is 0.070 (Sig 0.070> α 0.05) .

4. From the test F (Simultaneous) obtained F arithmetic of 12.478 with Sig. 0,000 <α 0.05 indicates that Ho is rejected and Ha accepted, meaning work

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experience (X1), training (X2) and education level (X3) significantly influence the performance of educational staff (Y) at $\alpha = 0.05$.

Suggestion

Based on the results of this study then given the following suggestions:

1. The work experience that has been possessed by the staff of the Riau Islands University has been maintained and upgraded, in addition to the management of the University of Riau Islands should also pay attention to the importance of work experience to support better performance in order to support the work and responsibility of the work itself .

2. Provision of training should also be maintained and the schedule of training that has been made should be executable in accordance with the time specified, if necessary more improved. Provision of training in a sustainable manner, not only during the placement of educational personnel but must be regularly given. Long-term educational personnel should be provided with training to prevent productivity decline.

3. Level of education is not less important as a factor that can affect performance, because education can show patterns of thinking, ethics, how to solve problems in work and carry out responsibilities in college. Education that has been defined as a requirement must be applied and maintained and enhanced.

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