

The Influence of Education Level on Employee Performance at the Katingan Kuala Sub-District Office, Katingan Regency

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Abstract

This study aims to analyze the influence of education level on employee performance at the Katingan Kuala Sub-District Office in Katingan Regency. Education is considered one of the factors influencing human resource quality in the public sector, with more educated employees tending to exhibit higher analytical competence and productivity. Utilizing a quantitative approach and survey technique, data were collected from 18 employees. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to identify the relationship between education level and employee performance. The results indicate that education level significantly affects employee performance, with higher-educated employees demonstrating better performance. Additionally, work experience strengthens the effect of education on performance. This research provides insights for local governments in designing human resource development policies, especially in improving public service quality through enhancing employees' formal education.



INTRODUCTION

Education serves as a critical pillar in shaping the quality of human resources, particularly within the framework of government bureaucracy. In the realm of public administration, the level of education attained by employees is often regarded as a key indicator of an individual's capacity to execute tasks effectively and efficiently. Education not only equips individuals with theoretical knowledge but also cultivates critical thinking, analytical abilities, and problem-solving skills – traits that are essential in bureaucratic environments. Several empirical studies have found that employees with higher levels of education tend to perform better in addressing complex workplace challenges, adapt more quickly to changes in administrative procedures, and exhibit greater awareness of strategic organizational goals (Caligiuri et al., 2020; Cheng & Yi, 2020; Mishra & Pandey, 2020).

In the context of the Camat Office of Katingan Kuala, Katingan Regency, the relevance of education in supporting employee performance becomes increasingly significant. As a frontline public service institution at the sub-district level, the office is tasked with delivering a variety of administrative and civil services directly to the community. Given this role, the office requires a competent and well-trained workforce. The variation in educational backgrounds among staff members has a direct impact on the quality of services provided and the overall organizational productivity. Employees with higher educational qualifications generally demonstrate stronger performance, attributed to their enhanced understanding of

regulatory frameworks, administrative procedures, and technological tools necessary in contemporary public service delivery (Pinzone et al., 2019; Mahmud et al., 2019).

Furthermore, employee performance in the public sector reflects the level of efficiency and quality of government services received by the citizens. Strong performance can foster public trust, enhance operational effectiveness, and create a workplace environment conducive to continuous improvement. Conversely, poor employee performance can erode public satisfaction and widen the gap between government and citizens, diminishing the perceived legitimacy of state institutions. Therefore, identifying and empirically examining the variables that influence public employee performance—such as educational attainment, professional experience, and participation in training—is essential for designing effective human resource policies (Carnevale & Hatak, 2020; Hlatywayo & Mpfu, 2020; Salgado et al., 2020).

This study seeks to investigate the impact of educational level on employee performance at the Camat Office of Katingan Kuala. The research also incorporates supporting variables, namely work experience and professional training, which are hypothesized to moderate or reinforce the relationship between education and performance outcomes. The selection of the Katingan Kuala sub-district office as the research site is justified by its strategic role in delivering grassroots-level public services and the observable diversity in its workforce's educational profiles. By adopting a multifaceted approach, the research aims to offer a comprehensive understanding of how education contributes to improved performance in local government institutions.

In addition to its empirical objectives, this research aspires to provide both theoretical and practical contributions. Theoretically, the study enriches the academic discourse surrounding the nexus between education and performance in Indonesia's public sector. It bridges the gap in existing literature by contextualizing the role of education within decentralized administrative systems and localized governance structures. Practically, the findings are expected to inform human resource development strategies in the Katingan Regency government. Insights from this study may be used to design targeted programs such as formal education support, in-service training schemes, and career development pathways that align with employee competencies and organizational needs. By basing policy interventions on robust evidence, local governments can foster an environment of professionalism and accountability, ultimately translating into better service outcomes for the public.

Moreover, this research also underlines the importance of continuous capacity building as a cornerstone of administrative reform. In light of the rapid pace of digital transformation and policy evolution within public institutions, investing in education and skills development becomes not only a strategic necessity but also a moral imperative. The development of a merit-based civil service system hinges on recognizing education as a transformative force that enables bureaucrats to adapt, lead, and innovate. As such, the findings of this study may serve as a valuable resource for policymakers, educators, and administrators committed to enhancing governance quality and public trust through the elevation of human capital.

METHOD

This research employs a quantitative approach with a survey method aimed at identifying and analyzing the influence of educational attainment on employee performance at the Camat Office of Katingan Kuala, Katingan Regency. The quantitative approach is chosen because it enables objective measurement of the variables studied and allows researchers to systematically explain the relationships between variables through statistical analysis. The survey is used as the data collection method because it allows the researcher to obtain direct information from respondents regarding education and employee performance variables, as well as to evaluate respondents' perceptions and attitudes toward their work.

The population in this study comprises all employees working at the Camat Office of Katingan Kuala, totaling 18 individuals, consisting of 9 Civil Servants (PNS) and 9 Daily Freelance Workers (THL). Based on the

characteristics of this population, the study sample includes the entire population, with varying educational backgrounds: 3 individuals with a bachelor's degree (S1), 2 with a master's degree (S2), 1 with a diploma (D3), and 12 with a senior high school (SMA) education. The purposive sampling technique is employed to ensure that the variations in educational level among employees are represented adequately, so the findings can provide a comprehensive picture of the impact of education on employee performance.

Data collection was conducted using a closed-ended questionnaire that had been tested for validity and reliability. The questionnaire consists of two main sections. The first section contains questions related to employees' education levels, asking respondents to state their highest level of formal education. The second section contains questions measuring employee performance based on key performance indicators, which include productivity, work efficiency, task completion ability, and innovation capacity. Each item is rated using a five-point Likert scale, where a value of 1 indicates strong disagreement and a value of 5 indicates strong agreement.

To ensure the validity and reliability of the collected data, the researcher conducted instrument testing through construct validity and reliability tests using SmartPLS software. Construct validity testing was carried out to ensure that each question in the questionnaire genuinely measures the intended constructs – educational level and employee performance. Reliability testing was conducted to assess the consistency of measurement using Composite Reliability (CR) values to determine whether the instrument had good internal consistency.

After data collection, analysis was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method operated through SmartPLS software. PLS-SEM was chosen due to its capability to analyze causal relationships between latent variables, even with relatively small sample sizes. SmartPLS also allows researchers to test structural models more flexibly without requiring the assumption of normal data distribution, which is often a limitation in conventional quantitative analysis. The PLS-SEM technique comprises two main stages: (1) Outer Model Assessment, in which the researcher evaluates the validity and reliability of each latent variable measurement, and (2) Inner Model Assessment, in which the researcher tests the structural relationships between latent variables.

The first stage, Outer Model Assessment, includes convergent validity tests using the Average Variance Extracted (AVE) values and construct reliability tests using Composite Reliability (CR) values. AVE values greater than 0.5 and CR values greater than 0.7 indicate adequate validity and reliability of the measured constructs. The second stage, Inner Model Assessment, involves testing the structural relationship between educational level as the independent variable and employee performance as the dependent variable. In this stage, the researcher uses path coefficients to assess the strength of the influence of the independent variable on the dependent variable, along with statistical significance testing through the bootstrapping technique. The results of this analysis will show whether educational level has a significant influence on employee performance.

This study also considers moderating variables such as work experience and training, which may strengthen or weaken the relationship between education and performance. These moderating variables are tested within the PLS-SEM model to provide a more comprehensive view of the factors influencing employee performance.

Research Stages:

1. Preparation and Problem Formulation: The researcher conducted a literature review to formulate the problem and define the research objectives. At this stage, a theoretical framework was also developed to support the relationship between educational attainment and employee performance.
2. Instrument Development: The questionnaire was designed based on performance indicators and educational levels. The instrument's validity and reliability were tested through construct validity and reliability tests using SmartPLS.
3. Data Collection: Questionnaires were distributed to 50 employees at the Camat Office of Katingan Kuala using purposive sampling. Respondents were asked to complete the questionnaire according to their actual educational background and work performance.
4. Data Processing: The collected data were input into SmartPLS software for further analysis. Incomplete or invalid responses were eliminated prior to analysis.
5. Data Analysis: Data analysis was conducted using PLS-SEM to test the research hypotheses. The PLS-SEM results provide information about model validity, instrument reliability, and the causal relationship between educational level and employee performance.
6. Report Writing: After completing data analysis, the researcher compiled a research report covering the results, discussion, conclusions, and relevant recommendations for education and human resource development policy at the Camat Office of Katingan Kuala.

RESULTS AND DISCUSSION

The Influence of Educational Attainment on Employee Performance

In human resource management literature, educational attainment is often associated with higher cognitive abilities, analytical skills, and enhanced problem-solving capabilities. Formal education provides employees with the foundation to develop higher-level competencies required to carry out administrative tasks. Therefore, it is not surprising that employees with higher education levels tend to demonstrate better performance compared to those with lower educational backgrounds.

Education also equips employees with the ability to comprehend and implement complex public policies, manage conflicts, and adapt to dynamic workplace environments. Employees holding a bachelor's degree (S1), for example, are generally more capable of using information technology to increase efficiency in public service delivery compared to those with only a senior high school (SMA) or diploma (D3) education.

Table 1: The Relationship Between Education Level and Employee Performance

Education Level	Average Employee Performance
SMA	65
D3	75
S1	85
S2	90

Based on the table above, it is evident that employee performance tends to increase alongside higher levels of education. Employees with an S1 degree show a higher average performance than those with only SMA or D3 qualifications. Moreover, employees with an S2 degree recorded the highest average performance, indicating that higher education levels contribute significantly to employee performance quality.

The Influence of Work Experience on Employee Performance

In addition to education, work experience is also a crucial factor influencing employee performance. Employees with longer tenure generally have a deeper understanding of workflows and administrative responsibilities. Experience also enhances an employee's ability to effectively handle various challenges and situations at the workplace. In this study, work experience serves as a moderating variable that strengthens the relationship between education and performance—experienced employees tend to perform better, particularly those with higher educational qualifications.

Table 2: The Influence of Work Experience as a Moderating Variable

Moderating Variable	Path Coefficient	T-Statistic	Significance (p-value)
Work Experience	0.35	2.98	< 0.05
Training	0.12	1.23	> 0.05

Table 2 indicates that work experience has a significant path coefficient, meaning that it positively influences employee performance, especially for those with higher levels of education.

The Influence of Training on Employee Performance

Although training is expected to influence employee performance, this study found that training did not have a significant moderating effect. This may be due to the irrelevance of the training programs provided in relation to the employees' specific duties and responsibilities at the Katingan Kuala Sub-District Office. Furthermore, the quality and frequency of training sessions may need improvement to achieve a more significant impact on performance.

Results on the Influence of Educational Attainment on Employee Performance

Based on regression analysis using the PLS-SEM method, it was found that educational attainment has a significant effect on employee performance at the Katingan Kuala Sub-District Office. A path coefficient value of 0.45 and a t-statistic of 3.21 indicate a statistically significant relationship between education and performance ($p < 0.05$). This suggests that the higher the employee's level of education, the better their performance in carrying out duties and responsibilities. The analysis shows that employees with an S1 degree have a higher average performance score compared to those with only SMA or D3 qualifications. The average performance score for S1 holders is 85, while D3 holders scored 75, and SMA graduates scored 65. Additionally, S2 graduates recorded the highest average performance at 90. These differences affirm that educational level plays a crucial role in enhancing employee capacity and productivity.

Results on the Influence of Work Experience on Employee Performance

The study also reveals that work experience significantly moderates the relationship between education and performance. Employees with over ten years of experience tend to perform better than those with five years or less. The path coefficient for work experience as a moderating variable is 0.35, with a t-statistic of 2.98 ($p < 0.05$), indicating that work experience strengthens the positive effect of education on employee performance.

This suggests that work experience enhances the positive impact of education on performance, particularly among highly educated employees. Employees with longer experience are more adept at applying the knowledge gained through formal education in their day-to-day responsibilities.

Results on the Influence of Training on Employee Performance

Unlike work experience, training was found to have no significant effect on employee performance in this study. The analysis showed a path coefficient of 0.12 for training, with a t-statistic of 1.23, meaning the relationship is statistically insignificant ($p > 0.05$). This indicates that training programs attended by employees

at the Katingan Kuala Sub-District Office have not yet delivered meaningful improvements in performance. A possible explanation is that the training provided is not directly relevant to the employees' job duties, or that the frequency and quality of training sessions have not been adequate to significantly enhance their skills and competencies in the workplace.

CONCLUSION

The level of education significantly influences employee performance at the Katingan Kuala Sub-District Office, with work experience amplifying its impact. Higher education enhances employees' analytical abilities, productivity, and innovation. However, training has not shown a significant effect, possibly due to its lack of relevance or infrequent implementation. These findings highlight the importance of education and work experience as priorities in developing employee competencies to improve the quality of public services.

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