Vocational High School Teacher's Work Ethic

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ABSTRAK

Essential research describes the work ethic of Vocational High School teachers and the indicator that mostly affects the formation of the latent variable of the vocational teacher's work ethic. The research used a survey method with a sample consisting of 212 SMK teachers in Medan. The analytical technique used was a confirmatory factor analysis with SEM analysis using AMOS tools. The analysis revealed that the SMK teachers' work ethic reached 35.85%, categorised as high, 52.36% as adequate, 8.49% as inadequate, and 3.30% as low. It also showed that an indicator variable of having a preference for working hard served as the strongest indicator (52.70%) that formed the latent construct variable of the vocational teachers' work ethic. Subsequently, the latent construct variables of vocational teachers' work ethic contain several indicators that include a preference for working hard at 52.70%; willingness to give more than required at 50.55%; fairness at 49.14%; willingness to cooperate at 48.86%; working honestly with 42.64%; work efficiently during working hours with 39.18%; and respecting colleagues with 25.60%.

Keywords: Teachers, Vocational High School, Work ethic

INTRODUCTION

Work ethic can be interpreted as an attitude or character of a person or a group of people when performing work. An example of a work ethic is when someone works seriously and puts an effort to make good results. On the other hand, someone lacks a work ethic when the individual does not seem to perform the work wholeheartedly and does not think about the work's effectiveness and productivity. Work ethic is a perspective that a person or group has about work. If a person views his work as noble, his work ethic can be classified as high. On the other hand, if a person or a group of people views their work as meaningless, then their work ethic is low. Based on the explanation from several experts, such as Badriati (2021, pp. 3-7), Juniarti, dkk. (2021, pp. 20-21), Ginting (2016, pp. 6-7), Istijanto (2010, pp. 239-241), and Chalil (2011, pp. 32-33), it can be concluded that work ethic is a set of positive work behaviours

rooted in strong awareness, fundamental beliefs, and accompanied by a total commitment on an integral work paradigm. Furthermore, the work ethic of individuals, teachers, employees, or workers is a view of dedication to work that is of very high value. Sapada et al. (2017, pp. 28-36) support that work ethic can be interpreted as an attitude of personality, attribute, character, and belief. Ginting (2016, pp. 6-7) delineates that to determine whether employees' work ethic is in high or low conditions, its dimensions should be taken into account, which includes working smart, working hard, and sincerity with work. In line with this, Istijanto (2010, pp. 239-241) maintains that employees who have a high work ethic will be reflected in their behaviour, namely: work hard, be fair, be productive during working hours, give more than what is required, be cooperative, and respect co-workers.

Based on the theories discussed above, this research specifically examined the work ethic of Vocational High School (SMK) teachers. Vocational High Schools at this time are required to be of high quality so that the graduates own the competencies demanded by the business world, the industry, and the workplace. The government has encouraged the acceleration of efforts to improve the quality of Vocational High Schools through a vocational high school revitalisation program that transforms into Vocational High Schools as a Center of Excellence. The industry positively welcomes the program. This can be seen from the industry's openness and responsibility to organise industrial work

practices for vocational high school students. Therefore, a strong work ethic is expected of vocational high school teachers. It is a very important factor to support efforts to improve quality so that it can be achieved completely.

Based on the description above, the problems investigated in this study are 1) What is the description of a Vocation High School teacher's work ethic? 2) How is the relationship between each indicator to the latent construct variable of the work ethic of these teachers? 3) Which indicator is the most dominant in forming the latent construct variable for the teachers' work ethic?

METHOD

This study aimed to examine the correlation between each indicator of the variable of Vocational High School teachers' work ethic and the most dominant indicator forming the latent variable of the teachers' work ethic. A survey method was chosen to achieve the research objectives (Sugiyono, 2018, pp. 80-82). Data were collected using a Likert scale questionnaire with five choices: strongly disagree, disagree, neutral, agree, and strongly agree. The research sample amounted to 212 Vocational High School teachers in Medan. To test the instrument, the validity of the questionnaire items was analysed using the moment product correlation technique (Sugiyono, 2018, p. 151). The reliability coefficient was calculated using the Alpha coefficient formula (Sunyoto, 2012, p. 114). Based on the test results, there was 26 valid work

ethic questionnaires from 30 items with a reliability coefficient of 0.801. The instrument's reliability coefficient was high and significant. The analytical technique used was descriptive statistical analysis and confirmatory factor analysis with SEM analysis using AMOS tools (Arbuckle, 2012, p. 84).

RESULTS AND DISCUSSION
Descriptive Statistical Analysis Results

The results from the descriptive statistical analysis are presented in Table 1 below.

Table 1. Summary of Descriptive Statistical Analysis Results

Analysis	Teachers' Work Ethic
Number of data (N)	212
Minimum Score	74
Maximum Score	130
Average Score	113.72
Standard Deviation	10.89
Ideal Minimum Score	26
Ideal Maximum Score	130
Ideal Average Score	78
Ideal Standard Deviation	17.33
Range	56
Variance	120.34
Median	117
Mode	130

Based on Table 1 above, it can be seen that the observed average score of 113.72 was much greater than the ideal average score of 78 as the

criteria. Further analysis showed that 88.67% of Vocational High School teachers' work ethic was high, 10.85% was classified as moderate, and 0.48% was poor. Therefore, it can be concluded that the work ethic of Vocational High School teachers tended to be high.

Confirmatory Factor Analysis Results

Confirmatory factor analysis was conducted to identify the appropriate model that explained the correlation between the seven indicators forming the latent construct variable for the Vocational High School teachers' work ethic. The variable construct model for the teachers' work ethic can be seen in Figure 1.
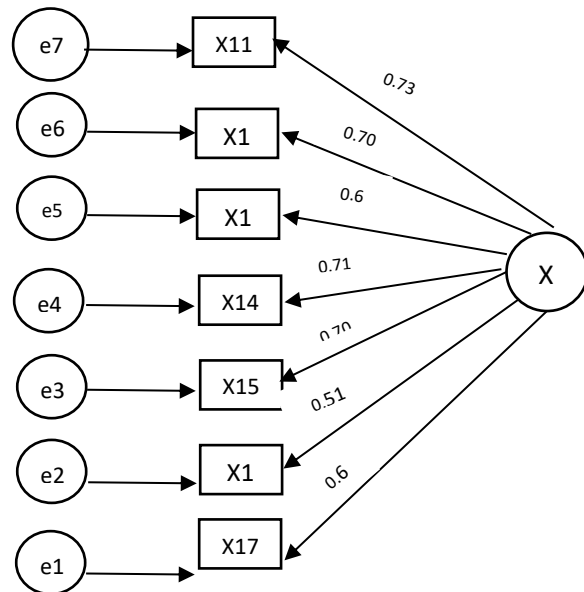
Notes:
X1 = work ethic   X14= desire to give more than required
X11= work hard   X15= cooperative
X12= being fair   X16= respect co-workers
X13= productive at work   X17= work earnestly

Figure 1. Research Variable Construct Model

Confirmatory factor analysis was performed to examine the correlation between indicators based on standardised regression weights on AMOS output, as shown in Table 2.

Table 2. Standardised Regression Weights

	Estimate	Estimated Square Percentage (%)	Notes
X17 <--- X1	0.653	42.64	42.64% of indicator variation of honest work can define the work ethic construct.
X16 <--- X1	0.506	25.60	25.60% of indicator variation of respecting co-workers can define the work ethic construct.
X15 <--- X1	0.699	48.86	48.86% of indicator variation of willingness to cooperate can define the work ethic construct.
X14 <--- X1	0.711	50.55	50.55% of indicator variation of desire to give more than required able to define work ethic construct.
X13 <--- X1	0.626	39.18	39.18% of indicator variation of efficient work during working hours can define the work ethic construct.
X12 <--- X1	0.701	49.14	49.14% indicator variation of being fair able to define work ethic construct.
X11 <--- X1	0.726	52.70	52.70% indicator variation of willingness to work hard able to define work ethic construct

Source: AMOS analysis Results on primary data, 2022

Based on the analysis results, the seven indicators forming the latent construct variable of work ethic have a critical ratio (CR) value with a probability value of $p < \alpha = 0.05$, which met the goodness of fit criteria set. Therefore, the measurement model had a model accuracy where the items used can serve as indicators of the measured work ethic construct variable. The model is declared a fit model for the existing data. Based on Table 2, it can be seen the percentage of the correlation of each indicator that was the most dominant to the latent construct variable. The indicators forming the latent construct variable for the work ethic of Vocational High School teachers consisted of willingness to work hard at 52.70%; fairness at 49.14%; work efficiently during working hours at 39.18%; willingness to give more than required at 50.55%; willing to cooperate with 48.86%; respect for colleagues with 25.60%; and work honestly with 42.64%. These empirical results aligned with Badriati (2021, pp. 3-7), Juniarti, dkk. (2021, pp. 20-21), Ginting (2016, pp. 6-7) explained that the dimension of work ethic was hard work. Furthermore, the results also supported Istijanto (2010, pp. 239-241), who argued that the work ethic indicators consisted of likes to work hard, be fair, not waste time during working hours, desire to give more than required, willing to cooperate, respect for co-workers, and work honestly. However, empirically it was discovered that the indicator of likes to work hard is the

strongest (the most dominant) indicator as a latent construct variable of work ethic, followed by the indicator of the desire to give more than required. This study supported Wahyudi, at. all. (2013, pp. 165-184) findings that only the dimension of hard work directly and significantly influences task performance. Subsequently, the magnitude of the effect of indicators on the latent construct variables of work ethic is: like to work hard with 52.70%; willingness to give more than required with 50.55%; being fair with 49.14%; willing to cooperate with 48.86%; work honestly with 42.64%; do not waste time during working hours with 39.18%, and respect for colleagues with 25.60%. Based on the results of this study, the work ethic variable affected other variables. This was indicated in other studies, such as Haryati and Ismail (2020, pp. 89-103); Agusdin and Suparman (2019, pp. 11-17); Salahudin et al. (2016, pp. 465-471); Lawu, Suhaila, and Lestiowati (2019, pp. 51-60), explained in their research results that work ethic significantly affected performance.

CONCLUSION

Based on the research findings, it can be concluded that work ethic is one of the factors that a vocational high school teacher must own. Empirically, the work ethic of vocational high school teachers is still quite adequate. Therefore, efforts to improve their work ethic are still needed. Furthermore, the findings of this study indicated that the most dominant indicator forming the latent construct variable of the work

ethic of vocational high school teachers was a willingness to work hard indicator. Subsequently, the magnitude of the effect of indicators on the latent construct variables of vocational high school teachers consisted of like to work hard, desire to give more than required, being a fair, willingness to cooperate, working honestly, do not waste time during working hours, and respect co-workers. These findings indicated that the work ethic variable was of great significance to be investigated further about its effect on other variables.

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