The Impact of Work Experience and Education Level on Employee Performance: Knowledge Sharing as Mediation

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ABSTRACT

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| **Aims:** The present research seeks to examine the impact of work experience and education level on employee performance, while also assessing the function of knowledge sharing as a mediating variable within the context of the Banyumas District Education Office in Indonesia.  **Study design:** This research employs a quantitative methodology. Sampling was a non-probability method employing purposive sampling, wherein respondents were intentionally chosen based on defined criteria, including a minimum of one year of work experience. This study used a Likert scale for measurement. Respondents were requested to indicate their answers to the questions by selecting the corresponding number or statement.  **Place and Duration of Study:** This research was conducted at The Banyumas Regency Education Office during the period from January to April 2024.  **Methodology:** Data were gathered via a closed-ended survey administered to 120 respondents selected by purposive sampling, with the criterion of possessing a minimum of one year of work experience. Analysis of data with the partial least-squares structural equation Modeling (PLS-SEM) technique, facilitated by SmartPLS software. Assessments were performed on the measuring model (outer model) and the structural model (inner model), encompassing validity and reliability evaluations, along with examinations of direct and indirect path hypotheses.  **Results:** The results indicate that education level significantly influences employee performance (T-statistic = 5.587; *P*-value = 0.000), however work experience and knowledge sharing lack a significant immediate effect. Work experience and education level significantly influence knowledge sharing (T-statistic = 3.502 and 5.549, respectively; *P*-value = 0.000). Knowledge sharing did not significantly mediate the influence of work experience and education level on employee performance.  **Conclusion:** Education significantly enhances performance, however work experience and knowledge sharing have not demonstrated a notable direct impact. Knowledge-sharing practices need to be further optimized to contribute meaningfully to performance. We recommend further research that incorporates additional variables like work motivation or organizational culture to enhance our understanding of these relationship. This research's findings aid in developing HR management strategies, especially in integrating more strategic and performance-focused knowledge-sharing procedures. These data can help inform the design of employee development programs that better correspond with the organization's requirements. |

*Keywords: Work Experience, Education Level, Employee Performance dan Knowledge Sharing*

1.INTRODUCTION

Education is the fundamental pillar in the advancement of human resources (HR) in Indonesia. According to the Ministry of Education's website in 2021, the Ministry of Education, Culture, Research, and Technology (Kemendikbutristek) is instrumental in overseeing governmental responsibilities in education, culture, science, and technology, with the objective of supporting the President in governance. The government aims to enhance the capabilities of all personnel within the Ministry of Education and Culture by promoting education that corresponds with their specific roles, responsibilities, and positions.

The Banyumas Regency Education Office serves a pivotal function in executing nationally mandated education programs at the regional level. This institution is responsible for the effective execution of educational programs from early childhood to secondary education, along with the administration of community education and cultural initiatives (Kementerian Pendidikan dan Kebudayaan, 2021). Effective execution of these duties necessitates the importance of high-quality Human Resource Management. In governmental institutions like the Department of Education, staff performance is crucial in ascertaining the efficacy of the implemented programs. (Triana & Rofiqoh, 2025) assert that work experience and education level are primary criteria frequently correlated with employee performance, alongside additional elements such as training and work discipline.

The attainment of performance indicators by the Education Office in Banyumas presents some problems. The 2024 performance of the Banyumas District Education Office is evaluated using the average length of schooling (RLS) metric, which attained just 7.91 years, remaining behind both the provincial level (8.02 years) and the national level (8.85 years). This accomplishment indicates that, despite initiatives like scholarships, infrastructure enhancement, and equitable education, obstacles such as dropout rates and the unequal distribution of educational resources continue to impede the attainment of educational quality improvement objectives (Dinas Pendidikan Kabupaten Banyumas, 2024). The performance assessment of the Education Office personnel is contingent upon the attainment of macro indicators, like the RLS and school participation rates (APS), which signify the efficacy of the staff in executing the education quality enhancement initiatives.

In a rapidly evolving company, the institution's success is significantly influenced by the caliber of its employees' performance. In the absence of optimal human resource input, the efficacy of other resources diminishes. Consequently, government entities like the Department of Education must deliberately and adaptively manage and develop human resources. This aligns with the assertion (KemenPANRB, 2022) that public servants must have superior adaptive capabilities to serve as primary catalysts for transformation and enhancement of organizational performance.

The decrease in personnel within government institutions, including the Education Office, is attributable not only to external influences but also to internal issues, such as diminished work morale, subpar employee performance, and inconsistent technological adaptation (BBPMP Provinsi Jawa Tengah, 2024). Employees with minimal work experience sometimes struggle to adjust to the fluctuating work pace and new procedures during crises. Simultaneously, insufficient education level hinders technological proficiency and informed decision-making, both of which are essential in the digital age (Atrian & Ghobbeh, 2023). This signifies that work experience and education level are two essential factors to consider in enhancing performance. Veteran personnel are generally more proficient in executing jobs swiftly and efficiently, and they exhibit superior adaptability to organizational changes (Darmawan & Mardikaningsih, 2021).

Numerous prior research indicate that work experience positively and significantly influences employee performance (Akmalia et al., 2022; Fajar & Susanti, 2023; Gah & Syam, 2021; Girsang & Tinambunan, 2022; Hidayat & Wulantika, 2021; Ika Deswanti et al., 2023; Kirani, 2023; Yasin et al., 2021). The findings of (Yasin et al., 2021) indicate that increased work experience correlates with enhanced employee performance, but diminished work experience is associated with reduced employee performance. (Hidayat & Wulantika, 2021) similarly reported that prolonged employment in a corporation enhances individuals' comprehension and expertise regarding their roles. Seasoned staff will swiftly navigate challenges and surmount obstacles should issues emerge inside the firm. Consequently, an individual with substantial work experience have the requisite knowledge and abilities to execute the job effectively (Yani & Suyarti2, 2023). Nonetheless, numerous studies indicate that work experience does not consistently affect employee performance, as evidenced by research (Darmawan & Mardikaningsih, 2021; Kitta et al., 2023).

A similar scenario arises with the education level variable. Numerous studies indicate that educational attainment positively impacts employee performance, as evidenced by the research findings (Afwandi, Haryanti, et al., 2022; Asa & Wahida, 2023; Diyanti et al., 2024; Hendrayana & Nopiyani, 2023; Kamelia & Pratiwi, 2022; Suciati & Deswarta, 2024; Tarwiyah & Parma, 2022; Yasa & Mayasari, 2022). The level of education significantly influences the enhancement of employee performance capabilities. An increase in employees' education level correlates with enhanced performance. Research by (Hendrayana & Nopiyani, 2023) indicates that a greater degree of education facilitates the absorption and application of information in people' or communities' daily behaviors and lifestyles, influenced by numerous job-related aspects. Nevertheless, certain research suggest that education level is not invariably the primary determinant of employee performance. A study (Junita & Mukmin, 2022; M. Akram Attirmidzi & Sukaria Darmawan, 2022) revealed that employees possessing more educational qualifications do not exhibit superior performance.

The variability of the data suggests the potential influence of additional variables that mediate that link, one of which is knowledge sharing. Within institutions like the Department of Education, knowledge exchange serves as a crucial technique for reconciling disparities in educational backgrounds and professional experiences. This practice enables employees to enhance and reinforce each other's skills, so contributing to the overall enhancement of the organization's performance. (Doronin et al., 2021) elucidate that knowledge sharing both explicit and implicit, is essential for improving an organization's and individual's skills. The practice of knowledge sharing enhances individuals' capacity for innovation, hence directly influencing performance. The dissemination of knowledge fosters individual innovation, hence influencing the institution's performance quality (Rahayunus, 2021). Employees constitute the primary asset of an organization. Consequently, employees must collaborate and offer equitable contributions to attain shared objectives. The practice of knowledge sharing enhances employees' comprehension of their work and duties in the workplace. This ultimately leads to enhanced employee performance (Mayliza & Gilang, 2024).

Despite extensive research on knowledge sharing as a critical determinant of organizational performance, a gap persists in comprehending the impact of work experience and education level on knowledge sharing behavior, especially within government and educational institutions. Numerous prior studies, including those by (Afandy et al., 2022; Blagov et al., 2021; Park et al., 2020), have demonstrated that jwork experience affects knowledge sharing. (Park et al., 2020) discovered that age, position, and tenure greatly affect knowledge-sharing behavior, despite the research being done inside the beauty sector. Conversely, the results of (He et al., 2024) demonstrate that when work experience and education level are considered as control variables, neither exerts a substantial influence on knowledge sharing. Conversely, other studies, including those by (Grubić-Nešić et al., 2015; Haerida et al., 2024; Sivakumar et al., 2023), establish a positive correlation between education level and the propensity of individuals to participate in knowledge sharing. (Grubić-Nešić et al., 2015) assert that education level, in conjunction with factors such as gender, work experience, and career stage, influences an individual's engagement in knowledge sharing within a group. This is substantiated by (Haerida et al., 2024; Sivakumar et al., 2023), who discovered that individuals with higher education level exhibit a stronger propensity for knowledge sharing. Individuals with advanced educational backgrounds typically exhibit superior performance and are more proactive in disseminating information and experiences among colleagues to foster overall organizational performance enhancement. Nevertheless, the results of (He et al., 2024) confirm that, under some conditions, both work experience and education level do not significantly influence knowledge-sharing behavior when statistically controlled.

This research builds upon the investigations by (Febyyana Halim Et Al., 2023; Ika Deswanti Et Al., 2023; Ningsih & Afriaris, 2021), which looked at the impact of education level and work experience on employee performance. Based on the results of studies like (Islam & Ahmed, 2018; Kumalasari & Yoga, 2022; Rubel Et Al., 2021), this study innovates by including knowledge sharing as a mediating variable. Employees who possess confidence in their talents are more inclined to share insights and experiences, hence expediting problem-solving and improving work efficiency (Islam & Ahmed, 2018; Rubel et al., 2021). A work environment that fosters knowledge-sharing practices, along with the improvement of formal education, enhances professionalism and performance (Kumalasari & Yoga, 2022). Nevertheless, studies explicitly identifying knowledge sharing as a mediator between work experience and education level concerning employee performance in local government agencies, including the Education Office, remain scarce (Blagov et al., 2021; Park et al., 2020). Research such as (Afandy et al., 2022; Bramundita, 2025) has illustrated the mediating function of information exchange, predominantly within the private sector environment. This study seeks to address that gap by concentrating on the atmosphere of the Education Office.

Our research gap serves as a crucial basis for our study, which seeks to investigate whether knowledge sharing mediates the relationship between work experience and education level on employee performance. This poses a crucial research question: Is it possible for knowledge sharing to mitigate the impact of education level and work experience on employee performance? This study's conclusions aim to offer theoretical and practical contributions to HR management development within the Education Office and to serve as policy suggestions for improving performance effectiveness by fostering a knowledge-sharing culture.

* 1. Literature Review
     1. Human Capital Theory

The human capital theory posits that investments in education, training, and health will enhance future production and income (Becker, 1993). Human capital encompasses the skills, knowledge, and values that an individual possesses. Formal education and professional training can augment these ideals. Work experience cultivates practical skills and contextual information acquired via professional endeavors, whereas education offers a theoretical framework and enhances critical thinking capabilities. Both factors are essential for improving individual performance in the workplace. This notion highlights that individuals possessing superior human resources are more likely to significantly contribute to the attainment of the company's objectives. Recent studies by (Sari & Prasetyani, 2025) show that investment in education particularly regarding quality, accessibility, and alignment with labor market demands is a crucial component of sustainable human capital development and should be incorporated into holistic economic development strategies.

Knowledge sharing serves as a strategic tool for conveying the value of human capital, alongside education and professional experience. Knowledge can be disseminated among colleagues through experience and education, so augmenting individual capabilities and enhancing the organization's overall effectiveness. (Méndez et al., 2022) assert that the improvement of education and training results in heightened work productivity and proficiency. Furthermore, personal initiatives to disseminate knowledge are essential since they produce positive outcomes and cultivate a collaborative and proactive culture of knowledge sharing.

* + 1. Employee Performance

Employee performance results from their efforts and actions in executing duties and responsibilities during a specified period (Kasmir, 2024). Employee performance in the workplace is a thorough evaluation of an individual's competencies, skills, and accomplishments. individual performance encompasses the degree to which an individual fulfills or surpasses their job obligations and contributes to the overall success of the organization (Ayu Putu Widani Sugianingrat et al., 2019; Widarko & Anwarodin, 2022). According to that definition, employee performance is the outcome of employees' activities and efforts in executing their tasks and responsibilities within a specified timeframe, adhering to authority, ethics, and organizational regulations to attain collective objectives. Employee performance is assessed using measures such as quality, quantity, duration, cost-effectiveness, supervision, and interpersonal interactions among staff (Kasmir, 2024).

* + 1. Work Experience and Employee Performance

Work experience indicates the degree of proficiency in knowledge and abilities of an employee, evaluated by the duration of employment and the caliber of knowledge and skills acquired (Handoko, 2014). Indicators of work experience encompass the length of service, the extent of knowledge and skills acquired, proficiency in tasks and equipment, and the degree of expertise held (Foster & Karen, 2011). According to (Becker, 1993) human capital theory, job experience constitutes an investment in human capital acquired via training and learning in the workplace. Prolonged employment facilitates the acquisition of skills and knowledge, hence augmenting individual productivity and performance within the firm.

Previous research (Akmalia et al., 2022; Fajar & Susanti, 2023; Gah & Syam, 2021; Girsang & Tinambunan, 2022; Hidayat & Wulantika, 2021; Ika Deswanti et al., 2023; Kirani, 2023; Yasin et al., 2021) indicates that work experience can positive significantly impact employee performance, suggesting that employees with experience tend to perform better than those without it. Work experience does not always have a substantial positive effect on employee performance, according to a number of studies (Darmawan & Mardikaningsih, 2021; Kitta et al., 2023).

H1: Work Experience has a positive and significant effect on Employee Performance

* + 1. The Level of Education on Employee Performance

The educational level is a systematically and continually organized progression from primary school to tertiary education. The advancement of education enhances the intricacy of materials and pedagogical approaches in accordance with student development (Elsevier, 2023). KBBI defines the level of education as a systematically and continuously structured tier in the educational process, tailored to the development of learners, the breadth of learning materials, and the educational objectives specified in the curriculum (Badan Pengembangan dan Pembinaan Bahasa, 2024). The indicators of the Level of Education, as outlined by (Titahaja, 2005:53 in Isili et al., 2022) encompass the education level, relevance of the field of study, and proficiency. These findings align with (Becker, 1993) Human Capital theory, which posits that education serves as an investment that can augment an individual's talents and long-term output. The elevation of education level enables individuals to obtain superior information and skills, thereby enhancing employee performance inside the firm.

Previous study (Afwandi, Haryanti, et al., 2022; Asa & Wahida, 2023; Diyanti et al., 2024; Hendrayana & Nopiyani, 2023; Kamelia & Pratiwi, 2022; Suciati & Deswarta, 2024; Tarwiyah & Parma, 2022; Yasa & Mayasari, 2022) indicates that education level influences positive significantly on employee performance. The research, however, indicates that prior research has demonstrated that education level does not have a significantly positive impact on employee performance (Junita & Mukmin, 2022; M.Akram Attirmidzi & Sukaria Darmawan, 2022).

H2: The Level of Education has a positive and significant impact on Employee Performance

* + 1. Work Experience on Knowledge Sharing

Work experience is a knowledge asset that motivates people to share their expertise more actively, according to the Human Capital hypothesis (Becker, 1993). Despite extensive research on knowledge sharing as a critical process for enhancing organizational performance, a gap remains in comprehending how work experience and education level affect knowledge sharing behavior, especially within government organizations or educational institutions. Research by (Afandy et al., 2022; Blagov et al., 2021) indicates that work experience affects positive significantly an individual's propensity to share knowledge, particularly when the material is deemed sensitive or valuable. Research conducted by (Park et al., 2020) evealed that factors such as age, position, and work experience significantly influence knowledge-sharing behavior, although within the beauty business sector. (He et al., 2024) shown that work experience and educational attainment, when employed as control factors, do not exert a substantial impact on knowledge-sharing behaviors.

H3: Work Experience has a positive and significant impact on Knowledge Sharing

* + 1. The Level of Education on Knowledge Sharing

The Human Capital idea (Becker, 1993) states that education improves a person's ability to comprehend and effectively communicate knowledge. Prior research has demonstrated a strong positive correlation between an individual's degree of education and their knowledge sharing style. Prior research has demonstrated a substantial correlation between an individual's education level and their propensity for knowledge sharing. Research by (Grubić-Nešić et al., 2015) indicates that an individual's propensity to share knowledge within a group is significantly affected by their education level, along with other factors such as gender, tenure, and career level. This is corroborated by (Haerida et al., 2024; Sivakumar et al., 2023) who assert that education level impacts positive significantly knowledge sharing. The propensity for knowledge sharing is enhanced when an individual possesses a higher level of education. Moreover (He et al., 2024), determined that work experience and education level, as control variables, do not significantly influence knowledge sharing. Employees possessing higher education typically exhibit superior performance, enabling them to disseminate information and experiences among colleagues to enhance overall performance.

H4: Education Level has a positive and significant impact on Knowledge Sharing

* + 1. Knowledge Sharing on Employee Performance

The Human Capital hypothesis (Becker, 1993) states that knowledge sharing is a way to disseminate information that might improve worker performance. The variable of knowledge sharing contributes positive significantly on employee performance, as evidenced by multiple research (Andayani et al., 2022; Azhari & Priyono, 2022; Azizi & Aulia, 2020; Berlin Mangiwa, 2021; Dewa & Fifaldyovan, 2023; Engidaw et al., 2024; Fikri & Laily, 2022a; Isili et al., 2022; Meher & Mishra, 2022; Utami et al., 2022) Numerous research suggests that knowledge sharing among employees is essential for achieving maximum performance in organizational contexts. Research by (Berlin Mangiwa, 2021) elucidates that increased employee engagement in knowledge and experience sharing correlates with enhanced performance outcomes, hence facilitating the organization's attainment of its objectives more efficiently.

H5: Knowledge Sharing has a positive and significant impact on Employee Performance

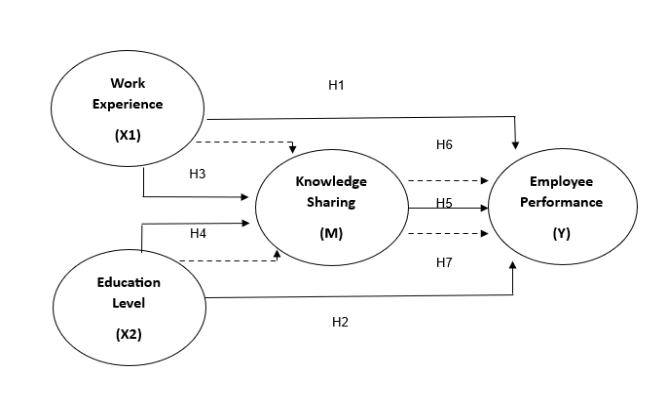
* + 1. The Role of Knowledge Sharing as Mediation

Knowledge sharing refers to the individual dissemination of knowledge, aimed at transferring previously held information to others, thereby enhancing the recipients understanding, whether they are individuals, groups, organizations, or communities (Doronin et al., 2021). According to (Hoof dan ridder, 2004 as cited in Isili et al., 2022) the indicators are categorized into two types: knowledge donating and knowledge collecting. (Becker, 1993), Human Capital theory posits that work experience and educational attainment are investments in human capital that augment individual output. To maximize the impact of experience and education on employee performance, systems for the internalization and diffusion of knowledge are essential. In this instance, knowledge sharing functions as a conduit between schooling and professional experience. Individuals can augment their own knowledge and abilities through information exchange, so enhancing the total capacity of the organization. This will ultimately yield superior personnel.

When employees possess robust confidence in their ability to contribute effectively, they are more inclined to share insights, experiences, and ideas with their peers (Islam & Ahmed, 2018). Moreover, the practice of knowledge sharing aids employees in resolving workplace challenges. They can pursue solutions by leveraging the expertise and perspectives of colleagues who possess greater proficiency in specific areas, hence facilitating more rapid and effective problem resolution (Rubel et al., 2021). Employees with access to diverse information and shared experiences will be better equipped to devise innovative solutions and make more successful decisions (Islam & Ahmed, 2018).Therefore, establishing a work atmosphere that fosters knowledge exchange is crucial for enhancing overall employee performance. In this context, the enhancement of employee skills is an integral component, achieved through the use of innate abilities, internal training, or assistance for formal education. Facilitating employees' educational advancement might augment their expertise and proficiency in their particular domains (Kumalasari & Yoga, 2022). (Bramundita, 2025) research indicates that knowledge sharing mediates the relationship between work experience and education level on employee performance, with elevated work experience and education level fostering knowledge sharing that enhances performance.

H6: *Knowledge Sharing* mediates Work Experience on Employee Performance

H7: *Knowledge Sharing* mediates Education Level on Employee Performance



**Figure 1. Framework of Thought**

2. METHODOLOGY

Employees of the Banyumas Regency Education Office participated in this quantitative survey, which used a cross-sectional design and involved 150 people in total. Out of this total, 120 individuals satisfied the requirements and were utilized as samples in the analysis. Sampling was a non-probability method employing purposive sampling, wherein respondents were intentionally chosen based on defined criteria, including a minimum of one year of work experience. This research examines four variables: work experience and education level as independent variables (X), knowledge sharing as a mediating variable (M), and employee performance as a dependent variable (Y). Data were gathered using questionnaires designed as a five-point Likert scale to assess respondents' perceptions of each indicator within every variable. This study delineates the equipment and variable measurements, as well as the data collection methods, sampling procedures, and analytical approaches employed to examine the correlations between variables in the research model.

2.1 Sampling and Data Collection

The data collection approach involved distributing questionnaires directly to individuals chosen based on factors that correspond with the research objectives, targeting a population of 150 employees. This study employs a non-probability sampling strategy, wherein respondents are selected non-randomly, resulting in unequal opportunities for all population members to be included in the sample (Sugiyono, 2019). The employed technique is purposive sampling, which involves the careful selection of samples according to particular criteria considered representative of the features required for the study (Sugiyono, 2019). This strategy is implemented by establishing specific criteria, one of which stipulates that the chosen respondents must possess a minimum of one year of professional experience. This criterion was selected to guarantee that the respondents possess an adequate comprehension of the tasks and operational dynamics inside the Banyumas Regency Education Office. Of the 150 given questionnaires, approximately 30 were unreturned due to the absence of certain staff during the distribution and collection process. Consequently, a total of 120 respondents from the specified group were gathered and examined in this study. A sample size of 120 individuals was derived using purposive sampling within a non-probability framework, wherein the entire population fulfilling the criteria received the questionnaire, and the final sample size was ascertained based on the number of respondents who returned the questionnaire and satisfied the specified criteria.

2.2 Measurement

This study used a Likert scale for measurement. Respondents were requested to indicate their answers to the questions by selecting the corresponding number or statement. The employed Likert scale comprises five levels: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The Likert scale is a tool utilized to assess an individual’s or group’s attitudes, opinions, and perceptions on social phenomena. When constructing Likert scale-based questionnaire items, each variable is deconstructed into indicators articulated as statements or questions (Sugiyono, 2019). The employee performance variable is assessed using indicators of quality, quantity, duration, cost-effectiveness, supervision, and interpersonal interactions (Kasmir, 2024). The work experience variable is quantified by tenure, the extent of knowledge and skills acquired, proficiency in the job and equipment, and the degree of competence (Foster & Karen, 2011). The degree of education is assessed based on educational attainment, the pertinence of the field of study, and proficiency (Titahaja, 2005:53 in Isili et al., 2022). The knowledge sharing variable is assessed through two primary dimensions: knowledge donating and knowledge collecting (Hoof dan Ridder, 2004 in Isili et al., 2022).

2.3 Data Analysis Techniques

Data processing was conducted with SmartPLS software, employed for testing the Structural Equation Modeling (SEM) model. This study employed descriptive statistical techniques and PLS-SEM (Partial Least Squares Structural Equation Modeling) for data analysis. This technique was selected due to its ability to elucidate the relationships among variables and to enable hypothesis testing using path analysis.

PLS-SEM analysis comprises two primary stages. The initial phase involves assessing the measuring model (outer model) to evaluate the validity and reliability of the indicators. At this stage, convergent validity is confirmed by evaluating factor loading values exceeding 0.7 and Average Variance Extracted (AVE) values surpassing 0.5 (Hair et al., 2021). Nonetheless, loadings over 0.5 remain permissible under specific circumstances (Ghozali, 2021; Hair Jr et al., 2021). Discriminant validity is assessed by the Fornell-Larcker criterion and cross-loading analysis among constructs. The subsequent phase involves the assessment of the structural model (inner model), employed to evaluate the relationships among variables to investigate the research hypotheses. The construct's dependability is evaluated using the Composite dependability value, which should surpass 0.70, and Cronbach's alpha as a measure of internal consistency (Hair et al., 2021).

3. RESULTS AND DISCUSSION

**3.1 Respondent Characteristics**

The data collecting results indicate that the majority of respondents are male (50.8%) and female (49.2%). The male predominance may stem from the fact that men continue to occupy more structural and strategic roles within the Banyumas Regency Education Office. The predominant age group is 40-50 years (38.3%), signifying that most respondents are long-tenured employees in middle to senior roles. The majority of respondents are married (80.8%), consistent with the prevalent age characteristics indicative of adulthood and stability. The majority of respondents hold over 10 years of work experience (36.7%), suggesting that most employees have extensive tenure and a comprehensive awareness of organizational roles and dynamics. The cohorts with job experience of 3–5 years (24.2%), 5–7 years (15.8%), 1–3 years (15.8%), and 7–10 years (8.3%) are below that statistic. The secretariat division encompasses a broad range of responsibilities and an administrative function that engages more personnel than other divisions. Consequently, 48 responses, about 40% of the total, are from this division. The predominant educational attainment among respondents is a bachelor's degree (S1), comprising 76.7% of the total.

**Table 1. Respondent Identity Profile**

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| --- | --- | --- |
| **Category** | **Frequency** | **%** |
| **Gender**  Male  Female | 61  59 | 50,8%  49,2% |
| **Age**  Under 20 years old  20-30 Years  30-40 Years  40-50 Years  >50 Years | 0  25  35  46  14 | 0%  20,8%  29,2%  38,3%  11,7% |
| **Marital Status**  Marry  Unmarried | 97  23 | 80,8%  19,2% |
| **Long Time Working**  1-3 Years  3-5 Years  5-7 Years  7-10 Years  >10 Years | 18  29  19  10  44 | 15%  24,2%  15,8%  8,3%  36,7% |
| **Sections/Divisions**  Secretariat  Early Childhood Development & DIKMAS Field  Field of Elementary School Development  Junior High School Coaching Field  PGTK Development Field  Junior High School Supervisor | 48  20  10  22  16  4 | 40%  16,7%  8,3%  18,3%  13,3%  3,3% |
| **Final Education**  SLTP  High School  DIPLOMA  S1  S2 | 0  12  7  92  9 | 0%  10%  5,8%  76,7%  7,5% |

*\*Source: Primary Data (2024)*

**3.2** **Evaluation of the Measurement Model (Outer Model)**

This study's outer model assessment encompasses convergent validity, reliability, and discriminant analysis. To enhance the overall quality of the measurement model, several indicators must be discarded during the initial phase of data processing using PLS, as they possess outer loadings below 0.70, signifying that these indicators inadequately represent the construct or exhibit inconsistency in respondents' responses. Table 2 demonstrates that the legitimate data satisfies the criteria, as each item exhibits an outer loading value over 0.70, hence ensuring the reliability of the data (Ghozali, 2021). Alongside the validity test, the reliability test is essential to assess the consistency of respondents' answers to the questionnaire. In this instance, techniques such as composite reliability and Cronbach’s alpha are employed.

Cronbach’s alpha, often conservative due to its assumption of uniform reliability across indicators and its sensitivity to item quantity, frequently underestimates internal consistency. In contrast, composite reliability (ρc) is deemed more precise as it accounts for variations in indicator weights, albeit being more liberal. Consequently, the true reliability value typically resides between these two metrics (Joseph F. Hair et al., 2021). According to Table 2, all variables exhibit values over 0.7, indicating that each variable satisfies the criterion for good reliability as determined by both composite reliability and Cronbach’s alpha.

**Table 2. Convergent Validty and Data Reliability**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expression in the scale (Items)** | **LF1** | **LF2** | **CA** | **CR** | **AVE** |
| **Work Experience** |  |  | 0.895 | 0.919 | 0.656 |
| (WE1) The duration of my work at this company has made it easier. | **0.672** |  |  |  |  |
| (WE2) I have knowledge and skills about the work assigned by the Company. | 0.722 | 0.804 |  |  |  |
| (WE3) I have mastered the job and the work equipment provided by the company. | **0.684** |  |  |  |  |
| (WE4) The work experience I have helps me in my job. | 0.775 | 0.829 |  |  |  |
| (WE5) I can complete the work well according to my abilities. | 0.820 | 0.838 |  |  |  |
| (WE6) I work according to the applicable procedures. | **0.674** |  |  |  |  |
| (WE7) The longer I work, the more my experience will improve. | **0.607** |  |  |  |  |
| (WE8) The work experience I had previously helped me understand the work procedures that apply in this company. | 0.757 | 0.753 |  |  |  |
| (WE9) The work experience I had previously cannot be optimally utilized in my current job tasks. | 0.813 | 0.817 |  |  |  |
| (WE10) The work experience I have helps me complete tasks effectively and efficiently. | **0.639** |  |  |  |  |
| (WE11) The job I am currently doing requires a lot of the work experience I had previously. | 0.810 | 0.816 |  |  |  |
| (WE12) The skills I currently possess are still below those of other employees. | **0.685** |  |  |  |  |
| (WE13) The increase in knowledge has a significant impact on my work experience. | **0.691** |  |  |  |  |
| **Level of Education** |  |  | 0.899 | 0.921 | 0.624 |
| (EL1) The job I am pursuing is in line with my latest education. | 0.810 | 0.810 |  |  |  |
| (EL2) The formal education I received improved the quality of my work. | 0.782 | 0.783 |  |  |  |
| (EL3) The position in my company is determined by the level of education of the employees. | 0.793 | 0.794 |  |  |  |
| (EL4) The field of work you are currently in is in line with the education you have pursued. | 0.765 | 0.765 |  |  |  |
| (EL5) The achievements I have received so far were obtained from training outside of school. | 0.811 | 0.811 |  |  |  |
| (EL6) The training I received helped me get a better job. | 0.830 | 0.829 |  |  |  |
| (EL7) The promotion given is in accordance with the competencies possessed by the employee. | 0.735 | 0.735 |  |  |  |
| ***Knowledge Sharing*** |  |  | 0.956 | 0.963 | 0.741 |
| (KS1) I am active in sharing knowledge with other employees. | 0.831 | 0.831 |  |  |  |
| (KS2) I share knowledge with my colleagues. | 0.877 | 0.877 |  |  |  |
| (KS3) I share skills with my colleagues. | 0.863 | 0.863 |  |  |  |
| (KS4) When I learn something new, I tell my coworkers about it in one go. | 0.860 | 0.859 |  |  |  |
| (KS5) A colleague wants to share knowledge with me. | 0.889 | 0.889 |  |  |  |
| (KS6) Colleagues in one department share what they know when I ask them. | 0.868 | 0.867 |  |  |  |
| (KS7) Colleagues from other departments shared what they knew when I asked them. | 0.897 | 0.897 |  |  |  |
| (KS8) Colleagues in the same department share the skills they have when I ask. | 0.804 | 0.805 |  |  |  |
| (KS9) When my coworkers have learned something new, they tell me about it. | 0.857 | 0.857 |  |  |  |
| **Employee Performance** |  |  | 0.881 | 0.913 | 0.678 |
| (EP1) I have the skills and knowledge required for the job. | 0.838 | 0.857 |  |  |  |
| (EP2) I have the quantity produced from my work. | 0.750 | 0.772 |  |  |  |
| (EP3) I have been able to complete the work according to the given standards. | 0.868 | 0.875 |  |  |  |
| (EP4) I can keep the operational costs within the budget for this job. | 0.799 | 0.823 |  |  |  |
| (EP5) I am under full supervision from my supervisor so that I can be more responsible for my work. | 0.803 | 0.785 |  |  |  |
| (EP6) I can collaborate with other employees. | **0.584** |  |  |  |  |

*\*Source: Primary Data (2024)*

The subsequent step is to assess the Average Variance Extracted (AVE) value for the latent construct. This evaluation seeks to determine the degree to which the indicators (manifest variables) can accurately represent the proposed latent construct. A greater representation of the indicators related to the concept results in increased variation collected. (Hair et al., 2021), recommend a minimum AVE value of 0.50. According to Table 2, all variables exhibit AVE values exceeding 0.50; hence, it can be stated that the convergent validity assessment in this study satisfies the stipulated standards.

The discriminant validity test is performed at an advanced stage to confirm that each construct is distinctly separate from other constructs. This assessment entails juxtaposing the indicator loading values of the designated construct against those of alternative constructions. Two methods are employed to assess discriminant validity: cross-loading and the Fornell-Larcker criterion.

**Table 3 Discriminant Validity: Fornell-Larcker Criterion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **EP** | **KS** | **WE** | **EL** |
| *Employee Performance* (Y) | **0.824** |  |  |  |
| *Knowledge Sharing* (M) | 0.558 | **0.861** |  |  |
| *Work Experience* (X1) | 0.501 | 0.621 | **0.810** |  |
| *Education Level* (X2) | 0.701 | 0.693 | 0.621 | **0.790** |

*\*Source: Primary Data (2024)*

*Note: Employee Performance (EP), Knowledge Sharing (KS), Work Experience (WE), Education Level (EL)*

The Fornell-Larcker Criterion involves comparing the correlation coefficients among components in the model with the square root of the Average Variance Extracted (AVE) for each construct (Henseler et al., 2015). A model demonstrates strong discriminant validity when the square root of the Average Variance Extracted (AVE) for each construct exceeds its correlation with other constructs within the model (Ghozali, 2021). The square root of the AVE values, highlighted in bold in Table 3 according to the Fornell-Larcker criterion, demonstrates a stronger association with their respective constructions than with other constructs. These results validate that the criteria for discriminant validity have been satisfied.

**3.3** **Model Evaluation (Inner Model)**

The inner model testing is performed as a second phase to evaluate the causal links among latent variables in the model. This procedure entails evaluating many critical indicators: R-square to assess predictive capability, path coefficients to ascertain the direction and relevance of correlations, and F-square to gauge the effect size of each variable.

**Tabel 4. R - Squere**

|  |  |  |
| --- | --- | --- |
| **Variables** | **R-square** | **R-square adjusted** |
| Employee Performance(Y) | 0.504 | 0.491 |

*\*Source: Primary Data (2024)*

*Note: Employee Performance (EP), Knowledge Sharing (KS), Work Experience (WE), Education Level (EL)*

The regression analysis results presented in Table 5 indicate an R-square value of 0.504. This signifies that 50.4% of the variance in Employee Performance (Y) can be elucidated by the variables of Work Experience, Education Level, and Knowledge Sharing incorporated in the model. Conversely, 49.6% is attributed to variables external to the model.

The Adjusted R-square score is 0.491, indicating that after accounting for the number of independent variables and sample size, the model explains 49.1% of the variance in the dependent variable. This value suggests that the regression model possesses a commendable capacity to elucidate the employee performance variable, but there remains potential to incorporate additional variables that are now excluded from the model.

**Tabel 5. Direct and Inderect Effect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Original Sample (O)** | **T Statistics**  **(| O/STDEV |)** | ***P* Values** | **Result** |
| KS -> EP | 0.113 | 1.213 | 0.225 | Rejected |
| WE -> EP | 0.107 | 1.058 | 0.290 | Rejected |
| WE -> KS | 0.312 | 3.502 | 0.000 | Accepted |
| EL -> EP | 0.634 | 5.587 | 0.000 | Accepted |
| EL -> KS | 0.499 | 5.549 | 0.000 | Accepted |
| WE -> KS -> EP | 0.035 | 1.017 | 0.309 | Rejected |
| EL -> KS -> EP | 0.056 | 1.226 | 0.220 | Rejected |

*\*Source: Primary Data (2024)*

*Note: Employee Performance (EP), Knowledge Sharing (KS), Work Experience (WE), Education Level (EL)*

The concluding phase of the evaluation process for this research involves performing hypothesis testing on the relationships among variables, as detailed in the table. A hypothesis is deemed accepted if the T-statistic value is more than or equal to 1.66 and the P-value is less than 0.005, signifying that the independent variable significantly affects the dependent variable (Hair et al., 2021). According to the table's results, all relationships among the variables exhibit positive route coefficients (original sample). Nonetheless, not all partnerships are deemed significant. A link is deemed significant only if the P-value is less than 0.005 and the T-statistic is greater than or equal to 1.66. The test results indicate that Work Experience (PK) significantly influences Knowledge Sharing (KS), evidenced by an original sample of 0.312, a T-statistic of 3.502 (more than 1.66), and a P-value of 0.000 (less than 0.005). The correlation between Education Level (EL) and Employee Performance (EP) is substantial, evidenced by an original sample value of 0.634, a T-statistic of 5.587, and a P-value of 0.000. Furthermore, (EL) on (KS) exerts a substantial influence, evidenced by an original sample of 0.499, a T-statistic of 5.549, and a P-value of 0.000. Conversely, the correlation between (KS) and (EP) exhibits an original sample of 0.113, accompanied by a T-statistic of 1.213, which is less than 1.66, and a P-value of 0.225, beyond 0.005; hence, it is deemed insignificant. A comparable result was noted for (PK) in relation to (KK), with a T-statistic of 1.058 and a P-value of 0.290, signifying a non-significant association despite its positive nature. The mediation paths WE → KS → EP and EL → KS → EP exhibit a beneficial influence; nevertheless, they lack statistical significance, with T-statistics <1.66 and P-values >0.005. The analysis results demonstrate that only certain associations between variables are statistically significant, whereas others, albeit indicating a positive correlation, lack sufficient strength to validate the proposed hypothesis.

**3.1.1 The Relationship Between Work Experience and Employee Performance**

The research findings demonstrate that Work Experience does not substantially influence Employee Performance. These findings suggest that tenure does not inherently enhance organizational effectiveness. While the human capital theory posits that work experience constitutes an individual investment that might augment productivity (Becker, 1993) empirical evidence indicates that experience does not consistently correspond with enhanced performance. (Dachner et al., 2021), assert that motivation is essential for learning, and organizations must cultivate a supportive culture and provide resources to facilitate ongoing education, as extensive work experience alone does not guarantee substantial performance enhancement without such motivation and support. This research corroborates the findings of (Darmawan & Mardikaningsih, 2021) which similarly concluded that work experience does not significantly influence employee performance. The research indicates that prolonged tenure does not ensure an enhancement in work output, particularly in the absence of ongoing training and skill improvement. Consequently, despite the lack of statistical significance, this finding is crucial for organizations to recognize that job experience should not be the exclusive criterion for evaluating performance. Conversely, employers must advocate for skill development initiatives, ongoing training, and foster an adaptable work environment to ensure that all employees maintain productivity, irrespective of their tenure.

**3.1.2 The Relationship Between Education Level and Employee Performance**

The research findings demonstrate that educational attainment significantly influences employee performance. This research demonstrates that an employee's length and quality of work experience correlate positively with their contribution to performance enhancement. This outcome aligns with (Becker, 1993), human capital theory, which posits that education serves as an investment in the individual, augmenting productivity and performance in the job. An elevated level of education equips an individual with advanced knowledge, abilities, and perspectives, hence enhancing their ability to do activities with greater effectiveness and efficiency. This research aligns with studies (Afwandi, Sudarwanto, et al., 2022; Asa et al., 2023; Diyanti et al., 2024; Hendrayana & Nopiyani, 2023; Kamelia & Pratiwi, 2022; Suciati & Deswarta, 2024; Tarwiyah & Parma, 2022; Yasa & Mayasari, 2022) indicating that educational attainment positively influences employee performance. This suggests that further education equips professionals with enhanced knowledge and skills across many domains, along with superior critical thinking capabilities. They typically possess a more profound comprehension of technology and the latest advancements in the workplace.

**3.1.3 The Relationship Between Work Experience and Knowledge Sharing**

The research findings demonstrate that job experience substantially influences knowledge sharing. This indicates more employee job experience correlates with a heightened propensity for knowledge-sharing activities. Employees with extensive work experience typically possess greater expertise, which instills a high level of confidence in sharing information, ideas, or solutions with their peers. Employees with extensive experience typically possess greater explicit information to disseminate, along with increased confidence in their contributions. Employees with extended tenure typically exhibit elevated participation in multiple facets of knowledge sharing, including knowledge storage, structural sharing, relational sharing, and personal sharing (Park et al., 2020).

According to Human Capital theory (Becker, 1993), work experience constitutes a type of investment in human capital. The information and skills gained during employment are valuable assets that boost individual productivity and contribute to organizational development when disseminated through knowledge sharing. Work experience fosters the development of competencies that can be socially transmitted through employee interactions. These findings align with the research by (Park et al., 2020), which demonstrates that seasoned workers exhibit markedly higher levels of knowledge sharing than their less experienced counterparts. Experienced employees are generally more engaged in diverse methods of knowledge dissemination, encompassing knowledge retention, structured sharing, relational sharing, and personal sharing. Alongside a profound comprehension of the work environment, they have cultivated robust interpersonal networks that enhance the propensity for voluntary and sustainable knowledge sharing.

**3.1.4 The Relationship Between Education Level and Knowledge Sharing**

The findings indicate that educational attainment significantly influences knowledge sharing. This suggests that employees possessing higher educational qualifications generally have a superior comprehension and recognition of the significance of knowledge sharing within the workplace. They also exhibit superior communication and teamwork abilities, which are essential for the knowledge exchange process. These findings align with (Becker, 1993), Human Capital theory, which posits that education serves as an individual investment aimed at improving personal quality through the acquisition of information, skills, and competencies. An individual's educational attainment correlates positively with their human capital value, as seen by their contributions to the business via knowledge-sharing methods. This finding is corroborated by prior study, as indicated by (Grubić-Nešić et al., 2015) which discovered that an elevated degree of education correlates positively with an organizational culture that fosters learning and knowledge sharing. (Haerida et al., 2024) discovered that individuals with higher education levels are more inclined to engage in knowledge sharing, recognizing its strategic significance for the business. Accordingly, (Al Rushud, 2021) contends that scholars with advanced educational backgrounds perceive knowledge sharing as an integral aspect of their professional duty and intellectual contribution. In higher education, persons with advanced degrees exhibit a profound inner urge to disseminate knowledge, recognizing that academic achievement necessitates ongoing collaboration and the sharing of ideas.

**3.1.5 The Relationship between Knowledge Sharing and Employee Performance**

The research findings suggest that the correlation between knowledge sharing and employee performance is insignificant. The results of this study align with those of (Masruroh et al., 2024), which particularly investigated knowledge sharing and determined that this variable did not significantly affect employee performance. The data indicate that knowledge sharing does not directly affect employee performance. The results indicate that knowledge sharing activities in the workplace have not yet directly enhanced individual performance. This suggests that while knowledge exchange takes place, its advantages have not yet been realized in task performance or work outcomes. According to (Becker, 1993) individual knowledge constitutes human capital that can augment production when appropriately managed and utilized. Nonetheless, in the absence of internalization, application, and sufficient organizational support accompanying knowledge exchange, the potential value of human capital will not be maximized in enhancing performance. Consequently, these findings underscore the significance of contextual factors, including support systems and organizational culture, in connecting knowledge sharing to enhancements in employee performance.

**3.1.6 The Relationship between Work Experience and Education Level on Employee Performance through Knowledge Sharing**

The research findings indicate that Work Experience and Education Level do not affect Employee Performance, even when mediated by knowledge sharing. While both work experience and education level considerably influence knowledge sharing, knowledge sharing does not exert a substantial direct effect on employee performance. Consequently, knowledge sharing cannot serve as a mediating variable between work experience and educational attainment in relation to performance. These findings contradict Human Capital theory Becker, (1993) which posits that enhancing individual quality via education and work experience should influence productivity and performance, particularly when bolstered by organizational knowledge-sharing processes. Moreover, these findings contrast with numerous prior studies (Andayani et al., 2022; Azhari & Priyono, 2022; Azizi & Aulia, 2020; Dewa & Fifaldyovan, 2023; Fikri & Laily, 2022; Isili et al., 2022; Khaerana & Mangiwa, 2021; Utami et al., 2022) that consistently demonstrated a positive and significant influence of knowledge sharing on employee performance.

The discrepancies in results may stem from differences in sample characteristics and the sectors of the organizations under investigation. Prior study was undertaken in sectors like banking, energy, services, healthcare, and governmental organizations pertinent to village empowerment or educational inquiry, wherein organizational culture and work processes more actively and structurally facilitate knowledge-sharing activities. In the context of this research concerning the Education Office, information exchange may not yet constitute a fundamental aspect of the work culture or be effectively enabled, hence failing to significantly enhance employee performance. Consequently, our findings underscore the necessity of enhancing a culture of knowledge sharing and implementing more strategic human resource management to ensure that work experience and educational attainment effectively enhance organizational performance. In order to convert human capital into measurable performance outcomes, it is advised that Banyumas Regency Education Office. promote organized knowledge-sharing platforms, such as digital repositories, collaborative forums, and mentoring.

4. CONCLUSION

The research findings demonstrate that education level significantly influences employee performance, although work experience and knowledge sharing do not exert a notable direct effect on performance. Nonetheless, work experience and education level substantially affect knowledge sharing. This suggests that while the knowledge-sharing procedure has been established, it has not yet proven adequate to enhance employee performance at the Banyumas District Education Office.

The research findings suggest that knowledge-sharing methods should transcend mere formality and be actively integrated into daily professional operations through initiatives such as training, mentoring, and regular talks. Implementing this is crucial, as knowledge sharing has yet to demonstrate its ability to mitigate the impact of education and work experience on enhancing employee performance. The findings indicate that work experience does not employee performance, highlighting the necessity of ongoing training to ensure that acquired experience corresponds with contemporary employment requirements. The education level significantly influences performance; yet, the inadequate scores on the competency-based promotion criterion highlight the necessity for a more objective and transparent promotion system. The low scores on the knowledge sharing indicator indicate that the culture of knowledge sharing is inactive and requires enhancement. The subpar findings on the work quantity indicator need an assessment of workload distribution and job execution efficacy to enhance overall employee performance.

This study possesses multiple drawbacks. The research encompasses four primary variables: education level, work experience, knowledge sharing, and employee performance. This study has not accounted for other factors that may influence the strengthening or bridging of correlations between variables, allowing for future development of the findings. This research adopts a constrained theoretical framework in elucidating the interactions among variables. The phenomenon under investigation is also affected by different psychological, social, and organizational factors. Consequently, future study should employ a more varied theoretical framework to achieve a more thorough and nuanced comprehension. This research was conducted just at the Banyumas Regency Education Office, thereby limiting the generalizability of the findings from a population perspective. Future study should incorporate other educational institutions or administrative regions to enhance the representativeness of the findings.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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