

WHAT DOES AGE PROVE IN A WORK ORGANIZATION?

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Abstract

This study aims to understand and analyze the performance differences within a workgroup divided into three age groups. The age groups are categorized as workers aged 24 to 33 years in one group, workers aged 34 to 44 years in another group, and workers aged over 44 years in a third group. The test results indicate differences in the average values of the three groups, with the highest average performance score found in the group of workers aged over 44 years. The hypothesis testing shows that there is no significant difference between the three groups in this study. This means that, theoretically, the three groups have the same level of performance, with no significant differences, despite the arithmetic differences in the average performance scores of these groups. The lack of differentiating factors can be analyzed as a potential lack of high motivation from both individuals and external factors within the organization, possibly due to monotonous work planning factors, in individual work planning. The first hypothesis is rejected; there is no difference in performance based on age. The second hypothesis is rejected; workers in group one do not have better performance than the other groups.

Keywords: *Ages, Work Planning, Performance, Learning Curve.*

Abstrak

Penelitian ini bertujuan untuk memahami dan menganalisis perbedaan kinerja dalam suatu kelompok kerja yang dibagi menjadi tiga kelompok umur. Kelompok usia tersebut dikategorikan sebagai pekerja berusia 24 hingga 33 tahun dalam satu kelompok, pekerja berusia 34 hingga 44 tahun dalam kelompok lain, dan pekerja berusia di atas 44 tahun dalam kelompok ketiga. Hasil pengujian menunjukkan perbedaan nilai rata-rata ketiga kelompok, dengan skor kinerja rata-rata tertinggi terdapat pada kelompok pekerja berusia di atas 44 tahun. Pengujian hipotesis menunjukkan bahwa tidak ada perbedaan yang signifikan antara ketiga kelompok dalam penelitian ini. Ini berarti bahwa, secara teoritis, ketiga kelompok memiliki tingkat kinerja yang sama, tanpa perbedaan yang signifikan, meskipun ada perbedaan aritmatika dalam skor kinerja rata-rata kelompok-kelompok ini. Kurangnya faktor pembeda dapat dianalisis sebagai potensi kurangnya motivasi yang tinggi baik dari individu maupun faktor eksternal dalam organisasi, mungkin karena faktor perencanaan kerja yang monoton, dalam perencanaan kerja individu. Hipotesis pertama ditolak; Tidak ada perbedaan kinerja berdasarkan usia. Hipotesis kedua ditolak; Pekerja dalam kelompok satu tidak memiliki kinerja yang lebih baik daripada kelompok lain.

Kata kunci: *Usia, Perencanaan Kerja, Kinerja, Kurva Belajar.*

INTRODUCTION

Discussion about employee performance often involves many factors that can influence an individual's productivity and contribution in the workplace. One aspect that is frequently discussed is the influence of age on someone's performance. Some perspectives argue that age can have a significant impact on productivity and an individual's work style. In the early stages of a career, younger workers may be more dynamic and tend to adapt to technological changes more quickly. Meanwhile, older workers may bring valuable experience and wisdom but may face challenges related to adapting to the latest technological developments. Although there are views stating that age can affect performance, it is important to note that each individual is unique, and other factors such as training, motivation, and working conditions also play a role in determining productivity. Improved

performance is not solely dependent on age but also on an individual's ability to continue learning and adapting to changes.

A study on the performance differences among different groups of workers may provide a more profound insight. The question that arises is to what extent age can be a significant factor in determining how effective someone is in a particular work environment. Do these differences manifest in problem-solving abilities, creativity, or even job satisfaction levels? Therefore, further research is needed to gain a more detailed understanding of the relationship between age and workplace performance. This may involve a deeper analysis of factors such as job types, organizational culture, and the specific requirements of particular work environments. Only with a more comprehensive understanding can we obtain a fuller picture of whether there are performance differences among various groups of workers (Smith, J. A., & Johnson, 2017). When considering the impact of age on employee performance, it is important to understand that each life phase has its own characteristics. Younger workers may tend to have high energy and enthusiasm, bringing innovation and fresh enthusiasm to the team. On the other hand, more experienced workers may exhibit stability and wisdom derived from years of work experience. Therefore, embracing age diversity in the workplace can create a balanced and dynamic environment.

However, wise management needs to ensure that development and training programs are designed taking into account the diverse needs and learning styles of various age groups. Younger workers may benefit from opportunities for rapid technological development, while older workers may appreciate in-depth training to enrich their experiences (Wasiman, 2019). In conclusion, while age may play a role in performance, the best approach is to view individuals as unique entities with their own strengths and potentials. Only with an inclusive approach and a focus on continuous development can we ensure that every team member, regardless of age, can make their maximum contribution in the workplace.

Individual Differences

This term refers to the unique variations and distinctions that exist among people. These differences can encompass various aspects such as personality, skills, abilities, preferences, and experiences. Recognizing and understanding individual differences is essential in various contexts, including education, psychology, and the workplace, as it helps tailor approaches and strategies to meet the diverse needs of individuals. (Goldberg, 1993). The importance of understanding individual differences lies in their influence on various aspects of life, including education, work, and social interactions. In the context of education, understanding individual differences allows educators to design more responsive and inclusive teaching approaches. Learning that takes into account individual learning styles, intelligence, and preferences can enhance the effectiveness of education and motivate each student on a more personal level. Therefore, recognizing and managing individual differences is key to creating an environment that supports optimal development and well-being for every individual in various life contexts.

Age Differences

Age differences can have a significant impact on an individual's psychological characteristics. In the early stages of life, younger individuals often tend to be more explorative and open to new experiences, a tendency influenced by a lack of life experience and a high curiosity about the surrounding world. Furthermore, aspects of cognitive and emotional development may also change with age. Children and teenagers may undergo periods of identity exploration and intense social skill development. Conversely, adults may exhibit higher levels of maturity, emotional management skills, and conflict resolution abilities.

On the other hand, older individuals tend to face different psychological dynamics. Aging is often associated with certain physical changes and cognitive decline, but it can also showcase increased wisdom and a more mature life perspective. The psychology of older individuals may reflect the accumulation of life experiences, and they may be more inclined to value deeper social relationships. Additionally, as individuals enter later stages of life, there may be a deeper reflection on the meaning of life and personal achievements. Therefore, psychological characteristics associated with age differences can vary significantly throughout an individual's life cycle (Smith, J. A., & Johnson, 2017).

Personality variations, learning styles, and learning curves

Personality theories, such as the Myers-Briggs or Big Five Personality Traits (Myers, I. B., & McCaulley, 1985), in (Wasiman, 2019) highlight significant differences in individual traits. Some individuals may lean towards being more extroverted and open to new experiences, while others may be more introverted and prefer stability. Variations in personality influence how individuals interact with others, approach tasks, and respond to specific situations. Every individual has a unique learning style. According to the VARK learning model (Visual, Auditory, Reading/Writing, Kinesthetic) by Neil Fleming, people learn through various methods that involve the use of visual, auditory, reading/writing, or kinesthetic experiences. These differences reflect individual preferences in how they grasp information and form the basis for effective learning approaches. The learning curve refers to the graphical or conceptual representation of an individual's or a group's learning process over time. This curve reflects how an individual's level of understanding or skill improves over time with experience or practice. Generally, the learning curve illustrates the relationship between the time invested in learning or practicing and the level of proficiency or understanding gained (Matriano & Suguku, 2015).

The learning curve can take various shapes, but its common form typically includes an initial phase where learning progresses rapidly (steep growth rate), followed by a phase where improvements may slow down (gentle growth rate). Factors such as motivation, learning methods, and the complexity of the material can influence the shape of an individual's learning curve (Gardner, 1983) in (Riani, 2011). The learning curve is often used in the context of education, psychology, and management to illustrate the process of adaptation and the development of skills or knowledge. Understanding the learning curve can assist educators, lecturer, or managers in planning more effective learning or training approaches.

Performance

It is important to remember that the definition of "performance" can vary depending on the context and the measurement goals one aims to achieve. Overall, performance encompasses the evaluation of results and achievements to measure the effectiveness or efficiency of an action or activity. Furthermore, the concept of performance can also be applied to various fields, including the arts, sports, and education. For instance, in performing arts, performance may refer to an artist's stage presentation, while in sports, performance can be measured through an athlete's achievements in competition (Sutrisno, 2009). In general, performance refers to measurable results or achievements of an action, task, or activity. The understanding of performance can vary depending on the context, but fundamentally, it reflects the extent to which an individual, team, or organization achieves established goals or standards. In the context of organizations or businesses, performance is often measured through the attainment of strategic objectives, financial outcomes, productivity, and other metrics. Employee performance can be assessed based on skill evaluations, work productivity, and contributions to a team or project (Hadi et al., 2022).

Performance evaluation not only provides benefits for individuals and organizations but also serves as a crucial tool in identifying training and development needs. By assessing employee performance, companies can pinpoint areas where employees need improvement in skills or knowledge. This enables the formulation of specific development plans tailored to individual needs, which, in turn, can enhance their capabilities and contributions to the team and the organization as a whole (Abnur, A., Wibowo, A. E., Nasution, M. N. A., & Syaiful, 2023). The importance of performance assessment is also tied to effective performance management. Managers who can provide constructive feedback and understand the needs and aspirations of employees can create a positive work environment. Open and transparent communication about performance expectations, organizational goals, and career development opportunities can enhance trust and employee engagement. While many companies adopt traditional performance assessment methods, there is a trend towards more contextual and sustainable approaches. This approach involves continuous feedback throughout the year rather than only during annual evaluations. This method creates greater flexibility in responding to changes in the business environment and ensures that employees have an ongoing understanding of their performance.

The effectiveness of performance assessment is closely linked to compensation policies and career development. Performance assessment results can serve as the basis for determining incentives or promotions for high-performing individuals, while employees in need of further development can be directed towards suitable training. This process creates healthy incentives to improve performance and motivates employees to reach their maximum potential. However, it's essential to remember that the performance assessment process is not always without challenges. Errors in assessment, biases, and unclear assessment goals can affect the fairness and accuracy of evaluations. Therefore, companies need to design a fair, transparent, and measurable performance assessment system (Bacal, 2002) in (Wibowo, A.E., Abnur, 2022).

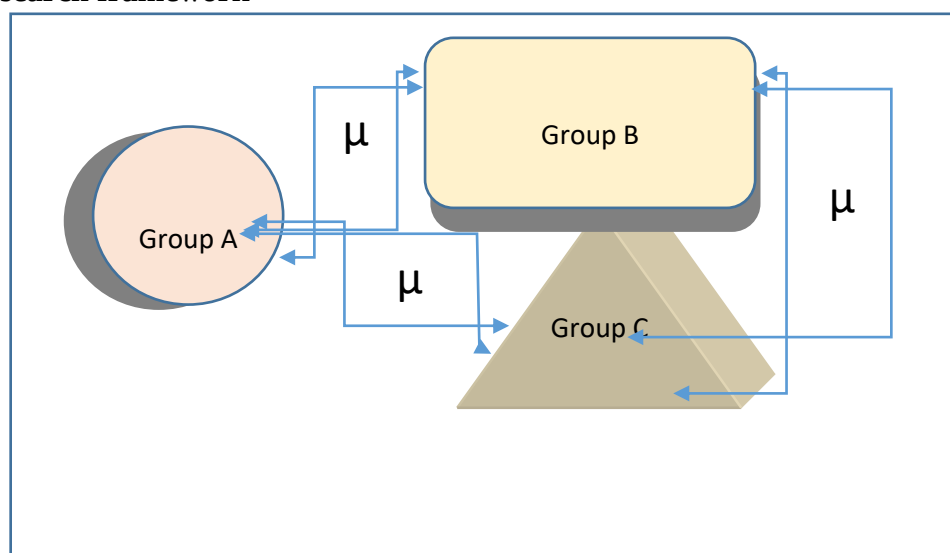
Previous research

Wibowo, A.E., Abnur, (2022) conducted a study titled "The performance difference in service quality between employees of "Sederhana and Nasi Kapau" Restaurant in the culinary tourism area of The Vitka City Complex. The research findings indicate a significant difference between the two groups of workers in their performance outcomes.

Sahlan et al., (2015) conducted a study titled "The Influence of the Work Environment, Job Satisfaction, and Compensation on Employee Performance at PT. Bank Sulut Branch Airmadidi." The research results indicate that (1) the work environment significantly influences the performance of employees at PT. Bank Sulut Branch Airmadidi. (2) Job satisfaction significantly influences the performance of employees at PT. Bank Sulut Branch Airmadidi. (3) Compensation significantly influences the performance of employees at PT. Bank Sulut Branch Airmadidi.

Susitiningrum, (2015) conducted a study titled "The Influence of the Work Environment, Work Motivation, and Work Discipline on the Performance of Production Employees at PT Njonja Meneer Semarang." The research results are as follows: (1) The work environment significantly influences the performance of production employees at PT Njonja Meneer Semarang. (2) Work motivation significantly influences the performance of production employees at PT Njonja Meneer Semarang. (3) Work discipline significantly influences the performance of production employees at PT Njonja Meneer Semarang.

Research framework



Hypothesis:

- H₁: There is a significant difference in performance among instructors or lecturer based on age.
 H₂: Group 1 exhibits significantly better performance compared to the other groups.

RESEARCH METHODS

This study depicts the relationship between age groups and performance within an organization. The groups are positioned independently without influencing each other significantly within the primary group. This research model will be completed using Anova analysis tools (Wibowo, A.E.,

Wulandari, 2020). Historical data used consists of quantitative performance success values during the observation period in reports from the provider, specifically secondary data in the form of past performance reports (Sanusi, 2011). The population in this study comprises 36 permanent instructors, with a sample taken using a saturation model (Wibowo, 2021), where all members of the population are included as sample members (Sugiyono, 2012).

RESULT and DISCUSSION

Table 1. Description of gender

gender	number
male	23
female	13

Sources: Data Collected

Table 1, it can be explained as follows, that the data sample used in this research has male respondents totaling 23 samples or 63.8%, while female respondents amount to 13 samples or 36.2%.

Table 2. Description of age

age	number
24 to 33 years old	8
34 to 43 years old	19
more than 44 years old	9

Sources: Data Collected

Table 2, it can be explained as follows, that the data sample used in this research has respondents aged 24 to 33 years totaling 8 respondents or 22.3%. Respondents aged 34 to 43 years amount to 19 respondents or 52.7%. Meanwhile, respondents aged over 44 years total 9 respondents or 25.0%. Meantime, to gain an understanding of the achievement of targets and the performance of instructors, it can be explained through the figurative description below.

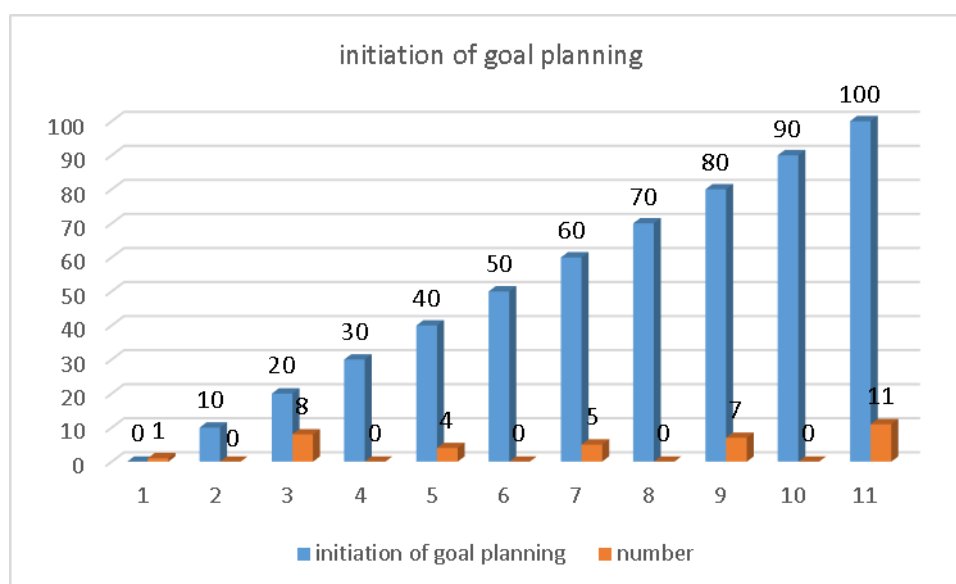


Figure 1. Number and Targets

The illustration in Figure 1 depicts the distribution of initiation of goal planning by instructors and lecturer, detailed as follows: there is 1 person with 0 percent initiation of goal planning, 8 persons with 20 percent initiation of goal planning, 4 persons with 40 percent initiation of goal planning, 5 persons with 50 percent initiation of goal planning, 7 persons with 80 percent initiation of goal planning, and 11 persons with 100 percent initiation of goal planning. Meanwhile, the performance

achievement or outreach based on the group attributes of the performance range of instructors and lecturer, categorized by performance levels, can be illustrated in the figure below:

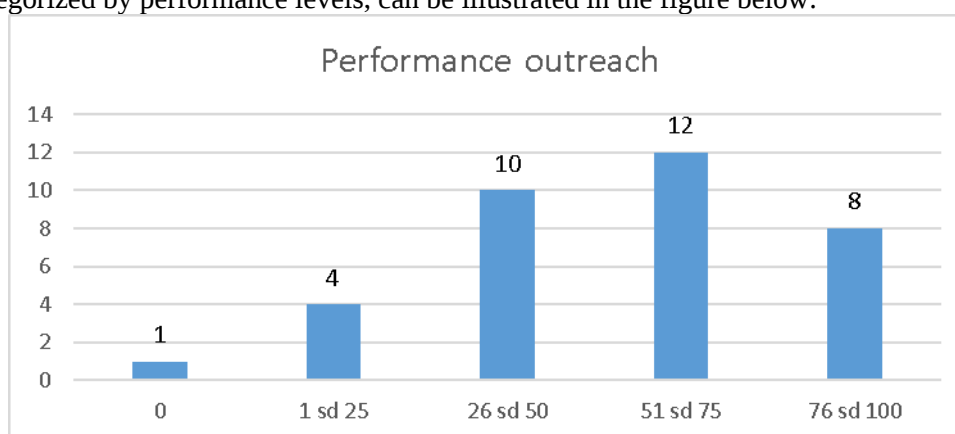


Figure 2. Performance outreach

Based on the figure 2, it can be explained that performance achievements can be categorized into 5 groups. In the first group, there is 1 respondent who did not achieve anything from the planned activity, 4 respondents achieved within the range of 1 to 25 units from the planned activity, 10 respondents achieved within the range of 26 to 50 units from the planned activity. Meanwhile, 12 respondents achieved within the range of 51 to 75 units from the planned activity, and 8 respondents achieved within the range of 76 to 100 units from the planned activity.

Table 3. Comparison test results

Age	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
24 to 33 years old	46,50	19,086	6,748	30,54	62,46
34 to 43 years old	56,84	27,931	6,408	43,38	70,30
more than 44 years old	68,22	20,675	6,892	52,33	84,11
Total	57,39	25,084	4,181	48,90	65,88

Sources; Data Collected

Table 3, above indicates that respondents aged 24 to 33 years have an average performance score of 46.50. Respondents aged 34 to 43 years have an average performance score of 56.84, and respondents aged over 44 years have an average performance score of 68.22. There is a difference in the average performance scores among the respondent groups in an arithmetic sense.

Table 4. The significance test for differences

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2010,474	2	1005,237	1,658	,206
Within Groups	20012,082	33	606,427		
Total	22022,556	35			

Sources; Data Collected

Table 4 shows an F value of 1.658 with a 95% confidence level, resulting in a significance value of 0.206. From Tables 3 and 4 above, it explains that despite the differences in average values among the three different groups, consisting of Group 1 with an age range of 24 to 33 years, Group 2 with an age range of 34 to 43 years, and Group 3 with an age range of over 44 years. The calculation results show that Group 3 has the highest average value compared to the other groups. However, these differences are not significant in indicating a real distinction in contributing to the organization's

performance. This is evidenced by the fact that the calculated F value is smaller than the F table value: $1.658 < 2.874$, and the significance value of $0.206 > 0.05$.

Based on the hypothesis proposed in this study the first hypothesis is there is a significant difference in performance among instructors based on age. This hypothesis is in accordance with the research that has been carried out that the realization that age differences do not have a significant impact on one's performance in an organization reinforces the idea that performance is more likely to be influenced by job interest, work-related talents, and a preference for the job. The motivational aspect towards achieving performance excellence is an individual's motivation in the workplace. This demonstrates that age is merely a demographic difference that is not always linearly correlated with pedagogical abilities and teaching proficiency.

Meantime for the second hypothesis stating that Group 1 demonstrates significantly better performance than the other groups, empirically, this is contradicted by test results indicating no significant differences among Group 1, Group 2, and Group 3. Mathematically, there are differences in values, showing variances among these three groups. However, these numerical differences lack substantial significance, indicating no substantial performance distinction among the groups. In other words, the differences in average values do not provide meaningful insights into significant performance disparities among these three groups.

CONCLUSION

Hypothesis 1 was rejected, as the results indicate that age differences do not significantly influence an individual's performance. It can also be concluded that being younger, often perceived as more energetic and having surplus energy, does not necessarily result in better performance. Similarly, for the older age group, experience does not always equate to performance in real-world scenarios. This conclusion points to the idea that good performance is associated with the extent of internal motivation to give the best for one's environment. In other words, factors beyond age may play a more significant role in determining how much someone contributes positively to performance within an organization.

Hypothesis 2 was rejected, as the results show that the average value of Group 1 is not significantly greater than the other groups. So, despite the common assumption that younger age comes with strength, energy, and greater literacy with technology, it does not automatically result in a significantly positive effect as a driving force to perform better than other groups. Lack of experience in pedagogical skills may be a factor reducing the positive aspects that could serve as credit points for younger individuals in an educational organization. A strong drive is needed to deliver good performance for the organization, and this drive can be created externally, in this case, by the organization where they work, in addition to their internal motivation.

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