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Work experience as an intermediary the influence of work motivation and transformational leadership on teacher performance

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ABSTRACT

Work motivation drives teachers to perform optimally, while transformational leadership can inspire and empower teachers to achieve shared goals effectively. Therefore, this study aims to analyze how work experience functions as a mediating variable in the relationship between work motivation and transformational leadership on teacher performance. This research uses a quantitative approach with a correlational type of research. The population was 380 teachers with a sample of 190 kindergarten teachers in Kupang City using a random sampling technique using guidance from the Kerjce table. Data collection used an instrument in the form of a questionnaire with 47 items measuring work motivation, transformational leadership, teacher performance with and the work experience. Data were analyzed using multiple linear regression models and path analysis. The results of this study indicate that work motivation and transformational leadership can improve teacher performance directly and indirectly through work experience. This study shows that work motivation and transformational leadership majorly impact school teacher performance. There is a significant effect of work experience in mediating work motivation on teacher performance. In addition, work experience significantly influences and mediates transformational leadership on teacher performance. It is hoped that the results of this study can support the science of human resource management and teacher performance both academic and practical.



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Introduction

In the context of education in Indonesia, teacher performance is one of the main concerns that is continuously discussed. Teachers' roles are central in shaping students' character and abilities, and the quality of good performance greatly affects education development in this country. The successful implementation of education in an educational institution is influenced by various factors, one of which

is the performance of teachers who teach at the educational institution (Pratiwi et al., 2021). Teacher performance reflects the teacher's work ability which can be seen from the teacher's work performance in carrying out his duties as a teacher. If a teacher's workability is good, then his performance will also be higher. Vice versa, if a teacher's workability is not good, then his performance will also be lower. Teacher performance can be seen and measured based on specifications or competency criteria that must be possessed by each teacher, related to teacher performance, the form of behavior in question is the teacher's activities in the learning process, namely how the teacher plans to learn, carries out learning activities, and assesses learning outcomes, (Kholis, 2022; Pratiwi et al., 2021; Mulyani & Wiarta, 2021).

Several factors such as salary, facilities and infrastructure, work environment, teaching ability, community relations, discipline, and work climate also influence efforts to improve teacher performance. Principal leadership and motivation can also affect teacher performance, where the better the motivation of someone at work, the better the performance. Vice versa, the lower the motivation, the more difficult it will be to achieve optimal educational goals (Alfrida Retnodiani & Hartono, 2023; Pratiwi et al., 2021; Rianahsari et al., 2023; Suskawationo et al., 2021; Arbarini et al. 2023).

Although teacher performance is one of the drives that support the achievement of learning objectives in educational institutions, in reality, the performance of existing teachers is not optimal, (Paizal et al., 2019; Eldiana Harahap et al., 2023). Based on the results of initial interviews conducted by researchers with several kindergarten teachers in Kupang City, it is known that there are still teachers with low motivation. Low work motivation in some teachers leads to a lack of performance. Research conducted by (Wijayanto et al., 2021) shows that work motivation is proven to significantly and positively affect teacher performance. The results indicates that the better the teacher's work motivation, the better the teacher's performance. This is in line with the results of research conducted by (Pratiwi et al., 2021) showing a significant influence between work motivation and teacher performance. Motivation can be formed from an employee's attitude in dealing with situations. With motivation that is owned, it can move teachers to achieve predetermined goals, and teachers with high work motivation will tend to feel comfortable and excited at work which will then result in good performance.

Furthermore, the reality in the field illustrates that the principal's leadership style is still not good. This is because teachers see that the principal's leadership is still not good, and the principal does not cooperate with teachers in preparing lesson plans. The principal is also not open about other matters related to the school, such as school development plans. The principal is also considered to be less assertive in disciplining teachers who are often late and still less than optimal when working (Borgmann et al., 2016; Pratiwi et al., 2021).

Low teacher performance can be caused by poor leadership factors. An educational institution must have a leader who can carry out activities related to the scope of the institution. Regarding the influence of leadership roles on teacher performance, of course, it cannot be separated from the leadership of school institutions as a way of guiding, motivating, and guiding all elements in the group including teachers, students, parents of students, and other related parties to achieve the expected goals and enable teacher performance to run optimally. Principal leadership can create a conducive school climate so that teachers, students, and other education personnel can carry out their duties properly. The principal's leadership style is one of the external factors that can affect teacher performance (Täht et al., 2023; Kadarsih et al., 2020; Maknun et al., 2023).

In addition, Yukl states that transformational leadership is also defined as a leadership style with methods of encouraging important changes in the perspectives and assumptions of team members and making them committed to predetermined goals (Borgmann et al., 2016; Yulk, 2013). Transformational leadership style in leading a school has a very important role in teacher performance. This is supported by the results of previous research, where the more appropriate transformational leadership style, will support teacher performance for the better. A good transformational leadership style will support teacher performance to be able to adapt to various developments and new knowledge (Jaya, 2021; Mutoharoh et al., 2023; Efendi et al., 2023; Arman et al., 2023; Hsieh et al., 2022).

In addition to work motivation and transformational leadership, other factors affect teacher performance, namely work experience. To improve teacher performance, work experience is one of the things that is needed. The level of mastery of knowledge and skills that a teacher has in working can also be measured by the length of service and the type of work that has been done. The period of work or the period the teacher has been working and the type of work that has been done during a certain period is the basis of a person's work experience (Eni et al., 2022). In line with this, Sedarmayanti states that work experience is a skill that a person has from his working life. The longer the working hours, the more he knows about working life.

Various efforts to create good performance are not easy, because in reality there are still many teachers who have not mastered their management skills and expertise in their work which can be caused by lack of or even no work experience (Ode et al., 2023). Interestingly, Topchyan and Woehler's study found that length of work experience did not affect teacher work engagement as it relates to teacher performance (Täht et al., 2023). This is in line with the results of a study conducted by Bastian (2016) who found that there was almost no significant difference between new teachers and experienced or longer-teaching teachers, indicating a difference in teacher performance. However, newer teachers showed better performance in terms of decision-making and knowledge related to current topics of various general knowledge.

This study attempts to bridge the existing knowledge gap by investigating the influence of work experience, work motivation, and transformational leadership on teacher performance. This research is expected to improve the scientific quality of human resource management by increasing the theoretical knowledge of the variables studied and having a positive managerial effect. The novelty in this study is a new framework and a new location.

Method

This research uses a quantitative approach with a correlational research type with the aim of measuring the pattern of relationships between variables and predicting the determination of variables X1 and X2 to the dependent variable (Y). to see the indirect effect of the independent variable (X) on the dependent variable (Y) through the variable (Z) (Sugiyono, 2011). This study aims to determine and analyze the effect of work motivation and transformational leadership on the performance of kindergarten teachers in Kupang City with work experience as an intermediary variable.

Population and Sampling

The population in this study was 381 teachers throughout the Kupang City area. The sampling technique used a random sampling technique using guidance from the Kerjce table with an error rate of 5% so that the sample size was 190 kindergarten teachers in Kupang City.

Data Collection

This research data was collected through administering the instrument to the research sample. This research uses a questionnaire with a total of 47 items whose validity and reliability have been tested so that they are suitable for use in this research. The questionnaire aims to measure the variable work motivation with a total of 14 statements, the variable principal transformational leadership with 9 statements, the variable teacher performance with a total of 12 and the variable work experience with 12 statements.

Data Analysis

This study uses multiple linear regression models and path analysis, where there are several prerequisite tests which include the normality test, significance test, linearity test, multicollinearity test, and heteroscedasticity test. Multiple linear regression models are used to determine the contribution of variables X1 and X2 to the dependent variable (Y). Furthermore, hypothesis testing will be carried out using the t-test and F-test to determine the effect between variables both partially and simultaneously, namely work motivation and transformational leadership on the dependent variable of teacher performance. In addition, the Sobel test was conducted to see the indirect effect of the independent variable (X) on the dependent variable (Y) through the variable (Z). Data analysis in the study was carried out with the help of SPSS version 25.

Results and Discussions

Prerequisite Test Analysis

Normality Test

Below is shown the distribution of data from the normality test results in the table 1 below

Table 1. Kolmogorov-Smirnov Test

One-Sampel Kolmogorov-Smirnov Test			Unstandardize d Residual
N			190
Normal Parameterrs ^{a,b}	Mean		.0000000
	Std. Deviation		2.38524057
Most Extreme	Absolute		.050
Differences	Positive		.050
	Negative		-.047
Test Statistic			.065
Asymp. Sig. (2-tailed)			.200 ^{c,d}
a. Test distribution is Normal.			
b. Calculated from data.			

Based on these results, it is found that the normality test results obtained a significance value of 0.200 and exceeded 0.05 at the 5% level, which means that the data distribution of all variables is normal. Therefore, the normality assumption is met in this study so that the test used can be continued.

Linearity

The linearity test results are presented in Table 2 below.

Table 2. Linearity Test

No.	Variable	Sig.
1	Work Motivation	0,000
2	Transformational Leadership	0,000
3	Work Experience	0,000

The linearity test is used to determine whether there is a linear relationship between the research variables. From the output, it can be seen that the significance value in the linearity of work motivation, transformational leadership, and work experience on teacher performance is less than 0.05, so it can be concluded that between work motivation variables, transformational leadership, and work experience there is a linear influence.

Autocorrelation Test

The results of testing autocorrelation using the DW test as shown in Table 4.

Table 4. Autocorrelation Test Results

Model Summary				Std. Error of the	
Model	R	R Square	Adjusted R Square	Estimate	Durbin-Watson
1	.841 ^a	.707	.702	2.42238	1.848

a. Predictors: (Constant), Work Experience, Work Motivation, Transformational Leadership

b. Dependent Variable: Teacher Performance

Table 4 shows the Durbin Watson (DW) value of 1.848. This value lies between -2 to 2, so it can be concluded that there is no case of autocorrelation in this regression. Based on the results of testing the regression model above, it can be concluded that the resulting model has met the classical assumption requirements.

Multicollinearity

The results of the multicollinearity test can be seen in Table 3.

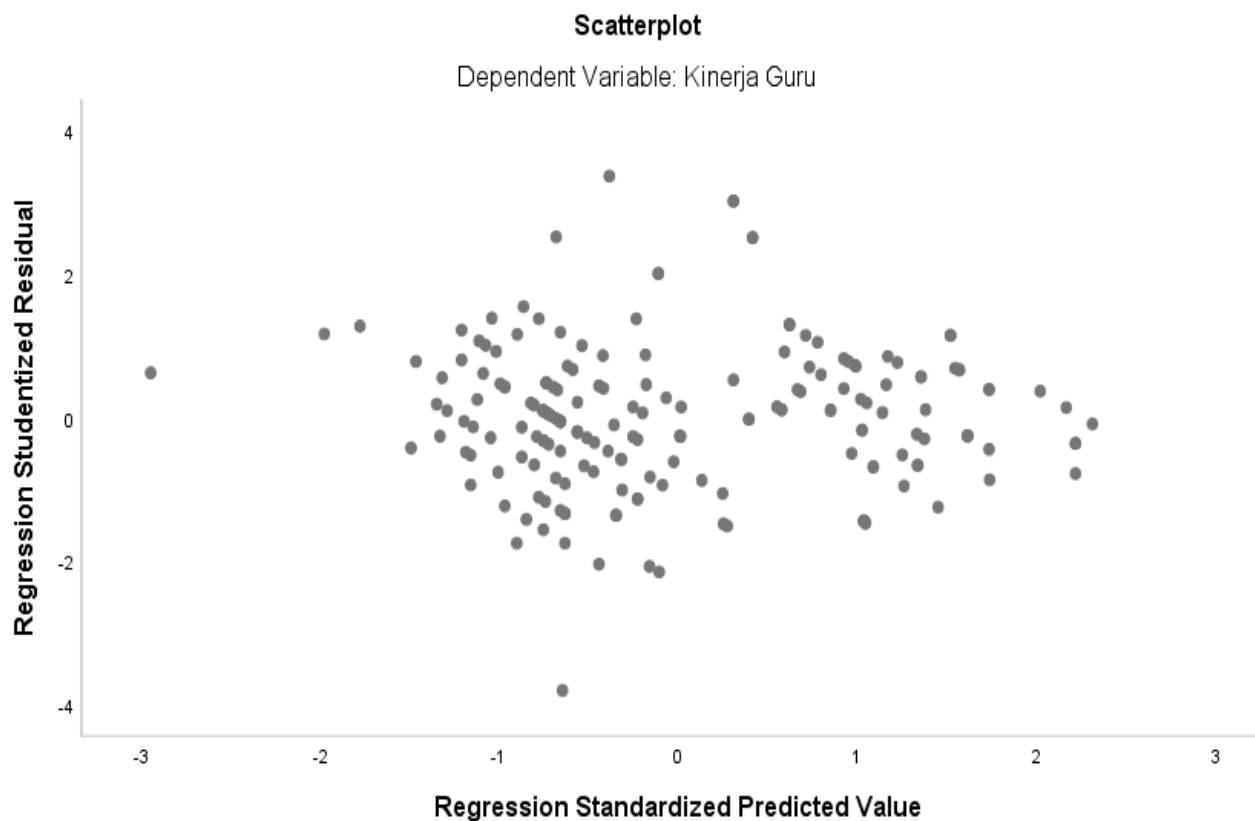
Table 3. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	-4.100	2.476		-1.656	.099		
	Work Motivation (X1)	.355	.048	.387	7.394	.000	.576	1.735
	Transformational Leadership (X2)	.199	.062	.185	3.191	.002	.469	2.133
	Work Experience (Z)	.450	.070	.389	6.401	.000	.428	2.339

a. Dependent Variable: Teacher Performance (Y)

Heteroscedasticity

The results of the heteroscedasticity test of research data using SPSS version 25 can be seen in Figure

**Figure 1.** Heteroscedasticity Test Chart

Based on the output above, the studentized residual regression diagram shows that the points spread randomly and are spread as a whole both above and below the Y-axis number, thus indicating that there is no heteroscedasticity in the regression model.

Hypothesis**Structure Model Path Coefficient 1**

The significance value of the path coefficient of work motivation on teacher performance ($Px1 = 0.487$) is 0.000. Because $SIG (PX1y) = 0.000 < 0.05$, it can be concluded that there is a direct effect of work motivation and teacher performance. The significance value of the transformational leadership path

coefficient on teacher performance ($PX2 = 193$) is 0.000. Because $SIG (PX2y)=0.000<0.05$, it can be concluded that there is a direct effect of transformational leadership and teacher performance. The significance value of the path coefficient of work experience on teacher performance ($Pzy = 0.293$) is 0.000. Because $SIG (Pzy)= 0.000<0.05$, it can be concluded that there is a direct effect of work experience and teacher performance.

Table 5. Structure Model Path Coefficient 1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.263	3.029		-.747	.456
	Work Motivation	.439	.050	.487	8.727	.000
	Transformational Leadership	.271	.069	.193	3.902	.000
	Work Experience	.209	.038	.293	5.490	.000

a. Dependent Variable: Teacher Performance

Path Coefficient of Structure Model 2

From Table 6, it can be seen that the significance value of the path coefficient of work motivation on work experience ($Px1z = 0.530$) is 0.000. Because $SIG (Px1z)=0.000<0.05$, it is concluded that there is a direct effect of work motivation on work experience. The significance value of the transformational leadership path coefficient on work experience ($Px2z = 0.218$) is 0.000. Because $SIG (Px2z)=0.000<0.05$, it can be concluded that there is a direct effect of transformational leadership on work experience.

Table 6. Path Coefficient of Structure Model 2

Model		Coefficients		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error	Beta		
1	(Constant)	47.565	4.670		10.186	.000
	Work Motivation	.670	.083	.530	8.033	.000
	Transformational Leadership	.430	.130	.218	3.310	.001

a. Dependent Variable: Work Experience

Path test X1-Z-Y

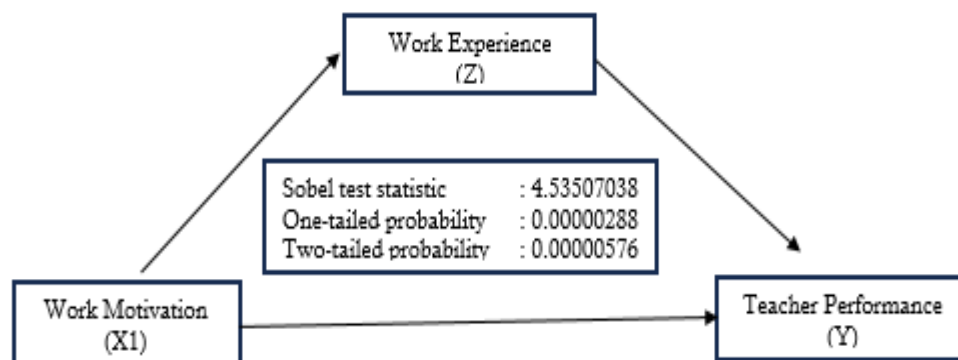


Figure 2. Sobel Test Results of Work Motivation on Teacher Performance through Work Experience

Based on these results, the effect of work motivation on teacher performance through the work experience of kindergarten teachers in Kupang City shows that the acquisition of the Sobel test statistic value of $4.53507038 > 1.65$ with a two-tailed probability p-value of $0.00000576 < 0.5$. It can be concluded that the work experience variable can mediate the work motivation variable on teacher performance.

Path test X2-Z-Y

The results of the Sobel test of the effect of transformational leadership on teacher performance through the work experience of kindergarten teachers in Kupang City show that work experience is significantly able to act as an intervening variable (mediator). This can be seen from the acquisition of the Sobel test statistic value of $5.04321676 > 1.65$ with a two-tailed probability p-value of $0.00000046 < 0.5$, meaning that the work experience variable can mediate the effect of transformational leadership variables on teacher performance (Figure 3).

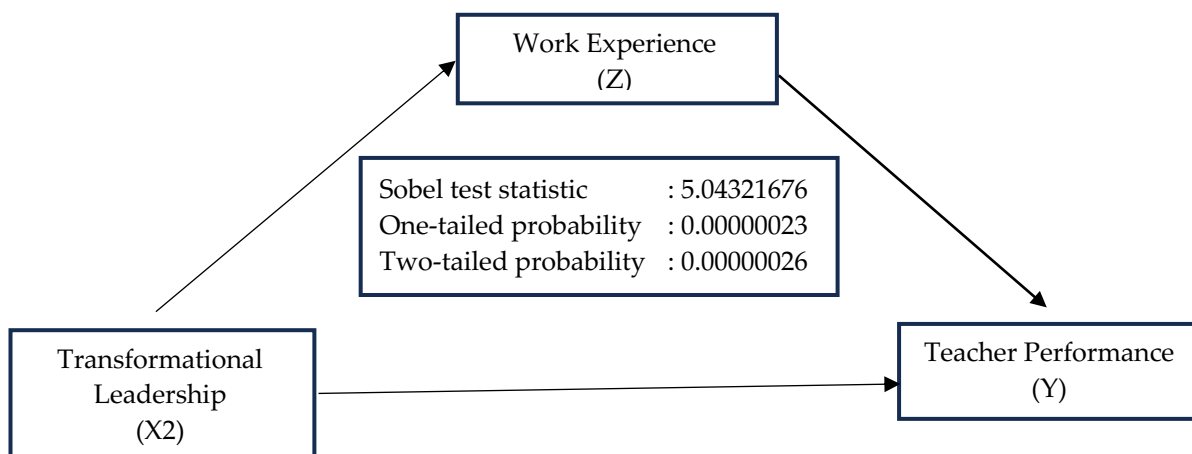


Figure 3. Sobel Test Results Leadership on Teacher Performance through Work Experience

The results showed that 1) Work motivation (X1) has a significant direct effect on teacher performance (Y) with a significance value of $0.000 < 0.05$. While the correlation coefficient of work motivation (X1) on teacher performance is 0.487; 2) Transformational leadership (X2) has a significant direct effect on teacher performance (Y) with a significance value of $0.000 < 0.05$. While the correlation coefficient of work motivation (X1) on teacher performance is 0.193; 3) There is a significant direct effect of work motivation (X1) on work experience (Z) with a significance value of $0.000 < 0.05$. While the correlation coefficient of work motivation (X1) on work experience (Z) is 0.293; 4) There is a significant direct effect of work motivation (X1) on work experience (Z) with a significance value of $0.000 < 0.05$. While the correlation coefficient of work motivation (X1) on work experience (Z) is 0.530; 5) There is a significant direct effect of transformational leadership (X2) on work experience (Z) with a significance value of $0.000 < 0.05$. While the correlation coefficient of transformational leadership (X2) on work experience (Z) is 0.218.

The results of this study (Imran et al., 2021) explain that teacher performance is a real behavior displayed by teachers as work performance based on standards determined or set by their role at school. To achieve more optimal teacher performance in educational institutions, it is necessary to empower and develop teacher professionals who need to be carried out continuously (Hamsal, Nurman, 2023). According to Pratiwi, et.al (2021), work motivation is an important factor in improving teacher performance because it is the main driver for a teacher in carrying out each of his duties and responsibilities following applicable regulations.

Motivational factors are formed from an employee's attitude in dealing with work situations. Work motivation arises because it is learned through experience or interaction with others or social interaction. A teacher with high work motivation will tend to feel comfortable and enthusiastic about doing his job (Wijayanto et al., 2021).

The principal is an internal part of education and has an impact on improving teacher performance, so the principal's responsibility is to organize learning activities, manage schools, provide training for education personnel, and use and maintain every available facility both facilities and infrastructure (Maknun et al., 2023).

The results of this study also follow the opinion (Arifin & Jannah, 2023) that one of the efforts to improve teacher performance is to implement a transformational leadership style. Principals who adopt transformational leadership will have a strong and clear vision of the direction the school wants to achieve, pay attention to the needs, desires, and personal development of staff, and inspire others through positive behavior and communication (Efendi et al., 2023). The results of Windasari et al.'s research (2022) stated that a transformational leadership style is needed to encourage the creation of small-scale and bottom-up innovation to realize sustainable change in school institutions or organizations.

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Nabila et al. (2022) stated that an educator's work experience will impact his performance in teaching and learning activities. The better the professional experience, the better the teacher's performance. Sedarmayanti argues that with work experience a person can increase self-understanding and control over his ability to work and this can be seen from the level of competence and skills possessed (Fazira, 2023).

Research by Fareed et al. (2023) states that a teacher's tenure or period of work and the type of work that has been done during a certain period is the basis of a person's experience. Adequate work experience will support the quality of teachers in carrying out their duties, which then has a direct impact on the quality of education in an educational institution. This is in line with the results of research conducted by Salim & Asepta (2019) that increasing work experience toward a more positive direction will affect the achievement of an organization's goals.

The results of this study are also in line with the opinion of Rifqi & Meliantari (2023) that increasing teacher work motivation will tend to be followed by a desire to develop themselves and realize all their abilities and competencies to achieve maximum achievement. Yulis (2022) states that low motivation to self-develop can be an inhibiting factor in increasing experience, even though work experience can have a positive influence on teacher performance.

The results of this study are in line with Varelasiwi et al., (2023) which states that transformational leadership is needed to develop schools, where leaders can create innovative learning environments, motivate teachers to achieve maximum potential, and improve teacher professionals who will have an impact on the experience teachers have. Nasution (2016) states that to improve work experience, efforts are needed to create leadership that motivates, supports, and creates a vision of change carried out by the principal as a leader, so that teacher professional development can be carried out continuously to improve teacher experience or skills.

The results of the study Aulia et al. (2021) state that work motivation affects teacher performance through work experience. Work experience has an impact on improving teacher performance in carrying out the tasks assigned to him, improving teacher teaching skills continuously (Nabila et al., 2022). Along with that Ode et al. (2023) state that longer work or teaching experience does lead to an increase in the capacity of educators. Work experience is measured by the length of work, the level of knowledge and teaching skills, and mastery of the field of education that has been well mastered by the teacher.

The results of this study are in line with the research of Aditya et al. (2021) that suggests that work experience shapes a personality, which a person wiser in thinking and acting. The higher the work experience, the better the performance because when employees get pressure from the leadership, these employees can use their experience to overcome the problems they face. Chang and Sung (2024) state that the work experience of an employee will hone the ability to conduct examinations and expand the employee's knowledge in his field, which improves the quality of his performance. So when

the employee faces a task that has a high level of complexity but is supported by high work experience, the child produces better performance quality.

Conclusions

The results of this study have a positive influence on teacher performance, simultaneously through independent variables, namely work motivation variables and transformational leadership variables, and work experience variables (mediating variables) of kindergarten teachers in Kupang City. It is expected that teachers maintain good work motivation and enthusiasm at work. Teachers are also likely to be active in teacher professional development so that they can support work experience which has a direct impact on improving teacher performance. Principals are expected to make changes or improvements to increase teacher work motivation by applying a good transformational leadership style. Additionally, recommendations for an advanced study that looks into elements that can enhance organizational performance.

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