



Linking Education and Skills with Work Ethic and Quality Service

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Abstract. This study aims to assess the impact of education and skill levels on government service quality and work ethic within the General Section of the Regional Secretariat of Mamuju Regency. By employing path analysis, this research examines the causal relationship between these variables through hypothesis testing. The study population consists of 21 personnel from the Regional Secretariat of Mamuju Regency. The findings reveal that education positively influences work ethic, which, in turn, enhances service quality. This suggests that higher educational attainment contributes to a stronger work ethic, ultimately improving government service delivery. However, the results indicate that skill level does not directly affect work ethic. Despite this, work ethic remains a crucial determinant in improving service quality within the General Section. Overall, the study highlights the essential role of work ethic in ensuring superior government services. The findings emphasize the need for continuous educational development among personnel to strengthen their work ethic and improve public service efficiency in the General Section of the Regional Secretariat of Mamuju Regency.

Keywords: Work ethic, service quality, education level, skill level, knowledge

1 INTRODUCTION

Comprising a supporting role in the Mamuju Regency government, the General Section of the Regional Secretariat is answerable to the mayor via the Regional Secretary. The General Section of the Regional Secretariat of Mamuju Regency, as a regional work unit, primarily manages governmental functions aimed at improving public services and fostering community empowerment and development. The General Section of the Regional Secretariat of Mamuju Regency has not fully achieved its plans and objectives regarding planning, procedures, and work output.. By means of knowledge and skill development grounded on work ethic, members and staff of the General Section of the Regional Secretariat of Mamuju Regency should be able to comprehend one another. The performance of employees will depend on their improvement in organizational knowledge and abilities..

Employees' lack of knowledge and skills and lack of concern for work ethic are suspected to be the cause of this problem. This shows that workers in the General Section of the Regional Secretariat of West Sulawesi still receive low scores because they lack speed and responsiveness in mastering and managing work processes. Speed or Accuracy of Work: The General Section of the Regional

Secretariat of Mamuju Regency does not yet have or use media or work base resources to communicate with each other, such as email. They only use face-to-face communication if the problem is complicated. According to Moskowitz and Warwick in Kuat Ismanto's book, today's workforce is required to have new knowledge (intensive knowledge, high-tech knowledge) in accordance with the dynamics of central change. Part-time workers, or part-timers, are on the rise, and the number of workers in the service sector in developed countries is increasing every year, reaching around 70%. New "know-how" and "ways of handling" are required for this changing pattern. Compared to the past, human capital, which refers to the knowledge, education, training, expertise, and expertise of an institution's workforce, is now very important. Therefore, the knowledge and skills of employees (HR) are very important in an executive institution. Because they are responsible for the achievement of the goals of the executive agency. With advances in communication and information technology, government transactions and services can be conducted quickly, easily, and between individuals located in different countries.

In addition, employees are required to manage the General Section of the Regional Secretariat in a professional manner, focusing on knowledge, mastery of skills and technology, operational skills, and foresight. Simply put, a professional employee must master the science and technology of government. However, the ability to operate science and technology alone is not enough to guarantee that employees will follow ethics, i.e. good and respected standards of behavior. In modern government practice, executive agencies hire employees from non-government or government science majors, such as education, mathematics, or pure sciences. [1]They inevitably lack understanding and skills in the science of government and its operations. In terms of work ethic, employees must adapt to performing their duties in government so that they can help the executive succeed. In addition, the attitude of executive agencies to continue recruiting non-government employees is due to the public's belief that executive agencies are the same as other agencies. In fact, executive and non-executive agencies have different characteristics. [2]The executive has an understanding of ASN ethics, while other institutions use a private ethics system. Nevertheless, government organizations continue to prioritize the quality of their services. This case emphasizes its human resources or personnel, who are crucial to the operation of an executive agency. The human resources or employees oversee the executive agency, which maintains a direct interface with the public. To ensure that the executive agency provides good services to the public in this case, the ethos of the employees must also be considered. [3]This is indispensable for an executive or government agency if they are to contribute to the economy and society in general. The work ethic of these employees makes the public sympathetic and has a positive image from the public.

2 LITERATURE REVIEW

2.1 Human Resource Management

HRM is a discipline that investigates the most effective and efficient methods for managing the relationship and function of the workforce in order to achieve organizational objectives [4]. Human resource management is the planning, organizing, directing, managing of labor acquisition, development, remuneration, maintenance, integration, and termination of employment to serve business objectives. revised definition and comprehension of human resource management [5]. Human resource management encompasses the strategic planning, administration, and enhancement of all personnel resources and interpersonal ties within an organization, aimed at achieving individual, communal, and corporate objectives effectively and efficiently.

2.2 Knowledge

Knowledge is defined as learning-related knowledge. Various internal factors, such as motivation, and external factors, such as available information sources, influence this learning process. Broadly speaking, the domain of knowledge (cognitive) level consists of six levels: knowing, understanding, using, describing, inferring, and evaluating, according to [6]. Memory of what one knows through experience, learning, or information from others is known as the main characteristic of knowledge. Knowledge is the outcome of the transition from ignorance to understanding. This discovery process encompasses diverse methods and concepts, derived from both education and experience [6].

2.3 Skills

“Skill” is a word that refers to expertise, skill, cleverness, or ability. Skills are acquired after knowledge is applied in daily work. Not having the ability to use knowledge is the same as not having the ability to do something. [7]

Ability comes from the root word “capable”, which in the context of a task or job means “able” to perform a task or job so as to produce goods or services as expected. Capability by itself also means a “trait” or “state” aimed at the nature or state of a person who can perform a task or job in a manner appropriate to the current circumstances. Quality refers to the quality of human resources, which includes both physical and non-physical abilities, such as intelligence and mental aptitude. A person's capability is their ability to accomplish various tasks in the workplace.

2.4 Work Ethic

Because organizations cannot develop and maintain market share if they do not have workers who have a high work ethic. Any organization that wants to move forward must engage employees to improve their performance, which means that the organization must have a work ethic. Thus, a person or group of people can be

considered to have a high work ethic.[2] A person or group of people may have a work ethic that encourages them to act. work ethic means clearly defined and established standards and recognized and accepted practices that must be maintained and applied in the working lives of organizational members.[8]

2.5 Service quality

The quality of a product or service is its ability to meet needs, whether explicitly or vaguely stated. Meeting current and future customer needs is the goal of quality.

Service refers to any action or activity provided by one party to another that is inherently intangible and does not confer ownership of its production, regardless of its association with physical items [9]. state that service quality is the ability to feel to meet customer needs and desires. [10] “Service is any performance action that one party can provide to another, which is fundamentally intangible and does not confer ownership of any asset; production may or may not be associated with a physical product.”

3 RESEARCH METHODOLOGY

Quantitative methods are used in this research to explain the position of the variables under study as well as the relationship between them. Hypotheses that have been made previously will be tested in this study. [11], [12]This research will test the hypothesis to explain how the variables relate to each other. Path analysis (PATH) is the analysis method used in this study. data collection techniques, namely questionnaires and interviews.

4 RESULTS AND DISCUSSION

4.1 Effect of education level on work ethic

The influence of education level on work ethic is indicated by a coefficient of 0.829 (positive), a statistical t-value of 3.267, exceeding the t-table value of 1.73, and a P value of 0.001, which is less than 0.05. This research substantiates the notion that education enhances knowledge and abilities while also cultivating a more disciplined, responsible, and motivated work ethic.

The amount of education positively and significantly influences work ethic, therefore validating the research hypothesis [7] The results indicated that respondents generally rated the relationship between education and work ethic positively; however, some expressed skepticism and disagreement regarding their perceptions of work ethic in relation to their current educational attainment. The findings from interviews and observations indicate that the work ethic of employees with a bachelor's degree surpasses that of those with a secondary school education.

Subsequent observations and interviews indicated that personnel possessing a college education typically exhibited a superior work ethic relative to those with merely a secondary education. Employees with higher education levels generally

possess a superior comprehension of job obligations and exhibit enhanced self-motivation to execute tasks properly. This may be attributed to higher education providing enhanced analytical abilities, critical thinking capabilities, and time management proficiencies, all of which are vital in cultivating a robust work ethic. Employees possessing higher educational qualifications typically exhibit more commitment to their work and demonstrate a heightened understanding of professional norms and expectations. They prioritize not only task completion but also the quality and outcomes of their job. This indicates that education establishes a robust basis for developing a work ethic, particularly regarding accountability and the recognition of integrity's significance in performing everyday duties.

Enhancing education helps cultivate favorable work attitudes and incentivize people to improve their performance. Education frequently offers an expansive perspective on the significance of individual contributions to the success of a team or organization, enhancing job motivation and a sense of accountability. Education imparts technical information while also cultivating good attitudes and behaviors towards work, so fostering a robust work ethic. Nevertheless, it is crucial to acknowledge that education is not the sole determinant of work ethic. The work environment, organizational culture, and management significantly impact the development of a strong work ethic. An educated individual in an unsupportive setting may struggle to cultivate an appropriate work ethic. Consequently, higher education must be complemented by a supportive work environment and effective management assistance.

4.2 Effect of skill level on work ethic

The data analysis indicates that skill level has no significant impact on work ethic, evidenced by a coefficient of 0.077 (positive), a t-statistic of 0.285, which is below the t-table value of 1.73, and a P-value of 0.776, exceeding 0.05. The results indicated that respondents generally rated the talents and work ethic of employees positively; nevertheless, some expressed skepticism, disagreement, or extreme disagreement regarding employees' self-assessment of their ability levels. The interview results indicate that the head of the General Section of the Mamuju Regency secretariat perceives a misalignment between his skills and the tasks undertaken, adversely affecting his work ethic [3].

Respondents evaluated employees' competencies and work ethic favorably, suggesting that the majority were content with their employees' capabilities and commitment to work. Some respondents, however, questioned employees' self-assessment of their talents, likely due to the discrepancy between self-perception and actual performance in the field. Certain employees may perceive their skills as superior; yet, this perception is not consistently manifested in their work outcomes or work ethic.

The interview results with the Head of General Affairs of the Mamuju Regency Secretariat revealed a discrepancy between their skills and given tasks, adversely impacting their work ethic. This discrepancy may result in unhappiness or demotivation, particularly if employees perceive themselves as lacking the requisite skills to do specific duties. When employees' talents do not align with job

requirements, they may have diminished confidence or hesitance to fully commit, ultimately affecting their work ethic.

The discrepancy between skills and tasks underscores the necessity of assigning employees based on their competencies. When individuals are assigned to roles that do not align with their competencies, they may find it challenging to fulfill job requirements, which could adversely affect morale and work ethic. This highlights the necessity of continuous assessment and training to guarantee that employees' competencies correspond with their job specifications.

This study demonstrates that work ethic encompasses not only an individual's proficiency in job execution but also their attitude, motivation, and devotion to their work. Even highly proficient individuals may demonstrate a diminished work ethic if they perceive their tasks as insufficient or lacking in acceptable challenges. Consequently, organizations must consider the equilibrium between technical expertise and psychological elements that underpin work ethic.

This conclusion underscores the necessity of managerial support in incentivizing individuals to uphold a strong work ethic, even in the face of skill or job misalignment. Proactive management in delivering pertinent support and training can rectify this imbalance, enabling employees to feel more competent and supported in executing their responsibilities. This may also enhance job happiness, which ultimately positively influences overall work ethic.

4.3 The effect of education level on service quality

The data analysis results indicate that education level does not significantly impact service quality, evidenced by a coefficient of 0.181, a t-statistic of 0.805, which is below the t-table value of 1.73, and a P-value of 0.421, surpassing the significance threshold of 0.05. While education possesses good value, its impact on service quality is insufficient to substantiate the hypothesis of this study. The results suggest that formal education, while significant, may not be the primary determinant of service quality in this environment. The majority of responders evaluated the quality of education and service favorably, expressing gratitude for each area individually. Nevertheless, several respondents questioned the direct correlation between education and perceived service quality. This discord may stem from the belief that service quality is influenced not solely by formal education, but also by additional characteristics such as job experience, specialized training, motivation, and professional demeanor.

Interviews with the Head of General Affairs of the Mamuju Regency Secretariat indicated that, while possessing a commendable level of education, personnel performance does not consistently align with their qualifications. This indicates that formal education may provide personnel with fundamental information, although it does not invariably ensure high-quality performance in public services. Optimal performance in services may be more contingent upon the capacity to implement practically and adjust to particular task requirements. This conclusion underscores the necessity of supplementary training pertinent to the individual jobs performed by employees. Formal education alone may be insufficient to deliver quality services, particularly if it lacks practical skills and knowledge directly relevant to public sector

contexts. Therefore, training tailored to operational requirements can effectively close the divide between education and service performance.

Motivational factors and the work environment significantly influence service quality. Despite possessing advanced education, individuals struggle to exhibit ideal work quality without motivation and a conducive environment. Work motivation, a healthy company culture, and managerial support are significant factors that affect employees' use of their knowledge and abilities in service delivery. This study indicates that greater education does not consistently correlate with the requisite service abilities in the field. Skills such as adaptability, public communication, and effective problem-solving are frequently absent from formal schooling yet significantly impact the effectiveness of public services. This underscores the necessity of integrating education, training, and practical experience to cultivate superior service quality.

4.4 Effect of skill level on service quality

The data analysis results indicate that skill level strongly and significantly influences service quality; the t-statistic is 1.975, which exceeds the t-table value of 1.70, and the P-value is 0.049, which is greater than 0.05. The results indicated that respondents reacted to service quality with hesitation, disagreement, or significant disagreement; yet, on average, they provided favorable or high ratings [14]. Observations and interviews with personnel of the General Section of the Mamuju Regency Secretariat indicate an enhancement in service quality due to superior competences associated with service delivery [13].

Despite the average respondent providing a favorable evaluation of service quality, there were signs that competencies had not been uniformly implemented across all facets of service. This discrepancy in perception signifies disparities in service quality resulting from discrepancies in officers' competence levels. These findings highlight the necessity of harmonizing skill levels among officers to ensure consistent service quality that fulfills community expectations.

Observations and interviews with personnel from the General Section of the Mamuju Regency Secretariat provided a pragmatic insight into the correlation between competencies and service quality. According to the evidence gathered, personnel indicated that enhancing abilities directly influenced the level of service rendered. This enhancement in proficiency was primarily associated with an improved comprehension of service protocols, more efficient utilization of technology, and the capacity to engage with the community.

Employees underscored that their abilities enabled them to navigate many hurdles in public service, including addressing the diverse demands of the community and resolving issues more effectively. This competency enhanced staff confidence and elevated public opinion of local government services. Enhancing abilities rendered cops more responsive and adaptable in delivering solutions required by the community.

4.5 The Effect of Work Ethic on Service Quality

The data testing results indicate that work ethic positively and significantly influences service quality, evidenced by a coefficient of 0.603, a t-statistic of 2.906 (exceeding the t-table value of 1.73), and a P-value of 0.004, which is below 0.05. The findings of this survey reveal that respondents rated work ethic and service quality positively on average; nevertheless, some expressed skepticism, disagreement, or extreme disagreement with the current service quality in relation to work ethic. The results indicated that respondents rated work ethic and service quality positively on average; nevertheless, some expressed skepticism, disagreement, or extreme disagreement with the current service quality associated with work ethic. Interviews with the Chief of the General Section of the Mamuju Regency Secretariat revealed that work ethic is linked to the quality of government services offered [15].

The Head of General Affairs of the Mamuju Regency Secretariat underlined in an interview that the quality of government services given is directly associated with work ethic. This implies that the work ethic norms followed in public services can affect public opinion of the quality of received services. This is noteworthy since a good approach to raise public satisfaction with the given services in the government workplace is raising work ethic in the surroundings.

4.6 The impact of education level on work ethic and service quality

The test results indicate that education level positively and significantly influences service quality when mediated by work ethic, evidenced by a coefficient of 0.500, a statistical t value of 2.440 (exceeding the t-table value of 1.73), and P values of 0.015. The results indicate that respondents rated the degree of education, work ethic, and service quality as excellent or good on average. Some respondents expressed skepticism, disagreement, or extreme disagreement on the work ethic and service quality they associated with the level of schooling. [16] According to the findings and interviews with General Section personnel, the Mamuju Regency Secretary stated that the educational level concerning work ethic and service quality is satisfactory, although requires enhancement to elevate work ethic and service quality [17].

The General Section of the Mamuju Regency Secretariat conducted interviews with its staff, which revealed that the level of education significantly influences the character of service and work ethic. Education, in the opinion of staff, establishes a foundation for a superior work ethic, which, in turn, enhances the character of public services. Nevertheless, they also observed that, despite the fact that the level of education and work ethic was deemed to be quite satisfactory, there was still room for improvement in order to ensure that the services supplied surpassed the community's expectations. The Mamuju Regency Secretariat staff also noted that officers with a higher educational background tended to have a more profound comprehension of work responsibilities and service expectations. By cultivating a strong work ethic, they were more adept at surmounting obstacles in the provision of services, including the ability to comprehend procedures, effectively communicate with the community, and solve problems. This demonstrates that education is not merely a formality, but rather a critical factor in the development of highly dedicated and high-quality employees.

4.7 Effect of Skill Level on work ethic and service quality

The data testing results indicate a coefficient value of 0.046, a positive figure; the t-statistic value is 0.310, which is less than the t-table value of 1.73; and the P-value is 0.756, exceeding 0.05. This indicates that the research hypothesis is flawed if competency is influenced by work ethic. Although the overall reaction was favorable or high, certain respondents expressed skepticism, disagreement, or significant disagreement with the apparent work ethic and service quality. Interviews with employee leaders of the General Department revealed to the Mamuju Regency secretary that, despite personnel not being completely skilled, this deficiency does not adversely affect service quality or work ethic [18].

Despite the fact that certain employees may not possess the requisite skills, this deficiency did not have a substantial effect on the quality of service or the work ethic. The leaders stated that the high work ethic of the staff continued to contribute to the maintenance of adequate service quality, despite the limitations in certain competencies. This implies that, despite the fact that technical competency may not always be optimal, other factors, such as motivation and dedication, may be crucial in preserving service quality.

The significance of non-technical aspects in the preservation of quality service in the public sector is demonstrated by the recognition from the Mamuju Regency Secretary. While the technical skills and competencies of the staff may not be entirely satisfactory, their intense dedication and commitment to the position can compensate for these deficiencies. This posits that the quality of service is not solely determined by formal competency, but also by the work ethic and individual commitment of the staff.

While competence is crucial, it is not the sole factor in the development of a strong work ethic or the preservation of high-quality service. Work ethic appears to be significantly influenced by personal commitment and motivational factors, which in turn have a positive effect on public services. These findings suggest that a comprehensive approach to enhancing service quality should be taken, which includes not only enhancing competency but also fostering a strong work ethic, motivation, and dedication among employees in order to achieve optimal service quality.

5 CONCLUSION

The findings indicate that the work ethic of personnel in the General Section of the Mamuju Regency Secretariat is positively and significantly impacted by their educational attainment; nevertheless, it does not directly affect service quality until mediated by work ethic. Conversely, skill level does not markedly impact work ethic, however it considerably affects service quality. The work ethic is crucial and profoundly impacts the quality of service.

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