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The Influence of Academic Qualifications and Work Experience on The Performance of Islamic Kindergarten Teachers

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Abstract: *This study aims to determine the effect of academic qualifications on the performance of Islamic kindergarten teachers in the Cangkringan subdistrict, to determine the effect of work experience on teacher performance, and to determine the effect of academic qualifications and work experience on the performance of Islamic kindergarten teachers. The method used in this study is quantitative. The population in this study consisted of Islamic kindergarten teachers in the Cangkringan subdistrict of Sleman, Yogyakarta, with a sample size of 24 teachers. The descriptive research results show that academic qualifications have an average instrument scale value of 4.41, which is in the very good category. Teachers' work experience has an average instrument scale value of 4.44, which is in the very good category, and teacher performance has an average instrument scale value of 4.37, which is in the very good category. The hypothesis test in this study shows that there is an influence between academic qualifications and teacher performance with a t-test result showing a significance value of 0.002. This study also shows that there is an influence between work experience and teacher performance with a t-test result showing a significance value of 0.000. Meanwhile, the combined effect of academic qualifications and work experience on teacher performance has an effect and a contribution.*
Keywords: *Academic Qualifications, Work Experience, Teacher Performance*

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh kualifikasi akademik terhadap kinerja guru TK Islam di Kecamatan Cangkringan, mengetahui pengaruh pengalaman kerja terhadap kinerja guru, dan mengetahui pengaruh kualifikasi akademik dan pengalaman kerja terhadap kinerja guru TK Islam. Metode yang digunakan dalam penelitian ini adalah kuantitatif. Populasi dalam penelitian ini terdiri dari guru TK Islam di Kecamatan Cangkringan, Sleman, Yogyakarta, dengan jumlah sampel 24 guru. Hasil penelitian deskriptif menunjukkan bahwa kualifikasi akademik memiliki nilai rata-rata skala instrumen sebesar 4,41, yang termasuk dalam kategori sangat baik. Pengalaman kerja guru memiliki nilai rata-rata skala instrumen sebesar 4,44, yang termasuk dalam kategori sangat baik, dan kinerja guru memiliki nilai rata-rata skala

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instrumen sebesar 4,37, yang termasuk dalam kategori sangat baik. Pengujian hipotesis dalam penelitian ini menunjukkan bahwa terdapat pengaruh antara kualifikasi akademik dan kinerja guru dengan hasil uji t menunjukkan nilai signifikansi sebesar 0,002. Studi ini juga menunjukkan adanya pengaruh antara pengalaman kerja dan kinerja guru dengan hasil uji-t yang menunjukkan nilai signifikansi 0,000. Sementara itu, pengaruh gabungan kualifikasi akademik dan pengalaman kerja terhadap kinerja guru memiliki pengaruh dan kontribusi.
Kata Kunci: Kualifikasi Akademik, Pengalaman Kerja, Kinerja Guru

Introduction

Education is one of the supporting aspects of life that continues to develop in accordance with the level of human needs and is always accompanied by renewal.[1] Education is the process of acquiring relevant and useful skills, attitudes, values, and competencies for oneself, one's family, community, nation, and country. Education has always been the focus of public attention and is often the object of dissatisfaction at any given time. Education has always been an issue in the struggle for progress and life in all levels of society. Law No. 14 of 2005 explains that teachers are professional educators with the main tasks of teaching, educating, directing, guiding, assessing, training, and evaluating students in early childhood education, formal education, primary education, and secondary education.

Law No. 20 of 2003, Article 3, stipulates that the function of national education is to foster the nation's capabilities and shape the character and civilization of a dignified nation. Meanwhile, the purpose of education is to develop the potential of students so that they can become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.[1] Quality education is generally the shared responsibility of students, teachers, principals, parents, the community, and the environment. Teachers play an important role in formulating and organizing effective teaching and learning activities, which are crucial to the operational success of the education system.[2]

[1] Nanang Fattah, Sistem Penjaminan Mutu Pendidikan: Dalam Konteks Penerapan MBS(Bandung: Remaja Rosdakarya, 2012), hlm. 1.

[2] Ogan,Amie O. T. & Etuk, E. F. Influence of Teachers' Competence on Students' Academic Performance in Public Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State.

Teachers also need to improve their skills and become better teachers. Teachers are expected to nurture highly skilled and resilient students who have the necessary abilities to face the obstacles ahead. Therefore, teachers must consistently improve the quality of their teaching profession.[2]

The Minister of National Education of the Republic of Indonesia, through Regulation No. 16 of 2007, focuses on Academic Qualification Standards and Teacher Competencies. These competencies include pedagogical competencies, personal competencies, professional competencies, and social competencies. 's professional teachers, in addition to having academic qualifications, are also required to have competencies, in the sense of having the knowledge, skills, and behavior necessary to carry out their professional duties, and must acquire and master them. Teachercompetencies are needed not only to learn specific teaching skills, but also to develop and demonstrate pedagogical behavior, which is a combination of interrelated actions. Therefore, teachers must be equipped with the necessary competencies, in accordance with their duties and responsibilities, as well as with social and modern developments.[3]

According to Piet A. Sahertian, teacher performance standards are related to the quality of teachers in carrying out their duties, including: (1) working individually with students, (2) comprehensive preparation and planning of learning, (3) optimal use of learning media, (4) student involvement in various learning experiences, and (5) effective leadership from teachers.[4]

Teachers with more work experience have higher skills and are therefore more productive than teachers who have little experience. Limited work experience results in lower levels of expertise and skill.[5] As in the research conducted by Taman Nilayta Ritonga in 2021 entitled "The Influence of Teachers' Experience and Professional Competence on the Performance of Teachers at Private Madrasah Tsanawiyah in Sukajadi District, Pekanbaru". Based on the research result, it can be concluded that there is an influence of experience and professional competence on the performance of teachers at private Madrasah Tsanawiyah in Sukajadi Pekanbaru, with a calculated F value>F table, namely (195.345>2.034) with a

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International Journal of Innovative Social Sciences & Humanities Research 8(4):118-128, Oct.-

[3] Supardi, Kinerja Guru, (Jakarta: Rajawaali Press, 2013) h. 8

[4] Banarwi & Mohammad Arifin, Kinerja Guru Profesional, (Jogjakarta:Ar-Ruzz Media, 2012), 14

[5] Ardika Sulaeman, "Pengaruh Upah dan Pengalaman Kerja terhadap Produktivitas Karyawan Kerajinan Ukiran Kabupaten Subang". Jurnal Trikonomika Vol. 13, No. 1, Juni 2014. ISSN 2355-7737.

significance value < 0,05. Namely 0,000. It can be concluded that the experience and professional competence of teacher performance.[3] A teacher's work experience is the period of time they have spent carrying out their duties as an educator at a particular educational institution based on written orders from the relevant authority (either the government or a community organization that provides education).[6] As the length of service increases, the work experience gained will also increase. This will help improve performance. Armstong & Baron argue that work experience is one of the personal factors that influence employee performance in an organization.[7]

From an Islamic perspective, work experience is one of the important things in increasing the amount of knowledge that each person has at a given time in order to change human life for the better. Teacher can learn from not only Iternal Institution but also eksternal Institution. Learn about why teacher can be increasing skill to teach and nursing skill.

Based on the results of preliminary research, there is a gap in teacher qualifications and work experience. Ideally, teachers should have the appropriate level of education and experience to educate students and perform their duties to the fullest. As professional teachers, every teacher is required to obtain a teaching certificate as proof of recognition of the competence of teachers or prospective teachers who meet the standards to perform the teaching profession at a certain type and level of education. Teachers who have teaching certificates will certainly perform well and professionally. In terms of work experience, teachers lack responsibility in the learning process, conduct lessons without using learning tools, and use monotonous teaching methods that easily bore students..[8]

Minimal teaching experience will certainly have an impact on their low performance. To achieve professionalism, this must be realized through effective teaching performance. Therefore, regular training and guidance conducted by schools and the government are necessary to improve the abilities and provide experience to teachers. Currently, teaching resources are dominated by individuals who do not meet the expected academic qualifications and work experience. Given the role of teachers in the teaching and learning process, meeting qualification standards for teaching staff is a must for educational institutions. Thus, improving the quality of education does not only depend on the provision of facilities and infrastructure but also on setting high standards for teaching staff.

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[6] Mansur Muslich, Sertifikasi Guru Menuju Profesionalisme Pendidik, (Jakarta: Bumi Aksara, 2007), hal. 13

[7] Wibowo, Manajemen Kinerja, (Jakarta, Rajawali Press: 2011),hal. 100

[8] Hasil wawancara dengan waka kurikulum 25 Maret 2024

Method

This study uses a quantitative research method, with a descriptive approach. [12] In this study, the researcher used multiple regression analysis to determine whether or not there was an influence between the three variables being studied. The above definition explains that the reason for choosing this method was based on the fact that there were two independent variables in this study. Multiple regression analysis in this study aimed to determine the extent of the influence of independent variables (academic qualifications and work experience) on the dependent variable (teacher performance).

This study used a population sample, which consisted of the entire population of 24 respondents.

Result and Discussion

The purpose of this study is to determine the influence of academic qualifications and work experience on teacher performance. The discussion of the results and analysis of the research conducted will be further elaborated as follows:

1. The influence of academic qualifications on teacher performance.

Teachers' academic qualifications are the requirements that a person must have in order to hold the position of teacher, as evidenced by a diploma or test as a requirement for obtaining qualifications, as well as having the necessary abilities or competencies as a teacher as an agent of learning.[9]

Table 1. Instrument Data Results on Academic Qualifications

Total Score (TS) =□ (Fi*Si)	741
Average Scale = TP/7/24	4.41
Instructional Aspect Criteria	Very Good

Based on Table 1, it shows that the assessment of the instrument on the academic qualification variable has an average score of 4.41, which falls into the very good category. This indicates that academic qualifications, which include having an appropriate educational

[9] Epon Ningrum, "Pemetaan Kualifikasi dan Kompetensi Guru Geografi bagi Peningkatan Profesionalitas", Jurnal Pendidikan Geografi, (Online), (http://
file.upi.edu, diakses pada 12 Juni 2020, pukul 14.56)

background, namely a higher education background in line with the subjects taught, as well as having a minimum academic qualification of a four-year diploma (D-IV) or bachelor's degree (S1), having professional certification, and participating in education and training to improve competence, can be said to be very good and optimal.

Table 2. Instrument Data Results on Teacher Performance

Total Assessment (TP) =□ (Fi*Si)	1891
Average Scale = TP/18/24	4.37
Criteria for Instructional Aspects	Very Good

Based on Table 2, it shows that the assessment of the teacher performance variable instrument has an average score of 4.37, which falls into the very good category. This indicates that the ability to develop lesson plans, the ability to conduct lessons, the ability to establish interpersonal relationships, the ability to conduct learning outcome research, the ability to conduct enrichment, and the ability to conduct remedial teaching can be said to be very good and optimal.

Results of Normality Test Analysis

The normality test used in this study was the *Kolmogorov Smirnov* test. This test aims to examine whether the values of the data collected are normally distributed or not. The decision to declare the residual values from this normality test as normally distributed is made if the significance value is > 0.05. Conversely, if the significance value is < 0.05, the residual values are not declared as normally distributed. Table 13 below shows the results of the *Kolmogorov Smirnov* normality test.

Tabel 1. Kolmogorov Smirnov Test for Normality of X1 to Y with *Kolmogorov Smirnov*

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.26126522
Most Extreme Differences	Absolute	.131
	Positive	.078
	Negative	-.131

Test Statistic	.131
Asymp. Sig. (2-tailed)	.200[c,d]

Based on the table above, it can be seen that the significance value is 0.200. Based on the decision-making guidelines, if the significance value is > 0.05, then the variable is normally distributed. Because the variable academic qualifications has a value of 0.200 > 0.05, the data is declared to be normally distributed.

Table 4. X2 to Y Normality Test with *Kolmogorov Smirnov*

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.79796638
Most Extreme Differences	Absolute	.125
	Positive	.112
	Negative	-.125
Test Statistic		.125
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it can be seen that the significance value is 0.200. Based on the decision-making guidelines, if the significance value is > 0.05, then the variable is normally distributed. Because the work experience variable has a value of 0.200 > 0.05, the data is declared to be normally distributed.

Table 5. Normality Test of X1 and X2 to Y with Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
	Mean	.0000000

Normal Parameters[a,b]	Std. Deviation	4.73004792
Most Extreme Differences	Absolute	.184
	Positive	.106
	Negative	-.184
Test Statistic		.184
Asymp. Sig. (2-tailed)		.035[c]

Based on the table above, it can be seen that the significance value is 0.035. Based on the decision-making guidelines, if the significance value is > 0.05, then the variable is normally distributed. Because the academic qualification and work experience variables have a value of 0.035 > 0.05, the data is declared to be normally distributed.

Table 6. Regression Coefficients of Academic Qualifications on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602[a]	.362	.333	6.402
a. Predictors: (Constant), Kualifikasi Akademik				

The results of data analysis to determine the level of influence, as well as the presence or absence of influence resulting from academic qualifications on teacher performance, were tested using *Pearson's Product Moment* correlation, which yielded a value of 0.602 (r_{hitung}), indicating that the level of influence was classified as strong. In addition, the t-test results showed a significance value of 0.002, which meets the requirement for acceptance of the hypothesis (H_a), namely a significance value < 0.05. Meanwhile, the correlation (r) was 0.602 and the coefficient of determination (R) was 0.362. Thus, academic qualifications contribute 36.2% to teacher performance, with the remainder being influenced by other aspects. The results of this analysis indicate that academic qualifications have an influence on teacher performance.

The results of this study indicate that academic qualifications are an important factor in improving the quality of teacher performance. Based on the data above, academis qualifications such as relevant educational qualifinations and can be passing written tests and interviews.

It is important teachers acquire essential functionalities become their responsibilities.[10] There are other studies that are relevant and support this study based on the results of statistical testing in this study, including Ramli Basri's study entitled "The Influence of Academic Qualifications and Work Motivation on Teacher Performance at MAN Model 1 Manado," which shows an influence of 23,2%.[6] Meanwhile, the results of research conducted by Fina Durriyatun Bahiyyah on "The Influence of Academic Qualifications and Work Motivation of Educators and Educational Personnel on the Quality of Academic Services at the Al-i'anah Playen Foundation" show a significant influence between the academic qualifications of educators with a coefficient of determination (R) of 50,9%. [11] Thus, both studies show that academic qualifications contribute to teacher performance and indirectly influence the two variables.

As explained in Law No. 14 of 2005 concerning Teachers and Lecturers in articles 8 and 9. Article 8 states, "Teachers must have academic qualifications, competence, teaching certificates, physical and mental health, and the ability to realize national education goals." Article 9 states, "The academic qualifications referred to in Article 8 are obtained through higher education bachelor's or diploma programs."

The standards for academic qualifications and teacher competency are further regulated in Regulation of the Minister of National Education No. 16 of 2007, Article 1, paragraph (1): "Every teacher must meet the nationally applicable standards for academic qualifications and teacher competencyberlaku ".[12]

2. The Influence of Work Experience on Teacher Performance.

Work experience is the level of mastery of knowledge and skills that a person has in their work, which can be measured by their length of service and their level of knowledge and skills. A teacher's work experience can be measured in several ways to determine whether a

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[10] Otynshina, G, Dusembinova, R, Odintsova, S, Aidarbekova, K. "Development of pedagogical competencies for future primary school teachers through distance learning". Vol 43 Issue 2 June 2024.

[11] Fina Durriyatun Bahiyyah, Pengaruh kualifikasi akademik dan motivasi kerja pendidik

dan tenaga kependidikan terhadap kualitas layanan akademik di yayasan al-i'anah playen"

Universitas Negeri Yogyakarta, 2016

[12] UU No. 14 Tahun 2005 Bab IV Pasal 20 (a) tentang Guru dan Dosen.

teacher is experienced, namely length of service, level of knowledge and skills, mastery of the job, and equipment.[13]

Table 7. Instrument Data Results on Work Experience

Total Penilaian (TP) = Σ (Fi*Si)	960
Rata-Rata Skala = TP/9/24	4.44
Kriteria Aspek Instruksional	Sangat Baik

Based on the results of descriptive analysis of work experience in the study, it is categorized as very good with an average scale of 4.44. Meanwhile, to determine the level of influence and whether or not there is an influence, the *Pearson Product Moment* correlation test was used, with a result of 0.791 (r_{hitung}), indicating that the level of influence is categorized as strong. In addition, the t-test results showed a significance value of 0.000, which means that meets the requirements for acceptance ofH_a , namely a significance value < 0.05. Meanwhile, the correlation (r) was 0.791 and the coefficient of determination (R) was 0.626. Thus, work experience contributes 62.6% to teacher performance, with the remainder being influenced by other aspects. The results of this analysis indicate that work experience has an effect on teacher performance.

This study shows that the variable of work experience affects teacher performance. The effect is positive, meaning that the more work experience a teacher has, the higher their performance tends to be. Conversely, the less work experience a teacher has, the lower their performance tends to be. As explained by Soetjipto, the more work experience a person has, the more benefits they will gain in terms of broader knowledge in their field of work and improved skills.[14]According to Bashor, a teacher's abilities are inseparable from a number of potentials, as well as mastered skills, knowledge, and work experience.[15] It is same with the said of Motenary that aperson's work experience can supportthe

[13] Ardika Sulaeman, "Pengaruh Upah dan Pengalaman Kerja terhadap Produktivitas Karyawan Kerajinan Ukiran Kabupaten Subang". Jurnal Trikonomika Vol. 13, No. 1, Juni 2014. ISSN 2355-7737.

[14] Soetjipto, Pengaruh Faktor Pendidikan, Pelatihan, Motivasi danPengalaman Kerja terhadap Kinerja Kepala Desa (Studi pada Kepala Desa di Kecamatan Pakis dan Tumpang Malang).

[15] Choirul Bashor, Pengaruh Motivasi Kerja terhadap Kinerja Karyawan PT

Semen Gresik, Tuban dengan Variabel Moderator Etos Kerja Spiritual.

Jurnal Manajemen, Akuntansi dan Bisnis.

performance of their duties, enabling them to work their full potential. This is as stated by Motenary that a person's work experience can support the performance of their duties, so that they can work optimally.

The results of this study support previous research conducted by Sudharto entitled "The Influence of School Organizational Culture, Work Experience, and Compensation on Satisfaction, Work Motivation, and Performance of High School Principals in the Former Semarang Residency," which shows a significant influence of work experience on the performance of high school principals in the former Semarang Residency. [16] Another study by Silaen entitled "The Influence of Participatory Leadership of School Principals, Work Experience, and Work Teams on Teacher Performance in Catholic Junior High Schools in Medan City" also shows the influence of work experience on teacher performance.[17]

3. The Influence of Academic Qualifications and Work Experience on Teacher Performance

Table 8. Multiple Regression Coefficients of Academic Qualifications and Work Experience on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798[a]	.636	.601	4.950
a. Predictors: (Constant), Pengalaman Kerja, Kualifikasi Akademik				

Based on Table 24, it can be seen that the R value of 0.798 means that the influence between the variables of academic qualifications and work experience is 0.798. This value indicates that the level of influence produced is in the strong category. Meanwhile, to determine the coefficient of determination, we can look at the R-square value, which is 0.636. This means that the influence of transformational leadership on students' spiritual quotient is 63.6%. work experience is directly

[16] Sudharto, Pengaruh Budaya Organisasi Sekolah, Pengalaman Kerja, Dan Kompensasi Terhadap Kepuasan, Motivasi Kerja, Dan Kinerja Kepala SMA Se Eks Karesidenan Semarang

[17] Silaen, Pengaruh Kepemimpinan Partisipatif Kepala Sekolah, Pengalaman Kerja, Dan Tim Kerja Terhadap Kinerja Guru Di Smp Katolik Kota Medan

proportional to a teacher's academic qualifications. If a teacher has extensive work experience, then it can be assumed that their teaching abilities are better.

Table 9. *F Test Results for All Variables*

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	899.371	2	449.686	18.351	.000[b]
	Residual	514.587	21	24.504		
	Total	1413.958	23			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), Pengalaman Kerja, Kualifikasi Akademik						

Based on the results of the analysis and data testing, the results show whether or not there is an effect produced through hypothesis testing, namely by using the F test, which produces a significance value of 0.000. Meanwhile, the condition for accepting the hypothesis is if the significance value is < 0.05, then the hypothesis is accepted (H_a). The hypothesis results show that the significance value is < 0.05 (0.000 < 0.05), so the hypothesisH_a can be accepted. This means that teacher qualifications and work experience have a combined effect on the teacher performance variable. Meanwhile, the correlation coefficient (r) is 0.798 and the coefficient of determination (R) is 0.636, which means that academic qualifications and work experience contribute 63.6% to teacher performance, with the remainder being influenced by other factors.

The above results show that academic qualifications and work experience have an influence on teacher performance. These results also prove that work experience has a greater contribution than academic qualifications, namely 62.6% > 36.2%.

This study is in line with the theory that performance (of a person) is influenced by many factors, both internal and external. Internal factors include willingness and ability, attitude, and competence, motivation to achieve, and work commitment, a person's perception of their job or organization, and so on. An individual's ability and competence to work are also influenced by education (level of education) and training (work experience). External factors include leadership, peer support, organizational climate, organizational culture, salary or work compensation, and so on. These factors do not work independently but

rather work together and can influence each other, either separately or collectively.[18]

In addition, the results of this study are also in line with the findings of Kusdaryani entitled "The Influence of Education Level and Work Experience on Teacher Performance and Student Learning Achievement," which states that there is a positive and significant influence of education level (academic qualifications) and work experience on the performance of junior high school teachers in Solotiga City. The effective contribution (direct influence) of education level (academic qualifications) and work experience is 0.147 < 0.663. Thus, work experience has a greater contribution than education level (academic qualifications), which is only 0.663 or 66.3% > 0.147 or 14.7%..[19]

Thus, it is empirically proven that academic qualifications and work experience together influence (contribute to) teacher performance, although the magnitude of their influence is not the same when compared to other factors outside the variables that are not the focus of this study.

Conclusion

The conclusion from the results of the study conducted on the influence of academic qualifications and work experience on teacher performance can be summarized as follows:

1. Academic qualifications have an influence on teacher performance of 36.2% and can be categorized as having a low influence.
2. Work experience has an influence on teacher performance of 62.6% and can be categorized as having a strong influence.
3. Academic qualifications and work experience have an influence on teacher performance of 63.6% and obtained a sig. F value of 0.000.

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[18] Wirawan,Faktor-faktor yang mempengaruhi kinerja

[19] Kusdaryani, Pengaruh Tingkat Pendidikan dan Pengalaman Kerja terhadap Kinerja Guru dan Prestasi Belajar Siswa.

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