

The Effect of Work Ethic on The Professional Competences of University Lecturers at Jakarta of Indonesia

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Abstract—The study aims to determine and analyse the effect of work ethic on of the professional competence of University Lecturers in Indonesia in the facing of Digital 4.0. This study uses quantitative research method with survey technique to respond the test hypotheses that have been formulated. The respondents are 105 lecturers, the sampling technique used was sampling purposive technique. The questionnaire of work ethic and professional competence were validated with the product moment correlation, while reliability was measured by the Alpha Cronbach. Hypothesis testing using path analysis (Path Analysis). The research result of the study found that there is a direct positive influence of work ethic on the lecturer's professional competence. Implications of research efforts to improve the lecturer's professional competence of the University in Jakarta in Indonesia, the work ethic must be increased.

Keywords—*work ethic; professional competence; university lecturers*

I. INTRODUCTION

The higher education is a strategic path in improving the quality of human resources strived to be managed professionally by building relationships with the industrial world. The partnership between university and industry through exchanging information and research products has the potential to accelerate a nation's economic growth [1].

Efforts to improve the management quality of tertiary institutions in Indonesia began with improving lecturer competency, but in reality, the planning, preparation and implementation of lecturer competency management policies in Indonesia were considered to be less concerned with industrial market needs, ignoring student needs, managing lecturer competencies has not been managed properly, and various professional development efforts of lecturers have failed. This condition affects the low competence of lecturers.

Lecturers a lays strategic component in the management of university. So that lecturers are required to have a work ethic and a positive attitude to the profession. But in practice, the work ethic of the lecturer is still considered low, the low work ethic of the lecturer effects the low overall performance of the organization.

In the management of effective tertiary institutions, work ethic are key factors that determine the success of the quality of graduates through increasing the professional competence of lecturers, because lecturers are the main implementers of higher education activities. In line with these thoughts Czerw and Grabowski state that a person's work ethic in carrying out his duties is affected by the professional competence [2]. This is as stated by Mangunjaya states that work ethic has a direct effect on professional competence [3]. through strategic vision and articulation, sensitivity to the environment, sensitivity to members need, personal risk, unconventional behaviour. Therefore, lecturers are required to have a good professional competence. in carrying out their duties and functions in accordance with the tri dharma of higher education covering aspects of education and teaching, research and development and community service. Professional competence is the interest, knowledge, skills of a person in carrying out their duties in accordance with the field of profession [4]. Professional competence of lecturers is a professorship proficiency that is implemented through the tri dharma activities of Higher Education.

Factors affect the professional competence is work ethic. Work ethic is a work behaviour to describe trust in one's own business, work is God's calling, work to achieve achievement, hard work, discipline, cooperation, obeying regulations and loving work [5]. Therefore, the implementation of the work ethic in the implementation of the duties and functions of the lecturer effects the improvement of professional competence. But in reality, the work ethic of the university lecturers in the

Jakarta Region is still considered low, especially in the field of research and development.

The development of work ethic is an important aspect of forming a lecturer who has academic character, emotional character and spiritual character alternative to human resource management in a higher education in meeting the need.

Based on the description of the above thoughts, this study focused on the Effect of Work Ethic on Professional Competencies of University Lecturers in Indonesia.

II. LITERATURE REVIEW

To analyse there is the effect of the work ethic on professional competence used to work ethic and professional competence theory. The construction of work ethics and professional competence are compiled in reference to the concepts and thoughts of human resource management thinkers and thinkers' that have to do with the theory formulated, and complemented by published research results in indexed journals. The construction of theory is based on the substantiation of theory, synthesis, dimensions and indicators.

A. Work Ethic

Work ethic as the key in shaping employee ethical behaviour, fostering work ethic is an effective way of improving organizational performance [6]. Work ethic as the basis of building a collective mindset of a society or nation that is actualized in the will to be responsible for controlling destiny, seeking innovation and tenacity [7].

Weber as a popular thinker developed work ethic thinking, according to Weber that Protestant ethic has developed work is the path to salvation. The basic concept of work ethic was initiated by Luther and Calvin as the first thinkers in the history of European civilization, establishing work culture norms to have benefits for individual interests and have positive moral values as a manifestation of devotion to God [8].

According to Weber that Protestant reform had produced radical changes in the Protestant belief system about work in the 16th century [9]. Before reforms took place, work was considered a burden and something to be avoided. The religious reforms carried out by Luther and John emphasized that all forms of work of any weight can elevate human dignity. In fact, perseverance in work is a form of high obedience to God in Christian teachings. The essence of the Protestant Work Ethic is to respect work, work can improve human status, work hard, feel satisfied in achieving achievements through work and have a commitment to organization [10]. Weber, emphasizes that work ethic is understood as a social norm by respecting high efforts and dedication in work, "wasting time in principle is the deadliest sin". Therefore, hard work promises ethical compensation. Loving leisure time is very detrimental to individuals who show morality in their efforts is low [11].

Indicates that the essence of the lecture work ethic is hard work, respect for time, passion for achieving high achievement, work as a way to get to safety and a form of devotion to God. In this Kaiyan. Meriac revealed, work ethic can be measured from: (a) centrality of work, (b) independence, (c) hard work, (e) work ethic, (f) delay in gratification, (g) time management,

the importance of efficient use of time. The work ethic indicator : work is work is a way to achieve happiness, commitment to work, hard work is a source of success, work is investment, time management, ambition to excel, discipline, honesty, avoid conflicts of interest, and believe that work contribute to individual morals, welfare and justice.

There the work ethic is a work behaviour that describes trust in one's own business, work is God's calling, work achieves achievement, hard work, tenacious, honest, disciplined, responsible, independent.

B. Professional Competence

Robbins states, "competence is the capacity of individuals to work on various tasks in a job". According to Dingle, "competence is" the ability of an employee to achieve the performance of work that is his responsibility "[12]. In this connection Gilmore and Carson, stated that competence is the ability to use science and skills effectively in achieving performance. According to HRA, "A competency is a cluster of related knowledge, skills, abilities, and characteristics that are related to the performance of a significant aspect of the practice of a profession" [13].

The above thoughts, it can be stated that competence is a person's ability to integrate mastery of knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out work according to the profession.

Professional originating from the word profession means expert or skilled in the field [14]. Hamalik, said "the profession is an open statement and promise to devote himself to a certain position" [15]. Professional competence is a skill, knowledge, attitude, and motivational characteristics that are built through learning from work experience [4]. Cheetham and Chivers, stated that professional competence is formed by Knowledge / cognitive competence, functional competence, personal or behaviour competence and value / ethical competence [16]. Cheetham and Chives further stated that the dimensions of competence can be developed by individuals to achieve high professional competence [16]. By combining potential competencies in an effort to improve professional performance, Cheetham illustrates the following figure:

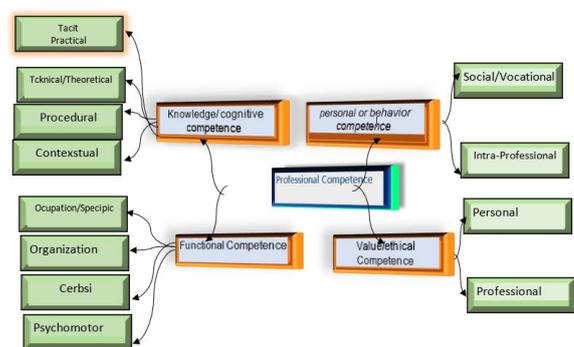


Fig. 1. Framework for the theory of professional competence.

Professional Competence is formed by Knowledge / cognitive competence, functional competence, personal or behaviour competence and value / ethical competence.

Knowledge / cognitive competence) consists of four aspects, namely (1) tacit / practical, namely knowledge related to certain functional or personal competencies called "knowledge in action". (2) Technical / Theoretical relating to the knowledge base that underlies the profession, principles and theory, application, transfer, synthesis and extrapolation. (3) Procedural consists of how, what, when routine tasks are carried out in professional activities. (4) Contextual is knowledge that is affected by the background of the organization, industry and other sectors.

Functional competence consists of four aspects, namely: (1) Specific Occupation namely job specification, (2) organizing related to planning, delegation and evaluation, (3) intellectually is a skill that involves mental and intellectual activity. (4) psychomotor namely physical skills.

Ethical competence or personal value consists of (1) social / vocational behaviour that is related to performance, professional duty, self-confidence, concentration of work and stamina.

Interprofessional is behaviour that deals primarily with interactions with other professionals, collegiality, compliance with professional norms. Personal, which is related to ethical values, adopts an analysis of compliance with each other's moral or religious rules.

Based on the description above, that professional competence consists of several elements, namely knowledge competence, functional competence, personality competence and ethical competence. In strengthening professional competition can be done through the development of education, training and work experience. As Chivers stated, that professional competence development can be done through educative interactions that are fostered by a competent tutor, universities are effective institutions in developing professional competence of students, development of professional competencies can be carried out effectively through learning fostered by tutors namely lecturers who have professional competence, so that the development of professional competencies can be carried out effectively [17]. While Ottewill et al view that the development of one's professional competence can be done through formal education and training programs, which are combined with relevant work experience [18]. Development programs and training in strengthening professional competence can be carried out at accredited formal education and training institutions or independent education and training institutions. While McKenna, argues that strengthening professional competence can be developed through work experience by conducting performance appraisal as part of managerial implementation by strengthening the core competencies that managers believe in with indicators: achievement of orientation, service and quality of customers, impact and effect, teamwork and collaboration, alignment with the organization's vision, values, and goals; innovative thinking, for problem solving and improvement; analytical thinking and information seeking; and responsible [19].

The description above, it can be stated that the development of professional competence can be carried out through various forms, namely education and training in higher education institutions, educational and training institutions in formal and

independent institutions and work experience relevant to the professional competence developed.

III. RESEARCH METHODOLOGY

The method used in this research is used survey method that is doing direct research at a university in Jakarta of Indonesia. Data collection tool used is questionnaire. The research data was collected by using the researcher developed questioner and given to the sample from the population. The research respondents are lectures university in Jakarta with 105 people and the sample is determined by using cluster random sampling technique. The variable of professional competence as dependent variable, while the variable work ethic of as independent variable.

The research instrument is an effective data collection tool using a questionnaire. The research instrument is the right tool to collect quantitative data. The method of collecting data with a questionnaire is called the survey method. The instrument of work ethic and professional competence are validated by the moment product, while those that are met with the Cronbach alpha.

The results of the validity test of work ethic instrument show that out of 35 items of work ethic questionnaire items, there are 1 invalid item, namely number 27. The invalid statement item is not used to capture data; thus, the number of valid statement items is 34 items, then the statement used for the actual research is 34 statements. The results of the reliability test concluded that work ethic instruments have high reliability with a value of α 0.911.

The results of the validity test of professional competence instrument show that out of 35 items of professional competence questionnaire items, there are 1 invalid item, namely number 23. The invalid statement item is not used to capture data; thus, the number of valid statement items is 34 items, then the statement used for the actual research is 34 statements. The results of the reliability test concluded that professional competence instruments have high reliability with a value of α 0.884.

Hypothesis testing uses path analysis. Data is analysed using parametric statistics. In paramedic analysis, two groups of statistical analysis were used, namely descriptive statistical analysis and inferential analysis. Statistical analysis is used to describe the analysed variable data, while inferential statistical analysis is used to analyse the effect between the variables studied.

IV. RESULTS AND DISCUSSIONS

A. Results

1) *Descriptive statistical analysis:* Data on work ethic variable have a valid number of items as many as 34 statements, with a measurement scale of 5 alternative answers, the lowest theoretical score of 34 and the highest theoretical score of 170.

The results of the descriptive statistical calculation show that the work ethic data has a range of theoretical score

between 39 to 190, and the range of empirical score between 100 and 153.

TABLE I. DESCRIPTIVE STATISTICS OF VARIABLES OF WORK ETHIC (X)

No	Class Interval	Boundary		Frequency		
		Bottom	Top	f_a	f_{cum}	F%
1	100 - 107	95,5	107,5	5	5	4,76%
2	108 - 115	107,5	115,5	6	11	5,72%
3	116 - 123	115,5	123,5	11	22	10,48%
4	124 - 131	123,5	131,5	26	48	24,77%
5	132 - 139	131,5	139,5	23	71	21,90%
6	140 - 147	139,5	147,5	22	93	20,95%
7	148 - 155	147,5	155,5	12	105	11,42%

Data on professional competence variable have a valid number of items as many as 33 statements, with a measurement scale of 5 alternative answers, the lowest theoretical score of 33 and the highest theoretical score of 165.

The results of descriptive statistical calculation show that professional competence data has a range of theoretical score between 33 to 165, and an empirical score range between 106 and 151.

TABLE II. DESCRIPTIVE STATISTICS OF VARIABLES PROFESSIONAL COMPETENCE (Y)

No	Class Interval	Boundary		Frequency		
		Bottom	Top	f_a	f_{cum}	F%
1	120 - 121	119,5	121,5	5	5	4,76%
2	122 - 123	121,5	123,5	11	16	10,48%
3	124 - 125	123,5	125,5	23	39	21,91%
4	126 - 127	125,5	127,5	28	67	26,66%
5	128 - 129	127,5	129,5	23	90	21,91%
6	130 - 131	129,5	131,5	9	99	8,57%
7	132 - 133	131,5	133,5	6	105	5,71%

2) Hypothesis test: Testing the hypothesis in this study used path analysis technique through t_{test} and ANOVA test which are used to determine the significance and magnitude of path coefficient constructs between the variables studied,

about the positive direct effect of work ethic on professional competence.

Based on the Enova or F_{rest} , the F_{count} is 1.743 with a significance level of 0.05. Since probability (0,024) is much smaller than 0.05, the regression model can be used to predict professional competence.

TABLE III. DATA CALCULATION

$$ANOVA \hat{Y} = 110,990 + 0,117 X$$

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
professional competence * Work Ethic	Between Groups	(Combined)	472.133	39	12.106	1.743	.024
		Linearity	171.817	1	171.817	24.731	.000
		Deviation from Linearity	300.316	38	7.903	1.138	.319
	Within Groups	451.582	65	6.947			
	Total	923.714	104				

Based on the data linearity test Y on X, obtained F_{count} of 1.138. If consulted with F_{table} at the significance level of 0.05 and df (38:65) = 1.67. Thus, H_0 is accepted because F_{count} is smaller than F_{table} (1.138. <1.67). From the results of the linearity test, a significance value of 0.319 was obtained, because 0.319 was greater than 0.05, (0.319 > 0.05). then the regression model is significant, this means the positive direct effect work ethic on professional competence.

B. Discussions

The results of hypothesis testing indicate that there is the positive direct effect work ethic on professional competence.

The better the work ethic, the better the professional competence. The proportion of professional competence variance can be explained by work ethic. The form of the positive direct effect work ethic on professional competence is shown by the regression line equation. Changes in the score on the work ethic are followed by a score for increasing professional competence.

Work ethic is one of the main variables that constantly and stably contributes to professional competence. From these results it can also be interpreted that an increase in the work ethic will contribute meaningfully to the improvement of professional competence. In this connection, Damayanti

states that work ethic has an effect on professional commitment, therefore, various efforts to increase professional commitment can be done through increasing the work ethic of employees by putting pressure on increasing discipline, honesty, resilience, love for work and work hard to achieve [20].

Work ethic is an important aspect in strengthening the professional competence of lecturers. Therefore, in the framework of improving professional competence, lecturers are strived to have a good work ethic with the principle that work is a tool to achieve happiness, the desire to excel in work, hard work, assume that work is a religious order, has discipline in work, can finish work on time, respect and obey superiors, able to work together with other parties, obey rules in carrying out tasks, obey work guidelines, be able to manage time effectively, be honest in work, work to contribute on individual morals, working for welfare and justice, having a deep love for work and being able to achieve achievements.

In an effort to improve professional competence, it can be started from an increase in work ethic. Because the work ethic in it provides a clear direction, where work is a means of achieving happiness, works not only in the interests of the world, but works for the interests of ukrowi which are implemented in worship activities to God, work for achievement, work hard, discipline and are able to complete work on time. This is consistent with the results of Rahmania's research, that the work ethic effects the professional competence of teachers [21].

From the results of a review of some literature the results of previous studies that are relevant to this study and as far as the researchers' research on several studies have been published, there are no similar research topics that examine the effect of charismatic leadership, professional attitude and work ethic on professional competence. also seen from the place that was used as the object of research, this research is the first research conducted to examine University lecturers in Jakarta as a unit of analysis with the topic of professional competence of lecturers viewed from the work ethic.

The novelty of the topic from the findings of the research results can be seen from his analysis of the pattern of developing professional competence of lecturers through the development of academic character and spiritual character. The model of strengthening the professional competence of lecturers through the development of academic character and spiritual character can trigger the implementation of the duties and functions of lecturers to be more dynamic, innovative and productive in carrying out the tri dharma activities of higher education.

V. CONCLUSION

The findings of the research result it can be concluded that the lecturer work ethic has a positive direct effect on professional competence.

To improve the lecturer's professional competence who have academic character, spiritual characteristics and good emotional character, can be done through an increase in

work ethic. Because the work ethic in it provides a clear direction, where work is a means of achieving happiness, works not only in the interests of the world, but works for the interests of ukrowi which are implemented in worship activities to God, work for achievement, work hard, discipline and are able to complete work on time

VI. LIMITATION AND FUTURE RESEARCH

In the study there are several weaknesses, judging from the number of samples in the study and data relying only on quantitative data, so that further research can be more developed related to the number of samples and methods of research.

ACKNOWLEDGMENTS

The researcher would like to thank the leaders and staff of the Jakarta Muhammadiyah University of who had helped in the completion of this research.

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