



The Influence Of Knowledge And Attitude Of Teachers On Work Experience-Mediated Performance In High School Muhammadiyah 25 Pamulang

Nurlaela

Universitas Pamulang, Tangerang Selatan, Banten 15417, Indonesia

E-mail: nurlaelaabdulrazak51@gmail.com

Abstract: The purpose of this research is: To know the influence of knowledge on work experience. To find out how knowledge affects the performance of teachers. To know the effect of attitude on work experience. To know how attitude affects the performance of teachers. To find out how work experience affects the performance of teachers. To find out how knowledge affects the performance of teachers who mediate work experience. To find out how attitude affects the performance of teachers who mediate work experience. In this study the use is a quantitative approach. The population in this study was 40 teachers at Sma Muhammadiyah 25 Pamulang. The respondent retrieval technique used in this study is Total Sampling. With total sampling technique, 40 teachers were taken at Muhammadiyah High School 25 Pamulang as respondents in this study. Research hypothesis testing was conducted with a Partial Least Square (PLS) based Structural Equation Model (SEM) approach. The conclusion of this discussion is as follows: There is an influence of knowledge on work experience. There is an influence of knowledge on the performance of teachers. There is an attitude influence on work experience. There is an attitude influence on the performance of teachers. There is no effect of work experience on the performance of the faculty. There is no knowledge influence on the performance of teachers who mediate work experience.

Keywords: Knowledge, Attitude, Performance, Work Experience

INTRODUCTION

Performance is a work that a person accomplishes in performing the tasks imposed upon him based on proficiency, experience, and sincerity and time (Wahyudi, 2018). (Haryanti and Ardana, 2014:517) stated that the level of performance of teachers depends on two factors, namely the ability of the teacher himself, such as the level of education, knowledge, experience, where by the higher level of ability will have higher performance as well.

The performance of teachers here will achieve more maximum results if supported by the knowledge that has. Knowledge has become important, therefore its acquisition and utilization needs to be managed properly. Knowledge is currently seen as an important

resource as a condition of creating competitive advantages for individuals, units and even institutions or organizations. Knowledge is a part of modern human social life (Harras, 2020).

Another factor that can affect the performance of the faculty is attitude, basically attitudes closely related to one's skills, according to Aniek (in Umam, 2010:184), explaining that the attitude of work as a tendency of the mind to be satisfied or dissatisfied with the work. Indications of teachers who are satisfied with their work will work hard, be honest, not lazy, and help advance the organization. On the contrary, teachers who are dissatisfied with their work will work as they see, work if there is oversight, are dishonest and ultimately harm the organization.

In addition, work experience can also affect the performance of teachers. Because work experience is a person's level of mastery, knowledge and skills in his or her work, which can be measured from his or her working life, level of knowledge and skills. The more an employee is experienced in his work, will be able to produce good performance for his employees and will increase high productivity also for his organization.

Work experience relates to the ability and proficiency of employees in carrying out tasks that have been given to him. Work experience is not only seen from the skills, skills and skills, but work experience can be seen from the experience of a person who has worked or worked for an organization. The more experience he has the more skilled he is in carrying out his work. To measure the level of experience that exists can be known by looking at the level of knowledge possessed and the mastery of skills that are increasing.

The formulation of the problem is: Is there any influence of knowledge on work experience. Is there any influence on the performance of teachers. Is there an attitude influence on work experience. Is there an attitude influence on the performance of teachers. Is there any effect of work experience on the performance of the faculty. Is there any influence on the performance of teachers who mediate work experience. Is there an attitude influence on the performance of teachers mediated by work experience

The purpose of this research is: To know the influence of knowledge on work experience. To find out how knowledge affects the performance of teachers. To know the effect of attitude on work experience. To know how attitude affects the performance of teachers. To find out how work experience affects the performance of teachers. To find out how knowledge affects the performance of teachers who mediate work experience. To find out how attitude affects the performance of teachers who mediate work experience.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Teacher Performance

Employee performance is the result of both the quality and quantity produced by the employee or the real behavior displayed in accordance with the responsibilities given to him (Murty and Hudiwinarsih, 2012). Boxall et al (in Mokaya & Gitari, 2012) the performance of the faculty is a function of ability, work experience (motivation) and opportunity (opportunity) or abbreviated as AMO. These three things are the basis of a teacher's productivity. Sinambela, Litjan Poltak, et al (2011:136), suggests that employee performance is defined as an employee's ability to do certain skills. Employee performance is very necessary, because with this performance will be known how far the employee's ability to carry out the task charged to him. Therefore, a clear and measured criteria is required and set together as a reference. While according to Harsuko (2011) performance is the extent to which a person has played for him in carrying out the organization's strategy, either in achieving specific goals related to individual roles and or by showing competencies that are otherwise relevant to the organization. From the above definition, it can be concluded that the performance of teachers is the result of the work of the teacher in quality and quantity that helps the organization in achieving its goals.

Work Experience

Hasibuan (2014:109) said that the experience is the length of work experience of employees working in the company. According to Sudarmanto (2014:55) work experience is

an important element in shaping one's mastery of competence to the task. A person with a certain amount of experience in organizing people in a complex organization will have different mastery of his managerial competence compared to someone who has no experience. The accumulation of knowledge and experience that merges within a person will make a person have competence that is not realized in him, or will be formed in one's attitude and behavior.

Handoko in (Rafika Faris et al, 2016) one's work experience shows the kind of work that someone has done that provides a great opportunity for someone to do a better job over a period of time. The broader a person's work experience, the more skilled a person is in acting to achieve a set goal. While according to Purnamasari in Asih (2012), that an employee who has high work experience will have advantages in several ways including: Detecting errors, understanding mistakes, and looking for causes of upset. From the above definition it can be concluded that work experience is the level of mastery of knowledge and skills of a person in his work that can be measured from the working period and from the level of knowledge and skills he has.

Knowledge

Knowledge in Kusumadmo (2013), is the full use of information and data equipped with the potential skills, competencies, ideas, intuition, commitment, and work experience of the people involved. While James in Kusumadmo (2013), says that knowledge originates and is applied in the minds of individuals, whereas within the organization knowledge can only be inherent in the routines, processes, practices, and norms of the organization.

Knowledge is the result of knowing, and this happens after people do a whack on a particular object. This sensing occurs through the five senses of man, namely the sense of vision, hearing, smell, taste and raba. Drucker in Tobing (2007:16) defines knowledge as information that changes something or a person, it happens when that information becomes the basis for acting, or when it enables a person or institution to take a different action or action more effectively than the previous action. While according to Taufik (2007) knowledge is human sensing, or the result of knowing a person against objects through his senses (eyes, nose, ears, etc.). From the above definition it can be concluded that knowledge is the result of to know, and this occurs after people do sensing a particular object. This sensing occurs through the five human senses, namely the sense of vision, hearing and sense of.

Attitude

Attitude is an evaluation or reaction of feelings. A person's attitude to an object is a supportive or impartial feeling or a feeling of not supporting or impartiality to that object (Berkowitz in Azwar, 2013). While according to Maramis (2006:254) attitude is a form of response or action that has positive and negative value to an object or person accompanied by emotion. Jazen in Arumsari (2014) states that attitudes can be learned, attitudes define our predilection to aspects of the world, attitudes provide the basis for feelings for relationships between our personal and others, and attitudes are evaluative statements, whether favorable or unfavorable about objects, persons, or events. From the above definition it can be concluded that attitude is a reaction or response in the form of an assessment that arises from an individual to an object. Attitude can also be said as an embodiment of awareness of the environment.

METHODS

In this study the use is a quantitative approach. Quantitative approach emphasizes meaning, reasoning, definition of a particular situation (in a particular context), researching more things related to daily life. This type of research uses associative research methods. Associative research is a study that aims to find out the relationship between two or more variables. This method aims to provide a fairly clear picture of the problems studied. In this study, the authors obtained the data using a closed questionnaire that had been scored, in which the data would later be calculated statistically.

Population and Samples

According to Narimawati (2008:161) the population is a generalized region consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. From that understanding, the population in this study was 40 teachers at Muhammadiyah High School 25 Pamulang.

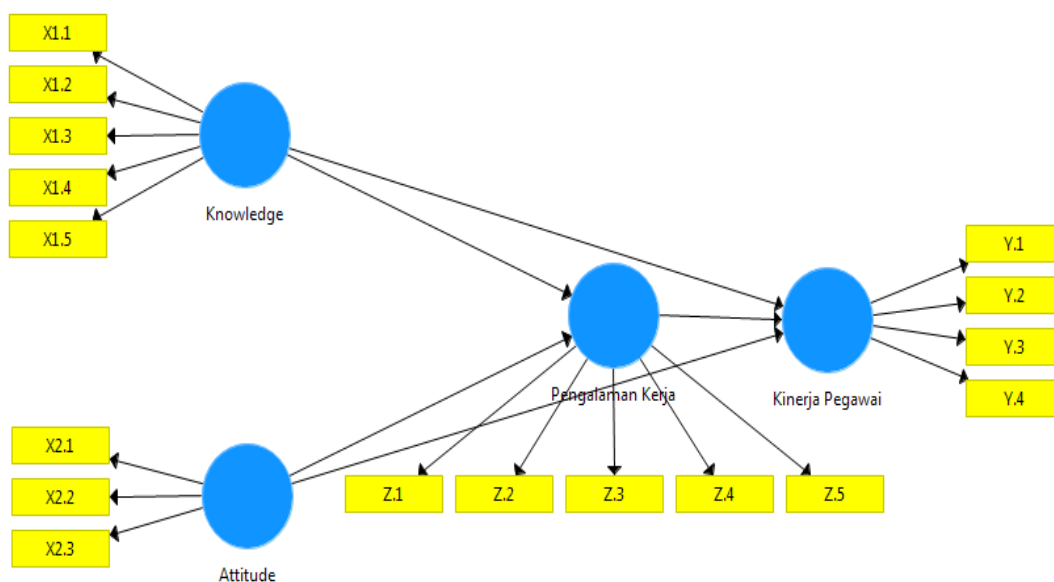
The respondent retrieval technique used in this study is Total Sampling. Total Sampling is a sampling technique where the number of samples is equal to the population (Sugiyono, 2007). The reason for taking the total sampling is because according to Sugiyono (2007) the population of less than 100 entire population is sampled in all research. With total sampling technique, 40 teachers were taken to Muhammadiyah High School 25 Pamulang as respondents in this study.

Hypothesis Analysis and Test

This draft hypothesis analysis and test is intended to outline step by step in analyzing data with specific methods to be used to answer problem formulations followed by testing research hypotheses. According to Sugiyono (2016:238) related data analysis methods, among others: "activities in data analysis are activities to group data and tabulate data based on variables, present data from each variable studied, perform calculations to answer problem formulations, and perform calculations to test the hypothesis that has been submitted".

Research hypothesis testing was conducted with a Partial Least Square (PLS) based Structural Equation Model (SEM) approach. PLS is a component or variant-based structural acidification (SEM) model. Structural Equation Model (SEM) is one of the areas of statistical study that can test a relatively difficult set of relationships measured simultaneously.

To be able to measure "The Influence of Knowledge and Attitude of Teachers on The Performance of Teachers with the variable moderation of Work Experience at Sma Muhammadiyah 25 Pamulang". The analysis method in this study was carried out with the Structural Equation Model (SEM). The model used is Path Analysis. According to Latan and Ghozali (2012), PLS is an alternative approach that shifts from a covariance-based SEM approach to a variant-based one. Covarian-based SEM generally tests causality or theory whereas PLS is more predictive of models. However there is a difference between COVARIANCE BASED SEM and COMPONENT BASED PLS is in the use of structural equation models to test the theory or development of theory for prediction purposes.



Source: Self-Processed, 2020

Figure 1. Schematic Relationship Model Between Variables

RESULT AND DISCUSSION

Hypothetical Test results

The goodness of fit models is used to determine the size of variables' ability to exogenously explain the diversity of endogenous variables, or in other words to determine the amount of contribution of exogenous variables to endogenous variables. Goodness of fit Model in PLS analysis is carried out using determination coefficient (R-Square) and Q-Square predictive relevance (Q2).

Table 1. Goodness of fit Model

Variable	R Square
Teacher performance	0,865
Work experience	0,801

Source: Research data, 2020

The structural capital in PLS is evaluated using R2, which is the value in the variable image of teacher performance and work experience. The R2 score for teacher performance is 0.865 which means that 86.5% variance of teacher performance is influenced by independent variables, and 13.5% variance of dependent variables described by other factors, then R2 on work experience of 0.801 which means 80.1% variance of work experience is influenced by independent variables i.e. work experience, this means 19.9% of dependent variables are explained by other factors not measured in this study.

Direct Hypothesis Testing

Based on the hypothesis test summary, the following results can be explained:

1. The Influence of Knowledge on Work Experience

The influence of knowledge on work experience resulted in a line coefficient of 0.402 with a p value of 0.008. The results showed that the path coefficient and p value < level of significance (alpha = 5%). This means there is significant influence and knowledge on work experience.

2. The Influence of Knowledge on Teacher Performance

The influence of knowledge on teacher performance resulted in a line coefficient of 0.402 with a p value of 0.023. The results showed that the path coefficient and p value < level of significance (alpha = 5%). This means there is a significant influence and knowledge on the performance of teachers.

3. Effect of Attitude on Work Experience

The effect of attitude on work experience resulted in a line coefficient of 0.521 with a p value of 0.001. The results showed that the path coefficient and p value < level of significance (alpha = 5%). This means there is a significant and significant influence on work experience.

4. The Effect of Attitude on Teacher Performance

The effect of attitude on teacher performance resulted in a line coefficient of 0.762 with a p value of 0.000. The results showed that the path coefficient and p value < level of significance (alpha = 5%). This means that there is a significant and significant influence on the performance of teachers.

5. Effect of Work Experience on Teacher Performance

The effect of work experience on teacher performance resulted in a line coefficient of -0.231 with a p value of 0.233. The results showed that the path coefficient and p value > level of significance (alpha = 5%). This means there is no impact and no significant work experience on the performance of teachers.

Indirect Hypothesis Testing

Based on the tests listed in the table analysis, it can be explained as follows:

1. The Influence of Knowledge on the Performance of teacher-mediated Work experience
The influence of knowledge on the performance of teachers who mediated work experience resulted in a line coefficient of -0.093 with a p value of 0.308 . The results showed that the path coefficient and p value $>$ level of significance ($\alpha = 5\%$). This means that there is no influence and no significant knowledge of the performance of teachers who are mediated by work experience.
2. The Effect of Attitude on The Performance of Teachers Mediated Work Experience
The effect of attitude on the performance of teachers who mediated work experience resulted in a line coefficient of -0.093 with a p value of 0.285 . The results showed that the path coefficient and p value $>$ level of significance ($\alpha = 5\%$). This means that there is no impact and no significant impact on the performance of teachers who mediate work experience.

CONCLUSIONS

1. There is a knowledge influence on work experience.
2. There is a knowledge influence on the performance of teachers.
3. There is an attitude influence on work experience.
4. There is an attitude influence on the performance of teachers.
5. There is no effect of work experience on the performance of teachers.
6. No knowledge influence on the performance of teachers mediated by work experience.
7. There is no attitude influence on the performance of teachers who mediated work experience.

In the closing chapter, the author tries to provide suggestions that may be useful to the organization. The suggestions are as follows:

1. It is recommended that the leadership encourage teachers to share their knowledge with their colleagues by briefing, then the leadership also needs to provide encouragement and direction for the faculty so that the teachers will document and share their knowledge and experience with other colleagues.
2. It is recommended that the leadership often supervise the attitude of teachers in working or socializing with other teachers. In addition, Sma Muhammadiyah 25 Pamulang must also make more assertive rules especially related to the attitude of teachers so that the attitude of teachers in working or socializing with other teachers is more maintained.
3. It is necessary to be given an award that corresponds to the achievements of teachers towards the organization. The forms of awards do not have to be money, but also in the form of proportional praise and the opportunity to develop themselves so that the teaching staff continues to develop that can ultimately improve the performance of the teachers.
4. The experience of the faculty at Sma Muhammadiyah 25 Pamulang needs to be improved especially regarding skills. This can be done by training and developing teachers who are still lacking in their skills.

REFERENCE

- Arumsari, L. A. (2014). Influence of Professionalism, Auditor Independence, Professional Ethics, Organizational Culture, and Leadership Style on Auditor Performance at Public Accounting Firm in Bali.
- Asih. (2012). Influence of Experience on The Increase of Auditor Expertise in Auditing.
- Azwar, S. (2013). Research Method. Student Library.
- Gendro, W. (2011). Designing Business Research with SPSS 17.0 & Smart PLS 2.0 Analysis Tools. STIM YKPM Printing.

- Ghozali, I. Latan, H. (2012). Partial Least Square : SmartPLS 2.0 M3 Concepts, Techniques and Applications. Diponegoro University Publishing Agency.
- Hair, J. . (2006). Multivariate Data Analysis. Gramedia Main Library.
- Handoko, T. H. (2011). Personnel and Human Resources Management. BPFE Publisher.
- Harras, H., Sugiarti, E., & Wahyudi, W. (2020). KAJIAN MANAJEMEN SUMBER DAYA MANUSIA UNTUK MAHASISWA.
- Harsuko, R. (2011). Mendongkrak Motivasi dan Kinerja: Pendekatan. Pemberdayaan SDM. Malang: UB Press.
- Haryanti, Ni Putu Premierita dan Ardana, I. K. (2014). Analysis of The Effect of Work Stress And Intrinsic Motivation on Employee Performance With Work Experience as a Moderating Variable. *Journal of Management, Business Strategy and Entrepreneurship*, 8(2).
- Haryono, S. (2017). Metode SEM Untuk Penelitian Manajemen Dengan AMOS LISREL PLS. Luxima Metro Media.
- Hasibuan, M. (2012). Human Resources Management. PT Bumi Aksara.
- Hasibuan, M. (2014). Human Resources Management. Publisher of Bumi Aksara.
- Khaerul, U. (2010). Organizational Behavior. Pustaka Setia.
- Kusumadmo, E. (2013). Knowledge Strategic Management. Cahaya Atma Pustaka.
- Lesmana, R., Sunardi, N., & Tumanggor, M. (2020). Pelatihan Manajemen dalam Meningkatkan Motivasi Siswa dan Guru SDN 84 Rejang Lebong. *Jurnal Abdi Masyarakat Humanis*, 1(2).
- Mangkunegara. (2011). Enterprise Resource Management. PT. Rosdakarya Teen.
- Maramis, W. (2006). Behavioral Sciences in the Health service. Airlangga University Press.
- Mokaya S, O, & Gitari J, W. (2012). Effect of workplace recreation on employee performance: The case of Kenya Utalii College. *International Journal of Humanities and Social Science*, 2(3).
- Murty, H. (2012). The Effect of Compensation, Motivation, and Organizational Commitment to Employee Performance in Accounting (Case Study at Manufacturing Company In Surabaya).
- Narimawati, U. (2008). Qualitative and Quantitative Research Methodology, Theory and Application. Agung Media.
- Rafika Faris, D. (2016). The Effect of Work Experience And Compensation on Employee Work Productivity. Ganesha University of Education.
- Rudy, R., Sunardi, N., Kartono, K., Sudarso, A. P., & Lutfy, A. M. (2019). Pengelolaan Keuangan Masyarakat untuk Mewujudkan Desa Sejahtera Mandiri di Desa Cihambulu, Kec. Pabuaran Kab. Subang, Jawa Barat. *Jurnal Abdi Masyarakat Humanis*, 1(1).
- Sinambela, Litjan Poltak, D. (2011). Public Service Reform: Theory, Policy, and Implementation. PT Bumi Aksara.
- Sudarmanto. (2014). Performance and Development of Human Resources Competencies, Theory, Dimensions of Measurement, and Implementation in the Organization. Student library.
- Sugiyanto and Romadhin, A. P. (2020). Pengantar Ilmu Ekonomi Mikro dan Makro. Yayasan Pendidikan dan Sosial Indonesia Maju (YPSIM). ISBN 978-623-92764-4-7.

- Sugiyanto, S., & Sumantri, I. I. (2019). Peran Audit Internal Dan Sistem Pengendalian Internal Atas Pengajuan Kredit Tanpa Agunan Pada Perusahaan Perbankan Di Indonesia. *Jurnal Akuntansi*, 13(2), 196–224.
- Sugiyanto. (2020). *Manajemen Pemasaran: Inspiring The Salesmanship*. Yayasan Pendidikan dan Sosial Indonesia Maju (YPSIM). ISBN 9786237815853.
- Sugiyanto; Nadi, Luh and Wenten, I. K. (2020). *Studi Kelayakan Bisnis*. Yayasan Pendidikan dan Sosial Indonesia Maju (YPSIM). ISBN 978-623-7815563.
- Sugiyono. (2007). *Quantitative, Qualitative, and R&D Research Methods*.
- Sugiyono. (2016). *Quantitative, Qualitative and R&D Research Methods*. Alfabet.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Sunardi, N., Hamsinah, H., Sarwani, S., Rusilowati, U., & Marjohan, M. (2020). *Manajemen Pengelolaan Budidaya Ikan Laut (Sea Farming) Untuk Meningkatkan Pendapatan Masyarakat di Kepulauan Seribu, DKI Jakarta*. *Jurnal Abdi Masyarakat Humanis*, 1(2).
- Taufik. (2007). *Communication Psychology*. PT. Rosdakarya Teen.
- Tobing, P. L. (2007). *Knowledge Management Concept, Concept, Architecture and Implementation*. Graha Ilmu.
- Wahyudi, W. (2018). The Influence of Emotional Intelligence, Competence and Work Environment on Teacher Performance of SMP Kemala Bhayangkari Jakarta. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 1(2), 211-220.
- Wahyudi, W. (2018). The Influence Of Job Satisfaction And Work Experience On Lecturer Performance Of Pamulang University. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 1(2), 221-230.
- Wawan, A dan Dewi, M. (2010). *Theory and Measurement of Human Knowledge, Attitudes and Behaviors*. Nuha Medika.
- Widarjono, A. (2015). *Applied Statistics First Edition*. UPP STIM YKPN.
- Yuliana, E. (2017). *Analysis of Students' Knowledge about Healthy And Nutritious Food Against The Selection of Snacks In Schools*. Faculty of Teacher And Education. Muhammadiyah Purwokerto University.