



The Impact of Educational Attainment and Work Tenure on Employee Performance: A Managerial Perspective

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ABSTRACT

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This study investigates the influence of educational attainment and work tenure on employee performance within the public sector, specifically at the Sumbergempol District Office in Tulungagung, Indonesia. Employing a quantitative, non-experimental research design, data were collected through questionnaires distributed to all 36 employees, constituting a population study. Data analysis was conducted using multiple regression techniques to determine the relationship between the independent variables—education level and length of service—and employee performance. The results reveal a significant positive correlation: employees with higher educational qualifications and longer work experience tend to demonstrate superior performance. These findings highlight the critical role of human capital development in enhancing organizational effectiveness. From a managerial perspective, the study underscores the importance of strategic investment in employee education and long-term career development. Public institutions, in particular, can benefit from aligning HR practices with policies that promote continuous learning and retention of experienced personnel. Enhancing both educational qualifications and job experience is not only beneficial for individual growth but also vital for improving overall public service delivery.

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INTRODUCTION

Human resources (HR) play a fundamental role in determining the success or failure of an organization. The quality of an organization's workforce directly affects its ability to achieve sustainable growth and maintain operational continuity. As stated by Maulidiah (2018), human resources must be managed effectively to prevent inefficiencies that could lead to waste and threaten organizational continuity. In the modern era, employee performance has become a crucial measure of organizational effectiveness, particularly in public

institutions where the quality of service is directly tied to staff competence. Poor performance often reflects not only individual shortcomings but also systemic failures in human capital development. The capacity of individuals to achieve higher performance levels is strongly associated with their skills, motivation, and experience. Given the complexity of performance, organizations must prioritize factors that contribute to its improvement. This study, therefore, is important to society because it investigates key determinants—educational level and work tenure—that shape performance outcomes. These findings will benefit not only public sector reform but also broader efforts to improve service quality, employee productivity, and institutional accountability.

Despite increasing awareness of the importance of human resources, many institutions—especially in the public sector—continue to struggle with low levels of employee performance. This is often rooted in a lack of strategic planning in workforce development. Employees may lack either the educational foundation or the accumulated work experience necessary to perform tasks effectively, resulting in inefficiencies and stagnation. As organizations become more complex and technologically driven, staff are expected to operate with a higher level of competence. However, many public offices still face challenges in employee adaptability, productivity, and professional development. Anugrah and Priyambodo (2021) define performance as the degree to which task execution meets expected outcomes. In this context, employees who lack sufficient educational qualifications or work experience may fall short of these expectations, resulting in decreased organizational performance. Moreover, many public agencies tend to prioritize bureaucratic processes over talent management, which hinders continuous improvement. This ongoing issue demands a research-based understanding of what truly impacts employee performance and how it can be enhanced systematically.

Field observations at the Sumbergempol District Office in Tulungagung revealed various performance-related issues tied to education and work experience. The workforce is composed of a majority of employees with senior high school (SMA/SMK) education—about 45% (9 out of 20)—while only 55% hold higher education degrees (D4/S1/S2). This composition creates gaps in basic technological skills; for instance, some employees are unable to perform simple tasks like transferring files from a computer to a flash drive. Such deficiencies affect the efficiency and reliability of public service delivery. Moreover, while some senior employees have worked for more than three years, their performance remains average. This stagnation is partly due to their secure employment status and resistance to further training. Many senior staff assume that professional development through training is only necessary for new hires. This perception significantly hampers efforts to improve performance through

continuous learning. These field conditions suggest a need to investigate how education level and length of service—two measurable variables—contribute to employee performance within public institutions.

A substantial body of literature supports the idea that both education and work experience are vital in enhancing employee performance. Wanda and Prasetyanta (2021) define work experience as the duration from an employee's initial hiring to the present, emphasizing its value in practical skill acquisition. Similarly, Sihotang and Santosa (2019) highlight work experience as a form of informal education that enhances job-specific competencies. Meanwhile, Hadi and Kadami (2018) consider work tenure a critical factor in career development. On the other hand, education is seen as a structured effort to develop an individual's ability to perform professional roles (Tho'in and Marimin 2019). Studies by Hidayat (2016), Kumarawati, Suparta, and Yasa (2017), and Prabu and Wijayanti (2016) suggest that performance results from a combination of motivation and ability, both of which are influenced by educational attainment. Despite this growing body of knowledge, few studies explicitly analyze the joint impact of education level and work tenure on performance in rural or district-level government offices.

Prior research tends to examine either educational level or work experience independently, rather than exploring their combined influence on performance outcomes in local public institutions. For instance, Agus, Serang, and Ramlawati (2022) focus on education as a driver of motivation and performance, while Alsdadilla, Djaelani, and Mustapita (2022) discuss how tenure influences decision-making and skill maturity. However, the existing literature often lacks empirical grounding in real-world field data, particularly in low-to-middle-income regions where educational resources and training opportunities are unevenly distributed. Moreover, some studies treat work tenure as a static indicator, overlooking its developmental aspects such as career stages and learning trajectories (Abadi and Taufiqurrahman 2023). As such, there is a need for studies that capture the dynamic and complementary roles of education and experience in enhancing public sector performance. This study aims to address that gap by focusing on a real-world case: the Sumbergempol District Office. The goal is to provide evidence-based recommendations for HR development strategies that are tailored to the local administrative context.

The novelty of this study lies in its integration of two often-separated variables—educational level and work tenure—within a single research framework aimed at explaining performance outcomes. By applying multiple regression analysis to real-world data from a small but representative government office, this research introduces a holistic approach to understanding public employee productivity. Furthermore, it emphasizes the managerial

implications of these variables in human resource development strategies. Unlike prior studies that consider these factors in isolation, this research acknowledges their interaction and combined impact on employee performance. The inclusion of employee resistance to training, particularly among senior staff, adds a behavioral dimension often overlooked in prior research. Additionally, by focusing on a district-level government institution, the study fills a gap in public sector HRM literature that is typically dominated by central or urban institutions. This nuanced and context-specific perspective contributes to the state of the art by offering both empirical validation and actionable insights for local government management and policy implementation.

Based on the background and field conditions, the core research question is: To what extent do educational level and length of service influence employee performance in public institutions? This study hypothesizes that both factors have a significant and positive impact, either independently or jointly, on performance outcomes. The argument is grounded in human capital theory, which posits that skills acquired through formal education and accumulated experience enhance productivity. The research assumes that education improves cognitive and technical skills, while longer tenure contributes to procedural and institutional knowledge. When optimized, both factors can lead to higher performance. However, this process is contingent upon organizational support for ongoing training and career development. The study seeks to contribute theoretically by confirming or challenging existing models, and practically by offering insights for public sector HRM reform. This is particularly relevant for district-level institutions that often operate under resource constraints yet are expected to deliver high-quality public services to diverse communities.

RESEARCH METHOD

This study employed a quantitative research design, defined as “a research approach that emphasizes the presentation of data in the form of numbers or quantitative values using statistical analysis” (Haryanti, 2019). Specifically, this study utilized a descriptive quantitative method, which is intended to describe or provide an objective overview of the phenomena under investigation, namely the effect of educational level and length of service on employee performance (Mutohar & Haryanti, 2024). As such, the research was designed to systematically capture the existing conditions without manipulation or intervention. The research design was non-experimental, meaning the researcher did not introduce any control or treatment to the subjects but instead gathered data based on naturally occurring situations. In a non-experimental approach, the aim is to describe and analyze relationships among variables as they exist in reality, without manipulating the independent variables.

The population in this study comprised all employees at the Sumbergempol District Office in Tulungagung. According to Creswell (2018), a population is “the entire group of individuals or elements that possess certain characteristics determined by the researcher for investigation and from which conclusions are drawn.” Furthermore, Creswell (2014) emphasizes that a population may include people, phenomena, events, or test scores, depending on the focus of the research. Therefore, in this context, the population was defined not merely by the number of individuals but also by their shared characteristics relevant to the research variables. Because the total population was fewer than 100 employees, the study adopted a census sampling approach, wherein all members of the population were included as the sample. This is aligned with the notion that when a population is small, it is more valid to include all individuals rather than select a subset (Sugiyono, 2011). Hence, the sample for this research consisted of all employees at the Sumbergempol District Office.

Data were collected using a questionnaire (angket), which is a widely accepted method for obtaining structured responses in survey-based research. Qodir (2021) defines a questionnaire as a data collection technique wherein a set of written questions is distributed to respondents for completion. Similarly, Riyanto and Hatmawan (2020) describe the questionnaire method as “a collection of questions presented in written form to individuals (respondents), with written responses expected in return.” This technique was selected due to its efficiency in collecting data from a relatively small but complete population.

For the purpose of statistical analysis, this study employed the multiple regression analysis technique. Multiple regression is an extension of simple regression and is used to predict the value of a dependent variable (Y) based on the values of two or more independent variables (X₁, X₂, ..., X_i) (Ghozali, 2016). It serves as a powerful tool for testing causal relationships and functional associations among variables. In this context, the regression model was utilized to examine the combined effect of educational level and work tenure on employee performance, allowing the researcher to determine both individual and joint contributions of these variables.

RESULT AND DISCUSSION

Result

Classical Assumption Test

The normality test aims to determine whether a data distribution is normal. Essentially, a normality test compares our data with normally distributed data that has the same mean and standard deviation as our data. Normality testing is important because it is one of the requirements for parametric testing. Parametric testing requires data that has a normal

distribution, which can be determined using a Normal P-Plot. A good regression model is one where the variables under study are normally distributed or close to normal, meaning the data distribution lies in a straight line.

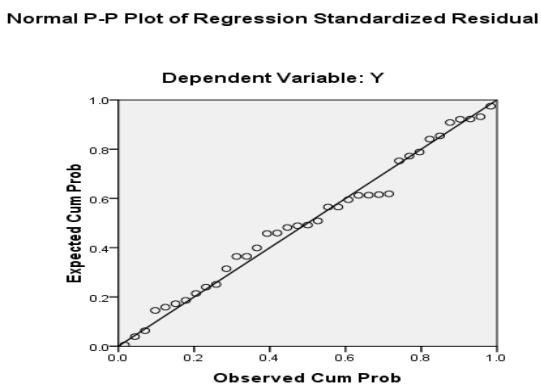


Figure 1. Normality Test Results

In this study, the graphs shown in the appendix indicate that the variables of education level and length of service on employee performance are considered normal and suitable for use because the data are distributed around the diagonal line.

The Linearity Test aims to determine whether the data we have conforms to a linear line. This means that an increase or decrease in quantity in another variable (a "linear" straight line) is observed. To determine this, use the Sig. and linearity columns in the ANOVA table. If the value in this section is <0.05 (the significance level in this study), it can be concluded that the linearity requirement is met and the test is passed.

Table 1. Linearity Test of Education Level (X1) on Employee Performance (Y)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
X1	Between Groups	(Combined)	837.053	11	76.096	2.756	.017
		Linearity	522.464	1	522.464	18.925	.000
		Deviation from Linearity	314.588	10	31.459	1.139	.374
	Within Groups		690.190	25	27.608		
		Total	1527.243	36			

Table 1 shows the results of the linearity test in the study, namely the combination of the Sig. column and the linearity row of X1 against Y is $0.000 < 0.05$. Therefore, it can be concluded that the research data meets the linearity

requirements and passes the test.

Table 2. Linearity Test of Length of Service (X2) Against Employee Performance (Y)
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
X2	Between Groups	328.451	17	19.321	.770	.703
	Linearity	32.826	1	32.826	1.309	.267
	Deviation from Linearity	295.625	16	18.477	.737	.729
	Within Groups	476.522	19	25.080		
	Total	804.973	36			

Data source: processed in 2025

Table 2 shows the results of the linearity test in the study, namely the combination of the Sig. column in the linearity row of X2 against Y is $0.267 > 0.05$. Therefore, it can be concluded that the ANOVA test meets the requirements.

The multicollinearity test is used to determine whether a correlation exists between two independent variables in the regression model. If a correlation exists, multicollinearity is present. A good regression model is one without correlation between independent variables. To test for multicollinearity in the data, a Tolerance value greater than 0.1 and a Variance Inflation Factor (VIF) value less than 10 can be used to determine whether the model is free from multicollinearity.

Table 3. Multicollinearity Test Results
Coefficients^a

Model	Unstandardized Coefficients		Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	34.366	8.182		4.200	.000		
Tingkat Pendidikan	.464	.095	.639	4.893	.000	.970	1.031
Lamanya bekerja	.287	.120	.313	2.396	.022	.970	1.031

a. Dependent Variable: Kinerja pegawai

Data source: processed in 2025

Based on Table 3 above, it can be seen that the VIF (1.031:1.031) is below 10, and the Tolerance (0.970:0.970) is above 0.1, indicating that the regression model does not exhibit multicollinearity.

The heteroscedasticity test is intended to examine the inconsistent error

variances of confounding variables across all independent variables. A good regression model is one without heteroscedasticity. The results of this study indicate that this study does not exhibit heteroscedasticity, as shown in the following figure:

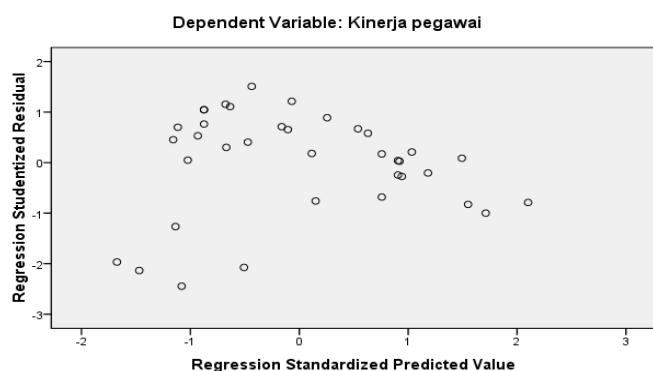


Figure 2. Heteroscedasticity Test Results

The scatterplot image above shows that there is no clear pattern and the points are spread above and below the number 0 on the Y axis, this means that there is no heteroscedasticity in the regression model.

1. Hypothesis Testing

a. Testing the First Hypothesis: Partial Effect (t-Test)

The t-test is used to calculate the partial effect of education level and length of service on employee performance, as follows:

Table 4. Partial Effect (t-Test)
Coefficients^a

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1 (Constant)	35.290	8.567		4.119	.000
X1	.431	.099	.590	4.341	.000
X2	.311	.126	.336	2.476	.018

a. Dependent Variable: Y
Data source: processed in 2025

Based on the results of the data analysis in Table 4, the effect of education level on employee performance at the Sumbergempol District Office, Tulungagung Regency, shows a calculated t value ($4.341 > 2.03224$) with a significance value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted. Therefore, the hypothesis test indicates a significant effect of length of service on

employee performance at the Sumbergempol District Office, Tulungagung Regency. The calculated t value ($2.476 > 2.03224$) with a significance value of $0.018 < 0.05$. Therefore, H_0 is rejected and H_a is accepted. Therefore, the hypothesis test indicates a significant effect of length of service on employee performance at the Sumbergempol District Office, Tulungagung Regency.

a. Testing the Second Hypothesis: Simultaneous Effects (F-Test)

The F-test to calculate the simultaneous effects of education level and length of service on employee performance at the Sumbergempol District Office, Tulungagung Regency, is as follows:

Table 5. Simultaneous Effects (F-Test)

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	319.967	2	159.983	10.950	.000 ^b
Residual	496.736	34	14.610		
Total	816.703	36			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Data source: processed in 2025

Based on the results of data analysis in table 5, it shows that the F count value ($10.950 > 3.28$) and the significance level of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. This shows that there is a positive influence on the variables of education level and length of work simultaneously on employee performance at the Sumbergempol sub-district office, Tulungagung Regency.

Table 6. Adjusted R Square
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626 ^a	.392	.356	3.82229

a. Predictors: (Constant), X2, X1

Data source: processed in 2025

The coefficient of determination of the independent variables (Adjusted R Square) in Table 6 is 0.356, indicating an effective contribution of 35.60% of the two independent variables, namely education level and length of service, to employee performance, with the remaining 64.40% explained by other variables not examined in this study. Furthermore, based on the data analysis in this study, the most dominant variable influencing employee performance is education level.

**Table 7. Multiple Regression
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.290	8.567		4.119	.000
X1	.431	.099	.590	4.341	.000
X2	.311	.126	.336	2.476	.018

a. Dependent Variable: Y

Data source: processed in 2025

Based on the results of the multiple linear regression analysis in Table 4.16, the following linear equation can be obtained: $Y = 35.290 + 0.431 X1 + 0.311 X2$

The multiple linear equation above can be explained as follows: a is a constant whose value is 35.290, stating that if the independent variables (education level and length of service are 0, then the value of the dependent variable, employee performance) is 35.290. $b_1 = 0.431$ is the magnitude of the regression coefficient of the variable, which is the magnitude of the regression coefficient of the independent variable, education level (X1). This means that every increase in education level (X1) by one unit will increase the dependent variable, employee performance (Y), by 0.431, assuming the other variables are constant. $b_2 = 0.311$ is the magnitude of the regression coefficient of the independent variable, length of service (X2), by one unit, which will increase the dependent variable, employee performance (Y), by 0.311, assuming the other variables are constant. From the analysis, it can be concluded that education level and length of service affect employee performance, so H_0 is rejected and H_a is accepted. Therefore, based on the hypothesis testing, it shows that there is a positive influence of the variables of education level and length of service on employee performance at the Sumbergempol sub-district office, Tulungagung district.

DISCUSSION

This section presents a critical interpretation of the research findings and compares them with relevant theories and previous studies. The discussion is structured into four main parts: interpretation of statistical results, theoretical alignment, comparison with prior research, and the significance of the findings within the broader management context.

The statistical analysis performed using SPSS for Windows version 16 revealed that educational level has a significant influence on employee performance at the Sumbergempol District Office, Tulungagung Regency. The t-value (4.341) exceeds the t-table value (2.03224), and the significance level ($p =$

0.000) is less than 0.05. This confirms the hypothesis that education significantly impacts performance.

Similarly, the length of employment also shows a significant influence on employee performance, as indicated by the t-value (2.476) > t-table (2.03224) and significance level ($p = 0.018 < 0.05$). These results suggest that both independent variables (education and work experience) individually contribute significantly to variations in employee performance.

The F-test further supports these findings, showing that the combination of education level (X_1) and length of service (X_2) has a significant effect on performance (Y), with an F-value of 10.950 exceeding the F-table value of 3.28, and a significance level of $0.000 < 0.05$. This leads to the rejection of the null hypothesis and acceptance of the alternative hypothesis, confirming a statistically significant relationship between the independent variables and employee performance. The multiple linear regression analysis produced the following equation:

$$Y = 35.290 + 0.431X_1 + 0.311X_2$$

This means:

The constant value (35.290) represents the estimated performance score when both education and experience are zero.

The regression coefficient for education ($b_1 = 0.431$) implies that each one-unit increase in education level contributes a 0.431 increase in performance, assuming other variables remain constant.

The regression coefficient for work experience ($b_2 = 0.311$) suggests that each one-unit increase in tenure adds 0.311 to the performance score, assuming other variables are held constant.

The results align with theoretical perspectives on the importance of education and experience in improving employee performance. According to Alsadilla, Djaelani, and Mustapita (2022), education, in a broad sense, refers to any action or experience that shapes an individual's mental, emotional, or physical development. In a narrower scope, it involves formal transmission of knowledge, skills, and values through educational institutions.

In relation to work tenure, Mungkasa (2020) emphasizes that the length of employment provides valuable knowledge, skills, and workplace experience. This cumulative knowledge fosters confidence, accuracy, and analytical abilities in task execution. Work experience functions as a form of informal education, where individuals acquire practical and technical competence through direct exposure and repetition (Sihotang & Santosa, 2019).

Performance itself is derived from the term job performance or actual performance, referring to the quality and quantity of results achieved by an employee in carrying out assigned duties (Ardiansyah, 2016). This implies that

factors like education and experience directly contribute to a person's capability in fulfilling their organizational roles efficiently.

This study's findings are consistent with the work of Alsdilla, Djaelani, and Mustapita (2022), who also found that educational background and work motivation significantly influence employee performance. Their research emphasized that both internal (motivational) and external (educational) factors play a role in employee outcomes.

Additionally, the findings are in line with earlier studies by Hadi and Kadarni (2018), Prabu and Wijayanti (2016), and Sugama (2017), which similarly concluded that higher educational attainment and longer work experience contribute positively to employee performance. These studies reinforce the view that education enhances cognitive and technical capacities, while tenure builds practical knowledge and resilience in the workplace.

From a managerial standpoint, this study underlines the strategic importance of continuous education and retention policies in public institutions. Enhancing the educational qualifications of employees and leveraging long-term work experience can significantly improve employee productivity and service quality. However, the findings also signal a need for ongoing training, especially for senior staff who might resist participation in professional development activities. Creating a culture of lifelong learning—regardless of tenure—can bridge skill gaps and ensure consistent performance across all levels of the organization.

Therefore, human resource management policies in public service sectors must prioritize not only recruitment based on educational qualifications and experience but also investments in professional development programs that cater to both new and experienced employees.

CONCLUSION

Based on the analysis of the research data, it can be concluded that educational attainment has a significant and positive effect on employee performance at the Sumbergempol District Office in Tulungagung Regency. This is demonstrated by the statistical evidence showing a t-value of 4.341, which is greater than the t-table value of 2.03224, and a significance level of 0.000, which is lower than the standard threshold of 0.05. These results indicate that higher levels of education contribute to improved employee outcomes in terms of work quality and efficiency.

Similarly, the length of service also has a significant positive influence on employee performance. With a t-value of 2.476 and a significance level of 0.018, the analysis reveals that longer work experience allows employees to develop deeper professional insight, better problem-solving skills, and a more refined

understanding of their responsibilities. These factors collectively enhance their job performance over time. Furthermore, when educational attainment and length of service are analyzed simultaneously, both variables demonstrate a combined significant effect on employee performance, as shown by an F-value of 10.950, which is higher than the F-table value of 3.28, with a significance level of 0.000. This suggests that both factors interact to produce a stronger influence on performance than when considered individually.

In light of these findings, the study recommends that organizations place greater emphasis on employee development through continuous education and experience-based learning. Employees should be encouraged to engage in upskilling initiatives, reduce performance errors, and enhance the quality of their service delivery. From an academic perspective, this research provides meaningful evidence of how educational level and work experience relate to public sector performance. However, the study also recognizes that performance is likely influenced by other variables not examined here, such as motivation, leadership style, or organizational climate. Therefore, future research is encouraged to explore these additional factors. Expanding the research beyond the Sumbergempol District Office to include a broader range of institutions or sectors will also enhance the generalizability and practical relevance of the findings.

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