THE INFLUENCE OF THE LEVEL OF EDUCATION AND TEACHING EXPERIENCE ON LECTURERS’ TEACHING PERFORMANCE

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ABSTRACT

Formal education is broadly taken as a cutting edge investment that can increase workforce’s productivity; therefore, the role of qualified lecturers is indispensable in providing a steady flow of experts and professionals in each specific field. University teaching and administrative staff are an important aspect of a university that has to be constantly upgraded in order to ensure the quality of its graduates who in turn can perform better in their work.

The purpose of this research is to analyze the influence of education level and teaching experience both partially and simultaneously on the teaching process effectiveness at Widyatama University. The research uses primary data obtained through interviews and questionnaires from 100 respondents, and secondary data from related sources for each units and also literatures.

The result shows that there is a significant influence between a lecturer’s education level and experience and his or her teaching effectiveness partially and simultaneously, whereas both education and experience give positive influence of the effectiveness of teaching process.

Keywords: level of education, teaching experience, teaching effectiveness

I. INTRODUCTION

A country’s advantage can be gained not only through the abundance of its natural resources, but also through the quality of its human resources; this is because a country cannot solely depend on its natural resources without balancing them with qualified workforce. This has been the responsibility of all, for this burden cannot be carried by the government alone. Education, therefore, is a critical aspect that is necessary in providing good quality human resources.

Higher education is one of the pillars that plays a very critical and important role in supplying qualified graduates. The government has done a lot in meeting this criterion, and one of the efforts is by having a regulation that sets the standard and qualification for lecturers as the educating force. The UU No 14 Tahun 2005 (Regulation 14, 2005) stipulates that a lecturer has to get at least a master’s degree (S2) to be able to teach diploma and bachelor programs. This policy is taken so that education institutions are able to provide the best education for the people.

As a private university, Widyatama University recognizes this obligation to have the best graduates that can easily adapt with their society and its related aspects. Along with this government’s policy, this university has done its best to meet the minimum requirement for its lecturers. Moreover, the university has even taken one extra step forward by providing lecturers with doctorate degree qualification.

In delivering her or his lectures, a lecturer is required to be in complete control when maintaining classroom activities. The problem is that this requirement has proven to be a bit challenging since to be able to shape her or his lecturing skills the person needs a long line of experience so that the lecturer can present teaching materials using his or her own personal approach. This statement is supported by a research done by Alim (2004), in that it shows that there is a correlation between a lecturer’s work experience and academic performance.

Therefore, the authors are interested in conducting a study to explore this phenomenon further through this paper entitled “The Influence of the Level of education and Teaching Experience on Lecturers’ Teaching Performance”.

1.1 Problem Formulation

Based on the discussion in the previous paragraphs, the authors want to set the scope and limit of the research conducted in this paper, which are defined as follows:

1. How strong is the influence of a lecturer’s education level on her or his teaching performance at Faculty of Business and Management of Widyatama University?
2. How strong the influence of a lecturer’s teaching experience on her or his teaching performance at Faculty of Business and Management of Widyatama University?
3. How strong is the simultaneous influence of a lecturer’s both education and experience on her or his teaching performance at Faculty of Business and Management of Widyatama University?

1.2 Research Purposes

Referring to the problem definition, this research is intended for these purposes:

1. To know the influence of education level of a lecturer on his or her teaching performance at Faculty of Business and Management of Widyatama University.
2. To know the influence of teaching experience of a lecturer on his or her teaching performance at Faculty of Business and Management of Widyatama University.
3. To know the simultaneous influence of both education and experience of a lecturer on his or her teaching performance at Faculty of Business and Management of Widyatama University.
performance at Faculty of Business and Management of Widyatama University.

1.3 The Benefit of This Research
The result of this research is expected to be able to contribute at both the theoretical and practical level, that is:
1. Theoretical Benefit
The result of this research is expected to enrich the development of theories or concepts related to lecturers’ teaching performances.
2. Practical Benefits
   a. For Lecturers
      The result of this research is expected to give practical insights to Widyatama University lecturers in the specific scope, and also to all lecturers in the general scope, so that the result of this research can be used as a reference for lecturers to improve their teaching performance.
   b. For Related Institutions
      The result of this research is expected to be used as insights in enhancing the quality of teaching performance.

II. LITERATUR REVIEW

2.1 Level of Education
The level of education can be obtained through two ways, that is, formal and non-formal education.

In UU RI No. 20 Tahun 2003 (Regulation 20, 2003) on National Education System, Chapter I Article 1 Line 1, it is stated that “Formal education is a way of education that is structured and hierarchical, that consists of elementary, secondary, and tertiary education.”

Whereas non-formal education is explained in Article 1 Line 12, that is: “The way of education outside the formal one consists of courses, trainings, study groups, community and also Islamic-based empowered education centers, and other similar education units”.

According to Hamdani (2006): “In the matter of education, teachers are supposed to have backgrounds in the science of education and pedagogy. This means that teachers without the education and pedagogy background cannot be described as having the required standard competence”.

2.2 Teaching Experience
Suwaluyo (1988: 26) says that teaching experience is the working time that can be revealed from the years spent on teaching, and that the experience is an evidence of dedication and comprehension upon it.

Popham & Baker (1992: 65) says that teachers can enhance their teaching skills through their teaching years. According to Sumitro (2002: 70), one of the things that teachers have to pay attention to is that they are supposed to continuously shape their experience in that they can increase both the variety and quality of their experience; this, in turn, will support them in performing their duties.

Suhaarsimi Arikunto (1998: 17) states that teaching experience is not only considered from the number of years passed, but also considered from the teaching materials that they deliver. It will be easier for teachers who got better experience to perform the teaching process. According to Christina (1991: 15-16), the advantages gained by teachers from their teaching years are:
1. Able to prepare accurately and quickly for their classes.
2. Easy to adapt with students.
3. Responsive in dealing with problems occurred during the reciprocal teaching–learning process.
4. Flexible in using various media for their classes.
5. Easy to motivate students to achieve better results.

There are a lot of things that teachers can through their teaching experience, both the things that are related to their pedagogical skills and the things that are relevant with their understanding of the material. The experience of a teacher is not only gotten when she or he is in the classroom, but also from his or her out-the-classroom experience that complements her or his skills. This kind of experience can be extracted through seminars, trainings, subject-based teacher gathering, and scientific publication activities.

2.3 Lecturers’ Teaching Performance
Performance is an overall result or degree of result of a person during a certain duty period compared with other measuring aspects such as job-result standard and targets or criteria set and agreed earlier. The Department of National Education (2004) stated that a lecturer’s performance is his or her ability in accomplishing his work and duties.

The aspects that are taken as indicators in evaluating a lecturer’s performance are:
   a. the quality of work
   b. capability
   c. initiative
   d. communication
   e. promptness

III. RESEARCH METHODS
Along with the purpose of this research, the authors analyze the influence of education level and teaching experience on lecturers’ performance by conducting a simple statistical regression test. The method used is descriptive and quantitative so that the authors can get the complete picture pertaining the level of education, teaching experience, and lecturers’ performance.

Consequently, because of the characteristics of this research, this study gathered data directly using a survey method. Data were gathered from research objects in the field by taking samples and using questionnaires as a helping tool to mine primary data.

Variables used in this study are: the X1 variable is the education level consisting of three questions, the X2 variable is the teaching experience consisting of three questions, and the variable Y is the lecturers’ performance consisting of 5 questions. The data were gathered using observation questionnaire, interviews, and field observation. In this research the population is bachelor degree students majoring in management at the Faculty of Business and Management.
3.1 Research Methodology

The method used is descriptive method and verificative. According to M. Nazir (2003: 54) method that is descriptive method of research conducted by collecting data, then arranging them so as to provide a systematic overview, then analyzing, concluding, and making suggestions for the company in the future. Meanwhile, according to Marzuki (2002: 7) methods of research or research verificative is “a test of knowledge”; verificative method aims to make the testing of hypotheses, the influence of variable X and Y.

3.2 Populations, Samples, and Sample Size

According to Sugiyono (2004: 72) in his book Business Research Methods, population is defined in this manner: "Population is composed of the generalization of objects / subjects that have certain qualities and characteristics that are determined by the researcher for the study and then the conclusion drawn". While the definition of sample according to Sugiyono (2004: 73) is: "part of the number and characteristics possessed by the population".

In setting the number of sample members, investigators determined the population of final years students in Widyatama University to be as many as 500, and using non-probability sampling techniques sampling with accidental sampling, which according to Riduwan (2003: 19) is "a technique of determining the sample by a factor of spontaneity, meaning that anyone who accidentally meets with investigators and according to their characteristics, then that person can serve as a sample (respondent) ". To determine the number of grab samples used in the formula Slovin (1960), quoted Hussein Omar (2004: 108) as follows:

\[ n = \frac{N}{1 + Ne^2} \]

where:
- \( n \) = sample size
- \( N \) = population size
- \( E \) = percent non tolerian leeway because of sampling error is still tolerable

Based on the sample size formula is derived as follows:

\[ n = \frac{500}{1 + 500 \times 0.1^2} = 83.3 \]

Thus the sample used in this study was 100 respondents

3.3 Operationalization of Variables

The two variables are the object of study in the title of this thesis namely:

a. Free Variables (independent Variable)

The variables that affect the other variables are not free. In accordance with the above title research, which became independent variable is the Level of Education (X1) and Teaching Experience (X2).

b. Dependent Variable

The variable that is influenced by other variables. The dependent variable in this study is the Teaching Performance (Y).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Concept</th>
<th>Indicator</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Education</td>
<td>“Formal education is a structured educational pathways and tiered consisting of elementary education, secondary education and higher education” UU RI No. 20 Tahun 2003</td>
<td>Demonstrating knowledge</td>
<td>Interval</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>“Teaching experience can be seen from the many years of teaching, and confirmed also that the experience of teaching is an appreciation on the object” (Suwaluyo - 1988: 26)</td>
<td>Able to devise teaching preparation properly and quickly</td>
<td>Interval</td>
</tr>
<tr>
<td>Teaching Performance</td>
<td>“The ability to carry out the work or duties” Ministry of Education and Culture (2004),</td>
<td>Quality of work</td>
<td>Interval</td>
</tr>
</tbody>
</table>

IV. RESULTS

4.1 The Influence of Education Level on Teaching Performance

Table 4.1

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.892</td>
<td>.795</td>
<td>.793</td>
<td>.34854</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), x1

4.2 The Influence of Teaching Experience on Lecturers' Performance

Table 4.2

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.793</td>
<td>.622</td>
<td>.622</td>
<td>.21624</td>
</tr>
</tbody>
</table>

The Degree of Influence of Teaching Experience on Lecturers' Performance
From the table above, it can be seen that there are significant influence from both educational level and teaching experience toward teaching performance, partially. From the calculation above it is obvious that there is an influence of 79.5% of a lecturer’s education level on his or her performance, whereas the influence of 62.8% is showed for a lecturer’s teaching experience.

4.3 The Influence of Education Level and Teaching Experience on Lecturers’ Performance

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>.792a</td>
<td>.628</td>
<td>.624</td>
<td>.46946</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), x2

At this stage the authors want to determine the degree of influence of education level and teaching experience on lecturers’ performance at Widyatama University. From the data analysis, it is determined that the R Square of the two X variables on lecturers’ performance is 84.7%. Therefore, from this research it is obtained that the level of education and teaching experience contributes 84.7%; the rest, 15.3% are explained by other variables than the level of education and teaching experience.

4.4 Hypothesis Testing

To prove that the hypothesis is acceptable, then made a significant t test. If the calculated $t > t^*_{table}$, then $H_1$ is accepted, $H_0$ is rejected and if the calculated $t$ count $< t$ table the $H_0$ accepted and $H_1$ is rejected.

<table>
<thead>
<tr>
<th>Table 4.4</th>
<th>F Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficients</td>
<td>Unstandardized Coefficients</td>
</tr>
<tr>
<td>Model 1</td>
<td>(Constant)</td>
</tr>
<tr>
<td>x1</td>
<td>.612</td>
</tr>
<tr>
<td>x2</td>
<td>.342</td>
</tr>
</tbody>
</table>

a. Dependent Variable: y

Based on the table above, it is shown that sig < alpha (0.000 < 0.05); that means, the hypothesis that says that X1 and X2 influence Y is acceptable.

5.1 Conclusions

Based on the questionnaires disseminated to 100 final year students, the authors conclude that the influence of lecturers’ level of education on their performance is 79.5%, whereas the influence of lecturers’ experience on their performance is 62.8%. When the authors measured the simultaneous influence of education level and teaching experience on performance, the result is 84.7%. From ANOVA or F Test, it is obtained that the value of F calculated is 268,796 with significance level 0.0000 –that means $H_1$ is accepted.

5.2 Suggestions

1. Every graduate is supposed to possess certain skills that will enable them in entering the job market. Therefore, every lecturer is strongly recommended to equip their students not only with theoretical aspects but also with practical and applicable skills.

2. Every lecturer is supposed to possess an expertise in one field and limitation in the other. At this point the university authority is required to understand every lecturer and his or her expertise. It is not recommended to assign a lecturer on fields out of the lecturer’s expertise.

3. A lecturer cannot just conduct a monologue during the teaching process; he or she is supposed to communicate with students. A lecturer cannot treat all classes as one; therefore, it is important that a lecturer adjust him or herself with the different feature of each class.

4. A lecturer is demanded to be responsive on the change in methods of teaching. The students want a method that not only enables them to understand the material, but also to feel comfortable during the teaching process.

5. A lecturer is supposed to be more committed to time in teaching. This can set a good example for the students concerning the time commitment of the lecturer.
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