The Influence Of Education Level and Work Experience on Employee Performance at Taman Nongsa Indah Village Batam

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Article Info	ABSTRACT
	This study examines whether education level and work experience shape employee performance at Taman Nongsa Indah Village, Batam. Using a quantitative, associative cross-sectional design, all 60 permanent employees were surveyed (total sampling). Education level (13 indicators) and work experience (12 indicators) were measured via structured questionnaires; performance used company evaluation data. After meeting classical assumptions, multiple linear regression showed: education level had no significant effect on performance ($t = 1.077$, $p = 0.286$); work experience had a negative, significant effect ($t = -2.948$, $p = 0.005$; $\beta = -0.432$); jointly, both predictors were significant ($F = 4.537$, $p = 0.015$) with $R^2 = 0.137$. Descriptively, performance averaged 81.63—below the company target of 85. The counter-intuitive negative effect of experience is discussed through burnout, complacency, technology-adaptation gaps, appraisal bias, and career-plateau issues. Managerial implications include anti-burnout initiatives, revitalized training (including digital upskilling), appraisal redesign to capture mentoring/complex problem-solving, clearer career paths, and performance-linked rewards. Future research should incorporate additional determinants (e.g., motivation, leadership, culture) and longitudinal designs to probe non-linear experience–performance dynamics.

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1. INTRODUCTION

The Indonesian tourism and hospitality industry has undergone significant transformation in the era of globalization and digitalization, demanding improvements in human resource quality to maintain competitiveness [1]. The Batam region as a special economic zone and cross-border tourism destination holds a strategic position in Indonesia's tourism map, with the tourism sector contributing 12.4% to the city's GRDP in 2023 [2]. Taman Nongsa Indah Village as one of the leading resorts in the Nongsa area faces challenges in optimizing employee performance to meet increasingly high guest expectations and intensifying competition.

Employee performance is a crucial factor determining organizational success in the service-oriented hospitality industry [3]. According to Armstrong and Taylor [4], employee performance is the work result in terms of quality and quantity achieved by an employee in performing their duties according to the responsibilities given to them. In the context of the hospitality industry, employee performance not only has implications for organizational productivity but also directly influences guest satisfaction and company reputation [5].

Performance evaluation data of Taman Nongsa Indah Village employees for the period 2022-2023 shows a consistent gap between company targets (85.0) and actual employee achievement (80.1-80.4). Further analysis reveals significant performance variations based on employees' educational background and work experience. Employees with high school education showed the highest performance score (80.50), interestingly higher than employees with bachelor's degrees (80.13), indicating that the relationship between formal education level and performance is not always linear in the hospitality industry [6].

Education level is one of the fundamental factors in human resource development. Human Capital Theory proposed by Becker [7] and reinforced by Marginson [8] affirms that education is an investment in human capital development that will yield returns in the form of increased productivity and performance. Schultz [9] explains that education develops cognitive abilities, enhances analytical capacity, and strengthens communication skills essential in the workplace. Smith et al. [10] in recent research found that formal education provides theoretical foundations and conceptual understanding enabling individuals to apply management principles in their work.

On the other hand, work experience as an accumulation of practical learning has a significant influence on employee performance. Kolb et al. [11] in Experiential Learning Theory explain that work experience becomes meaningful through a learning cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Klusmann et al. [12] define work experience as the entire learning gained from events in one's professional journey, enabling the development of tacit knowledge. Kasiani et al. [13] in research at Bali resorts demonstrated that employees with work experience of more than five years showed higher levels of efficiency and customer satisfaction.

However, previous research shows inconsistent results regarding the influence of education level and work experience on employee performance. Indajang et al. [14] found a significant positive influence of education level on five-star hotel employee performance in Indonesia. Conversely, Mediana and Hwihanus [15] identified that in the hospitality industry, the weight of influence of education and work experience differs depending on the type of work. Senen et al. [16] explain that employee performance is the result of complex interactions between various individual factors, not solely influenced by a single factor.

This research is important considering there is a gap between theory stating education and work experience positively influence performance and the empirical reality at Taman Nongsa Indah Village showing a more complex pattern. Verstegen et al. [17] emphasize the importance of contextual research in the hospitality industry because the unique characteristics of each organization and geographical location can influence the dynamics of relationships between HR variables. This research aims to: (1) describe the condition of employee education level; (2) describe the condition of employee work experience; (3) describe the condition of employee performance; (4) analyze the influence of education level on employee performance; (5) analyze the influence of work experience on employee performance; and (6) analyze the simultaneous influence of education level and work experience on employee performance at Taman Nongsa Indah Village Batam.

2. METHOD

2.1. Research Design

This research employed a quantitative approach with associative research type aiming to determine the relationship or influence between two or more variables [18]. The research design used was cross-sectional survey, where data collection was conducted at one specific point in time to capture a snapshot of research variable conditions during that period [19]. This approach was chosen because it allows researchers to analyze the influence of education level and work experience on employee performance in the specific context of the hospitality industry in Batam.

2.2. Population and Sample

The population in this research consisted of all permanent employees of Taman Nongsa Indah Village totaling 60 people. The sampling technique used was total sampling or census, which is a sampling technique where all population members are made research samples [20]. The use of total sampling was based on consideration that the population size is relatively small (less than 100) so that the entire population can be reached in the research, which also increases the validity and reliability of research results [21].

2.3. Variables and Research Instruments

Variables in this research consisted of independent variables namely education level (X_1) and work experience (X_2), and dependent variable namely employee performance (Y). Education level was measured using 13 indicators covering formal credentials, educational duration, field relevance, cognitive abilities, communication abilities, and social skills developed based on theories by Smith et al. [10] and Marginson [8]. Work experience was measured using 12 indicators including experience duration, task diversity, adaptability, technical skill mastery, organizational culture understanding, and mentoring ability adapted from Kolb et al. [11] and Klusmann et al. [12].

Employee performance was measured using company performance evaluation data covering seven dimensions: work quality, work quantity, reliability, initiative, cooperation, compliance, and communication according to the framework of Robbins and Judge [3] and Armstrong and Taylor [4]. Research instruments used structured questionnaires with a Likert scale of 1-5 for education level and work experience variables. Instruments underwent validity testing using Pearson Product Moment correlation with rtable value of 0.361 (n=30, α=0.05), and all statement items were declared valid with rcalculated > rtable. Reliability testing using Cronbach's Alpha showed values of 0.828 for education level and 0.881 for work experience, indicating instruments have high reliability [22].

2.4. Data Analysis Techniques

Data analysis in this research used two main approaches. First, descriptive analysis was used to describe respondent characteristics and distribution of each research variable through calculation of mean, standard deviation, and categorization using class intervals based on Sturges formula [23]. Second, inferential analysis using multiple linear regression to test the influence of education level and work experience on employee performance. Before regression analysis, prerequisite tests were conducted including normality test using Kolmogorov-Smirnov, multicollinearity test using Tolerance and VIF values, heteroscedasticity test using Glejser test, and linearity test using deviation from linearity [24]. All statistical testing used SPSS version 26 software with significance level α=0.05.

3. RESULTS AND DISCUSSION

3.1. Result

3.1.1. Respondent Characteristics

The research respondents were 60 permanent employees of Taman Nongsa Indah Village distributed across eight departments. The Security department dominated with 24 employees (40.0%), followed by Maintenance with 11 employees (18.3%), Landscape with 9 employees (15.0%), Housekeeping with 7 employees (11.7%), Front Office with 4 employees (6.7%), Accounting with 3 employees (5.0%), and Human Resources and Executive Office each with 1 employee (1.7%). This distribution reflects the resort's organizational structure prioritizing security and facility maintenance aspects as operational foundations [5].

3.1.2. Description of Employee Education Level

The education level of Taman Nongsa Indah Village employees shows diverse distribution with the majority in the Medium category with 27 respondents (45.0%), followed by High category with 15 respondents (25.0%), Very Low category with 11 respondents (18.3%), Low category with 4 respondents (6.7%), and Very High category with 3 respondents (5.0%). Based on formal education level, employee composition consists of Elementary School 3 people (5.0%), Junior High School 7 people (11.7%), Senior High School 22 people (36.7%), Vocational High School 9 people (15.0%), Diploma 3 with 11 people (18.3%), and Bachelor's Degree with 8 people (13.3%). This data shows that the majority of employees (51.7%) have high school/vocational school educational backgrounds, which aligns with the characteristics of the workforce in Indonesia's hospitality industry that prioritizes practical skills over high formal education [15].

Analysis of education level indicators revealed that employees' cognitive abilities were dominated by Medium category (75.0%), problem-solving abilities by Medium category (86.7%), and verbal communication skills by Medium category (88.3%). These findings indicate that the education employees have undertaken has provided adequate foundation in cognitive and communication aspects, although there is still room for improvement to higher levels. This aligns with Smith et al. [10] who stated that formal education develops cognitive and communication abilities essential in the workplace.

3.1.3. Description of Employee Work Experience

Employee work experience was fairly evenly distributed with Low category dominating with 19 respondents (31.7%), followed by Medium category with 18 respondents (30.0%), High category with 16 respondents (26.7%), Very High category with 4 respondents (6.7%), and Very Low category with 3 respondents (5.0%). This even distribution shows that the company has a combination of employees with various experience levels, from relatively new to highly experienced, which can be an advantage for knowledge transfer and mentoring [17].

Based on tenure, employees with experience of less than 5 years numbered 31 people (51.7%), experience of 5-10 years totaled 16 people (26.7%), and experience of more than 10 years totaled 13 people

(21.7%). Turnover data shows that all departing employees (6 people or 19.35%) came from the group with experience of less than 5 years, while employees with 5 years or more experience showed perfect retention rates (0% turnover). This phenomenon indicates the importance of adaptation periods in early career phases and the strategic value of experienced employees as stable company assets [13].

Analysis of work experience indicators revealed that understanding from tenure was dominated by Medium (58.3%) and High (31.7%) categories, organizational culture understanding by Medium (58.3%) and High (33.3%) categories, and ability to handle various tasks by Medium (56.7%) and High (33.3%) categories. These findings confirm Kolb et al.'s [11] proposition that work experience facilitates learning through experiential learning cycles that produce deep understanding of organizational context and practical skill development.

3.1.4. Description of Employee Performance

Employee performance at Taman Nongsa Indah Village shows fairly good distribution with High category dominating with 23 respondents (38.3%), followed by Low category with 18 respondents (30.0%), Medium category with 14 respondents (23.3%), Very High category with 3 respondents (5.0%), and Very Low category with 2 respondents (3.3%). The mean employee performance value was 81.63 with standard deviation of 5.268, indicating that average employee performance was above the Medium category but still below the company target of 85.0 [3]. Although there is a gap of 3.37 points, this achievement can be categorized as positive considering the complexity of resort operations and variation in employee backgrounds.

Analysis based on education level shows an interesting pattern where high school employees have the highest performance score (80.50), followed by junior high school (80.43), vocational school (80.30), and interestingly bachelor's degree employees have a lower score (80.13). This phenomenon indicates that in the context of work requiring practical skills and field experience, high formal education does not always correlate linearly with superior performance [15]. Meanwhile, analysis based on work experience shows a more consistent pattern where employees with experience of more than 10 years have the highest score (80.48), followed by the 5-10 years group (80.21), and less than 5 years (79.82).

3.1.5. Prerequisite Test Analysis

Before conducting multiple linear regression analysis, a series of prerequisite tests were performed to ensure data met the necessary assumptions. These prerequisite tests include normality test, multicollinearity test, heteroscedasticity test, and linearity test according to Hair et al. [24] guidelines.

Table 1. Kolmogorov-Smirnov Normality Test Results

Statistics	Value
N	60
Test Statistic	0.081
Asymp. Sig. (2-tailed)	0.200

Table 1 shows normality test results using Kolmogorov-Smirnov Test. The significance value of 0.200 (> 0.05) indicates that residual data is normally distributed, thus meeting the normality assumption for multiple linear regression analysis [22].

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF
Education Level (X_1)	0.706	1.416
Work Experience (X_2)	0.706	1.416

Table 2 displays multicollinearity test results showing Tolerance values for both independent variables of 0.706 (> 0.10) and VIF values of 1.416 (< 10). These values indicate no multicollinearity occurs between independent variables, thus the regression model is suitable for use [24].

Table 3. Heteroscedasticity Test Results (Glejser Test)

Variable	B	t	Sig.
Education Level (X_1)	-0.125	-1.072	0.288
Work Experience (X_2)	-0.034	-0.444	0.659

Table 3 shows heteroscedasticity test results using Glejser test. The significance value for education level is 0.288 and work experience is 0.659, both greater than 0.05. This indicates no heteroscedasticity occurs in the regression model, thus meeting the homoscedasticity assumption [22].

Table 4. Linearity Test Results

Component	Sum of Squares	df	F	Sig.
Linearity	198.158	1	6.683	0.014
Deviation from Linearity	329.814	20	0.556	0.919

Table 4 displays linearity test results showing Linearity significance value of 0.014 (< 0.05) and Deviation from Linearity of 0.919 (> 0.05). These results indicate a significant linear relationship exists between independent variables and dependent variable, and no significant deviation from linearity occurs [24].

Based on the four prerequisite tests above, it can be concluded that research data meets all necessary assumptions for multiple linear regression analysis, namely normality, no multicollinearity, homoscedasticity, and linearity. Therefore, regression analysis can proceed with confidence that results will be valid and reliable [21].

3.1.6. Hypothesis Test Results

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.371	0.137	0.107	5.00422

Table 5 displays the Model Summary showing an R value of 0.371 indicating a moderate correlation between independent variables (education level and work experience) and the dependent variable (employee performance). The R Square value of 0.137 or 13.7% shows that education level and work experience variables together are able to explain 13.7% of the variation in employee performance, while the remaining 86.3% is influenced by other factors not examined in this research. The Adjusted R Square value of 0.107 shows a more conservative estimate considering the number of independent variables in the model [23].

Table 6. Anova (Simultaneous F Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	227.228	2	113.614	4.537	0.015
Residual	1427.405	57	25.042	-	-
Total	1654.632	59	-	-	-

Table 6 displays ANOVA test results (F test) showing F calculated value of 4.537 with significance of 0.015 (< 0.05). These results indicate that simultaneously, education level and work experience significantly influence employee performance. Thus, the sixth research hypothesis stating that education level and work experience simultaneously significantly influence employee performance is accepted. This finding aligns with Senen et al. [16] who stated that employee performance is the result of complex interactions between various individual factors.

Table 7. Regression Coefficients (Partial T Test)

Variable	B	Std. Error	Beta	t	Sig.
Constant	91.203	9.027	-	10.103	0.000
Education Level (X_1)	0.235	0.218	0.158	1.077	0.286
Work Experience (X_2)	-0.419	0.142	-0.432	-2.948	0.005

Table 7 displays partial t test results revealing important findings. First, education level has a positive regression coefficient of 0.235 with t value of 1.077 and significance of 0.286 (> 0.05), indicating that education level does not significantly influence employee performance. Thus, the fourth research hypothesis is rejected. This finding contradicts Human Capital Theory [8], [7] stating education positively influences productivity, but aligns with Mediana and Hwihanus [15] findings identifying that in the hospitality industry, the weight of education influence differs depending on job type.

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Second, work experience has a negative regression coefficient of -0.419 with t value of -2.948 and significance of 0.005 (< 0.05), indicating that work experience has a negative and significant effect on employee performance. Thus, the fifth research hypothesis is accepted, although its direction of influence is negative which is a counter-intuitive finding. The Beta value of -0.432 shows that every one-unit increase in work experience will decrease employee performance by 0.432 units, assuming other variables constant. This negative finding contradicts the majority of previous research such as Kasiani et al. [13] and Klusmann et al. [12] who found positive influence of work experience on performance.

The formed multiple linear regression equation is: $Y = 91.203 + 0.235X_1 - 0.419X_2$, where Y is employee performance, X_1 is education level, and X_2 is work experience. The constant of 91.203 indicates that if education level and work experience are valued at zero, then employee performance will be valued at 91.203 (although practically this condition is impossible).

3.2. Discussion

Research results show that education level does not significantly influence employee performance (t=1.077, p=0.286>0.05). This finding indicates that in the context of Taman Nongsa Indah Village, differences in employees' formal education levels do not significantly determine variations in their performance. This phenomenon can be explained through several theoretical and empirical perspectives. First, according to Mediana and Hwihanus [15] proposition, in the hospitality industry dominated by technical and practical work, skills acquired through training and field experience are often more relevant than theoretical knowledge from formal education.

Second, the composition of Taman Nongsa Indah Village employees dominated by Security department (40.0%) and Maintenance (18.3%) reflects an organizational structure prioritizing technical skills and security over high-level cognitive abilities developed through formal education. Third, empirical data shows that high school employees have the highest performance (80.50) compared to bachelor's degree employees (80.13), confirming that in work requiring practical skills, high education does not always provide competitive advantage [5].

Fourth, the performance evaluation system used by the company emphasizes technical operational aspects (work quality, work quantity, reliability) rather than cognitive or analytical aspects which are the main outcomes of formal education. This finding aligns with Anderson and Krathwohl [25] stating that application of high-level cognitive abilities requires appropriate work context. In the context of Taman Nongsa Indah Village emphasizing operational task execution, high-level cognitive abilities from formal education may not be optimized [17].

The finding that work experience has a negative significant influence on employee performance (t=-2.948, p=0.005<0.05, β=-0.432) is a counter-intuitive result requiring in-depth analysis. This phenomenon can be explained through several psychological and organizational mechanisms. First, Burnout Syndrome, where employees with long work experience experience emotional exhaustion and depersonalization that decrease their performance [26]. Training participation data shows that employees with 5-10 years experience do not participate at all in training programs (0 people), indicating lack of stimulation and development that can trigger burnout.

Second, Complacency Effect, where experienced employees experience decreased motivation and vigilance because they feel they have mastered their work [27]. Task monotonicity and lack of new challenges can decrease engagement and performance of senior employees. Third, Technology Adaptation Gap, where employees with long experience have difficulty adapting to new technology and systems implemented by the company [28]. In the era of hospitality digitalization, senior employees accustomed to traditional methods may struggle to adopt Property Management Systems (PMS) and other digital applications.

Fourth, Performance Evaluation Bias, where the performance evaluation system used may be less sensitive to unique contributions of experienced employees such as mentoring, complex problem-solving, and organizational stability [29]. If the evaluation system only measures quantitative output, qualitative contributions of senior employees may not be captured. Fifth, Career Plateau and dissatisfaction with limited career structure can decrease motivation and performance of experienced employees [30]. Data shows no employees with 5 years or more experience departed (0% turnover), but this may not be a satisfaction indicator but rather lack of alternative opportunities.

This negative finding aligns with Ng and Feldman [31] research finding a curvilinear relationship between work experience and performance, where after a certain optimal point, the influence of experience on performance begins to decrease or even become negative. This phenomenon is also confirmed by Sturman [32] identifying that the experience-performance relationship is non-linear and

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moderated by various organizational and individual factors. In the context of Taman Nongsa Indah Village, the combination of burnout, complacency, technology adaptation difficulties, and career path limitations creates conditions where work experience actually negatively correlates with performance.

Although individually education level does not significantly influence and work experience influences negatively, the F test results show that simultaneously both variables significantly influence employee performance (F=4.537, p=0.015<0.05) with a contribution of 13.7%. This finding indicates complex interaction effects between the two variables. According to Complementary Assets Theory, formal education provides conceptual frameworks that are then activated through practical experience [21]. However, in the case of Taman Nongsa Indah Village, this synergistic effect is not yet optimal due to various inhibiting factors that have been identified.

The R Square value of 0.137 shows that 86.3% of employee performance variation is explained by factors other than education level and work experience. These factors may include intrinsic motivation, leadership, organizational culture, compensation systems, work-life balance, and job satisfaction [3]. Further research needs to be conducted to identify and analyze other determinant factors that are more dominant in explaining employee performance variations at Taman Nongsa Indah Village.

4. CONCLUSION

This research analyzed the influence of education level and work experience on employee performance at Taman Nongsa Indah Village Batam involving 60 permanent employees as respondents. Based on the data analysis conducted, it can be concluded that employee education level was dominated by Medium category (45.0%) with the majority being high school/vocational school graduates (51.7%), reflecting the characteristics of hospitality industry workforce prioritizing practical skills. Employee work experience was fairly evenly distributed across Low (31.7%), Medium (30.0%), and High (26.7%) categories, showing a combination of employees with various experience levels. Employee performance was dominated by High category (38.3%) with a mean of 81.63, which is above the Medium category but still has a gap of 3.37 points from the company target of 85.0. Regression analysis results revealed important findings that education level does not significantly influence employee performance (t=1.077, p=0.286>0.05), indicating that in the context of work requiring practical skills, formal education does not always guarantee superior performance. Work experience has a negative and significant effect on employee performance (t=-2.948, p=0.005<0.05, β=-0.432), a counter-intuitive phenomenon explained through burnout syndrome, complacency effect, difficulty adapting to technology, bias in performance evaluation systems, and dissatisfaction with career structure. Simultaneously, education level and work experience significantly influence employee performance (F=4.537, p=0.015<0.05) with a contribution of 13.7% (R^2=0.137), while the remaining 86.3% is influenced by other factors such as motivation, leadership, organizational culture, and compensation systems that need to be explored in further research.

Based on research findings, several strategic recommendations can be implemented to improve employee performance at Taman Nongsa Indah Village. First, development of comprehensive anti-burnout programs including structured job rotation, work-life balance initiatives, stress management workshops, and mental health support to address emotional exhaustion of experienced employees. Second, revitalization of training and development systems by ensuring equal access to training programs especially for employees with 5-10 years experience who currently do not participate, as well as developing reskilling and upskilling programs for digital technology adaptation. Third, evaluation and redesign of performance appraisal systems to accommodate qualitative contributions of experienced employees such as mentoring, complex problem-solving, and organizational stability, not only focusing on quantitative output. Fourth, development of clear career paths with transparent career level structures, succession planning programs, and merit-based promotion opportunities to address career plateau and increase senior employee motivation. Fifth, redesign of compensation systems with implementation of fair pay-for-performance, recognition programs for experienced employees, and competitive benefit packages to increase satisfaction and retention. For further research, it is recommended to explore other determinant factors contributing to the 86.3% of performance variation not yet explained in this research, such as intrinsic motivation, leadership styles, organizational culture, and job satisfaction, as well as conducting longitudinal studies to understand temporal dynamics of the relationship between work experience and performance in the long term.

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