Multidisciplinary Output Research For Actual and International Issue (MORFAI Journal) ISSN (e): 2808-6635
Volumes 5 No. 3 (2025)

THE EFFECT OF EDUCATION LEVEL, WORK EXPERIENCE, AND EMPLOYEE AGE ON EMPLOYEE PERFORMANCE AT RESTU BUNDA COFFEE SHOP MEDAN

Dimas Arya Nugraha[1], Syahratun Nazrah[2], Rizkia Nur Yasinta[3], M. Fadhlan Mirza[4], Deni Faisal Mirza[5]*
[1,2,3,5]Universitas Prima Indonesia
[4]Politeknik Pembangunan Pertanian
E-mail: denifm.ukmcenter@yahoo.com, aryad2542@gmail.com

Received	: 01 August 2025	Published	: 01 October 2025
Revised	: 15 August 2025	DOI	: https://doi.org/10.54443/morfai.v5i3.4203
Accepted	: 20 September 2025	Publish Link	: https://radjapublika.com/index.php/MORFAI/article/view/4203

Abstract

Employee performance is a crucial factor in determining a company's success in achieving organizational goals. In practice, various individual factors, such as education level, work experience, and employee age, are often assumed to influence employee performance at Restu Bunda Coffee Shop Medan, both partially and simultaneously. The approach used was a quantitative approach with a survey method. The sampling technique was random sampling, with data collected through distributing questionnaires to employees as respondents. The data obtained were analyzed using multiple linear regression methods. This analysis process was carried out with the help of SPSS version 30 software. The results of this study show that, partially and simultaneously, the variables of education level, work experience, and age do not have a significant influence on employee performance. This finding influence on employee performance. This finding indicates that these three factors are not the main determinants in improving employee performance at Restu Bunda Coffee Shop Medan. Therefore, companies are advised to examine more related factors such as work motivation, stress load, discipline, and work environment in an effort to optimize employee performance.

Keywords: ***Education Level, Work Experience, Age, Employee Performance, Coffee Shop Restu Bunda***

INTRODUCTION

Coffee is a beverage made from coffee beans, which are roasted, ground, and ground into a powder that's ready to be brewed and enjoyed. Coffee is a popular beverage among people of all ages, from young people to the elderly. Coffee not only offers a delicious and aromatic flavor but also helps relieve drowsiness and offers numerous health benefits. Restu Bunda Coffee Shop isn't just a place to enjoy coffee; it also offers a variety of food and snacks, making it a place to relax and stay productive. Beyond the shop's ambiance, the barista's skill and the friendly attitude of the waitstaff also play a crucial role in determining the number of visitors who come to enjoy a cup of coffee. Education plays a crucial role in shaping a person's performance, influenced by the knowledge and skills acquired through their education. Furthermore, education contributes to the development of critical thinking skills necessary for employment, as educated individuals tend to be more skilled at identifying problems and making informed decisions, as evidenced by the employees at Restu Bunda Coffee Shop who have met the company's requirements and qualifications. Work experience significantly impacts employee performance. Through acquired skills, an individual's adaptability and ability to expand their skills and understanding of self-development are enhanced, which impacts work performance. Age is related to employee performance because older employees often have a wealth of experience gained over years of work, which can improve their performance. However, with age, older employees' physical health and energy can decline, affecting their stamina and productivity in jobs that require physical activity. While younger employees may adapt more quickly to new and modern technologies and be more innovative, Restu Bunda Coffee Shop certainly has standards that support the company's success, regarding age that matches job requirements.

LITERATURE REVIEW

Education (X1)

Education is concerned with increasing general knowledge and understanding of an individual's overall life environment. This stage encompasses the development of understanding, abilities, thoughts, disposition, and character. Andrew E. Sikula in Hardjanto

Work Experience (X2)

Work experience refers to the knowledge or skills a person possesses as a result of work performed in a specific field. Source: Ni Putu Dianita Andriyani, (2017), Gayatri & Sriathi, (2020)

Age (X3)

Age is the time span calculated from an individual's birth to the present. As one grows older, an individual's level of maturity and ability to think and work tend to increase. Lasut (2017:367)

Employee Performance (Y)

Performance is defined as work results measured in terms of quality and quantity achieved by an individual as an employee in carrying out tasks based on assigned responsibilities. Source: Mangkunegara (2009:67)

METHOD

Types of research

The researcher used a quantitative descriptive research method. Narbuko (2015:44) explains that "Descriptive research aims to describe solutions to existing problems based on available data, using presentation methods, conducting analysis, and implementing them."

Population and Sample

Population

According to Arikunto Suharsimi (1998:117), "The population is all research objects. If a researcher wishes to examine elements within the research area, the study falls into the population research category. In this context, the population at Restu Bunda Coffee Shop Medan consists of 14 employees."

Sample

According to Hadari Nawawi (2012:153) defines "Sample as a portion of the population that represents the entire population". In the study conducted, the number of samples used was 14. Sugiyono (2017) added "If the population is less than 100 individuals, it is better to take the whole (total sample or census). However, if the population is above 100, a certain formula can be used to determine the sample size".

RESULTS AND DISCUSSION

Statistical Analysis of Data

In the study, SPSS (Statistical Package for the Social Sciences) software was used as an analytical tool to measure the influence of education level, work experience, and age on employee performance at Restu Bunda Coffee Shop, Medan. The analysis process began with validity and reliability tests to ensure that the questionnaire met the requirements for validity and consistency. Descriptive statistical analysis was then conducted to obtain a comprehensive description of the characteristics of the data studied. Next, a series of classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to ensure the data met the requirements for applying the multiple linear regression model. Once the basic assumptions were met, multiple linear regression analysis was applied to identify the relationship between the independent and dependent variables. Additionally, the coefficient of determination (R^2) test, the F test (simultaneous), and the t test (partial) were applied to evaluate the contribution and significance level of each independent variable to the dependent variable, namely employee performance.

Validity Test

Education Level Variable (X1)

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	Total_X1
X1.1	Pearson Correlation	1	.429	.152	.152	-.129	-.215	.581*
	Sig. (2-tailed)		.126	.605	.605	.659	.460	.029
	N	14	14	14	14	14	14	14
X1.2	Pearson Correlation	.429	1	.000	.000	-.302	-.270	.387
	Sig. (2-tailed)	.126		1.000	1.000	.295	.350	.172
	N	14	14	14	14	14	14	14
X1.3	Pearson Correlation	.152	.000	1	1.000**	.213	-.191	.615*
	Sig. (2-tailed)	.605	1.000		<.001	.464	.513	.019
	N	14	14	14	14	14	14	14
X1.4	Pearson Correlation	.152	.000	1.000**	1	.213	-.191	.615*
	Sig. (2-tailed)	.605	1.000	<.001		.464	.513	.019
	N	14	14	14	14	14	14	14
X1.5	Pearson Correlation	-.129	-.302	.213	.213	1	.651*	.496
	Sig. (2-tailed)	.659	.295	.464	.464		.012	.072
	N	14	14	14	14	14	14	14
X1.6	Pearson Correlation	-.215	-.270	-.191	-.191	.651*	1	.261
	Sig. (2-tailed)	.460	.350	.513	.513	.012		.367
	N	14	14	14	14	14	14	14
Total_X1	Pearson Correlation	.581*	.387	.615*	.615*	.496	.261	1
	Sig. (2-tailed)	.029	.172	.019	.019	.072	.367	
	N	14	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Of the six questionnaire items, three were declared valid (X1.1, X1.3, X1.4) because they had a significance value below 0.05 and a fairly strong correlation with the total construct score. Meanwhile, the other three items (X1.2, X1.5, and X1.6) were invalid because they had a significance value above 0.05.

Work Experience Variable (X2)

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	Total_X2
X2.1	Pearson Correlation	1	.637*	-.178	-.041	-.178	-.224	.728**
	Sig. (2-tailed)		.035	.542	.890	.542	.442	.003
	N	14	11	14	14	14	14	14
X2.2	Pearson Correlation	.637*	1	-.517	.827**	-.401	.600	.661*
	Sig. (2-tailed)	.035		.103	.002	.221	.051	.027
	N	11	11	11	11	11	11	11
X2.3	Pearson Correlation	-.178	-.517	1	-.378	.913**	-.173	.279
	Sig. (2-tailed)	.542	.103		.182	<.001	.555	.333
	N	14	11	14	14	14	14	14
X2.4	Pearson Correlation	-.041	.827**	-.378	1	-.378	.774**	.054
	Sig. (2-tailed)	.890	.002	.182		.182	.001	.854
	N	14	11	14	14	14	14	14
X2.5	Pearson Correlation	-.178	-.401	.913**	-.378	1	-.173	.304
	Sig. (2-tailed)	.542	.221	<.001	.182		.555	.290
	N	14	11	14	14	14	14	14
X2.6	Pearson Correlation	-.224	.600	-.173	.774**	-.173	1	.137
	Sig. (2-tailed)	.442	.051	.555	.001	.555		.640
	N	14	11	14	14	14	14	14
Total_X2	Pearson Correlation	.728**	.661*	.279	.054	.304	.137	1
	Sig. (2-tailed)	.003	.027	.333	.854	.290	.640	
	N	14	11	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Of the six questionnaire items, two were declared valid (X2.1, X2.2) because they had a significance value below 0.05 and also a fairly strong correlation with the total construct score. Meanwhile, the other four items (X2.3, X2.4, X2.5, X2.6) were invalid because they had a significance value above 0.05.

Age Variable (X3)

Correlations

		X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	Total_X3
X3.1	Pearson Correlation	1	.506	-.101	.392	.630*	.581*	.662**
	Sig. (2-tailed)		.065	.732	.166	.016	.037	.010
	N	14	14	14	14	14	13	14
X3.2	Pearson Correlation	.506	1	.092	.903**	.803**	.822**	.965**
	Sig. (2-tailed)	.065		.756	<.001	<.001	<.001	<.001
	N	14	14	14	14	14	13	14
X3.3	Pearson Correlation	-.101	.092	1	.000	.114	-.328	.105
	Sig. (2-tailed)	.732	.756		1.000	.698	.273	.721
	N	14	14	14	14	14	13	14
X3.4	Pearson Correlation	.392	.903**	.000	1	.635*	.917**	.905**
	Sig. (2-tailed)	.166	<.001	1.000		.015	<.001	<.001
	N	14	14	14	14	14	13	14
X3.5	Pearson Correlation	.630*	.803**	.114	.635*	1	.665*	.843**
	Sig. (2-tailed)	.016	<.001	.698	.015		.013	<.001
	N	14	14	14	14	14	13	14
X3.6	Pearson Correlation	.581*	.822**	-.328	.917**	.665*	1	.854**
	Sig. (2-tailed)	.037	<.001	.273	<.001	.013		<.001
	N	13	13	13	13	13	13	13
Total_X3	Pearson Correlation	.662**	.965**	.105	.905**	.843**	.854**	1
	Sig. (2-tailed)	.010	<.001	.721	<.001	<.001	<.001	
	N	14	14	14	14	14	13	14

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Of the six question items, five items were declared valid (X3.1, X3.2, X3.4, X3.5, X3.6) because they had a significance value below 0.05 and a fairly strong correlation with the total construct score. Meanwhile, one other item (X3.3) was invalid because the significance value was above 0.05.

Employee Performance Variable (Y)

Correlations

		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Total_Y1
Y1.1	Pearson Correlation	1	.054	-.776**	-.817**	-.498	-.561*	-.606*	-.475	-.407	-.410	-.418	.469	-.511
	Sig. (2-tailed)		.862	.001	<.001	.070	.037	.022	.086	.149	.164	.137	.091	.062
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.2	Pearson Correlation	.054	1	-.175	.064	.494	.093	.452	.564*	.181	.000	.448	.081	.582*
	Sig. (2-tailed)	.862		.568	.836	.086	.761	.121	.045	.554	1.000	.125	.793	.037
	N	13	13	13	13	13	13	13	13	13	12	13	13	13
Y1.3	Pearson Correlation	-.776**	-.175	1	.808**	.309	.440	.362	.193	-.043	.171	.290	-.441	.332
	Sig. (2-tailed)	.001	.568		<.001	.282	.116	.204	.509	.883	.577	.315	.115	.246
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.4	Pearson Correlation	-.817**	.064	.808**	1	.564*	.540*	.674**	.530	.258	.290	.306	-.178	.643*
	Sig. (2-tailed)	<.001	.836	<.001		.036	.046	.008	.051	.373	.337	.287	.544	.013
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.5	Pearson Correlation	-.498	.494	.309	.564*	1	.841**	.835**	.840**	.606*	.571*	.208	-.091	.801**
	Sig. (2-tailed)	.070	.086	.282	.036		<.001	<.001	<.001	.022	.042	.475	.757	<.001
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.6	Pearson Correlation	-.561*	.093	.440	.540*	.841**	1	.755**	.672**	.415	.389	.000	-.425	.498
	Sig. (2-tailed)	.037	.761	.116	.046	<.001		.002	.009	.140	.189	1.000	.130	.070
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.7	Pearson Correlation	-.606*	.452	.362	.674**	.835**	.755**	1	.958**	.626*	.333	.512	-.244	.857**
	Sig. (2-tailed)	.022	.121	.204	.008	<.001	.002		<.001	.017	.266	.062	.401	<.001
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.8	Pearson Correlation	-.475	.564*	.193	.530	.840**	.672**	.958**	1	.721**	.393	.536*	-.117	.879**
	Sig. (2-tailed)	.086	.045	.509	.051	<.001	.009	<.001		.004	.184	.048	.692	<.001
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.9	Pearson Correlation	-.407	.181	-.043	.258	.606*	.415	.626*	.721**	1	.773**	.441	.063	.656*
	Sig. (2-tailed)	.149	.554	.883	.373	.022	.140	.017	.004		.002	.115	.830	.011
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.10	Pearson Correlation	-.410	.000	.171	.290	.571*	.389	.333	.393	.773**	1	.199	.284	.574*
	Sig. (2-tailed)	.164	1.000	.577	.337	.042	.189	.266	.184	.002		.514	.347	.040
	N	13	12	13	13	13	13	13	13	13	13	13	13	13
Y1.11	Pearson Correlation	-.418	.448	.290	.306	.208	.000	.512	.536*	.441	.199	1	-.237	.597*
	Sig. (2-tailed)	.137	.125	.315	.287	.475	1.000	.062	.048	.115	.514		.414	.024
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Y1.12	Pearson Correlation	.469	.081	-.441	-.178	-.091	-.425	-.244	-.117	.063	.284	-.237	1	.085
	Sig. (2-tailed)	.091	.793	.115	.544	.757	.130	.401	.692	.830	.347	.414		.772
	N	14	13	14	14	14	14	14	14	14	13	14	14	14
Total_Y1	Pearson Correlation	-.511	.582*	.332	.643*	.801**	.498	.857**	.879**	.656*	.574*	.597*	.085	1
	Sig. (2-tailed)	.062	.037	.246	.013	<.001	.070	<.001	<.001	.011	.040	.024	.772	
	N	14	13	14	14	14	14	14	14	14	13	14	14	14

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

An item is said to be valid if the significance value (Sig. 2-tailed) is below the significance level of 0.05 and has a positive correlation coefficient (r). Of the twelve question items, eight items are declared valid (Y1.2, Y1.4, Y1.5, Y1.7, Y1.8, Y1.9, Y1.10, Y1.11) because they have a significant value below the significance level of 0.05 and a fairly strong correlation to the total score of the construct. Meanwhile, the other four items (Y1.1, Y1.3, Y1.6, Y1.12) are invalid because they have a significance value above 0.05.

Reliability Test

Reliability testing aims to measure the extent to which a research instrument, such as a questionnaire, can produce consistent data when applied repeatedly under the same conditions. One of the most commonly used techniques in reliability testing is Cronbach's Alpha. Cronbach's Alpha values range from 0 to 1, with higher values indicating stronger internal consistency between items within a construct or variable being measured.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.583	.697	3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.778	2

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.931	5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.856	8

Based on the image presented above, the results of the reliability test indicate that all variables have Cronbach Alpha coefficient values that indicate an adequate level of reliability. The Education Level variable (X1)

has a Cronbach Alpha value of 0.583, the Work Experience variable (X2) has a value of 0.751, the Age variable (X3) has a value of 0.929, and the Employee Performance variable (Y) has a value of 0.843. Thus, all measurement instruments for these variables can be declared reliable.

Descriptive Statistics

Descriptive statistical measurements on the variables in the study conducted were carried out to obtain a general overview of the data, including the average value (mean), maximum value, minimum value and standard deviation of each variable, namely (X1) Education Level, (X2) Work Experience, (X3) Age, and (Y) Employee Performance. The output of the descriptive statistical analysis is presented in table III.9 as follows.

Table 3.5 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	14	15.00	22.00	18.5000	2.02864
X2	14	17.00	30.00	22.6429	3.27243
X3	14	12.00	27.00	18.8571	5.62764
Y	14	36.00	53.00	44.5000	5.45964
Valid N (listwise)	14				

Based on the descriptive analysis output presented previously, it can be illustrated that the distribution of data obtained by the researcher has the following characteristics:

1. The variable (X1) Education Level shows that the minimum value is 15 and the maximum value is 22. The average (mean) of this data is 18.5000 with a standard deviation of 2.02864, which indicates the level of data spread from the average value.
2. The variable (X2) Work Experience shows that the minimum value is 17 and the maximum value is 30. The average value is 22.6429 with a standard deviation of 3.27243, which describes the level of data variation in relation to the average value.
3. The variable (X3) Age has a minimum value of 12 and a maximum value of 27. The average (mean) of this data is 18.8571 with a standard deviation of 5.62764, which indicates a fairly large level of data spread relative to the average value.
4. The Employee Performance variable (Y) indicates a minimum value of 36 and a maximum value of 53. The average (mean) of this data is 44.5000 with a standard deviation of 5.45964, which reflects the level of distribution of employee performance scores to the average value.

Classical Assumption Test

Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	47.137	13.729		3.433	.006		
	Tingkat Pendidikan	-1.433	.819	-.533	-1.750	.111	.543	1.840
	Pengalaman Kerja	.824	.498	.494	1.655	.129	.565	1.769
	Usia	.277	.260	.286	1.065	.312	.699	1.430

a. Dependent Variable: Kinerja Karyawan

Based on the coefficients table above, the multicollinearity test can be seen from the tolerance and variance inflation factor (VIF) values. The results show that all independent variables have tolerance values (> 0.100) and VIF values (< 10.00), namely: Education Level (VIF = 1.840), Work Experience (VIF = 1.769), and Age (VIF = 1.430). This indicates that there is no multicollinearity between the independent variables.

Normality Test

The normality test is used to identify whether the residual data in a regression model is normally distributed. This normality is important because it is one of the requirements for classical linear regression. This test can be performed statistically (for example, using the Kolmogorov-Smirnov test) or visually using a graph such as a PP plot. If the output indicates a significance value above 0.05, the residuals are considered normally distributed, and the assumption of normality is met.

1. Normality Test (Kolmogrov-Smirnov)

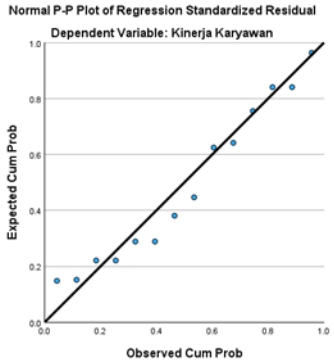
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			14
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		3.87394265
Most Extreme Differences	Absolute		.166
	Positive		.166
	Negative		-.117
Test Statistic			.166
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.366
	99% Confidence Interval	Lower Bound	.354
		Upper Bound	.379

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

According to the results of the Kolmogorov-Smirnov normality test listed in the table above, the Asymp. Sig. (2-tailed) value was 0.200. Since this value exceeds the 0.05 significance level, it can be concluded that the data is normally distributed. Therefore, the normality assumption in the regression model has been met.

2. Normality Test (PP Plot)

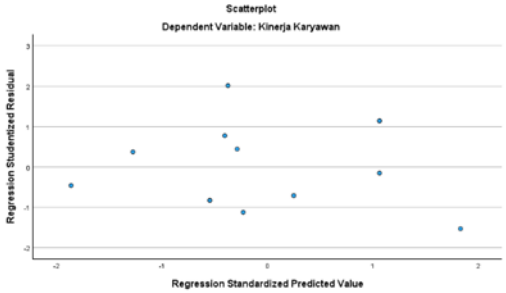


Based on the visualization in the Normal PP Plot image, it appears that the residual points are distributed along a diagonal line pattern. This pattern indicates that the residual distribution approaches a normal distribution. Therefore, it can be concluded that the data in this model meets the assumption of normality.

Heteroscedasticity Test

The heteroscedasticity test aims to identify the presence or absence of inconsistencies in residual variance at each level of predictor values in a regression model. In a regression model that meets classical assumptions, residual variance should be constant or homogeneous, known as homoscedasticity. If the residual variance is not constant (heteroscedasticity), the estimated results can be inefficient. This test can be performed using methods such as the Glejser test or visually using a scatterplot graph between residuals. If the resulting pattern is random and does not form a pattern, heteroscedasticity is not present.

1. Heteroscedasticity Test (Scatterplot)



Based on the scatterplot in the image above, it appears that the residual points are randomly distributed around the horizontal line (zero value) without forming any pattern. This pattern reflects the homogeneity or constant nature of the residual variance. Therefore, it can be concluded that the regression model does not experience heteroscedasticity. Therefore, the homoscedasticity assumption in linear regression has been met.

2. Heteroscedasticity Test (Glejser)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.877	5.788		1.188	.262
	Tingkat Pendidikan	-.514	.345	-.553	-1.490	.167
	Pengalaman Kerja	.368	.210	.637	1.751	.110
	Usia	-.129	.110	-.383	-1.172	.268

a. Dependent Variable: ABS_RES

The results of the heteroscedasticity test using the Glejser method, shown in the table above, show that the significance values (Sig.) for all independent variables, namely education level (0.167), work experience (0.110), and age (0.268), are above the 0.05 threshold. These results indicate that there is no significant impact between the independent variables on the absolute value of the residual. Therefore, this regression model can be declared free from heteroscedasticity symptoms.

Multiple Linear Analysis Test

Multiple linear regression analysis is a statistical method used to measure and analyze the simultaneous influence of several independent variables on a single dependent variable. The purpose of this analysis is to gain a more comprehensive understanding of the relationships between these variables.

1. Simultaneous Significance Test (F)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.403	3	64.134	3.287	.067[b]
	Residual	195.097	10	19.510		
	Total	387.500	13			

a. Dependent Variable: Kinerja Karyawan

b. Predictors: (Constant), Usia , Pengalaman Kerja , Tingkat Pendidikan

The F-test results in the ANOVA table indicate a significance value of 0.067, exceeding the 0.05 threshold. This indicates that, simultaneously, the variables of age, work experience, and education level do not significantly impact employee performance. Therefore, the regression model cannot be declared significant.

2. Partial Significance Test (T)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	47.137	13.729		3.433	.006
	Tingkat Pendidikan	-1.433	.819	-.533	-1.750	.111
	Pengalaman Kerja	.824	.498	.494	1.655	.129
	Usia	.277	.260	.286	1.065	.312

a. Dependent Variable: Kinerja Karyawan

According to the t-test results in the table above, it can be seen that the three independent variables: Education Level, Work Experience, and Age have significance values greater than 0.05, namely (0.111; 0.129; and 0.312, respectively). This phenomenon indicates that no variables have a significant impact on Employee Performance, partially. (H1, H2, H3 are NOT ACCEPTED).

$$\mathbf{Y = 47.137 - 1.433X1 + 0.824X2 + 0.277X3}$$

Based on the results of the regression analysis, a multiple linear regression equation model was obtained that statistically represents the relationship between the independent variables and the dependent variable in the study: $Y = 47.137 - 1.433X_1 + 0.824X_2 + 0.277X_3$, Y is defined as employee performance, X1 is defined as education level, X2 is defined as work experience, and X3 is defined as age. This equation illustrates that if the education level increases by one unit, employee performance tends to decrease by 1.433 units. Conversely, each increase in work experience and age is estimated to increase employee performance by 0.824 and 0.277 units, respectively. The constant value of 47.137 indicates employee performance when all independent variables are zero. However, it

should be noted that statistically, a significance value above 0.05 indicates that the variable does not have a statistically significant impact on the dependent variable.

3. Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705[a]	.497	.345	4.41697

a. Predictors: (Constant), Usia , Pengalaman Kerja , Tingkat Pendidikan

The table above shows a summary of the regression model involving three predictor variables: Age, Work Experience, and Education Level. The coefficient of determination (R Square) of 0.497 indicates that 49.7% of the variation in the dependent variable can be explained by the three independent variables in the model. Meanwhile, the remaining 49.3% is influenced by other elements not included in the study. The Adjusted R Square value of 0.345 provides a correction to the R Square by considering the number of predictors, thus producing a more accurate estimate of the model's ability to describe the dependent variable. In terms of the standard error of the estimate value of 4.41697 indicates the magnitude of the average deviation between the value predicted by the model and the actual value observed.

CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn:

1. Education level does not have a significant effect on employee performance at Coffee Shop Restu Bunda Medan with a significance value of 0.111 > 0.05 and t count -1.750 < t table 2.228.
2. Work experience does not have a significant effect on employee performance at Coffee Shop Restu Bunda Medan with a significance value of 0.129 > 0.005 and t count 1.655 < t table 2.228.
3. Employee age does not have a significant effect on employee performance at Coffee Shop Restu Bunda Medan with a significance value of 0.312 > 0.005 and t count 1.065 < t table 2.228.
4. Education Level, Work Experience, and Employee Age do not have a significant effect on Employee Performance at Restu Bunda Coffee Shop Medan.

REFERENCES

Basyit1, A. B. S. (2020). Pengaruh Tingkat Pendidikan Dan Pengalaman Kerja Terhadap Kinerja Karyawan. Volume 5 Nomor 1 Juni 2020, 12-20. Retrieved From Https://Www.Detikpendidikan.Id/2019/04/Pengertian-Populasi-Dan-Sampel.Html

Utama, B. A.K . D. J. (2021). Pemberdayaan Masyarakat Untuk Kualitas Irigasi Melalui Benih Ikan Yang Bekerjasama Dengan Bbi. Vol: I No: Lxvii(Desember2021), 156-164.

Chandra, E. (2016). Hubungan Direct Marketingdan Personal Sellingterhadap Keputusan Pembelian Pie Elis. E-Issn: 2527-4635, Volume 1, Nomor 4, Oktober 2016, 418.

Mirza, D. F. (2022). International Journal Of Science, Technology & Management Increasing The Productivity Of Palm Sugar Through High Degree Of Crystalline Sugar Production. Issn: 2722-4015, 1-5.

Mirza, D. F. (2020). Pengaruh Komunikasi Kerja, Stres Kerja Dan Kepuasan Kerja Terhadap Kinerja Karyawan Pt. Star Media Internusa Medan . Volume 6 Nomor 2 (2020) E-Issn: 2598-9693 , 1-10.

Mirza, D. F. (2023). Pengaruh Kepemimpinan, Motivasi, Dan Disiplin Kerja Terhadap Kinerja Karyawan. Vol. 2(3) (2023), Issn: 2829-9329(Online), 109-117.

Mirza, D. F. (2022). The Effect Of Covid-19, Kur And Communicationon The Productivity Of Msme Entrepreneurs Partners Pt Perkebunan Nusantara Iii Medan City. Jrssem 2022, Vol. 01, No. 10, 1582 – 1591, 1583-1590.

Mirza, D. F. (2019). The Effect Of Living Training And Life Skill Training On The Growth Of New Enterpreneur . Vol.4, No. 1, April 2019, 35-44.

Mirza, D. F. (2020). Pengaruh Harga,Kualitas Produk, Dan Promosi Terhadap Keputusan Pembelian Konsumen Pada Pt. Fastfood Indonesia Cabang Simpang Mataram Medan. Tijarah, Volume 1 No. 19 Tahun 2020, 129-134.

Pratiwi, S. H. D. (2022). The Influence Of Capital, Social Media And Training On The Productivity Of Msmes Fostered Partners Of Pt. Perkebunan Nusantara Iii Medan City. Volume 6, Number 1, 2022, Pp. 128-134p-Issn: 2614-6533 E-Issn: 2549-6409, 129-134.

Sitanggang, F. A. S. (2020). Pengaruh Harga, Promosi, Dan Kualitas Produk Terhadap Keputusan Pembelian Ban Sepeda Motor Merek Swallow Pada Pt. Industri Karet Deli Medan . Tijarah, Volume 1 No. 19 Tahun 2020 , 1-8.

Tanjung, M. S. A. (2021). Pengaruh Biaya Agensi Terhadap Kebijakan Dividen (Studi Kasus: Perusahaan Manufaktur Yang Terdaftar Di Bei 2016-2019). Polimedia, Vol 24 No. 1 Februari 2021, 29.

Maulana, A. (2022). Analisis Validtas, Reliabilitas,Dan Kelayakan Instrumen Penilaian Rasa Percaya Diri Siswa . Vol. 3, No. 3, Desember 2022, Pp. 133-139issn:2774-2156(Cetak), 134.

Tanjung, M. S. A. (2022). Pengaruh Keselamatan Dan Kesehatan Kerja (K3) Dan Lingkungan Kerja Non Fisik Terhadap Kepuasan Kerja Karyawan Pt Haleyora Powerindo Cabang Sibolga Nias. Issn : 2614-851x (Online), Volume 5 Issue 2 (2022) , 368.

Mirza, D. F., Lumbantobing, T. S., Simanjuntak, H. P., & Giawa, Y. (2021). Pengaruh Motivasi,Kepuasan,Dan Disiplin Kerja Terhadap Kinerja Karyawan Pada Pt. Indonesia Comnets Plus Medan. Vol.16.No.1, Januari–Maret 2021issn: 2085-1960, 1-14.

Dayyan, M. A. F. (2017). Pengaruh Sumber Daya Insani Terhadap Kinerja Karyawan Perbankan Syariah . Vol 1, No 1 Tahun 2017.

Pratiwi, S. F. (2022). Pengaruh Knowledge Management Dan Inovasi Terhadap Kinerja Organisasi Di Kabupaten Ponorogo. 62.

Sugiyono, P. D. (2021). Metode Penelitian Komunikasi (Kuantitatif, Kualitatif, Analisis Teks, Cara Menulis Artikel Untuk Jurnal Nasional Dan Internasional). Bandung: Alfabeta.

Lakshmita, S. Y. R. (2024). Effect Of Age, Length Of Service,And Education On Employee Productivity. Vol. 3 (4) (2024), Issn: 2830-5132 (Online), 136-141.