



THE INFLUENCE OF EDUCATIONAL BACKGROUND AND WORK EXPERIENCE ON EMPLOYEE PERFORMANCE AT THE REGIONAL FINANCIAL MANAGEMENT AGENCY (BPKD) OF CIAMIS REGENCY

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Abstract. This study aims to analyze the effect of educational background and work experience on employee performance at the Regional Financial Management Agency (BPKD) of Ciamis Regency. Human resources play an important role in the success of an organization, so that education and work experience are key factors that influence employee performance. The research method used is a survey method with a quantitative approach. Data were collected through questionnaires distributed to 60 respondents who were employees of the BPKD of Ciamis Regency. The independent variables in this study were educational background (X_1) and work experience (X_2), while the dependent variable was employee performance (Y). Data analysis techniques were carried out using validity and reliability tests and descriptive analysis using a Likert scale. The results of this study are expected to provide an empirical description of the extent to which educational background and work experience influence employee performance improvement. This study is also expected to provide input for relevant agencies in decision-making and human resource policy development to be more effective and professional.

Keywords: educational background; work experience; employee performance; public sector.

1. Introduction

The Regional Financial Management Agency (Badan Pengelolaan Keuangan Daerah/BPKD) of Ciamis Regency plays a crucial role in realizing effective and accountable regional financial governance, in accordance with Regional Regulation No. 8 of 2016. The performance of this institution is largely determined by the quality of its human resources (HR), as competent and professional employees are key factors in achieving the objectives of public organizations (Rivai & Mulyadi, 2020).

Education and work experience play a significant role in shaping employee competencies, where education provides a foundation of knowledge and analytical skills, while work experience strengthens practical abilities and adaptability to job demands (Robbins & Judge, 2021; Kurniawati, 2024). In the context of local government financial management, these factors become even more critical, as employees are required to understand dynamic regulations, process financial data accurately, and maintain fiscal accountability. Previous studies, however, have shown inconsistent findings, with some emphasizing the influence of education (Rahayu & Pratama, 2021) and others highlighting the predominance of work experience (Siregar, 2023; Kurniawati, 2024). These discrepancies indicate the need for a more focused examination within local financial management units. Therefore, this study contributes to clarifying the determinants of employee performance in this sector, in line with the view that regulation- and administration-based tasks require a combination of formal knowledge and sufficient practical experience (Mahmudi, 2019; Halim & Kusufi, 2020).

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At the BPKD of Ciamis Regency, misalignments between educational background and job assignments, as well as limited experience in certain positions, have been observed, potentially affecting employee effectiveness. Therefore, this study aims to analyze the influence of educational background and work experience on the performance of BPKD employees in Ciamis Regency. Employee performance is shaped by competencies developed through knowledge, skills, and work experience. Recent studies indicate that effective human capital management, including education and work experience, enhances employee performance (Kahar & Razak, 2022; Nanda & Duriani, 2023). Based on this assumption, the research hypothesis posits that both educational background and work experience positively contribute to employee performance.

2. Research Method

This study employed a survey method with a quantitative approach to examine the relationship between educational background and work experience among employees of the Regional Financial Management Agency (BPKD) of Ciamis Regency. Data were collected through observation, interviews, and questionnaires, with primary data obtained from employees and secondary data drawn from relevant documents and literature. The questionnaire was developed by adapting indicators from recent studies on educational background, work experience, and employee performance, particularly from Putri and Rachmawati (2021), Hidayat and Firmansyah (2020), and Rahmawati (2022). Adjustments were made to align the indicators with the specific tasks of BPKD employees, ensuring that each item remained relevant to the characteristics of local government financial management. Examples of adapted indicators include alignment of educational qualifications with job responsibilities, technical knowledge and skills, duration of work experience, task proficiency, punctuality, quality of work, and teamwork ability. The population consisted of 132 employees, and using Slovin's formula with a 1% margin of error, a sample of 60 respondents was determined.

Respondents were selected using convenience sampling, based on their availability and willingness to participate, as well as time and access limitations within a busy work environment. The researcher acknowledges that this method may introduce representativeness bias, and the findings are interpreted with this limitation in mind. Data analysis was performed using SPSS, including instrument testing (validity and reliability), classical assumption tests, and multiple linear regression analysis. The t-test was applied to examine partial effects, the F-test to assess simultaneous effects, and the coefficient of determination (R^2) to evaluate the explanatory power of the independent variables on the dependent variable.

3. Result and Discussion

Data Validity Test Result

Table 1. Validity Test Results X_1 , X_2 , and Y

No. Question Item	Brief Description	Pearson Correlation	Sig (2-Tailed)	r Critical	Description
X1.1	Diploma Alignment	0,445	0,014	0,330	Valid
X1.2	Work Analysis	0,649	0,000	0,330	Valid
X1.3	Service Knowledge	0,575	0,001	0,330	Valid
X1.4	Job Suitability	0,695	0,000	0,330	Valid
X1.5	Task-Related Skills	0,582	0,001	0,330	Valid

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X1.6	Job Understanding	0,639	0,000	0,330	Valid
X2.1	Experience-Based Understanding	0,727	0,000	0,330	Valid
X2.2	Experience for Efficiency	0,716	0,000	0,330	Valid
X2.3	Broad Knowledge	0,764	0,000	0,330	Valid
X2.4	Task Proficiency	0,853	0,000	0,330	Valid
X2.5	Task Mastery	0,699	0,000	0,330	Valid
X2.6	Minimal Errors	0,379	0,039	0,330	Valid
Y1	Work Quality	0,575	0,001	0,330	Valid
Y2	Satisfactory Task Results	0,718	0,000	0,330	Valid
Y3	Target Achievement	0,823	0,000	0,330	Valid
Y4	Organizational Expectations	0,845	0,000	0,330	Valid
Y5	Punctuality	0,797	0,000	0,330	Valid
Y6	Early Completion	0,859	0,000	0,330	Valid
Y7	Harmonious Relations	0,387	0,035	0,330	Valid
Y8	Cooperation	0,575	0,001	0,330	Valid
Y9	Budget Flexibility	0,831	0,000	0,330	Valid
Y10	Equipment Effectiveness	0,686	0,000	0,330	Valid
Y11	Leadership Supervision	0,350	0,000	0,330	Valid
Y12	Objectivity of Sanctions	0,853	0,000	0,330	Valid

Source: Processed primary data, 2025

Table 1 shows that the variables Educational Background (X_1), Work Experience (X_2), and Employee Performance (Y) are declared valid, as all questionnaire items have a significance value (Sig.) < 0.05 and $r\text{-count} > r\text{-table}$. Therefore, all items are deemed appropriate to be used as references in this study.

Reliability Test Result

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	N of Items	Description
Educational Background	0,636	6	Reliable
Work Experience	0,752	6	Reliable
Employee Performance	0,901	12	Reliable

Source: Processed primary data, 2025

Table 2 shows that the Cronbach's Alpha values of all variables are above 0.60, indicating that the research instrument has high consistency, is reliable, and is appropriate for use in this study.

Classical Assumption Test Result (Normality Test, Multicollinearity Test, Heteroscedasticity Test)

Table 3. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
Kolmogorov-Smirnov Z	.495
Asymp. Sig. (2-tailed)	.967

Source: Processed primary data, 2025

Table 3 shows a significance value of $0.967 > 0.05$, indicating that the data are normally distributed. Therefore, the regression model meets the normality assumption and is appropriate for further analysis.

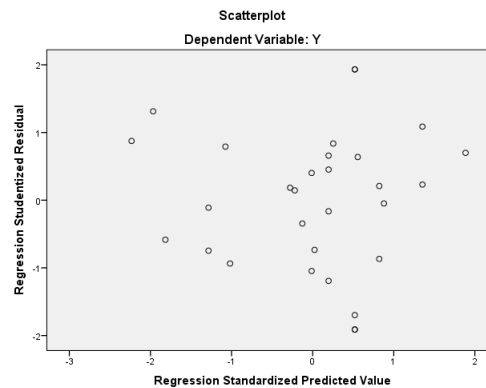
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Table 4. Multicollinearity Test

Model	Collinearity Statistic	
	Tolerance	VIF
X1	0,747	1,338
X2	0,747	1,338

Source: Processed primary data, 2025

Table 4 shows a tolerance value of 0.747 and a VIF of 1.338, indicating that multicollinearity does not occur. Therefore, both variables are suitable to be used in the regression model.



Source: Processed primary data, 2025

Figure 1. Heteroscedasticity Test Results

Figure 1 shows that the data points are randomly scattered around the zero line, indicating that the regression model does not experience heteroscedasticity and is appropriate for use.

Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients
	β	Std. Error	Beta
1. (Constant)	5.097		
X1	.743	.263	.263
X2	.948	.421	.421

Source: Processed primary data, 2025

Table 5 shows that Educational Background (Sig. 0.152 > 0.05) does not have a significant effect, whereas Work Experience (Sig. 0.026 < 0.05) has a significant and more dominant effect ($\beta = 0.421$). The VIF value of 1.338 and tolerance of 0.747 confirm that no multicollinearity exists, making the regression model suitable for use.

Hypothesis Testing Result

Table 6. F-Test Statistics Results (ANOVA)

Model	F	Sig.
1 Regression	7.513	.003 ^b
Residual		
Total		

Source: Processed primary data, 2025

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Table 46 shows an F-count of 7.513 with significance $0.003 < 0.05$, indicating that Educational Background and Work Experience simultaneously have a significant effect on Employee Performance, and the regression model is appropriate for use.

Table 7. t-Test Statistics Results

	Model	t	Sig.
	(Constant)	.417	.680
1	X1	1.476	.152
	X2	2.357	.026

Source: Processed primary data, 2025

Table 7 shows that Educational Background (Sig. 0.152 > 0.05) does not have a significant effect, whereas Work Experience (Sig. 0.026 < 0.05) has a significant effect on the performance of BPKD Ciamis employees.

Table 8. R² Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598 ^a	.358	.310	4.95226

a. Predictors: (Constant), X2, X1

Source: Processed primary data, 2025

Table 8 shows an R value of 0.598, indicating a moderately strong relationship between the variables. The R² value of 0.358 indicates that 35.8% of the variation in employee performance is explained by the two independent variables, while the remaining 64.2% is influenced by other factors outside the study. The Adjusted R² value of 0.310 and Standard Error of 4.952 suggest that the regression model is adequate, with a relatively low prediction error.

The study results indicate that work experience has a greater influence than formal education in determining the performance of employees at the Regional Financial Management Agency (BPKD) of Ciamis Regency. These findings highlight the importance of practical experience in enhancing skills and productivity. Practically, this suggests recruitment strategies that prioritize relevant experience, the implementation of mentoring for new employees, and task-based training. Theoretically, the study supports the view that professional competence is shaped not only through formal education but also through field experience, indicating that human resource development in the public sector should integrate on-the-job learning to improve employee performance.

The Effect of Educational Background on Employee Performance

The analysis results indicate that educational background does not have a significant effect on performance (Sig. 0.152 > 0.05). This finding aligns with the studies of Sella & Ubaidillah (2022), Fadhulloh et al. (2023), and Ulumudin (2024), which reported that work experience has a greater influence than formal education in improving performance. These results emphasize that in the government context, including the BPKD of Ciamis Regency, practical experience and direct work skills are more decisive for task effectiveness, suggesting that human resource development strategies should focus on job-based training and learning.

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The Effect of Work Experience on Employee Performance

The analysis confirms that work experience has a significant effect on employee performance (Sig. 0.026 < 0.05). Employees with longer tenure tend to demonstrate better skills, efficiency, and task mastery. This finding aligns with the studies of Irawati et al. (2022), Buana et al. (2024), and Sitohang & Kasmari (2022), which reported practical experience as a key factor in improving employee performance. It confirms that in the context of the BPKD of Ciamis Regency, human resource development should focus on work experience and practice-based training to enhance task effectiveness.

The Effect of Educational Background and Work Experience on Employee Performance

Simultaneous analysis shows that educational background and work experience together have a significant effect on employee performance (F-count 7.315, Sig. 0.003 < 0.05), contributing 35.8% to performance variation. Among the two factors, work experience ($\beta = 0.421$) has a greater influence than education ($\beta = 0.263$). These results suggest that efforts to improve employee performance should focus on experience-based competency development, through technical training, continuous guidance, and strengthening practical skills relevant to employees' tasks.

4. Conclusion and Recommendations

Based on the study entitled “The Effect of Educational Background and Work Experience on Employee Performance (Survey on BPKD Ciamis Employees)”, it can be concluded that work experience plays a more dominant role in determining performance than educational background. Formal education appears to have a limited direct impact on employee effectiveness, whereas practical experience gained from daily tasks serves as the primary factor in developing skills, task mastery, and productivity. Thus, work experience emerges as a key element in supporting employee performance within public organizations such as the BPKD of Ciamis Regency.

Based on the study findings, it is recommended that both organizations and individuals continuously enhance competencies and performance through training, work experience, and placement aligned with expertise, with greater emphasis on practical experience rather than formal educational background. Performance assessments should consider skills, discipline, and actual work outcomes. These findings support Human Capital Theory (Susilo et al., 2022; Oktania & Suhariato, 2024), which highlights experience and practical skills as crucial investments in developing employee competence within public institutions.

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