

The Influence of Organizational Culture, Competence, and Leadership on Work Ethic in the General Affairs Division of the PSDMPK-PMP Secretariat

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ABSTRACT

This study aims to analyze the influence of organizational culture, competence, and leadership on employee work ethic in the General Affairs Division of the PSDMPK-PMP Secretariat, Ministry of Education and Culture. The research employed a quantitative approach using a survey method. Data were collected through questionnaires distributed to all 60 employees, applying a saturated sampling technique. The data were analyzed using descriptive statistics, correlation analysis, and regression analysis. The findings indicate that organizational culture, competence, and leadership each have a positive and significant effect on work ethic. Organizational culture shows a strong correlation with work ethic ($r = 0.629$), competence demonstrates a moderate relationship ($r = 0.368$), and leadership exhibits the strongest correlation ($r = 0.716$). Simultaneously, the three independent variables significantly influence work ethic, with a coefficient of determination (R^2) of 0.745, indicating that 74.5% of the variance in work ethic can be explained by organizational culture, competence, and leadership. Furthermore, the results reveal that organizational support is the most influential indicator within organizational culture, cognitive and non-academic abilities dominate competence, and discipline along with participative decision-making are key aspects of leadership. These findings highlight the importance of strengthening organizational culture, enhancing employee competence, and maintaining effective leadership practices to improve work ethic. This study contributes to the field of human resource management by providing empirical evidence on the relationship between organizational factors and work ethic in the public sector.

Keywords: Organizational Culture; Competence; Leadership; Work Ethic; Human Resource Management; Public Sector Organization

JEL Classifications: JEL Classifications codes.

1. INTRODUCTION

Background

Bureaucratic reform within the Ministry of Education and Culture has been implemented as part of the mandate outlined in Ministerial Regulation No.

15 of 2008 and has been continuously strengthened since 2007 through improvements in organizational structure, governance, and human resources. These efforts aim to realize excellent national education services that foster comprehensive and competitive Indonesian citizens, supported by the principles of availability, accessibility, quality, equity, and assurance in education services. The conceptual

foundation of this reform is illustrated in Figure 1.1, which describes the framework of bureaucratic reform within the Ministry of National Education.

In practice, public service delivery within government institutions is carried out by various work units, including the General Affairs Division of the PSDMPK-PMP Secretariat. This division plays a strategic supporting role in administrative services, household management, and state asset management. Based on organizational restructuring policies, the General Affairs Division consists of several subdivisions responsible for correspondence and archives, household affairs, and state property management. The organizational structure of this division is presented in Figure 1.2.

However, the implementation of duties within the General Affairs Division has not yet reached optimal performance. Several challenges persist, including ineffective coordination between work units, limited employee competence, low awareness of performance outcomes, and a tendency for employees to work individually rather than collaboratively. These conditions indicate that employees' work ethic remains relatively low and has not fully supported the achievement of organizational objectives.

In response to these issues, this study focuses on analyzing the influence of organizational culture, competence, and leadership on work ethic within the General Affairs Division of the PSDMPK-PMP Secretariat. Organizational culture is expected to shape shared values and norms within the organization, competence reflects employees' ability to perform tasks effectively, and leadership plays a critical role in guiding and motivating employees. The interaction of these variables is assumed to significantly influence work ethic, both individually and collectively.

This study aims to examine the extent to which organizational culture, competence, and leadership affect work ethic, as well as to describe the existing conditions of these variables within the organization. Furthermore, this research seeks to determine whether these factors simultaneously contribute to improving employee work ethic.

The findings of this study are expected to provide both academic and practical contributions. Academically, this research contributes to the development of knowledge in Human Resource Management, particularly regarding the relationship between organizational culture, competence, leadership, and work ethic. Practically, the results are expected to provide insights and recommendations for improving employee performance and service quality

within the General Affairs Division of the PSDMPK-PMP Secretariat.

Based on the conceptual framework, this study hypothesizes that organizational culture, competence, and leadership have a positive and significant effect on work ethic, both partially and simultaneously. Therefore, the research model positions organizational culture, competence, and leadership as independent variables, while work ethic is treated as the dependent variable.

2. LITERATURE REVIEW

Organizational Culture

Definition of Organizational Culture

Organizational culture is a fundamental concept in organizational studies, as it reflects shared values, beliefs, norms, and behavioral patterns that guide members within an organization. According to Robbins (2006), organizational culture is a system of shared meanings that distinguishes one organization from another. Similarly, Alvesson defines organizational culture as a set of beliefs, values, and assumptions that shape organizational identity and behavior.

Ivancevich and Matteson emphasize that organizational culture is rooted in employee perceptions, which form patterns of beliefs and expectations within the organization. These perceptions influence how employees interpret situations and respond to organizational challenges. In this sense, culture functions as a framework that shapes individual and collective behavior within the organization.

Furthermore, Denison (2000) states that organizational culture consists of values, beliefs, and principles that serve as the foundation of management systems and practices. Hodge et al. (1996) categorize culture into observable elements, such as symbols, rituals, and behavior, and unobservable elements, including values, norms, and assumptions. These elements interact to influence organizational effectiveness and employee behavior.

Characteristics of Organizational Culture

Organizational culture is characterized by several key attributes that influence behavior and performance. According to Harrison in (Alwi, 2001), there are four types of organizational culture: power culture, role culture, support culture, and achievement culture. Each type reflects different patterns of authority, structure, and interaction within the organization.

Power culture emphasizes centralized authority and decision-making, while role culture

focuses on rules, procedures, and organizational stability. Support culture highlights teamwork, cooperation, and mutual assistance, whereas achievement culture emphasizes performance, innovation, and goal attainment. In practice, organizations may exhibit a combination of these cultural types depending on their context.

An effective organizational culture is typically strong, meaning that values are widely shared and consistently practiced by members. Such a culture enhances employee commitment and reduces uncertainty in behavior. However, organizations must also ensure that cultural values remain adaptable to support organizational growth and change.

Dimensions of Organizational Culture

Hofstede (1993) identifies six dimensions of organizational culture that describe how organizations operate and respond to their environment. These dimensions include process-oriented versus results-oriented culture, employee-oriented versus job-oriented culture, parochial versus professional culture, open versus closed systems, tight versus loose control, and pragmatic versus normative orientation.

Each dimension reflects different organizational characteristics. For example, results-oriented cultures emphasize outcomes and performance, while process-oriented cultures focus on procedures and routines. Similarly, open systems encourage interaction and adaptation, whereas closed systems tend to limit external influence.

These dimensions provide a framework for understanding how organizational culture affects behavior and performance. Organizations that balance these dimensions effectively are more likely to achieve both efficiency and adaptability in their operations.

Positive Organizational Culture

A positive organizational culture is characterized by values that support employee involvement, adaptability, and organizational goals. According to Denison (2000), organizational culture that aligns with management practices and values can improve performance and effectiveness.

Positive culture reflects the presence of shared values, strong commitment, and consistency in behavior among organizational members. Such a culture encourages employees to work collaboratively and align their efforts with organizational objectives.

Furthermore, a positive organizational culture contributes to improved employee motivation, reduced conflict, and enhanced organizational performance. Therefore, building and maintaining a positive culture is essential for achieving long-term organizational success.

Employee Competence

Definition of Competence

Competence refers to an individual's ability to perform tasks effectively based on knowledge, skills, and attitudes. Wibowo (2007) defines competence as the ability to perform work supported by skills and knowledge aligned with job requirements. This highlights that competence involves both understanding and application.

Spencer and Spencer (1993) define competence as underlying characteristics that are causally related to effective or superior performance. These characteristics include both observable aspects, such as skills and knowledge, and deeper aspects, such as motives and self-concept.

In addition, competence is not limited to technical abilities but also includes behavioral and psychological aspects such as motivation, self-concept, and social roles (Boyatzis, 1982). These aspects influence how individuals perform tasks and interact within the organization.

Competency Standards

Competency standards represent the minimum requirements that employees must possess to perform their roles effectively. According to the Decree of the Head of the National Civil Service Agency No. 46A (2003), competency standards include basic competencies such as integrity, leadership, teamwork, planning, and flexibility.

These standards serve as benchmarks for evaluating employee performance and ensuring consistency within the organization. By establishing clear criteria, organizations can assess employee capabilities objectively.

Furthermore, competency standards support employee development by providing guidance for improving skills and achieving higher performance levels.

Levels of Competence

Spencer and Spencer (1993) classify competence into three levels: behavioral tools, image attributes, and personal characteristics. Behavioral tools include knowledge and skills, which are relatively easy to develop through training.

Image attributes refer to self-concept and social roles, which influence how individuals perceive themselves and interact with others. Personal characteristics, such as motives and traits, represent deeper aspects of competence that affect behavior over time.

These levels indicate that competence is a multidimensional construct that includes both

observable and underlying characteristics influencing performance.

Characteristics of Competence

Competence consists of five main characteristics: motives, traits, self-concept, knowledge, and skills. Motives drive behavior, traits reflect consistent patterns of response, and self-concept represents values and identity. Knowledge refers to information possessed by individuals, while skills represent the ability to perform tasks effectively. These characteristics interact to determine individual performance in the workplace.

Therefore, competence development requires a comprehensive approach that addresses both technical and behavioral aspects of employee performance.

Leadership

Definition of Leadership

Leadership is defined as the ability to influence others toward achieving organizational goals (Robbins, 2006). This definition emphasizes the importance of influence in guiding individuals to align their efforts with organizational objectives.

Yukl (1989) describes leadership as a process of social influence used to structure activities and relationships within an organization. This highlights that leadership involves interaction and communication among members. Furthermore, leadership involves motivating, guiding, and directing individuals to achieve shared goals. Effective leadership requires integrity, communication skills, and the ability to build trust within the organization.

Leadership Styles

Leadership styles refer to patterns of behavior used by leaders in influencing subordinates. According to Singh-Sengupta (1997), leadership styles include authoritarian, nurturing, task-oriented, and participative styles.

Authoritarian leadership emphasizes control and authority, while nurturing leadership focuses on employee development. Task-oriented leadership prioritizes task completion, whereas participative leadership involves employees in decision-making.

Each leadership style has its advantages and limitations, and effective leaders must be able to adapt their style based on situational needs.

Functions of Leadership

Leadership functions include directing, motivating, communicating, and coordinating organizational activities (Kartini, 1994; Siagian, 2006). These functions ensure that organizational goals are achieved effectively.

Leaders also play a role in decision-making and maintaining organizational stability. By aligning employee efforts with organizational objectives, leaders contribute to overall performance.

In addition, effective leaders function as facilitators who bridge communication between different levels of the organization, ensuring that information flows clearly and accurately. This communication role is essential in minimizing misunderstandings, strengthening coordination, and fostering a collaborative working environment. Leaders who are able to create open and transparent communication channels tend to build higher levels of trust among employees, which in turn enhances engagement and commitment.

Moreover, leadership is closely related to motivation and employee development. Leaders are expected not only to direct tasks but also to inspire, mentor, and support their subordinates in achieving both individual and organizational goals. Through guidance, feedback, and opportunities for growth, leaders can shape employee attitudes and behaviors, ultimately strengthening work ethic and improving overall organizational effectiveness.

Work Ethic

Definition of Work Ethic

Work ethic refers to a set of values and attitudes toward work that influence behavior and performance. According to Sinamo (2005), work ethic is a set of positive work behaviors rooted in strong values and commitment. This definition emphasizes that work ethic is not merely about completing tasks, but about how individuals approach their work with responsibility, integrity, and dedication.

Geertz (1982) defines work ethic as a fundamental attitude toward life and work, suggesting that work ethic is deeply embedded in an individual's worldview. Similarly, Pelly (1992) emphasizes that work ethic is shaped by cultural values, indicating that individuals from different cultural backgrounds may exhibit different work behaviors and attitudes. These perspectives highlight that work ethic is not only an individual attribute but also a social construct influenced by broader cultural and societal norms.

Furthermore, work ethic reflects discipline, responsibility, and dedication, which are essential for achieving organizational goals. Employees with a strong work ethic tend to demonstrate persistence, reliability, and a high level of commitment in their work. In organizational settings, work ethic becomes a critical factor that determines not only individual performance but also the overall effectiveness of the organization.

Dimensions of Work Ethic

Work ethic can be understood through multiple dimensions that describe how individuals perceive and value their work. Sinamo (2005) identifies eight dimensions of work ethic: work as a blessing, trust, calling, self-actualization, worship, art, honor, and service. These dimensions reflect a holistic view of work, encompassing not only economic but also moral, spiritual, and social aspects.

The dimension of work as a blessing emphasizes gratitude and appreciation toward work opportunities, while work as trust highlights responsibility and accountability in performing tasks. Work as a calling suggests that individuals perceive their work as meaningful and purposeful, which can increase intrinsic motivation. Similarly, work as self-actualization reflects the role of work in personal growth and development.

Other dimensions, such as work as worship and service, indicate that work can be seen as a form of devotion and contribution to others. Work as art emphasizes creativity and innovation, while work as honor reflects pride and dignity in one's profession. Employees who internalize these dimensions are more likely to exhibit positive behaviors such as commitment, discipline, and cooperation, which ultimately enhance organizational performance.

Importance of Work Ethic

A high level of work ethic contributes significantly to increased productivity, efficiency, and organizational performance. Employees with strong work ethic demonstrate discipline, cooperation, and commitment, which are essential for achieving both individual and organizational goals. These employees tend to take initiative, maintain consistency in their performance, and show a strong sense of responsibility.

Moreover, work ethic plays an important role in shaping organizational culture. When employees consistently demonstrate positive work behaviors, it creates a work environment that encourages professionalism, collaboration, and mutual respect. This, in turn, strengthens organizational cohesion and improves overall effectiveness.

Furthermore, work ethic supports the achievement of organizational goals by encouraging consistent and responsible behavior among employees. Organizations with a strong work ethic culture are better positioned to adapt to changes, overcome challenges, and sustain long-term success. Therefore, fostering a strong work ethic among employees should be a strategic priority for organizations.

Conceptual Framework and Hypothesis Development

Based on the theoretical review, organizational culture, competence, and leadership are key factors influencing work ethic. Organizational culture shapes values, norms, and behavior patterns within the organization, providing a framework that guides employee actions. A strong organizational culture ensures that employees share common values and work toward common goals.

Competence, on the other hand, determines an individual's ability to perform tasks effectively. Employees with high levels of competence possess the necessary knowledge, skills, and attitudes to carry out their responsibilities efficiently. Competence not only affects task performance but also influences confidence, motivation, and adaptability in the workplace.

Leadership plays a crucial role in influencing employee behavior and motivation. Effective leaders provide direction, support, and inspiration, enabling employees to perform at their best. Leadership also acts as a mediator that aligns organizational culture and employee competence with organizational objectives. Through communication, guidance, and decision-making, leaders shape the work environment and influence employee attitudes.

These three variables organizational culture, competence, and leadership are interconnected and collectively influence employee performance and work ethic. A strong organizational culture supported by competent employees and effective leadership creates a positive work environment that fosters high work ethic.

Therefore, this study proposes that organizational culture, competence, and leadership have both individual and simultaneous effects on work ethic. Organizational culture is expected to influence work ethic by shaping values and behavior, competence is expected to influence work ethic through the ability to perform tasks effectively, and leadership is expected to influence work ethic through motivation and direction. Additionally, the combined effect of these variables is expected to have a stronger influence on work ethic compared to their individual effects.

3. RESEARCH METHOD

This study adopts a quantitative approach using a survey method to examine the influence of organizational culture, competence, and leadership on employees' work ethic. The survey design is associative (explanatory), aiming to analyze the relationships and causal effects between independent

variables and the dependent variable (Sugiyono, 2003; Creswell, 2014). This approach is appropriate for testing hypotheses and explaining the extent to which variations in organizational culture, competence, and leadership contribute to variations in work ethic.

The research was conducted in the General Affairs Division of the PSDMPK-PMP Secretariat, Ministry of Education and Culture. The population consisted of all employees within the division, totaling 60 individuals. Considering the relatively small population size, this study employed a saturated sampling technique (total sampling), in which all members of the population were included as research respondents (Sugiyono, 2007).

Data were collected using a structured, closed-ended questionnaire based on established theoretical constructs of organizational culture (Denison, 2000), competence (Spencer & Spencer, 1993; Wibowo, 2007), leadership (Yukl, 1989; Robbins, 2006), and work ethic (Sinamo, 2005). Responses were measured using a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1) (Likert, 1932; Sugiyono, 2007).

The variables in this study consist of organizational culture (X1), competence (X2), and leadership (X3) as independent variables, and work ethic (Y) as the dependent variable.

Instrument Testing

Validity testing was conducted using the Pearson Product-Moment correlation formula:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

An item is considered valid if the calculated correlation coefficient (*r*) is greater than the critical value (*r-table*) (Sugiyono, 2007). Reliability testing was conducted using Cronbach’s Alpha:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

α = reliability coefficient

k= number of items

σ_b^2 =variance of each item

σ_t^2 = total variance

The instrument is considered reliable if the alpha coefficient is greater than 0.70 or preferably above 0.80 (Nunnally, 1978).

Classical Assumption Testing

Normality testing was conducted using skewness and kurtosis ratios:

$$\begin{aligned} &\text{Skewness Ratio} \\ &= \frac{\text{Skewness}}{\text{Std. Error of Skewness}}, \text{Kurtosis Ratio} \\ &= \frac{\text{Kurtosis}}{\text{Std. Error of Kurtosis}} \end{aligned}$$

Data are considered normally distributed if the values fall within ± 2 (Hair et al., 2010).

Multicollinearity testing was performed using the Farrar-Glauber approach and can also be supported by the Variance Inflation Factor (VIF):

$$VIF = \frac{1}{1 - R^2}$$

A VIF value greater than 10 indicates multicollinearity (Gujarati, 2003).

Heteroscedasticity testing was conducted using the Park test model:

$$\ln(e^2) = \alpha + \beta \ln X + u$$

If the coefficient is not statistically significant, the model is considered free from heteroscedasticity (Gujarati, 2003).

Hypothesis Testing

Regression analysis was used to examine the influence of independent variables on the dependent variable.

Simple regression model:

$$Y = a + bX$$

Multiple regression model:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

Y= Work ethic

a= Constant

b= Regression coefficient

*X*₁= Organizational culture

*X*₂= Competence

*X*₃= Leadership

The significance of the regression model was tested using the F-test:

$$F = \frac{SSR/k}{SSE/(n - k - 1)}$$

Where:

SSR= Regression sum of squares

SSE= Error sum of squares

k= Number of independent variables

n= Sample size

The model is considered significant if $F_{calculated} > F_{table}$ or $p < 0.05$ (Hair et al., 2010).

Correlation Analysis

To measure the strength and direction of relationships between variables, Pearson's correlation coefficient was used:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

The value of r ranges from -1 to +1, indicating the strength and direction of the relationship between variables (Gujarati, 2003).

4. DISCUSSION AND RESULTS

Overview of the Research Object

The General Affairs Division of the PSDMPK-PMP Secretariat plays a fundamental role in ensuring the continuity of administrative and operational functions within the Ministry of Education and Culture. As a supporting unit, its effectiveness is highly dependent on the performance of employees in executing routine tasks, coordinating activities, and delivering internal services. In this context, employee performance cannot be separated from internal organizational factors such as organizational culture, competence, and leadership, which collectively shape work behavior and outcomes.

From a quantitative standpoint, the interaction between these variables reflects a systemic relationship in which organizational culture provides the value framework, competence determines the capability of employees, and leadership directs behavior toward organizational goals. When these elements are aligned, employees tend to demonstrate higher levels of discipline, responsibility, and commitment. This is consistent with Denison (2000), who argues that organizational effectiveness is influenced by the alignment between cultural values, employee involvement, and adaptability.

Furthermore, in public sector organizations, the role of work ethic becomes increasingly significant as it directly influences service quality and accountability. Employees who possess a strong work ethic are more likely to demonstrate consistency,

professionalism, and dedication in performing their duties. As emphasized by Sinamo (2005), work ethic reflects a set of positive work behaviors rooted in strong values and total commitment. Therefore, analyzing these variables simultaneously provides a comprehensive understanding of how internal organizational dynamics contribute to employee performance and service effectiveness.

Description of Respondents

The respondent profile in this study provides important insights into the characteristics of the workforce within the organization. The dominance of male respondents (66.7%) compared to female respondents (33.3%) indicates a gender imbalance that may influence organizational dynamics, particularly in communication patterns and work interactions. However, both groups contribute to the overall perception of organizational conditions.

In terms of age distribution, the majority of respondents fall within the productive age range of 31–40 years (50%) and 41–50 years (31.7%), indicating that most employees are in their peak working period. This age group is typically associated with higher levels of experience, maturity, and responsibility in carrying out tasks. The presence of younger employees (25–30 years) and older employees (above 50 years), although smaller in proportion, provides a balance between innovation and experience within the organization. According to Robbins and Judge (2013), age diversity in the workplace can enhance organizational performance by combining experience with adaptability.

Educational background further strengthens the quality of the workforce, as the majority of respondents hold a bachelor's degree (60%), followed by postgraduate degrees (16.7%). This indicates that employees generally possess sufficient cognitive abilities to understand complex tasks, organizational policies, and problem-solving processes. The presence of respondents with high school and diploma education also reflects diversity in job roles and responsibilities.

From a quantitative perspective, the respondent characteristics suggest that the data collected represent informed and credible perceptions, as respondents are experienced, educated, and actively engaged in organizational activities. This enhances the reliability of the findings and supports the validity of conclusions drawn from the analysis.

Organizational Culture (X1)

For the organizational culture variable (X1), the analysis of mean values indicates that all indicators fall within a moderate to high category, suggesting that the organizational culture is relatively well-

established. The understanding of organizational values has a mean value of 3.80, indicating that employees generally comprehend the core values guiding their work. This reflects a level of cultural awareness that is essential for aligning individual behavior with organizational expectations.

The implementation of the code of ethics, with a mean value of 3.60, suggests that employees tend to comply with organizational rules and standards, although there is still room for improvement in ensuring full adherence. The support indicator records a relatively high mean value of 3.88, indicating that employees perceive a supportive work environment where trust and encouragement are present. Similarly, motivation provided by leadership shows a mean value of 3.78, suggesting that leaders play a role in fostering employee engagement, although this influence could be further strengthened.

However, innovation and risk-taking have the lowest mean value of 3.42, indicating that employees are less encouraged to take initiative or engage in creative problem-solving. This may reflect a more conservative organizational culture that prioritizes stability over innovation. According to Robbins (2006), organizations that lack a strong innovation culture may face challenges in adapting to environmental changes.

On the other hand, teamwork has the highest mean value of 3.97, indicating that collaboration among employees is a dominant cultural characteristic. This suggests that employees rely heavily on collective efforts in completing tasks and solving problems. According to Hofstede (1993), such characteristics reflect an employee-oriented culture that emphasizes cooperation and social relationships within the organization.

Overall, these findings indicate that organizational culture in this unit is stronger in relational and supportive aspects than in innovation-oriented dimensions, which has implications for future organizational development strategies.

Competence (X2)

In addition, the relatively even distribution of mean values across all indicators suggests that competence development within the organization is not concentrated in a single dimension but rather distributed across multiple aspects. This indicates that employees possess a holistic set of competencies, which is crucial in supporting complex and interdependent work processes.

However, to achieve higher levels of performance, organizations need to focus on strengthening weaker areas, particularly communication and behavioral consistency. This can

be achieved through targeted training programs, coaching, and performance evaluation systems that emphasize both technical and interpersonal competencies. As argued by Boyatzis (1982), effective performance is achieved when individual competencies are aligned with organizational demands, highlighting the importance of continuous competency development.

Leadership (X3)

In addition, the dominance of discipline and control-oriented indicators suggests that leadership within the organization is effective in maintaining operational efficiency and ensuring compliance with organizational standards. However, the limited involvement of employees in decision-making processes may reduce opportunities for innovation and creativity.

This indicates that leadership practices may need to evolve toward a more participative approach, where employees are encouraged to contribute ideas and take part in strategic discussions. According to Yukl (2013), participative leadership enhances employee motivation, trust, and organizational commitment, which ultimately leads to improved performance.

Thus, while the current leadership style is effective in maintaining stability, a shift toward a more balanced approach that integrates both task orientation and employee involvement would be beneficial for long-term organizational development.

Reliability Test

The reliability test results indicate that all variables demonstrate a high level of internal consistency, reflecting the stability and dependability of the measurement instrument used in this study. Each variable—organizational culture, competence, and leadership—consists of six indicators that consistently measure the intended constructs, as evidenced by the uniformity of responses across respondents.

From a quantitative perspective, the consistency of responses suggests that the instrument is capable of minimizing measurement error and producing stable results. This is particularly important in survey-based research, where the accuracy of findings heavily depends on the reliability of the instrument. The relatively homogeneous response patterns indicate that respondents share a common understanding of the questionnaire items, which strengthens the credibility of the data.

Furthermore, the reliability of the instrument implies that the indicators used are relevant and representative of each construct. Organizational culture indicators such as values, ethics, support,

motivation, innovation, and teamwork are consistently perceived by respondents, indicating that these dimensions accurately capture the cultural environment of the organization. Similarly, competence and leadership indicators also demonstrate consistent patterns, suggesting that the constructs are well-defined and measurable.

According to Sugiyono (2009), a reliable instrument is one that produces consistent results when applied repeatedly under similar conditions. In this study, the high level of internal consistency confirms that the instrument meets this criterion, thereby ensuring that the data obtained are suitable for further inferential statistical analysis, including regression and correlation testing.

Validity Test

The validity test results show that all indicators across the three independent variables—organizational culture (X1), competence (X2), and leadership (X3)—demonstrate strong validity, as evidenced by Pearson correlation coefficients exceeding the critical r-table value (0.250) with significance levels below 0.05. This indicates that each item in the questionnaire is capable of accurately measuring the intended construct.

For the organizational culture variable (X1), all six indicators demonstrate strong correlations, including understanding of organizational values ($r = 0.732$), implementation of the code of ethics ($r = 0.760$), support ($r = 0.406$), motivation ($r = 0.829$), innovation and risk-taking ($r = 0.761$), and teamwork ($r = 0.806$). These results indicate that each indicator contributes significantly to representing the organizational culture construct, with motivation showing the highest correlation, suggesting its dominant role in shaping employee perceptions of culture.

Similarly, for the competence variable (X2), all six indicators demonstrate strong validity, including non-academic ability ($r = 0.772$), communication skills ($r = 0.597$), cognitive ability ($r = 0.718$), data processing ability ($r = 0.622$), work outcomes ($r = 0.725$), and work behavior ($r = 0.641$), all exceeding the r-table value with significance levels below 0.05. This indicates that the competence construct is well-represented through both technical and behavioral dimensions.

For the leadership variable (X3), all indicators also demonstrate strong validity, including guidance and direction ($r = 0.646$), career development attention ($r = 0.731$), discipline ($r = 0.636$), sportsmanship ($r = 0.826$), problem-solving through idea exchange ($r = 0.684$), and participative decision-making ($r = 0.620$). The high correlation in

sportsmanship suggests that fairness and respect are key components of leadership perception within the organization.

These findings confirm that the research instrument has strong construct validity, meaning that each indicator effectively represents its respective variable. According to Ghazali (2011), a valid instrument is one that accurately measures the concept it is intended to measure, which is clearly demonstrated in this study.

Classical Assumption Tests

Before conducting regression analysis, classical assumption tests were performed to ensure that the regression model meets the requirements of the Best Linear Unbiased Estimator (BLUE). These tests include normality, multicollinearity, and heteroskedasticity.

The results of these tests indicate that the data meet all necessary assumptions, allowing for reliable interpretation of regression results. Ensuring these assumptions are met is crucial, as violations may lead to biased or inefficient estimations.

Normality Test

The normality test results using the Kolmogorov-Smirnov method show that all variables have significance values greater than 0.05, indicating that the data are normally distributed. Specifically, organizational culture (0.124), competence (0.352), leadership (0.210), and work ethic (0.262) all exceed the threshold value.

This suggests that the distribution of data does not deviate significantly from normality, which is a key requirement for parametric statistical analysis. A normal distribution ensures that the regression model can produce unbiased and efficient estimates. According to Ghazali (2011), normality is essential to ensure the validity of hypothesis testing in regression analysis.

Multicollinearity Test

The multicollinearity test results indicate that there is no significant correlation among independent variables. This is evidenced by VIF values below 10 and tolerance values above 0.1 for all variables, indicating that each independent variable contributes uniquely to the model.

The absence of multicollinearity implies that the regression coefficients can be estimated accurately without distortion caused by overlapping information among variables. This strengthens the interpretability of the regression model.

Heteroskedasticity Test

The heteroskedasticity test results, based on scatterplot analysis, show that residual values are randomly distributed without forming a specific pattern. This indicates that the variance of residuals is constant across observations, meaning that the model does not suffer from heteroskedasticity.

This condition ensures that the regression model is efficient and that hypothesis testing results are reliable. According to Gujarati (2003), the absence of heteroskedasticity is essential for ensuring the efficiency of the Ordinary Least Squares (OLS) estimator.

Data Analysis

Simple Regression Analysis

The regression results indicate that all independent variables have a positive and significant effect on work ethic (Y). Organizational culture (X1) shows a strong influence with a regression coefficient of 0.979 and a significant t-value ($6.163 > 1.670$), indicating a strong positive relationship.

Similarly, competence (X2) has a positive coefficient of 0.758 with a significant t-value (3.010), indicating that higher competence leads to improved work ethic. Leadership (X3) shows the strongest influence with a coefficient of 1.119 and a t-value of 7.820, indicating that leadership plays a dominant role in shaping employee work ethic.

Multiple Regression Analysis

The simultaneous effect of organizational culture, competence, and leadership on work ethic is significant, as indicated by an F-value of 23.334, which exceeds the F-table value. The significance level ($0.000 < 0.05$) confirms that all independent variables jointly influence work ethic.

The regression equation:

$$Y = 22.268 + 0.374X1 + 0.122X2 + 0.834X3$$

Indicates that leadership has the strongest contribution among the three variables.

Correlation Analysis

The correlation results show that leadership has the strongest relationship with work ethic ($r = 0.716$), followed by organizational culture ($r = 0.629$), and competence ($r = 0.368$). All relationships are positive and statistically significant.

Coefficient of Determination

The R^2 value of 0.556 indicates that 55.6% of the variation in work ethic can be explained by organizational culture, competence, and leadership. The remaining 44.4% is influenced by other variables not included in the model.

This indicates that while the model has moderate explanatory power, there are still other factors that may influence work ethic, such as motivation, compensation, and organizational climate.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined the influence of organizational culture, competence, and leadership on employee work ethic using a survey method. The data collection process was conducted over a period of five months, from April to May 2013. The population of this study consisted of all employees in the General Affairs Division of the PSDMPK-PMP Secretariat, Ministry of Education and Culture, totaling 60 employees. A saturated sampling technique was applied, meaning that the entire population was used as the research sample.

Based on the results of the analysis, several conclusions can be drawn. First, organizational culture has a positive and significant effect on employee work ethic. The correlation analysis shows that organizational culture contributes 62.9% to work ethic. This indicates that the first hypothesis is accepted. Among the indicators of organizational culture, organizational support is the most dominant, with a mean value of 3.88. This suggests that employees highly value trust and support from the organization. Additionally, descriptive findings indicate that approximately 60% of employees agree that they receive sufficient support and trust in their daily work activities.

Second, competence also has a positive and significant effect on work ethic, with a correlation value of 36.8%. This confirms that the second hypothesis is accepted. The most influential indicators of competence are non-academic ability and cognitive ability, both of which have a mean value of 4.12. These findings indicate that employees' ability to think critically and adapt socially plays a crucial role in improving work ethic. Furthermore, more than 60% of respondents stated that effective work requires teamwork, data processing skills, innovation, open communication, result orientation, and efficiency.

Third, leadership has a strong and significant influence on work ethic, with a correlation value of 71.6%. This supports the acceptance of the third hypothesis. The most dominant leadership indicators are discipline in task execution and the exchange of ideas in problem-solving, both with a mean value of 3.93. The findings also reveal that more than 75% of respondents agree that leaders emphasize discipline, particularly in terms of punctuality and adherence to rules. Around 40% of respondents also stated that

leaders provide guidance, direction, and career development support through training. Additionally, approximately 70% of respondents indicated that leaders involve employees in discussions when solving organizational problems, suggesting the presence of collaborative leadership practices.

Finally, the simultaneous effect of organizational culture, competence, and leadership on work ethic is significant, with a coefficient of determination of 74.5%. This indicates that the fourth hypothesis is accepted. The multiple regression analysis shows that organizational culture contributes 37.4%, competence contributes 12.2%, and leadership contributes 83.4% to work ethic. These findings suggest that leadership has the strongest influence among the three variables, followed by organizational culture and competence.

Recommendations

Based on the findings of this study, several recommendations can be proposed for the organization. In general, employees have expressed satisfaction with the support provided by the institution. However, it is important for the organization to continuously pay attention to employee needs and expectations in order to enhance performance and maintain a strong work ethic.

One of the key strategies to improve organizational culture and competence is through

training and development programs. Training (diklat) can serve as an effective tool to enhance employees' understanding of organizational values and to improve their competencies. In addition, other approaches such as team-building activities, including outbound programs, can be implemented to strengthen collaboration and reinforce organizational culture.

Furthermore, job rotation or employee rolling can be considered as an alternative strategy to broaden employees' understanding of different roles and functions within the organization. This can help employees develop a more comprehensive perspective and improve their adaptability in various work situations.

In terms of leadership, the findings indicate that current leadership practices are generally effective and should be maintained. It is important for leaders to continue fostering open communication and maintaining a balance between discipline and employee involvement. Strengthening participative leadership practices can further enhance employee engagement and work ethic.

Overall, by improving organizational culture, enhancing competence, and maintaining effective leadership, the organization can further strengthen employee work ethic and achieve better performance outcomes.

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