

The Influence of Education Level and Length of Service on Employee Performance in Ogan Komering Ulu Regency

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Abstract: This study aims to analyze the influence of education level and work tenure on the performance of Civil Servants (ASN) at the Secretariat of the DPRD of Ogan Komering Ulu Regency. The research method uses a quantitative approach with a saturated sample of all 64 ASN employees. Data were collected via a questionnaire and analysed using multiple linear regression. The results of the study show that the regression coefficient for Educational Level (X1) was 0.228, whilst the regression coefficient for Length of Service (X2) was 0.290. In the partial test of the Education Level (X1) variable, a calculated t-value of 6.909 > table t-value of 2.000 and significance of 0.000 < 0.05 were obtained. In the test of the effect of the variable Length of Service (X2), a calculated t-value of 4.375 > the critical t-value of 2.000 and a significance level of 0.000 < 0.05 were obtained. Meanwhile, a significant F-value of 0.000 < 0.05 was obtained in the simultaneous analysis, meaning that both partially and simultaneously, these variables have a positive and significant effect on employee performance. These independent variables explain 33.1% of the variation in performance ($R^2 = 0.331$), whilst the remaining 66.9% is influenced by other factors. This study concludes by emphasising the importance of HR policies that integrate the enhancement of educational qualifications with knowledge management derived from work experience.

Keywords: Level of Education; Length of Service; Employee Performance

1. Introduction

The era of bureaucratic reform requires every government agency to improve the quality and performance of its human resources, especially civil servants (ASN). As part of efforts to improve the quality of public services, the existence of competent ASN with high performance is an important factor in achieving the vision and mission of a government agency. Applicable requirements and regulations stipulate that ASN must have competencies that are appropriate to their duties and responsibilities and be able to demonstrate good work performance. Improving employee performance will bring progress to the organisation so that it can survive in a competitive environment. Therefore, human resources must be led and managed well so that they have motivation, competence, commitment, satisfaction and high performance for the progress of the organisation (Lisda L. Asi., 2020).

Within the local government environment, one of the agencies that plays a strategic role is the Secretariat of the Regional Representative Council (DPRD) of Ogan Komering Ulu Regency. The roles, main duties and functions (tupoksi) of this secretariat include the administration of legislative affairs, providing technical services to the leadership and members of the DPRD as legislative implementers, and supporting the effective and efficient running of the local government (Zulkipli, 2023). To carry out these functions, it is necessary for civil servants to not only be present administratively, but also to be able to make tangible contributions and deliver optimal performance.

The educational level of civil servants at the Ogan Komering Ulu Regency DPRD Secretariat is quite good, as it is dominated by those with a bachelor's degree, accounting for 54.7%. followed by 12.5% with a bachelor's degree. Although there are still quite a number of employees with a high school education (25%), vital positions in the Secretariat of the Ogan Komering Ulu Regency DPRD are held by employees with bachelor's or

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master's degrees. Meanwhile, the length of service of civil servants at the Ogan Komering Ulu Regency DPRD Secretariat is quite good, as it is dominated by civil servants with 10-15 years of service, amounting to 31.25%, followed by employees with 1-5 years and 6-10 years of service at 23.44%, and employees with 15-20 years of service at 14.06%. The longest-serving civil servants at the Ogan Komering Ulu Regency DPRD Secretariat have more than 20 years of service at 7.81%.

In practice at the Ogan Komering Ulu Regency DPRD Secretariat, some civil servants with higher education tend to focus more on administrative and procedural aspects, but lack initiative and discipline in completing their daily tasks. This shows that a high level of education does not necessarily automatically result in optimal employee performance, especially if it is not accompanied by the ability to adapt to working in a bureaucratic environment. Meanwhile, in terms of length of service, the phenomenon occurring at the Ogan Komering Ulu Regency DPRD Secretariat also varies. Employees with long service records or senior civil servants are reluctant to share their expertise with civil servants who have not been working for very long and tend to only make an administrative appearance without producing optimal performance results.

Employee performance, as a result of the execution of assigned tasks, responsibilities and workloads, is significantly influenced by several factors, including educational attainment and length of service (Saragih, 2021). Theoretically, the variables of educational attainment, length of service and employee performance mentioned above are closely linked to the Resource-Based View (RBV) and Human Capital Theory. RBV emphasises heterogeneity between organisations in terms of resources; each organisation possesses a different combination of resources, resulting in varied outcomes (Mary, 2024). Meanwhile, Human Capital Theory explains that employees are regarded as strategic assets whose capacity can influence organisational performance (Sampe, 2023).

Previous empirical studies have shown that educational attainment and length of service have a positive and significant influence on employee performance. For example, research by Sari and Ratnawati (2024) found that educational attainment, competence and work discipline have a significant simultaneous influence on employee performance at Pramana Watu Kurung Resort. On the other hand, research by Saragih (2021) showed that employees' educational background, organisational culture and length of service had a positive and significant influence on employee performance in the Tapanuli Tengah Regency government, at 82.5%.

However, several other empirical studies have shown different results. A study conducted by Sayekti and Handayani (2020) found that there was a positive and significant influence of educational level on the performance of employees at the Bappeda Litbang of Ponorogo Regency, whilst length of service did not have a positive and significant influence on the performance of employees at the Bappeda Litbang of Ponorogo Regency. The results of another empirical study by Syamhudi (2024) showed that no significant influence was found between educational level and employee performance.

Discrepancies in the findings of previous studies have given rise to both an empirical gap and a contextual gap. Some studies have been conducted in the private sector, executive bodies, and certain organisations operating in the public service sector, whilst research on local legislative bodies—such as the Secretariats of District and City People's Representative Councils—remains very limited. However, the characteristics of civil servants within the Regional People's Representative Council Secretariat involve workloads, demands, and career patterns that differ from those of civil servants in other institutions. Therefore, this research is necessary to address the inconsistencies in previous findings with new empirical evidence and to provide practical contributions to local government personnel management in formulating performance improvement policies based on educational qualifications and length of service.

This study focuses on the variables of educational attainment and length of service, as these two factors are key indicators in civil service human resource development policy. Education is considered to reflect cognitive and technical competencies, whilst length of

service represents the accumulation of experience and practical skills. However, the effectiveness of these two variables in improving performance still needs to be empirically demonstrated, particularly within the regional legislative environment, which has unique task characteristics. This study is of high urgency in supporting bureaucratic reform policies and improving the performance of local civil servants. The research findings are expected to provide an empirical basis for the formulation of more targeted human resource development policies, such as competency-based training programmes, fair promotion systems, and staff placement based on qualifications and experience. Furthermore, this study is also relevant to the bureaucratic reform agenda, which emphasises the improvement of accountability, efficiency, and the quality of public services. Thus, this study is expected to fill existing research gaps, enrich the literature in the field of human resource management in the public sector, and provide an empirically grounded policy basis for improving the performance of civil servants within the Secretariat of the Regency/Municipal People’s Representative Council.

2. Materials and Methods

This study employs an associative quantitative approach that emphasises cause-and-effect relationships (causality). The study was conducted at the Secretariat of the Ogan Komering Ulu Regency Regional People’s Representative Council; the study population comprised 64 civil servants working at the Secretariat of the Ogan Komering Ulu Regency Regional People’s Representative Council. Sampling in this study employed census sampling, a technique in which all members of the population are included as research subjects. This technique was chosen because the population size remains small and can be fully reached by the researcher, thereby enhancing the accuracy and generalisability of the research findings (Ahyar et al., 2020). Consequently, the respondents in this study were all civil servants working at the Secretariat of the Regional People’s Representative Council of Ogan Komering Ulu Regency, totalling 64 individuals. Data collection was conducted using a questionnaire based on a 1 to 5 Likert scale. The data analysis techniques used included validity testing, reliability testing, followed by classical assumption testing comprising normality testing, multicollinearity testing, and heteroscedasticity testing. The statistical analyses employed were multiple linear regression analysis, partial testing, simultaneous testing, and the coefficient of determination.

3. Results and Discussion

3.1. Linear Multiple Regression

Linear Multiple regression analysis is used to analyse the combined effect of several independent variables (X) on a single dependent variable (Y), as follows:

Table 1. Linear Multiple Regression Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.420	2.582		4.036	.000
X1 Educational Level	.331	.048	.582	6.909	.000
X2 Length of Service	.290	.066	.368	4.375	.014

a. Dependent Variable: Employee performance

Based on the table above, the following regression equation can be derived:

$$Y = a+b1X_1+b2X_2+e \dots\dots\dots(1)$$

$$Y = 10,420 + 0,331 X_1 + 0,290 X_2 + e \dots\dots\dots(2)$$

The regression equation can be interpreted as follows: $a = 10.420$, which means that if the variables Educational Level (X1) and Length of Service (X2) were not present, the value of Employee Performance (Y) would be 10.420. The regression coefficient for Educational Level (X1) is 0.228, indicating that for every 1-unit increase in Educational Level (X1), performance (Y) will also increase by 0.331, assuming the variable Length of Service (X2) remains constant. The regression coefficient for Length of Service (X2) is 0.290, indicating that for every 1-unit increase in Length of Service (X2), performance (Y) will also increase by 0.290, assuming the Education Level (X1) variable remains unchanged.

3.2. Hypothesis Test (t-test)

A t-test was conducted to determine the significance of the partial effects of the individual independent variables. A variable is considered to have a significant effect if the significance value (Sig.) is < 0.05 . The t-table value was obtained using the formula (degrees of freedom) $df = n - k$, where n is the number of respondents and k is the number of variables (Sugiyono, 2020). Based on this formula, the calculation is $df = 64 - 3 = 81$. With a df value of 61 and a significance level of 5%, a t-table value of 1.99962 is obtained, rounded to 2.000. The results of this statistical test are presented in the following table:

Table 2. Partial Test Results (t-test)

Coefficients ^a		
Model	t	Sig.
1 (Constant)	2.000	.05
X1 Educational Level	6.909	.000
X2 Length of Service	4.375	.000

a. Dependent Variable: Employee Performance

Based on Table 2, Testing the effect of the Education Level variable (X1) on Performance (Y) yielded a calculated t-value of 6.909 $>$ the critical t-value of 2.000 and a p-value of 0.000 $<$ 0.05. This means it can be concluded that there is a significant effect of the Education Level variable (X1) on Performance (Y). Testing the effect of the variable Length of Service (X2) on Performance (Y), the calculated t-value of 4.375 is greater than the critical t-value of 2.000, and the significance level of 0.000 is less than 0.05. This means it can be concluded that there is a significant relationship between the variable Length of Service (X2) and Performance (Y).

3.3 F-test

A statistical technique for examining the concurrent influence of independent and dependent variables is the F-test. This test is frequently used in ANOVA to ascertain whether the means of more than two groups differ significantly. Furthermore, the F test aids in assessing regression models to determine their quality. This study's F test makes use of F statistics (F test). H_0 is accepted or H_a is rejected if $F\text{-count} < F\text{-table}$, while H_0 is rejected and H_a is accepted if $F\text{-count} > F\text{-table}$. H_0 is rejected if the significance level is less than 0.05.

Table 3. Results of the F-test

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	168.171	2	84.086	48.190	.000 ^b

Residual	106.438	61	1.745
Total	274.609	63	

Based on Table 3, The results of simultaneous testing of all parameters show that the significant value of F is $0.000 < 0.05$. It can therefore be concluded that the variables of Education Level (X1) and Length of Service (X2) simultaneously or jointly affect Performance (Y). The R Square value is 0.331.

Table 4. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 ^a	.612	.600	1.32094
a. Predictors: (Constant), Length of Service, Educational Level				
b. Dependent Variable: Employee performance				

Based on the table above, the R-squared value is 0.612. This R² value indicates that 61.2% of the variation in Performance (Y) can be explained by the variables Educational Level (X1) and Length of Service (X2), whilst the remaining 38.8% is attributable to other variables not included in the study.

3.3. Discussion

The research findings indicate that educational attainment has a significant impact on employee performance, as reflected by the t-test significance value of 0.000, which is below the 0.05 threshold. These findings demonstrate that a higher level of education has a direct impact on improved work effectiveness. The regression coefficient of 0.331 indicates that every increase in educational level contributes to an improvement in employee performance, thus demonstrating a causal relationship between intellectual capacity and work outcomes. These research results are consistent with previous studies that also reinforce these findings. Studies by Hayati et al. (2020), Martini (2024), and Diana Fitriany (2024), conducted across various government agencies, confirm that educational level plays a significant role in improving the performance of civil servants. The consistency of these findings indicates that educational attainment is a factor that exerts a significant impact and influence on employee performance. This demonstrates that such an influence applies generally across various bureaucratic contexts, including within the Secretariat of the Ogan Komering Ulu Regency Regional People’s Representative Council. Consequently, the findings of this study underscore that educational attainment is a fundamental component in building the cognitive and technical competencies essential for public sector performance.

Mangkunegara’s (2017) performance theory also supports the importance of educational attainment. This assertion highlights that education provides the theoretical knowledge base and problem-solving skills necessary for effective performance. In the context of the Secretariat of the Ogan Komering Ulu Regency Regional People’s Representative Council, staff with higher levels of education tend to possess better regulatory literacy and adaptability, which are key to managing complex job demands. Consequently, it can be concluded that educational attainment has a positive and significant influence on the performance of civil servants at the Secretariat of the Ogan Komering Ulu Regency Regional People’s Representative Council. The findings of this study confirm that education is one of the determining factors in building an individual’s work capacity. Therefore, recruitment and career development policies that take educational qualifications into account should be maintained, but must be complemented by efforts to strengthen non-academic factors in order to achieve organisational excellence.

Length of service has a significant impact on employee performance, as reflected by the significance value of the t-test of 0.014, which is below the 0.05 threshold. This finding indicates that longer work experience has a direct impact on improved work effectiveness. The regression coefficient of 0.290 indicates that employees with longer tenure tend to demonstrate better performance, thus indicating a causal relationship between the accumulation of experience and work outcomes. These results are consistent with the concept of the learning curve and the theory of experiential knowledge accumulation, which assert that task mastery, understanding of organisational dynamics, and work efficiency develop over time. Thus, it can be said that an employee's success in completing complex tasks is largely determined by the depth of experience and practical wisdom gained over years of work.

Previous research has yielded mixed results, which enrich the context of these findings. On the one hand, studies by Melda Ivana (2022) and Hayati et al. (2020) across various sectors also found a positive influence of length of service on performance, which is consistent with the results of this study. However, on the other hand, Elisa Aliftiana's (2021) research in a different context found that length of service had no significant effect. This contradicts previous research findings, which stated that the influence of length of service is highly dependent on organisational characteristics and the nature of the work. In the context of the OKU Regency DPRD Secretariat, which has complex and distinctive legislative administrative procedures, the knowledge accumulated from long experience becomes a highly valuable asset for understanding workflows and anticipating various obstacles. Furthermore, the theories of Handoko (2007) and Sedarmayanti (2017) also support the importance of length of service. Their explanations state that senior staff have typically developed greater efficiency, independence, and the ability to resolve routine problems.

It can therefore be concluded that length of service has a positive and significant influence on the performance of civil servants at the Secretariat of the Ogan Komering Ulu Regency Regional People's Representative Council. The findings of this study confirm that work experience is one of the determining factors in building practical competence and organisational wisdom. Therefore, the institution needs to view length of service as valuable social capital, by encouraging mentoring programmes and the transfer of knowledge from senior to junior staff, whilst managing the potential for burnout so that the positive contributions of experience can be optimally utilised to improve collective performance.

Educational level and length of service simultaneously have a highly significant effect on the performance of civil servants at the OKU Regency DPRD Secretariat. This is evident from the F-test significance value of 0.000, which confirms that both variables work together in determining staff performance levels. The coefficient of determination (R^2) value of 0.612 indicates that 61.2% of the variation in performance can be explained by these two variables together, whilst the remaining 38.8% is influenced by other factors such as motivation, management systems, leadership, and organisational climate. These findings suggest that employee performance is not determined solely by the cognitive-theoretical competencies derived from education or the practical competencies derived from experience in isolation, but by the synergy between the two.

In the context of this study, educational attainment reflects a foundation of knowledge and analytical capacity. Meanwhile, length of service reflects the accumulation of practical wisdom and a contextual understanding of the organisation. Both work in tandem to shape an employee's work capabilities. If either of these aspects is weak, optimal performance may be difficult to achieve. For example, an employee with a high level of education but little experience may struggle to apply theory to complex real-world situations, whilst an employee with extensive experience but a limited educational background may face challenges in coping with the demands of change and innovation in working methods.

In the operational context of the DPRD Secretariat, these two variables play a crucial role in supporting legislative administrative functions that are highly procedural and complex. Staff are required to understand regulations, draft official documents, and manage parliamentary proceedings. Such work demands the ability to comprehend legal and constitutional theory (shaped by education) alongside the acumen to interpret political and administrative dynamics (gained through experience). Previous research supports these concurrent findings. Hayati et al. (2020) and S. Nurfitriani Yasin (2021), in different public sector contexts, also found that education and work experience together have a significant impact on performance. This consistency suggests that within the bureaucracy, a combination of a strong academic foundation and seasoned experience is a common prerequisite for reliable and adaptive performance.

4. Conclusions

The following conclusions can be drawn from the discussion's outcomes: Testing the effect of the variable Educational Level (X1) on Performance (Y), a calculated t-value of 3.752 was obtained, which is greater than the critical t-value of 2.000, and the p-value of 0.000 is less than 0.05; therefore, H01 is rejected and Ha1 is accepted. This means it can be concluded that there is a significant effect of the Education Level variable (X1) on Performance (Y). Testing the effect of the variable Length of Service (X2) on Performance (Y), a calculated t-value of 2.544 was obtained, which is greater than the critical t-value of 2.000, and the p-value of 0.014 is less than 0.05; therefore, H02 is rejected and H12 is accepted. This implies that there is a significant influence of the variable Length of Service (X2) on Performance (Y). The results of the simultaneous test of all parameters indicate that the F-value is $0.000 < 0.05$. It can therefore be concluded that the variables Educational Level (X1) and Length of Service (X2) have a simultaneous or joint effect on Performance (Y). Based on the R-squared value of 0.612, this indicates that 61.2% of the variation in Performance (Y) can be explained by the variables Educational Level (X1) and Length of Service (X2), whilst the remaining 38.8% is attributed to other variables not examined in this study.

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