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**CORRESPONDING AUTHOR**

Yuda Putra Wahyudi  
Department of Business and  
Economics Universitas  
Brawijaya,  
Indonesia

**EMAIL**

yuda.ub@gmail.com

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## THE MOTIVATION AND THEIR EFFECT ON TEACHER PERFORMANCE: THE MEDIATION ROLE OF WORK EXPERIENCE

**Yuda Putra Wahyudi**

Department of Business and Economics Universitas Brawijaya,  
Malang, Indonesia

**Armanu**

**Nanang Suryadi**

Faculty of Business and Economics Universitas Brawijaya, Malang,  
Indonesia

**Abstract:** This study aims to analyze the effect of motivation on performance mediated by work experience. Teachers at State Junior High Schools are the population in this study. The sampling technique used a purposive sampling method with 321 teachers as respondents. The technique used is Partial Least Square. The analysis results show that: Motivation has a significant positive effect on performance; Motivation has a significant positive impact on work experience; Work experience has a significant positive effect on performance; Work experience significantly mediates the effect of motivation on performance. The implication of this research is to have a suitable influence on motivation the public junior high school teachers in the Malang district should continue to be encouraged by using an approach to success expectations, value implications and potential costs of implementing professional development so that they always have motivation at work. Expectations of success, value implications, and potential costs of implementing professional development will be met. Teachers can play a role in terms of providing support. Teachers have more enthusiasm and encouragement in their work and can show performance. Work experience can also act as a mediating variable; principal collaboration and partnerships with out-of-school institutions are forged, and learning collaboration supports performance. Motivation provides encouragement and efforts to do work to contribute to new work experiences and individual performance towards organizational performance.

**Keywords:** Motivation, Performance, Work Experience, Teacher, Certification

**CITATION**

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## INTRODUCTION

Organizations that run well can thrive if they have the right management and need good management to achieve their goals. Management in the organization will involve all parties in it and can be a guide in the preparation of activity plans following the objectives. The predetermined targets will facilitate the allocation of existing resources so that they can use effectively and efficiently so the organization can grow. It requires cooperation and has a productive performance.

Suppose you look back at the job analysis. In that case, performance problems within the organization must follow the predetermined plan when selecting the acceptance and filling in the vacant jobs according to the criteria that have been set and carried out very carefully. It will bring the organization when management and development are in accordance with the correct standard operating procedures (Marchington et al., 2021). Goal setting performance provides clear direction and communication about the expected level of achievement (Gupta, 2020). Performance-optimal employees can increase company productivity and maintain organizational survival.

Motivation refers to the process by which a person's efforts are energized, directed, and sustained to achieve a goal. Effort does not always lead to performance, only profitable work unless the effort is channeled in a direction that benefits the organization. Efforts consistent with organizational goals are the desired type of effort from the organization (Robbins et al., 2019). The decrease in employee productivity is one of the impacts, and vice versa. Employees who have motivation will be stimulated and motivated to do something well. Employees can achieve maximum performance if they have high achievement motives. In line with the research results of (Sheikh et al., 2016), Sudarjat et al., 2015), (Andriani et al., 2018), (Kartini and Kristiawan, 2019), (Arlita et al., 2020), (Astuti et al., 2020) by finding the result that there is a significant effect significant motivation on performance.

The teacher's motivation becomes a separate encouragement, along with the action of efforts and efforts to solve the problems encountered. Work experience gives knowledge, skills, and abilities in problem-solving. Work experience shows that teachers work more creatively in solving pro-

blems and providing new work experiences. In line with the research results of (Ahluwalia and Preet, 2017) and (Getange, 2016) by finding the results that motivation influences work experience.

The work experience of teachers in the Malang district can be seen from the data obtained from the Malang district education and culture office. Teachers participate in the portfolio by showing the following evidence: (1). academic qualifications, (2). teacher professional education, (3). education training, (4). teaching experience, (5). planning and implementation of learning, (6). assessment from superiors and supervisors, (7). academic achievement, (8). professional development work, (9). participation in scientific forums, (10). organizational experience in the field of education and social (11). awards relevant to the field of education. Work experience provides knowledge, skills, and abilities in performance and can be demonstrated with results. In line with the research results of Kristiawan and Lian (2019), Hapsari and Widhianningrum (2016), Sudika et al. (2018), and Salwa et al. (2019) by finding the results that there is a significant influence of work experience on performance.

Research using the work experience variable as a mediation between motivation and performance is rarely done, and motivation is often used as a mediation between work experience and performance. Using work experience variables influenced by motivation provides direction that motivation will direct new behavior, providing new work experience that has never been obtained. Given the importance of the problem in filling the research gap, researchers are interested in further analyzing the relationship between motivations to performance. Researchers try to add work experience variables as a mediation. The addition of variables is supported by Kwapong (2015) and Bis-hay (1996) by finding that motivation has a positive effect on performance which is mediated by work experience, and there is an indirect effect between motivational variables on performance.

The object of this research is a teacher who teaches at SMPN Malang district. The reason for choosing this object is because of the Malang district government area, which consists of mountainous regions, lowlands, coastal areas, and limestone mountains. The diverse geographical location of Malang district makes people have different

types of work. Differences in parents' work and educational backgrounds can distinguish a child's behavior, social and cultural culture. This situation challenges state junior high school teachers in Malang Regency. Teachers must teach students with abilities of various races and cultures. Teaching skills with high and low abilities will differ, with heterogeneous ability teachers being heavier. In contrast to students who live in urban areas such as cities, the homogeneity of the student's ability to make lesson plans and the teacher's time efficiency in teaching can be adjusted. Learners are grouped by skill, questions are almost the same, and difficulties can be handled together.

Developing a more comprehensive view of motivation's influence on performance with work experience as a mediating variable. The researcher aims to analyze the influence of motivation on performance, analyze the effect of motivation on the work experience and the effect of work experience on performance. And analyze the effect of mediation work experience on motivation and performance. Researchers tested that high motivation was able to increase the level of work experience; high work experience can increase the level of performance; high motivation has an effect on increasing performance by mediated work experience. Work experience mediates indirect influence, and motivation can improve performance and performance increases when you have work experience.

**HYPOTHESIS DEVELOPMENT**

Motivation is one of the factors that can improve performance. Motivation is a driving force and impetus in working well according to the tasks and obligations given. Research by Andriani et al. (2018), Sheikh et al. (2016), Sudarjat et al. (2015),

Kartini and Kristiawan (2019), Arlita et al. (2020), and Astuti et al. (2020) concluded that the higher the level of motivation work, the performance will be higher.

**H1:** Motivation positive effect on Performance.

Increased motivation to increase work experience. Motivation to do the work that has been assigned, with every effort to get new work experience. Research by Ahluwalia and Preet (2017) and Getange (2016) concluded that the higher the level of motivation work, the work experience will be higher.

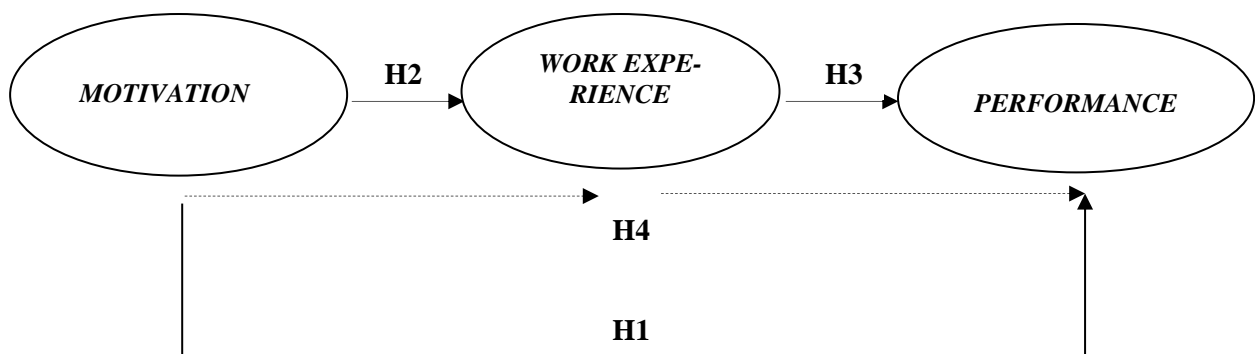
**H2:** Motivation positive effect on Work Experience.

Work experience reflects mastery of knowledge and skills, and the work can be measured by years of service and type of work. Research by Kristiawan and Lian (2019), Hapsari and Widhi-anningrum (2016), Sudika et al. (2018), and Salwa et al. (2019) concluded that the higher the level of work experience, the higher the performance.

**H3:** Work Experience has a positive effect on performance.

Motivation mobilizes efforts and efforts to work according to the task so that it will impact a new work experience that has never been obtained while working so far and work more creatively so that performance exceeds the standards that have been set. Kwapong (2015) and Bishay (1996) concluded that motivation has a direct and indirect influence on performance mediated by work experience. Hypothesis

**H4:** Work experience mediates the effect of Motivation on Performance.



**Figure 1. Research Concept Framework**

## METHOD

This study uses a quantitative approach, and the research method used is a survey method by distributing questionnaires. This research was conducted at the State Junior High School (SMPN) under the auspices of the Department of Education and Culture of Malang Regency. The researcher is domiciled or comes from the Malang Regency and is quite familiar with the condition of education in the research destination area. The sample in this study were teachers who teach at SMPN, amounting to 321 teachers and determining the sample using the criteria of teachers with the status of civil servants with educator certificates. The sampling technique used was purposive sampling. Data sources used primary data by using a questionnaire as a research instrument. And data analysis technique in the study uses Partial Least Square (PLS).

## RESULTS

Based on the results of the research conducted, the characteristics of the respondents are as follows. Table 1 showed that most teachers who serve in Malang Regency are born in Malang; the percentage 68.5% and 31.5% came from cities outside Malang. Table 2 shows old teachers 31 – 35 years 0.9%, age 36 – 40 years 1.6%, age 41 – 45 years 5.9%, age 46 – 50 years 20.9%, 51 – 55 years old 38.6%, age over 55 years 32.1%. Table 3 showed that most teachers serving in Malang Regency are female, namely: 60.7%, while men - 39.3%. Table 4 shows the majority of teachers are graduates Undergraduate (Strata 1) with a percentage of 94.7%, Postgraduate graduates (Strata 2) with a percentage of 5.3%. Table 5 shows teachers with 31 - 40 years of service 58.6%, 21-30 years old 29.3%, 11 – 20 years 8.4% and 0 -10 by 3.7%.

**Table 1. Characteristics of Respondents Based on Birth Origin**

Origin of Birth	Frequency (Person)	Percentage (%)
Poor	220	68.5%
Out of Malang	101	31.5%
Amount	321	100%

Source: Primary Data Processed (2022)

**Table 2. Characteristics of Respondents Based on Age**

Age	Frequency (Person)	Percentage (%)
< 30 Years	0	0%
31 – 35 Years	3	0.9 %
36 – 40 Years	5	1.6%
41 – 45 Years	19	5.9%
46 – 50 Years	67	20.9 %
51 – 55 Years	124	38.6%
> 55 Years	103	32.1%
Amount	321	100%

Source: Primary Data Processed (2022)

**Table 3. Characteristics of Respondents Based on Gender**

Gender	Frequency (Person)	Percentage (%)
Man	126	39.3%
Woman	195	60.7%
Amount	321	100%

Source: Primary Data Processed (2022)

**Table 4. Characteristics of Respondents Based on Last Education**

Last education	Frequency (Person)	Percentage (%)
Bachelor degree)	304	94.7%
Master (S2)	17	5.3%
Amount	321	100%

Source: Primary Data Processed (2022)

**Table 5. Characteristics of Respondents Based on Working Period**

Years of service	Frequency (Person)	Percentage (%)
0-10 years	12	3.7%
11-20 years old	27	8.4%
21-30 years old	94	29.3%
31-40 years old	188	58.6%
Amount	321	100%

Source: Primary Data Processed (2022)

**Table 6. Load Factor Results**

Variable	Indicator		Outer Loading	t-statistics	Information
Motivation	Success Hope	X.1	0.754	28,996	Valid
		X.2	0.787	33,758	Valid
		X.3	0.704	18,725	Valid
	Implication value	X.4	0.702	18,941	Valid
		X.5	0.823	39,437	Valid
		X.6	0.816	41,412	Valid
	Potential costs of implementing professional development	X.7	0.814	41,406	Valid
		X.8	0.814	35,891	Valid
Performance	Rating standard	Y.1	0.709	21,138	Valid
		Y.2	0.804	30,756	Valid
	Adaptability	Y.3	0.775	27,639	Valid
		Y.4	0.742	20,214	Valid
		Y.5	0.862	48,915	Valid
Work Experience	Principal Collaboration	Z.1	0.734	21,462	Valid
		Z.2	0.714	21,714	Valid
		Z.3	0.722	21,337	Valid
	Out-of-school institutional partnership	Z.4	0.716	22,659	Valid
		Z.5	0.717	20,58	Valid
	Learning Collaboration	Z.6	0.760	25,851	Valid
		Z.7	0.731	21,092	Valid
		Z.8	0.754	27,173	Valid

Source: Primary Data Processed (2022)

Table 7. Cross-Correlation Results

Indicator	<i>Motivation</i>	<i>Performance</i>	<i>Work Experience</i>
X.1	0.754	0.521	0.678
X.2	0.787	0.496	0.680
X.3	0.704	0.426	0.660
X.4	0.702	0.497	0.618
X.5	0.823	0.493	0.663
X.6	0.816	0.558	0.743
X.7	0.814	0.527	0.683
X.8	0.814	0.543	0.720
Y.1	0.640	0.709	0.675
Y.2	0.419	0.804	0.569
Y.3	0.399	0.775	0.598
Y.4	0.601	0.742	0.630
Y.5	0.478	0.862	0.643
Z.1	0.615	0.539	0.734
Z.2	0.634	0.537	0.714
Z.3	0.710	0.540	0.722
Z.4	0.670	0.576	0.716
Z.5	0.551	0.592	0.717
Z.6	0.664	0.670	0.760
Z.7	0.639	0.572	0.731
Z.8	0.632	0.653	0.754

Source: Primary Data Processed (2022)

Convergent validity knowing every relationship between indicators and latent variables. The indicator is valid if the outer loading coefficient is  $> 0.5$  and the significance level is 0.05 alpha or t-statistics  $> 1.96$ . The results of the outer loading value in the test can be seen in Table 6. Based on Table 6, it can be seen that all indicators have a value  $> 0.5$  and a t-statistics value  $> 1.96$ . Thus the indicator is declared valid to measure the variable.

Discriminant validity is measured by using the cross-correlation approach. If the loading factor value of the latent variable is greater than the correlation value of other variable indicators, it is declared valid. The results of the cross-correlation calculation can be seen in Table 7. Table 7 showed that all the correlations of latent constructs produ-

ce a higher loading factor than the loading factors of the other latent constructs. It shows that the latent construct predicts indicators in the block better than the others, and the designed instrument (questionnaire) has good discriminant validity.

Another method of assessing discriminant validity can be seen by comparing the square root of the average variance extracted ( $\sqrt{AVE}$ ) in each construct with the correlation between the construct and other constructs in the model. If the model has good discriminant validity, if the AVE root ( $\sqrt{AVE}$ ) for each construct is greater than the correlation between other constructs, the value to meet the convergent validity test is 0.5. The comparison can be seen in Table 8. Based on Table 8, it can be concluded that the root of the AVE ( $\sqrt{AVE}$ )

construct has a higher value than the correlation of other constructs. So it can be said that all constructs in the model meet the criteria for discriminant validity, and the designed instrument (questionnaire) has good discriminant validity.

The construct reliability test can be measured using Cronbach's alpha and composite reliability. The construct is declared reliable if Cronbach's alpha and the composite reliability value is greater than 0.7 ( $> 0.7$ ). Calculation of Cronbach's alpha and composite reliability can be seen in Table 9. Based on Table 9, it can be seen that all constructs have Cronbach's alpha and composite reliability values above 0.7 ( $> 0.7$ ), so it can be stated that all constructs have good reliability.

The coefficient of determination or R-Squares ( $R^2$ ) can show how much exogenous variables or constructs can explain the variability of endogenous constructs. R-Squares can also indicate the strength or weakness of a research model. In this

study, the Coefficient of Determination or R-Squares ( $R^2$ ) can be seen in Table 10. Table 10 shows the Coefficient of Determination or R-Squares ( $R^2$ ) of the performance variable or construct with a value of 0.653. It shows that the diversity of constructs can explain the motivation and work experience constructs by 65.3%. So it can explain that the contribution of the motivation variable and the work experience variable to the performance variable is 65.3%, while the remaining 34.7% is the contribution of the other variables not discussed in this study. R-Squares ( $R^2$ ) variable or work experience construct is worth 0.768. It shows that the diversity of constructs can explain the motivation construct by 76.8%. So it can be explained that the contribution of the motivation variable to the work experience variable is 76.8%, while the remaining 23.2% is the contribution of other variables not discussed in this study.

**Table 8. Discriminant Validity**

Construct	AVE	AVE	Motivation	Performance	Work Experience
Motivation	0.606	0.778	0.778		
Performance	0.609	0.780	0.654	0.780	
Work Experience	0.534	0.731	0.876	0.802	0.731

Source: Primary Data Processed (2022)

**Table 9. Instrumental Reliability**

Construct	Cronbach's Alpha	Composite Reliability
Motivation	0.906	0.924
Performance	0.838	0.886
Work Experience	0.875	0.902

Source: Primary Data Processed (2022)

**Table 10. Value of R Squares ( $R^2$ )**

Endogenous Construct	Exogenous Construct	R Squares
<i>Performance</i>	<i>Motivation</i>	0.653
	<i>Work Experience</i>	0.653
<i>Work Experience</i>	<i>Motivation</i>	0.768

Source: Primary Data Processed (2022)

Predictive relevance Q-Squares ( $Q^2$ ) is a measurement of how well the observations can give results to the research model. The value of Q-Squares ( $Q^2$ ) ranges from 0 (zero) to 1 (one), and the calculation results are as follows:

$$\begin{aligned}
 Q^2 &= 1 - (1-R1^2) (1-R2^2) \\
 &= 1 - (1-0.653) (1-0.768) \\
 &= 1 - (0.347) (0.232) \\
 &= 1-0.080504 \\
 &= 0.919496 \\
 &= 0.919
 \end{aligned}$$

Predictive Relevance Q-Squares ( $Q^2$ ) with a value of 0.919 indicate that performance can explain the overall model by 91.9%, or in other words, the contribution of the motivation variable and the overall work experience variable is 91.9%, and the remaining 8.1 % is a contribution other variables not discussed in this study.

Goodness of Fit (GoF) is a measurement of the overall model accuracy from the measurement of the outer model and the measurement of the inner model. Score Goodness of Fit (GoF) in this study can be seen in Table 11. Based on the Table 11, the Goodness of Fit (GoF) can be calculated as follows:

$$GoF = (R^2 \times AVE)$$

$$\begin{aligned}
 &= (0.710 \times 0.583) \\
 &= 0.643
 \end{aligned}$$

The calculation results explain that the structural model in this study generally has predictive properties of 0.643, which means the model has the ability to present high empirical data.

Hypothesis testing using PLS analysis is done by looking at the results of the t-statistics test or significance value. And the hypothesis requirements are accepted if the p-value is less than 0.05, or the t-statistics value is greater than the t-table 1.96. The t-statistics test uses PLS by applying the bootstrapping method. The results of testing the good hypothesis directly can be seen in Table 12. The results of the direct influence test show that the p-value is less than 0.05 or the t-statistics value is greater than t-table 1.96, so it can be concluded that H1, H2, and H3 are acceptable.

The variable mediation test in this study aims to determine the role of the mediating variable, namely work experience, on the influence of motivation on performance. The mediation test was conducted to determine the existence of an indirect effect. The table 13 will show the results of the mediation test. The results of the indirect effect test show that the p-value is less than 0.05 or the t-statistics value is greater than the t-table 1.96, so it can be concluded that H4 is acceptable.

**Table 11. Goodness of Fit (GoF)**

Construct	R Square ( $R^2$ )	AVE
Motivation		0.606
Performance	0.653	0.609
Work Experience	0.768	0.534
Average	0.710	0.583

Source: Primary Data Processed (2022)

**Table 12. Direct Effect Test Results**

Relationships Between Constructs	Path Coefficient	t-statistics	p-value	Information	Results
<i>Motivation</i> → Performance	-0.209	2.869	0.004	Significant	Received
<i>Motivation</i> → Work Experience	0, 876	58.147	0.000	Significant	Received
<i>Work Experience</i> → Performance	0.985	15,016	0.000	Significant	Received

Source: Primary Data Processed (2022)



Table 13. Mediation Test Results

Relationships Between Constructs	Path Coefficient	t-statistics	p-value	Information	Results
Motivation → Work Experience → Performance	0.863	13,981	0.000	Significant	Received

Source: Primary Data Processed (2022)

## DISCUSSION

### The Effect of Motivation on Performance

The results showed a significant influence between the motivation variables on performance. Hypothesis testing has a positive and significant effect, so the higher the motivation of an educator, the more likely it is that the teachers' performance in the Malang district will increase. Often teachers are not motivated to educate students, so there is no hope of success, value implications, and potential costs of implementing professional development, so it triggers no push. Achievement of confidence in professional development by implementing teaching strategies and overcoming challenges following the given task, the value of achievement that an individual gives to a task because the task is in line with his identity and the things that are invested, needed, or must be given to complete a task. Behavior begins to shift, wanting always to be satisfied with dissatisfaction.

In contrast, the feeling of wanting always to be fulfilled with hopes for success, the value of implications and potential costs of implementing professional development become dominant. The results of this study are reinforced by the statement stating that motivation has a positive relationship with performance. From previous research conducted by Sheikh et al. (2016), Sudarjat et al. (2015), Andriani et al. (2018), Arlita et al. (2020), Kartini and Kristiawan (2019), and Astuti et al. (2020) found that motivation had a significant effect on performance.

Previous studies with this study have had similar results. Still, the analytical techniques used are not the same as the 6 (six) previous studies using multiple linear regression analysis techniques and not using path analysis. Past research involved the allowance variable as an educator's motivation, which directly impacts performance. Some studies involve the leadership or leadership style of the principal as an independent variable which, together with the motivational variable, has an impact on the performance of teachers who are having

problems. The motivation itself does not influence the phenomenon of teacher performance. Still, it can be seen that several independent variables that have an influence, namely motivation, the principal's leadership style, professional allowances, teacher competence, and job satisfaction.

### The Effect of Motivation on Work Experience

The results showed a significant influence between the motivation variables on work experience. Hypothesis testing has a positive and significant effect, so the higher the motivation of an educator, the more likely it is to increase the teachers' work experience in the Malang district. Motivation will be able to have an impact on work experience. Educators become a supporting factor in implementing school teaching and learning activities. The work experience of a teacher can determine the achievement of the results of collaboration between principals, partnerships with non-school institutions, and collaborative learning. High motivation will have an impact on getting new work experience, and motivation provides encouragement and a desire to do good work, especially in new jobs. Higher motivation moves effort and effort in carrying out work so that work experience is obtained.

On the other hand, when there is no motivation and no encouragement, a teacher does not get the work experience and sits quietly without doing anything creatively, so there is no mastery in his work. The results of this study are reinforced by the statement that the higher the level of work motivation, the higher the work experience, and vice versa. The lower the level of motivation, the lower the work experience. On the other hand, when there is no motivation and no encouragement, a teacher does not get work experience and sits quietly without doing anything creatively, so there is no mastery in his work. The results of this study are reinforced by the statement that the higher the level of work motivation, the higher the work experience, and vice versa. The lower the level of mo-

tivation, the lower the work experience.

On the other hand, when there is no motivation and no encouragement, a teacher does not get work experience and sits quietly without doing anything creatively, so there is no mastery in his work. The results of this study are reinforced by the statement which stated that the higher the level of work motivation, the higher the work experience, and vice versa, the lower the level of motivation, the lower the work experience. Research conducted by Ahluwalia and Preet (2017) and Getange (2016) found that motivation significantly affected work experience.

Previous studies with this research have similarities in the results, but the analytical techniques are different. This study uses path analysis with work experience as a mediating variable, while research conducted by Ahluwalia and Preet (2017) used multiple linear regression analysis. Previous research with the independent variable of previous experience motivation with organizational commitment as a controller has an impact on new experiences. At the same time, the study conducted by Getange (2016) used a multivariate analysis technique. Providing motivational strategies and seeing teacher productivity regularly as teaching staff positively impacts the experience.

### **The Effect of Work Experience on Performance**

The results showed a significant effect between work experience variables on performance. Hypothesis testing has a positive and significant impact so that the higher the work experience of an educator, the higher the performance of teachers in the Malang district. Having or not having work experience can have an impact on the cause of performance which is always oriented towards organizational goals. Work experience reflects the standard level of assessment and adaptability. Increased work experience has an impact on performance. Employees who have high work experience have performance support, and vice versa. Employees who do not have work experience do not have performance support. The results of this study are strengthened by the statement which states that the higher the level of work experience, the higher the performance, and vice versa, the lower the work experience, the lower the performance. Previous research was also conducted by Kristia-

wan and Lian (2019), Hapsari and Widhianningrum (2016), and Sudika et al. (2018), who found that work experience had a significant effect on performance.

The research conducted at this time uses the path analysis techniques and the work experience variable as a mediating variable. In contrast, the study conducted by Kristiawan and Lian (2019) used a simple linear regression analysis technique. Academic qualifications provide continuous work motivation, will provide work experience, and will impact the performance. Subsequent research was conducted by Hapsari and Widhianningrum (2016) using a simple linear regression analysis technique. A teacher's performance is seen from the experience of field practice while continuing his studies as a prospective teacher. While research by Sudika et al. (2018), the variable of work experience, together with the relationship between the professional attitude of the teacher and work discipline, will affect a teacher's performance, and this study uses multiple linear regression analysis techniques.

### **The Effect of Motivation on Performance through Work Experience**

The results showed an influence of motivation on performance mediated by work experience. Hypothesis testing results in a significant positive effect, so that there is an effect. Motivation has a significant positive effect on work experience, and work experience has a significant positive effect on performance. It means that work experience is mediating variable between motivation and performance variables. High motivation has an effect on increasing performance mediated by work experience. So it can be said that work experience can mediate the indirect influence between motivation and performance. It supports previous research conducted by Kwapong (2015) and Bishay (1996) relating to work experience variables that can act as mediating variables on performance.

The current research uses the path analysis techniques and work experience as a mediating variables, while the research conducted by Bishay (1996) uses Experience Sampling Method (ESM) technique. A teacher's motivation and job satisfaction will provide work experience, which will impact performance. Subsequent research was conducted by Kwapong (2015) using the path analysis techniques. Motivation will provide increased ed-

ucation and experience, which will have an impact on performance. The research conducted by Kwapong (2015) is almost the same as that conducted by researchers, where the independent variable is only motivation and the dependent variable is only performance. But the difference is that researchers use the work experience mediating variables, and Kwapong's (2015) research uses education and experience moderating variables.

### IMPLICATIONS

The implications of this research for the relevant agencies to motivate the public junior high school teachers in Malang district should continue to be encouraged by using an approach to success expectations, value implications and the potential costs of implementing professional development so that they always have motivation at work. And work experience can provide learning for future work. Work experience is a supporting factor when facing problems at work. The Collaboration with school principals, partnerships with out-of-school institutions, and collaboration in learning are supporting factors that lead to the individual performance of an educator.

### RECOMMENDATIONS

The suggestions that can be given are as follows: (1) Organizations must pay attention and always motivate regularly so that teachers' performance increases with encouragement from external sources. (2) Organizations are always expected to provide programs that have an impact on the work experience of teachers with training routines and periodic debriefing either by selection or the teachers in charge of the program. Research has limitations that will make the study less than perfect. There are limitations to this research. The study was conducted during the Covid-19 pandemic, taking into account the time of the study to determine the population and sampling only teachers who had received educator certification, not all teachers who had civil servant status. And the research was carried out only within the scope of Malang district, and the research results could be different if it was conducted in the city of Malang or carried out in one province or one country.

### CONCLUSIONS

The test results in this study can be concluded

as follows: (1) Low motivation can reduce performance, and conversely, high motivation can increase performance. Because the teachers show good behavior with the fulfillment of success expectations, the value of implications and the potential costs of implementing professional development will be fulfilled so that it impacts the performance of public junior high school teachers in the Malang district. (2) Low motivation can reduce work experience; conversely, high motivation can increase work experience. It is because the creativity in working or completing work has work experience. Motivation can encourage carrying out work to provide a new work experience in completing work for state junior high school teachers in the Malang district. (3) Low work experience can reduce performance and vice versa. High work experience can increase performance. It is because work experience is a supporting factor at work. Collaboration with school principals, partnerships with out-of-school institutions and collaboration in learning are supporting elements in increasing the performance level of the public junior high school teachers in Malang district. (4) High motivation has an effect on increasing performance mediated by work experience. Work experience mediates the indirect influence by showing that motivated employees will try according to their new duties. It has the impact that employees who do not have work experience have strong efforts and efforts to provide new work experience results and work more creatively to show performance.

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