

The Effect of Work Ethics on the Professionalism of Students of the Department of Office Administration Education, State University of Jakarta

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Abstract. This study looks into how work ethics influence how students in the Office Administration Education Department at the State University of Jakarta develop professionalism. We collected data from 100 students using questionnaires and analyzed the results with Pearson correlation and simple linear regression. The findings show a clear, positive link between work ethics and professionalism ($r = 0.728$, $p < 0.01$), with work ethics explaining about 72.8% of the differences in professionalism. Although there were some challenges with the reliability of the tools used, the results emphasize how important ethical values like responsibility, discipline, honesty, integrity, and commitment are in shaping students' character. The study suggests that universities should put more emphasis on character education to help produce graduates who are not only skilled but also uphold high ethical standards.

Keywords: Work ethics, Professionalism, Students, Administrative Education, Character.

Introduction

In an increasingly crowded and challenging world at the global level, universities face a huge task to produce graduates who are not only academically great, but also have a solid character, high work ethics, and a professional attitude when carrying out their duties in society. Truly professional graduates are those who are able to adapt quickly when facing change, always uphold moral values, and demonstrate integrity and responsibility in every action (Huda et al, 2021)

Currently, the need for a workforce that not only has technical expertise, but also has strong soft skills, is increasingly becoming a priority in the world of work. This condition is very relevant in the context of the Office Administration Education Study Program which aims to produce graduates who are ready to work in the fields of administration, management, and public services, both in government institutions, the education sector, and the private sector. To achieve this, work ethics must be the main basis in shaping students' professional attitudes. Work ethics include discipline, responsibility, honesty, commitment to duty, and personal integrity (Fatimah & Wardani, 2022).

These values need to be instilled since college, as they will help shape the character of students in their role as ethical workforce candidates. However, in higher education, there is still a gap between the expected work ethic values and the real behavior of students. It is still common to see students who lack discipline when attending lectures, are irresponsible in completing assignments, and are involved in violations of the academic code of ethics such as plagiarism (Rizki & Lestari, 2020).

This shows that the process of internalizing work ethics in learning has not run optimally. Student professionalism depends not only on understanding technical knowledge and skills, but also how they interpret and apply moral values in academic and organizational activities (Sari & Yuliana, 2023). Professionalism includes commitment to studies, the ability to work independently and in teams, academic

honesty, and social awareness as part of the community on campus. Therefore, strengthening work ethics is an important foundation for building overall student professionalism. This study aims to empirically examine the effect of work ethics on the level of professionalism of students of the Office Administration Education Department at the State University of Jakarta.

Using a quantitative approach and primary data collection, the results of this study are expected to contribute to the development of character education strategies that are more relevant and in accordance with the needs of the world of work. In addition, the results of this study are also expected to be the basis for formulating academic policies, curriculum, and learning methods that are more oriented towards the formation of graduates who are professional and have integrity.

Methods

This research is driven by the importance of building the character of students so that they are better prepared to face the world of work. One way is to instill work ethic values early on, so that they can develop a professional attitude since college. Therefore, this study was designed using a quantitative approach with a causal associative design. The aim is to find out how much influence work ethics have on the level of professionalism of students.

The method chosen is a survey because it allows direct data collection from many respondents, according to the needs of analyzing the relationship between variables. The population of this study were active students of the Office Administration Education Study Program at the State University of Jakarta, especially from the class of 2023/2024. A sample of 100 respondents was taken using simple random sampling technique so that the results represented the entire population.

Table 1. Scoring of Questionnaire Answers

Description	Code	Item Value Score	
		<i>Favourable</i>	<i>Unfavorable</i>
Sangat Setuju	SS	5	1
Setuju	S	4	2
Netral	N	3	3
Tidak Setuju	TS	2	4
Sangat Tidak Setuju	STS	1	5

The main instrument was a questionnaire with a five-point Likert scale, which was used to measure two main variables. The first variable is Work Ethics (X), measured through five indicators: responsibility, honesty, discipline, integrity, and commitment to duty. The second variable is Student Professionalism (Y), which is measured through indicators: dedication to studies, academic responsibility, academic integrity, learning independence, and participation in organizations.

Data were collected online using Google Form, containing statements according to variable indicators. Prior to deployment, validity and reliability tests were conducted to ensure the instrument was suitable for use. The results showed that most of the items were valid and reliable, especially for the professionalism variable. After the data was collected, the analysis was conducted using SPSS software. The analysis steps included:

1. Validity and reliability tests to ensure the instrument is feasible.
2. Pearson correlation test to determine the relationship between variables.
3. Simple linear regression test to see how much influence work ethics has on professionalism.
4. Normality and heteroscedasticity tests to ensure the regression model is feasible.

With this approach and analysis, the research is able to answer questions and test hypotheses objectively and according to scientific standards.

Result and Discussion

1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		101
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.73997871
Most Extreme Differences	Absolute	.081
	Positive	.070
	Negative	-.081
Test Statistic		.081
Asymp. Sig. (2-tailed)		.097 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Figure 1 Data normality test results

The results of the one-sample Kolmogorov-Smirnov Test show a significance value of 0.097, which is greater than the 0.05 limit. This means that the residual data is normally distributed. In other words, there is no violation of the normality assumption in the regression model used, so the model can be used for further analysis. Meeting this assumption further strengthens the validity of the results of the regression test conducted in the study.

2. Data Validity Test

A. Variable X

Table 2. Data Validity Test Result Variable X

No	Question Item	r-Value Count	Sig.(2-tailed)	Description
1	X.1	0,314	0,001	Valid
2	X.2	0,260	0,010	Valid
3	X.3	0,351	0,001	Valid
4	X.4	0,334	0,001	Valid
5	X.5	0,420	0,000	Valid
6	X.6	0,583	0,000	Valid
7	X.7	0,515	0,000	Valid
8	X.8	0,621	0,000	Valid
9	X.9	0,461	0,000	Valid
10	X.10	0,313	0,001	Valid
11	X.11	0,235	0,018	Valid
12	X.12	0,393	0,000	Valid
13	X.13	0,378	0,000	Valid
14	X.14	0,151	0,132	Tidak Valid
15	X.15	0,439	0,000	Valid

Based on the results of testing the validity of the instrument for variable X (Work Ethic), it was analyzed using the Pearson Moment Product correlation on the total score (T.X). From these results, all items from X.1 to X.15 show a significance value (Sig. 2-tailed) of less than 0.05 and have a positive correlation. The calculated r value for each item ranges from 0.260 to 0.621. This means that all items in the variable X instrument are declared valid because they meet the validity criteria, namely significance below 0.05 and

positive correlation with the total score. Thus, the instrument used to measure student work ethics can be said to have a good level of validity and is suitable for use in this study.

B. Variable Y

Table 2. Data Validity Test Result Variable Y

No	Question Item	r-Value Count	Sig.(2-tailed)	Description
1	Y.1	0,005	0,964	Tidak Valid
2	Y.2	0,208	0,036	Valid
3	Y.3	0,266	0,007	Valid
4	Y.4	0,092	0,348	Tidak Valid
5	Y.5	-0,037	0,713	Tidak Valid
6	Y.6	0,245	0,014	Valid
7	Y.7	0,432	0,000	Valid
8	Y.8	0,638	0,000	Valid
9	Y.9	0,369	0,000	Valid
10	Y10	0,669	0,000	Valid
11	Y11	0,538	0,000	Valid
12	Y12	0,628	0,000	Valid
13	Y.13	0,700	0,000	Valid
14	Y.14	0,775	0,000	Valid
15	Y.15	0,775	0,000	Valid

Based on the results of the Pearson correlation test, it can be concluded that out of the 15 items used to measure variable X, 11 items are considered valid because their correlation values (r) with the total score exceed the critical value of 0.195 and have a significance level (Sig. 2-tailed) less than 0.05. These valid items are twelve. Meanwhile, four items – Y.1, Y.4, and Y.5 – are deemed invalid because their correlation values are below the threshold and their significance values are greater than 0.05. Therefore, these items should be revised or removed to improve the overall validity of the instrument.

3. Data Reliability Test

A. Variable X

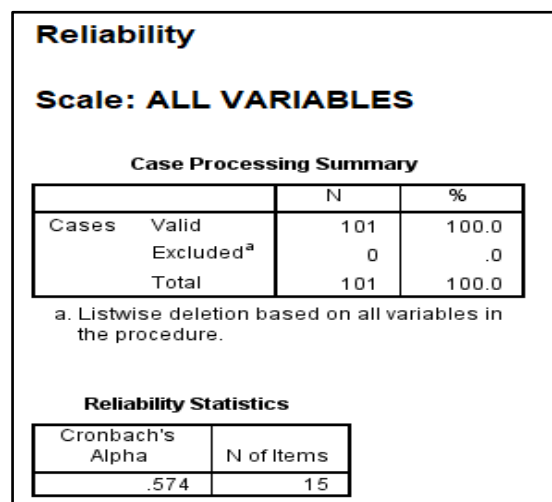


Figure 2 Reliability test on the variable X

Based on the results of the reliability test on the variable X instrument (Work Ethics) using Cronbach's Alpha analysis, an alpha value of 0.574 was obtained with 15 items. This value is still below the generally accepted minimum limit, which is 0.60. Therefore, it can be concluded that the variable X instrument is not consistent or reliable enough in measuring the concept of work ethics. It is recommended that a review of the statements in the questionnaire be carried out, especially on items that have a low correlation to the overall score. Revision or deletion of these items can be the right step to increase the level of instrument reliability.

B. Variable Y

Reliability			
Scale: ALL VARIABLES			
Case Processing Summary			
		N	%
Cases	Valid	100	99.0
	Excluded ^a	1	1.0
	Total	101	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		N of Items	
.696		15	

Figure 3 Reliability test on the variable Y

The results of reliability testing using Cronbach's Alpha showed a value of 0.696 for the 15 questions asked. Although this figure is slightly below the general minimum limit of 0.70, which is usually used as an indicator that the instrument has good reliability, the value of 0.696 can still be considered quite close to reliable. This value is usually considered adequate, especially for initial research or instrument development stages. In addition, of the 101 respondents who participated, only one data was incomplete and had to be discarded, so the valid data remained as many as 100 respondents (99%), strong enough to be analyzed.

4. Correlation Test

Correlations

		Correlations	
		T.X	T.Y
T.X	Pearson Correlation	1	.728**
	Sig. (2-tailed)		.000
	N	101	101
T.Y	Pearson Correlation	.728**	1
	Sig. (2-tailed)	.000	
	N	101	101

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

Figure 4 Correlation test

Based on the results of the Pearson correlation test between the Work Ethics variable (T.X) and Student Professionalism (T.Y), a correlation coefficient of 0.728 was obtained with a significance level of 0.000 ($p < 0.01$). This indicates a very strong, positive, and significant relationship between work ethics and the level of student professionalism. In other words, the higher the level of work ethics that students have, the higher their level of professionalism. Since this significance value is below 0.01, we can conclude that this relationship is significant with a 99% confidence level, so the hypothesis in this study is accepted.

5. Heteroscedasticity Test

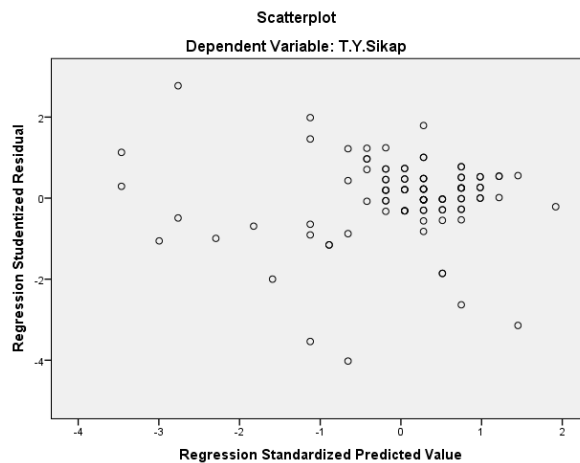


Figure 5 Heteroscedasticity test

Based on the results of the heteroscedasticity test scatterplot which shows the relationship between studentized residuals and standardized predicted values, it can be seen that the data is randomly scattered around the zero line and does not form a specific pattern. This indicates that the regression model meets the assumption of homoscedasticity, so there are no signs of heteroscedasticity. Thus, the variables in the model can be used for further analysis because they do not violate the classical assumption of residual variance stability.

6. Simple Linear Regression Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1646.976	1	1646.976	111.372	.000 ^b
	Residual	1464.014	99	14.788		
	Total	3110.990	100			

a. Dependent Variable: T.Y.Sikap

b. Predictors: (Constant), T.X.Etika

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.417	5.754		.420	.675
	T.X.Etika	.950	.090	.728	10.553	.000

a. Dependent Variable: T.Y.Sikap

Figure 6 Simple linear regression test

The results of the simple linear regression test show a significance figure of 0.000 ($p < 0.05$) recorded in the ANOVA table with an F value of 111.372. This indicates that the regression model linking Work Ethics (X) and Student Professionalism (Y) is significant. If we look at the Coefficient table, the regression coefficient for Work Ethic is 0.950, with a t value of 10.553 and a significance of 0.000. This means that Work Ethic has a positive and real influence on Student Professionalism. The Beta value of 0.728 indicates that Work Ethics contributes about 72.8% to changes in the level of student professionalism. So, the higher the work ethics of students, the higher the level of professionalism they show.

The analysis results show that the residual data in the regression model meets the normality assumption. This can be seen from the Kolmogorov-Smirnov significance value of 0.097 (> 0.05), which indicates that this regression model is suitable for use in further statistical testing. In addition, another assumption in linear regression, namely homoscedasticity, has also been met. If we look at the scatterplot of the residuals, the dots are randomly scattered around the zero line with no particular pattern. This indicates that there are no signs of heteroscedasticity, so the model built is considered valid.

Testing the validity and reliability of the instrument also shows quite good results. Most items on the Work Ethics (X) and Student Professionalism (Y) variables proved to be valid and feasible to use. Although the reliability on variable X is slightly below the minimum standard with a score of 0.574, and variable Y reaches 0.696, this figure is still considered acceptable for initial research. Of course, for the next study, it is recommended to revise the instrument so that the results are even better.

The results of the correlation analysis showed a very strong positive relationship between work ethics and student professionalism ($r = 0.728$; $p < 0.01$). This means that the higher the level of work ethics of the students, the higher the professional attitude they show. Data from the simple linear regression test also reinforced this finding, with a significance value of 0.000 and a contribution of 72.8% from the work ethics variable to professionalism. Thus, work ethics is an important factor that significantly influences students' professional character.

Overall, these results suggest that strengthening work ethic values in the higher education process can directly improve students' professional attitudes. This finding illustrates that curriculum development and character building in higher education, especially in study programs that focus on developing professional competencies, are important to pay attention to.

Conclusion

Based on the results of the study, it can be concluded that work ethics has a considerable and positive influence on the level of professionalism of students of the Office Administration Education Department at the State University of Jakarta. The correlation analysis results show a very strong relationship between the two variables. In addition, simple linear regression analysis shows that work ethics contributes about 72.8% to the variation in the level of professionalism of students. Classical assumption tests, such as normality and heteroscedasticity tests, also showed that the regression model used met the standards of analytical feasibility. Furthermore, most of the items in the research instrument proved to be valid and reliable, although there are some items that need to be developed further to make the measurement more consistent. In general, these findings confirm the importance of incorporating work ethic values in the higher education process to build students' professional character. Thus, improving work ethics in the campus environment is an effective step in preparing graduates who are competitive and have high integrity in the world of work.

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