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## The Influence of Work Experience and Workload on Teacher Performance and its Impact on Teacher Income Levels in Senior High School in Jambi City

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**Abstract:** Work experience plays a crucial role in enhancing the performance and effectiveness of human resources. Workload is one of the key factors that can influence this performance. Performance, in this context, refers to the effort made in fulfilling duties and responsibilities to meet established goals.

For teachers, effective performance not only contributes to achieving educational objectives but also impacts their income, which is essential for meeting their daily needs. The purpose of this study was to examine the effect of work experience and workload on teacher performance and its impact on the level of teacher income in senior high schools in Jambi City. The novelty in this research is that it is suspected that teacher income is one of the factors that cause teacher performance to be of high quality. This type of research is the quantitative descriptive research, which was carried out using a questionnaire via Google form for senior high school teachers in Jambi City. Respondents were randomly selected using area sampling technique as many as 121 of the total population of 173 teachers. This data was analysed using path analysis with the SPSS AMOS 26 program. The results showed that work experience and workload have a direct effect on income. Work experience has a direct effect on performance, but workload has no direct effect on performance. Performance has a direct effect on income. Work experience has a significant direct effect on teacher performance; through teacher performance directly has no direct effect on teacher income. Workload has no direct effect on teacher performance; through performance as a direct influence it has no direct effect on teacher income in private high schools in Jambi City.

**Keywords:** Work experience, workload, teacher performance, income.

## Introduction

Teacher performance is the performance performed by teachers in carrying out their duties. The quality of teacher performance greatly affects the quality of the teaching and learning process. The effectiveness of teacher performance plays a crucial role in shaping the learning experience, ultimately influencing the overall quality of educational outcomes (Wahyu et al., 2021). Based on the data by Jambi City Education Department the teacher performance in 2023 was not optimal. It was found that many teachers have not yet utilised the Independent Learning Platform (ILP) optimally. Effective performance will be better if it is balanced by work experience. Work experience is the time that has been taken while carrying out his duties as a teacher with different experiences. In this case, a long working period is not the same as a new active period. Experienced teachers or long operational periods have this ability (Umanailo, 2021). The work experience according to Foster is a measure of the length of time or tenure that a person has taken in understanding job duties and carrying them out properly (Yahya et al., 2023). According to Suwanto et al.'s (2021) opinion that work experience is the ability of an employee to carry out all responsibilities and duties based on his experience in the employee's field of work. Work experience is also a factor that affects performance and the level of mastery of employee skills. Performance is measured by the work achieved by an employee when completing the assigned tasks in accordance with their responsibilities (Yunita Leatemala, 2018). Teacher performance is not realised just like that but is influenced by certain factors, both internal factors, and external factors. Internal factors of teacher performance are factors that come from within the teacher that can affect his or her ability, skills, personality, perception, motivation to become a teacher, work experience, and family background (Utami & Negara, 2021).

Workload is one of the factors that can influence employee performance, including excessive division of tasks and managerial attitudes towards unfair work goals between employees (Hermawan, 2022). Teachers often face long hours, struggle with their workload, and find it challenging to maintain a healthy work-life balance. Workload is not just about the amount of work, but also about the intensity of the tasks involved. Working longer hours and working harder are characteristics of "demanding work" that are widespread and prominent in contemporary work. With the increased workload, teachers' stress levels in the workplace increase, creating time constraints that teacher cannot meet. In turn, teachers spend long hours at work or bring work home, making them unable to be productive (Anwar et al., 2023).

The increased workload and stress cause teacher demotivation and lower performance levels (Tortella et al., 2021). Teachers must expend extra effort to design and deliver lessons, provide technical support to students, and assess their activities so as to have a wealth of knowledge, skills, or experience (Dastgheib et al., 2022). With a large workload and low income levels, this will affect teacher performance (Kambuga, 2023). However, it is found that many teachers in Indonesia leave other schools to work in private schools or pursue other professions because of low salaries. even though salaries are not that high in private schools, this indicates that the conduciveness of private schools is better than other schools (Rosmanida, 2022). But in fact, teachers' salaries do not match the work they have done. Teacher professionalism is not solely demonstrated by their capacity to deliver effective instruction and support to students, but also by the recognition and support they receive through fair and competitive salaries. If teachers' needs and welfare are worthy of being accepted, then teachers will feel comfortable at work and be able to meet their living needs (Rosmanida, 2022).

In several studies it has been stated that, Research by Ridwan (2022) states that teacher performance has a significant effect on teacher income. According to a study by Farezhena and Wijayaningsih (2022), teacher salaries have a positive impact on teacher performance (Ali et al., 2024) that income and workload can influence teacher performance. Research by Nugroho et al. (2023) states that work experience has a positive and significant effect on teacher performance. Wahyudi et al. (2023) noted that work experience had a significant positive effect on performance. The novelty in this research is that it is suspected that teacher income is one of the factors that cause teacher performance to be of high quality.

### ***Research Problem***

Another thing that influences the teacher performance is the workload. The workload is the amount of work that must be carried out by a position / organisational unit and is the product of work volume and normal time (Saul et al., 2022). Based on research by Nugroho et al. (2023) the work experience has a positive influence on teacher performance. The study by Saul et al. (2022) shows that the workload has a positive effect on performance.

In an effort to meet their needs, of course, someone must get a good income. The income is all the money received by individuals within a certain period of time (Aprilia et al., 2023). It is currently known that many teachers' monthly income in senior high schools in Jambi City is still below the Jambi City Minimum Wage in 2023 of IDR 3,320,207.00. Based on the research conducted by Rosmanida (2022) we can assert that there is a positive relationship between teacher performance and teacher income. In this study it was found that good teacher performance has not been able to generate good income. This means that teachers in private high schools in Jambi City still make the best contribution even though they earn less than the Jambi City minimum wage. As stated by Rahman (2014), that teachers must have pedagogical competence, including the abilities that teachers are required to have in managing the learning processes of students, including: (a) providing understanding to students, (b) designing and implementing learning processes and activities, (c) evaluating learning, (d) developing the ability of students to optimize self-actualization of the various potentials possessed by students. Therefore, teachers are very special because they sincerely and passionately educate their students.

### ***Research Focus***

A teacher must strive to make the best contribution to prepare the best future generation and the government in this case must be able to provide welfare for teachers so that they can get a decent income to meet their needs. The purpose of this study is to analyse the direct and indirect effects of several variables that have been determined. Based on the background above, it is necessary to know how the effect of work experience and workload on teacher performance and its impact on the level of teacher income in senior high schools in Jambi City. In order to obtain information, it is necessary to further examine whether there is an influence of work experience and workload on teacher performance and an impact on the level of teacher income.

## Research Aim and Research Questions

Based on the background above, the problems that were studied in this study were formulated as follows:

1. Is there a direct effect of work experience on income level?
2. Is there a direct effect of workload on income level?
3. Is there a direct effect of work experience on teacher performance?
4. Is there a direct effect of workload on teacher performance?
5. Is there a direct effect of income on teacher performance?
6. Is there a direct effect of work experience on teacher performance and its impact on teacher income level?
7. Is there a direct effect of workload on teacher performance and its impact on teacher income level?

## Literature Review

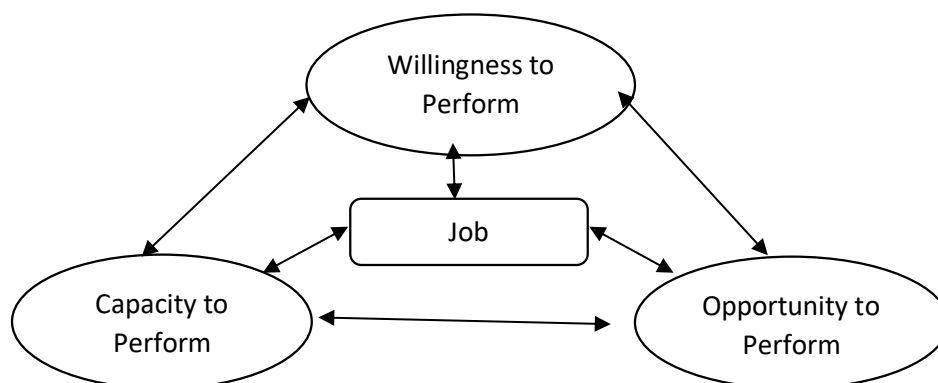
A teacher's performance will determine how he or she best contributes to education. This will certainly have an impact on the quality of the teacher. In addition, teachers also have to fulfil their needs, so the income they receive is expected to be able to meet their needs. The purpose of this study is to analyse the effect of work experience on teacher performance and its impact on teacher income levels. To examine the influence of workload on teacher performance and its implications for teacher income levels, as well as to assess the direct correlation between teacher performance and income.

The work experience is the time that has been taken while carrying out his duties as a teacher with different experiences. Performance is measured by the results of work that an employee can achieve when completing tasks in accordance with his given responsibilities (Umanailo, 2021). Teachers as human resources in schools can also produce good human resources with their performance as teachers. Teachers have a very important role, especially as agents of change through the learning process (Nugroho et al., 2023). Workload determines teacher behaviour and teaching quality, determining teacher load is expected to lead to school goals. Excessive workload will mention boredom and saturation and decrease the quality of teachers in teaching (Rose & Sika, 2019).

Ivancevich posits that performance can be viewed as a result of the combination of capability, opportunity, and motivation (Ashlan & Akmaluddin, 2021). For this reason, the following is the performance theory according to Ivancevich (Figure 1):

**Figure 1**

*Ivancevich's Performance Theory*



Source: Organisational behaviour and management by Ivancevich et al. (2013).

Ivancevich et al. (2013) interprets performance as "the desired results of behaviour". Performance is the expected result of action. Performance as a result of action or behaviour is a function of the capacity to do things related to the degree of relationship between an individual's process that has relevance between tasks and specifications of expertise, ability, knowledge and experience, ability to use equipment and technology, and willingness to do something related to the desire and willingness to make various efforts to achieve the desired performance. Hence, educators should possess the necessary skills to offer guidance and serve as role models for their students. Educators should have good performance competencies, namely a set of process mastery, self-adjustment skills, professional qualities, and personality qualities.

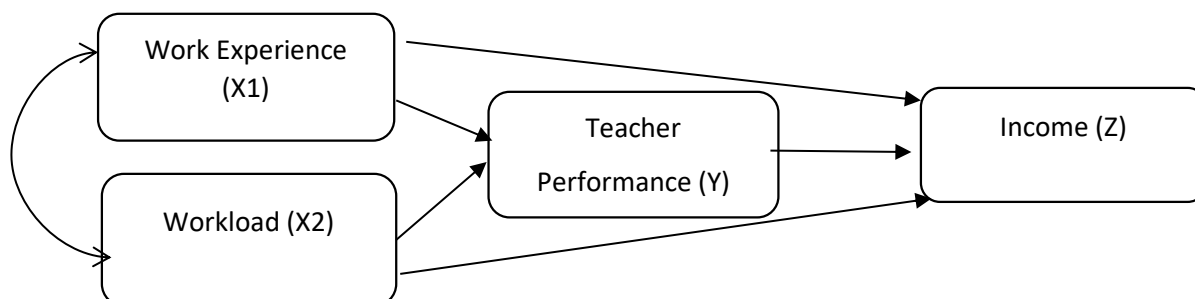
Revenue or compensation management in an organization is very important. The level of income earned by each employee is certainly not always the same. The role of fulfilment in a job has a big impact on an employee or an employee, where in general when the income of an employee or employee is in accordance or higher with the work done, the satisfaction that exists within an employee or an employee will increase, and vice versa (Aprilia et al., 2023).

Based on the theory of needs expressed by Maslow, humans try to fulfil the most basic level of needs first, after being fulfilled, humans will be motivated to think about fulfilling needs at a higher level (Dewi, 2020).

The Figure 2 illustrates the theoretical framework relating to the effect of work experience and workload on teacher performance and its impact on teacher income levels in Jambi City Senior High Schools .

**Figure 2**

*Thinking Framework*



The explanation of the assumptions related to the variables to be studied is as follows:

1. H1: There is a direct effect of work experience on income level
2. H2: There is a direct effect of workload on income level
3. H3: There is a direct effect of work experience on teacher performance
4. H4: There is a direct effect of workload on teacher performance
5. H5: There is a direct effect of teacher performance income.
6. H6: There is a direct effect of work experience on teacher performance and its impact on teacher income levels.
7. H7: There is a direct effect of workload on teacher performance and its impact on teacher income levels.

In this case, it was identified that the income of teachers in private high schools in Jambi City is still low. However, in terms of performance, teachers must still provide maximum performance. As stated by Rahman (2014), teachers must have pedagogical competence, namely an ability that teachers have in managing student learning, including: (a) understanding students, (b) as a designer and

implementer of the learning process, (c) conducting learning evaluations, (d) developing the ability of students to actualize their various potentials. Therefore, it can be argued that the teacher's income does not impact their responsibility in executing the teaching process (Kuswanto & Refnida, 2024).

## Materials and Methods

This research design was a descriptive quantitative one. The data collection technique in this research was an online survey, questionnaire. The questionnaire in this study was closed, meaning that the researcher provided alternative answers, so that respondents could choose only one option for each available item. Researchers used area sampling technique to determine the research sample (Acharya et al., 2013). The selection of areas / regions is carried out randomly based on the similarity of regional characteristics, namely from 11 sub-districts, 6 sub-districts are selected as areas to be studied with a total of 121 respondents (Table 1).

**Table 1**

### *Total Population*

| No | Subdistrict  | Senior Hogh School        | Total Teachers | Sample |
|----|--------------|---------------------------|----------------|--------|
| 1  | Alam Barajo  | SMAIT Nurul Ilmi          | 19             | 13     |
|    |              | SMAS Adhyaksa I           | 25             | 18     |
| 2  | Danau Sipin  | SMAS Ferdy Ferry Putra    | 19             | 13     |
|    |              | SMAS Islam Al Falah       | 25             | 18     |
|    |              | SMAS Pertiwi I Kota Jambi | 13             | 9      |
| 3  | Jambi Timur  | SMAS Attaufiq             | 8              | 6      |
| 4  | Jelutung     | SMAS Dharma Bhakti 4      | 12             | 8      |
|    |              | SMAS PGRI 2               | 16             | 11     |
| 5  | Paal Merah   | SMAS Megatama             | 7              | 5      |
|    |              | SMAS Pelita Raya          | 12             | 8      |
| 6  | Telanai Pura | SMAS IT Al- Azhar         | 10             | 7      |
|    |              | SMAS Muhammadiyah         | 7              | 5      |
| 7  | Jumlah       |                           | 173            | 121    |

This research analysis assessed a path analysis, with the aim of analysing the causal relationship between variables that occurs in multiple regressions if the independent variable affects the dependent variable not only directly but also indirectly. With data processing using the SPSS AMOS 26 application

## Results

The initial step is to conduct descriptive data analysis, focusing on teacher performance, with the majority demonstrating very good performance (69%). Most have work experience between 1-5 years (41%). Workload Most had a workload between 25-28 hours (25%). Income: Most have an income of less than 1,500,000 (57%). From the data, it can be seen that good teacher performance does not determine high income levels. This is an interesting phenomenon that we found, before further explanation; here are the results of the regression prerequisite tests (Table 2):

**Table 2**

### *Regression Prerequisite Test*

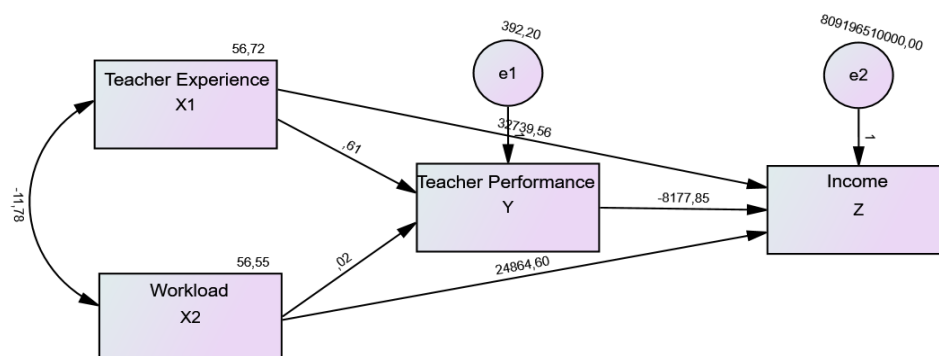
| Regression Prerequisite Test | Results                             | Conclusions                  |
|------------------------------|-------------------------------------|------------------------------|
| Normality Test               | • Significance value 0.200 (>0.05). | Data is normally distributed |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Heteroscedasticity Test | <ul style="list-style-type: none"> <li>Significance value &gt;0.05: work experience 0.079, workload 0.131, and income 0.801.</li> <li>Scatterplot graph: points spread randomly and are distributed both above and below the zero and Y axes.</li> </ul>                                                                                                                                                          | Heteroscedasticity does not occur |
| Multicollinearity Test  | <ul style="list-style-type: none"> <li>Tolerance value &gt;0.10: work experience 0.911, workload 0.920, and income 0.931.</li> <li>Variable Infatio Factor (VIF) value &gt;10: work experience 1.098, workload 1.086, and income 1.074.</li> </ul>                                                                                                                                                                | Multicollinearity does not occur  |
| Linear Test             | <ul style="list-style-type: none"> <li>Work experience and income are linear, significance value 0.103.</li> <li>Workload and income are linear, significance value 0.953.</li> <li>Work experience and performance are linear, significance value 0.078.</li> <li>Workload and performance are linear, significance value 0.933.</li> <li>Income and performance are linear, significance value 0.153</li> </ul> | Linear                            |

Based on the research results, the following path model (path analysis) is obtained (Figure 3):

**Figure 3**

#### *Path Analysis Model Results*



Work experience and workload are exogenous variables that can directly impact the endogenous variables, namely teacher performance and teacher income. Additionally, both teacher performance and work experience can directly influence teacher income. Based on these findings, it can be concluded that two variables have a direct effect on teacher performance, while three variables directly affect teacher income. The details are presented in the Table 3 below:

**Table 3**

*Regression Weights: (Group Number 1 – Default Model)*

|                     |      |                 | Estimate | S.E. | C.R.  | P    |
|---------------------|------|-----------------|----------|------|-------|------|
| Teacher Performance | <--- | Work Experience | ,607     | ,245 | 2,472 | ,013 |
| Teacher Performance | <--- | Workload        | ,024     | ,246 | ,099  | ,921 |

|        |      |                     | Estimate  | S.E.      | C.R.   | P    |
|--------|------|---------------------|-----------|-----------|--------|------|
| Income | <--- | Teacher Performance | -8177,847 | 4146,506  | -1,972 | ,049 |
| Income | <--- | Workload            | 24864,603 | 11164,806 | 2,227  | ,026 |
| Income | <--- | Teacher Performance | 32739,556 | 11428,122 | 2,865  | ,004 |

According to Table 3, it is evident that teaching experience significantly impacts teacher performance with a P-value of 0.13 ( $<0.05$ ). Conversely, workload does not significantly affect teacher performance, as indicated by a P-value of 0.921 ( $>0.05$ ). While teacher performance has a significant effect on income with a P value of 0.049 ( $<0.05$ ), and workload has a significant effect on income with a P value of 0.026 ( $<0.05$ ), and work experience has a significant effect on income with a P value of 0.004 ( $<0.05$ ).

**Table 4**

*Standardized Direct Effects (Group Number 1 - Default Model)*

|                     | Workload | Work Experience | Teacher Performance |
|---------------------|----------|-----------------|---------------------|
| Teacher Performance | ,009     | ,225            | ,000                |
| Income              | ,197     | ,260            | -,175               |

Based on the Table 4, it explains that workload has a direct influence on income with a path coefficient having a positive sign of 0.197, meaning that if workload increases by one unit, income increases by 0.197 units. Work experience has a direct influence on income with a path coefficient having a positive sign of 0.260, meaning that if work experience increases by one unit, income increases by 0.260 units. Teacher performance does not have a direct influence on income with the path coefficient having a negative sign of - 0.175, meaning that if the burden increases by one unit, the income will decrease by 0.175 units.

**Table 5**

*Standardized Indirect Effects (Group Number 1-Default Model)*

|                     | Workload | Work Experience | Teacher Performance |
|---------------------|----------|-----------------|---------------------|
| Teacher Performance | ,000     | ,000            | ,000                |
| Income              | -,002    | -,039           | ,000                |

Based on Table 5 above, it explains that workload has no indirect effect on income with a path coefficient having a negative sign of -0.002, meaning that if workload increases by one unit, income will decrease by 0.002 units. Work experience has no indirect effect on income with the path coefficient having a negative sign of -0.039, meaning that if the workload increases by one unit, the income will decrease by 0.039 units.

The test of the feasibility of the model in this study is as in the Table 6:

**Table 6**

*CMIN*

| Model              | NPAR | CMIN   | DF | P    | CMIN/DF |
|--------------------|------|--------|----|------|---------|
| Default model      | 9    | ,010   | 1  | ,921 | ,010    |
| Saturated model    | 10   | ,000   | 0  |      |         |
| Independence model | 4    | 23,861 | 6  | ,001 | 3,977   |

According to Table 6, it can be inferred that the model is effective in explaining how the variables influence, as the P-value is 0.921, which is greater than the significance level  $\alpha$  (5%).

**Table 7**

*RMR, GFI*

| Model              | RMR           | GFI   | AGFI  | PGFI |
|--------------------|---------------|-------|-------|------|
| Default model      | 169941174,595 | 1,000 | 1,000 | ,100 |
| Saturated model    | ,000          | 1,000 |       |      |
| Independence model | 925160,251    | ,924  | ,873  | ,554 |

Based on Table 7, the resulting model has a GFI and AGFI value of 1.000 so it can be said that the variables have a good fit.

## Discussion

### *The Effect of Work Experience (X1) on Teacher Performance (Y) and its Impact on Income (Z)*

Based on the research findings, it is evident that Work Experience (X1) has a positive impact on Income (Z). This means that  $H_a$  is accepted and  $H_0$  is rejected. Work experience has a direct effect on income with a path coefficient having a positive sign of 0.260, which means that if work experience increases by one unit, income will increase by 0.260 units. Work experience also has a direct influence on teacher performance with a path coefficient having a positive sign of 0.225, meaning that if work experience increases by one unit, income will increase by 0.225 units.

The indicator of work experience itself is seen from the length of time a teacher teaches. Good teaching experience owned by the teacher will create several advantages for the teacher in the implementation of the next teaching assignment, because at least the teacher has completed the tasks and work, so it will directly know and understand the tasks and work that will be done in the next school year. The longer the mass of work and work experience that has been taken by the teacher, the more improvements will occur by the teacher in providing special skills and knowledge according to his scientific specifications. The longer employees work for a company, the more experience the employees have (Umanailo, 2021).

So from these results, it can be concluded that work experience has a significant effect on teacher performance, but through teacher performance it does not have a significant effect on teacher income. This is in line with research conducted by Umanailo (2021) that work experience has a positive effect on teacher performance. The research (Kencana et al., 2024) results show that work experience has a positive effect on teacher performance. The research by Qomariyah (2023) states that work experience has a significant positive effect on teacher performance. The research conducted by Nugroho et al. (2023) also revealed that teacher performance has a positive effect on performance. Qomariyah et al. (2022) state that work experience has a significant positive effect on teacher performance. Suwarsito et al. (2023) concluded that work experience had no significant effect on teacher performance. And research according to Wanda and Prasetyanta's (2021) work experience has a significant effect on income.

### *The Effect of Workload (X2) on Teacher Performance and its Impact on Income (Z)*

From the research results obtained, it is known that there is a positive effect of Workload (X2) on Income (Z). This means that  $H_a$  is accepted and  $H_0$  is rejected. The workload has a direct influence on income with a path coefficient having a positive sign of 0.197, meaning that if work experience increases by one unit, income will increase by 0.197 units. However, workload does not have a significant effect on teacher performance. This is likely due to the high workload given to teachers, according to Saul et al. (2022) the level and intensity of loading that is too high and heavy for teachers will allow excessive energy usage and overstress conditions can occur, on the other hand, low loading intensity will allow

conditions of boredom and saturation in teachers. Therefore, the division and provision of workload should be given according to standards and abilities and given fairly to each teacher. According to Sari et al. (2022) too high a level of loading allows excessive energy use and overstress, while too low an intensity of loading allows boredom and boredom. Therefore, the workload should be given in accordance with the standard.

The workload indicator is measured by the number of teaching hours assigned to teachers in the school. The results indicate that a high workload does not necessarily lead to optimal teacher performance. However, an increased workload does have a positive impact on teacher income. Therefore, it can be concluded that while workload does not significantly affect teacher performance, teachers with a higher workload tend to perform at their best, which in turn positively influences their income.

This contradicts research conducted by Saul et al. (2022) revealed that workload has a positive effect on performance, research by Rose and Sika (2019) also reveals that workload has a positive effect on income. In the research by Umanailo (2021) workload and teaching experience have a positive and significant impact on teacher performance. Supriyanto et al. (2022) stated that workload variables have a partial and simultaneous effect on teachers. Susanto and Abadi (2021) state that workload has a significant influence on teacher performance. Rifky (2022) states that workload has a significant influence on teacher performance. According to research (Ahmad & Rochimah, 2021) workload has a positive effect on income. According to research conducted by Elia et al. (2021) workload has a positive effect on income.

### ***Effect of Teacher Performance (Y) on Income (Z)***

From the results of this study it is known that there is a positive effect of teacher performance (Y) on income (Z). This means that  $H_a$  is accepted and  $H_0$  is rejected. However, teacher performance does not have a direct influence on income with the path coefficient having a negative sign of -0.175, meaning that if teacher performance increases by one unit, income will decrease by 0.175. This is because teacher performance is not a benchmark for increasing teacher income in senior high schools in Jambi City. However, teachers are still required to be professional at work. As stated by Rahman (2014), teachers must have pedagogical competence, including the abilities that teachers are required to have in managing the learning processes of students, including: (a) providing understanding to students, (b) designing and implementing learning processes and activities, (c) evaluating learning, (d) developing the ability of students to optimise self-actualisation of the various potentials possessed by students. So it can be said that the income received by teachers does not affect their responsibility in carrying out the teaching process (Kuswanto & Refnida, 2024).

The amount of income earned by teachers is based on the form of cooperation agreed between the teacher and the school, which then the teacher has forms of obligation in carrying out work in accordance with the standards and conditions that have been designed by the school or foundation management. The income earned each month is used by teachers in order to fulfil their physical needs and social activities in the surrounding community. If a school has a high minimum salary standard, it will be easy for the school to recruit and obtain teachers who have high qualifications easily, because generally many teachers want a high income in return for their work. Then, a high income will be directly proportional to the level of motivation of teachers who will work more optimally than and as well as possible by complying with the regulations set by each school. Conversely, inadequate income earned by teachers will have a negative impact on teacher performance, resulting in a lack of teacher concentration on carrying out their work. In addition, teachers have the potential to become less appreciative of the work that is assigned to them, so they are less optimal in carrying out their work. For schools that have healthy and adequate financial conditions, of course, they will allocate the amount and amount of salary / income to teachers at least according to the standard or more easily, but it will be different for schools that have limited financial conditions, of course, will experience difficulties in

providing salaries to teachers with high amounts and in accordance with the wishes of the teacher. This is in line with research conducted by that income has a positive effect on teacher performance (Aprilia et al., 2023). Based on research conducted Rosmanida (2022) we can assert that income has a significant effect on teacher performance. Based on research conducted by Suherman (2021) it has been established that income has a significant effect on teacher performance. And according to research (Rahmat, 2022) there is a positive and significant effect of income on teacher performance. Nurika and Sukarim (2023) revealed that income gives a positive effect on the teacher's performance.

The limitation of this study is that it only analyses two exogenous variables, namely work experience and workload variables in explaining the impact of teacher performance on income, so the resulting model is less good as a predictive tool. However, the resulting model has rationally explained the facts that occurred in the performance of the private high school teachers studied. The existence of variables that do not have a direct effect explains that these variables require an interaction process with other variables so that they indirectly have a significant effect.

## **Conclusions and Implications**

Based on the research results and discussion, work experience refers to the duration or tenure of an employee in comprehending their duties and responsibilities at work. Work experience has a significant impact on a teacher's performance; greater experience typically enhances performance quality. Additionally, longer work experience tends to positively influence the level of income a teacher receives.

The workload focuses on the number of hours a teacher teaches. However, in this study, a large workload did not have a positive impact on teacher performance. This needs to be evaluated regarding the workload provided so that teachers can still enjoy the work process. The more workload received, the more it will affect the level of income.

The teacher performance has a positive impact on income. However, in terms of direct influence, teacher performance does not have a direct effect on income, meaning that if teacher performance increases, it does not have an impact on increasing income. Of course, in this case we see that teachers in senior high schools in Jambi City try in totality to make their best contribution regardless of the income they receive.

Therefore, based on the information provided, it can be concluded that work experience and workload directly impact income. Specifically, work experience directly influences performance, while workload does not have a direct impact on performance. Performance has a direct influence on income. Work experience has a significant direct influence on teacher performance; through direct influence teacher performance does not have a direct influence on teacher income. Workload does not have a direct influence on teacher performance; through direct influence teacher performance does not have a direct influence on teacher income in Senior High Schools Jambi city

## ***Suggestions for Future Research***

This study produces a model of the direct and indirect influence of the variables of work experience and teacher workload on teacher income levels through teacher performance variables. However, the resulting model is considered statistically weak in explaining the influence of exogenous variables on the endogenous variables studied. Further extensive research is required to explore exogenous variables that have direct or indirect effects on teacher income. So the discussion of teacher income provides a concrete solution in determining policy. Some exogenous variables not studied are work motivation, number of family dependents, and side jobs. These variables will form an increasingly complex model in analysing the problem of increasing teacher income. Another part of this study that still needs to be studied in more depth is the reason teachers at private high schools in Jambi City maintain their profession as teachers even though the income they earn is very small. The study of this issue will be more interesting if studied using qualitative methods. Through quantitative methods,

researchers will obtain information about facts based on events faced by teachers in carrying out their work. Future research also needs to investigate the issue of teacher performance in public high schools. Does teacher performance also have a greater impact on income? This issue is very interesting because the income of state high school teachers comes from government funds, the amount of which is determined based on the rank of civil servants. Another issue that also needs to be studied in this research section is the impact of teacher income on the quality of graduates. The output of the school is quality graduates. However, on the other hand, teachers as education managers need welfare from the finances they obtain. By examining the relationship between these variables, it is hoped that it will produce a policy formulation that can solve effective education problems.

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