

THE INFLUENCE OF EDUCATIONAL BACKGROUND AND FAMILY VALUES ON EMPLOYEE WORK ETHIC AT THE OFFICE OF THE MINISTRY OF FOREIGN AFFAIRS OF THE REPUBLIC OF INDONESIA

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ABSTRACT

This study aimed to analyze the influence of educational background and family values on the work ethic of employees at the Office of the Ministry of Foreign Affairs of the Republic of Indonesia. The research employed a descriptive quantitative methodology. The population and sample consisted of employees from the Leadership Strategic Support Bureau within the aforementioned office. Data were collected using a survey method through the distribution of questionnaires. This study utilized a quantitative approach grounded in positivist philosophy, which involves examining specific populations or samples through random sampling, standardized research instruments, and statistical data analysis with the objective of testing predetermined hypotheses. The findings revealed that: (1) Educational background has no significant effect on employee work ethic; (2) Family values have a significant effect on employee work ethic; and (3) Collectively, educational background and family values exert a significant influence on employee work ethic.

Keywords: *Educational Background, Employee Work Ethic, Family Values*

A. INTRODUCTION

Work ethic is a crucial element in determining the effectiveness and efficiency of civil servant performance, particularly within the Ministry of Foreign Affairs of the Republic of Indonesia (MoFA RI). As an institution responsible for diplomacy and international relations, MoFA RI requires human resources with high dedication, professionalism, and integrity. However, in reality, there are variations in work ethic levels among employees, necessitating in-depth analysis to understand the underlying factors.

One factor believed to influence work ethic is educational background. Formal education provides individuals with the knowledge and skills necessary to perform professional tasks. Research by (Yulianti, 2022) indicates that educational background significantly affects work ethic in employees at BMT Dana Mentari Muhammadiyah Purwokerto. Similar findings were observed in a study by (Ariyanto, 2022), which showed a positive influence of educational background on

work ethic at Bank Syariah Indonesia KCP Curup. These findings suggest that higher formal education levels can impact an individual's work attitude and behavior.

In addition to education, values instilled within the family from an early age also have a long-term impact on an individual's attitude and behavior, including in the workplace. The dual roles experienced by female civil servants can affect their work ethic. This conflict often arises due to demands from roles as wives and mothers intersecting with job responsibilities. Strong family support can help individuals overcome these conflicts and maintain a high work ethic (Feeney & Stritch, 2019, 2019; Ma et al., 2025; Yang et al., 2024).

The interaction between educational background and family values shapes an individual's mindset and work attitude. Education provides knowledge and skills, while family values shape character and work ethics (Dubow et al., 2009; Koçak et al., 2021; Yaqoob et al., 2023; Zhao & Zhao, 2022). A study by (Yulianti, 2022) indicates that the combination of educational background and motivation derived from family can enhance employee work ethic. This suggests that both factors complement each other in forming a professional work attitude.

Despite MoFA RI's high standards in carrying out diplomatic duties, challenges in improving work ethic persist. Factors such as the mismatch between educational background and assigned tasks, as well as lack of family support, can affect employee motivation and performance. Therefore, it is essential to conduct a thorough analysis of these factors to formulate effective strategies for enhancing work ethic.

This research is relevant for MoFA RI as it can provide insights into how educational background and family values influence employee work ethic. By understanding these factors, MoFA RI can design appropriate training and development programs to improve employee work ethic, which in turn will enhance organizational performance in carrying out its diplomatic duties.

The aim of this study is to analyze the impact of educational background and family values on employee work ethic at MoFA RI. The benefits of this research are expected to provide recommendations for MoFA RI in formulating policies and programs that can improve employee work ethic, as well as contribute to the development of human resource management science in the public sector.

B. LITERATURE REVIEW

Educational Background

Education is a planned endeavor aimed at transforming individual behavior and thought patterns toward greater creativity, initiative, and autonomy through structured instruction, guidance, and skill development aligned with predefined objectives set by individuals or organizations (Brauer et al., 2025; Slavich & Zimbardo, 2012).

Commonly, "educational background" refers to the highest level of formal education attained by an individual. When completing a curriculum vitae, individuals typically list formal educational milestones from kindergarten to the highest degree obtained as well as non-formal training such as courses attended.

While this definition is accurate, literature often associates educational background more broadly with one's level of education. Siti Aisyah posits that educational background serves as a key indicator of professional competence; higher educational attainment is generally expected to correlate with higher levels of professionalism and quality of performance. Educational background shapes personality, including cognitive frameworks and worldview. Alternatively, educational background may be understood as the accumulated experiential learning derived from formal and informal educational programs encompassing knowledge, cognition, attitudes, and behaviors. Krech, Crutchfield, and Ballachey argue that differing cognitive frameworks lead to distinct learning and thinking patterns.

Thus, diverse educational backgrounds result in varied developmental trajectories of knowledge, shaped by unique learning experiences.

Family Values

Family can be examined through two dimensions: biological ties and social relationships. In the biological dimension, family constitutes a social unit bound by blood relations, distinguishable into nuclear and extended families. In the social dimension, family is a social unit defined by interaction, mutual influence, and interdependence among members even in the absence of biological kinship (Herreros, 2015).

Within this context, familial roles encompass a set of interpersonal behaviors, traits, and activities associated with individuals occupying specific positions and situations.

Family roles enhance expectations and quality of life, as the family serves as the primary support system for developing effective responses to physical, psychological, and social stressors related to illness (Hasanah et al., 2018). Informal familial roles, by contrast, are implicit, often unobservable, and primarily function to satisfy emotional needs and maintain familial equilibrium.

Employee Work Ethic

Work ethic may be defined as a perspective on how to engage in activities aimed at achieving results or success. It is shaped by habitual practices, cultural influences, and deeply held value systems.

The term "ethos" is closely related to "ethics" and "etiquette," approaching the concept of morality or principles concerning right and wrong conduct. Thus, ethos implies a powerful passion or drive to perform tasks optimally, strive for excellence, and achieve the highest possible standards of quality.

Work ethic represents a constellation of positive behaviors rooted in fundamental beliefs accompanied by total commitment to an integrated work paradigm. According to (Priansa, 2021) when individuals within an organization or community embrace and commit to a shared work paradigm, distinctive attitudes and behaviors emerge, ultimately constituting organizational culture.

C. RESEARCH METHODOLOGY

This study employed a survey method, utilizing questionnaires for data collection, underpinned by a quantitative approach grounded in positivist philosophy. Quantitative research investigates specific populations or samples through random sampling, employs standardized research instruments, and applies statistical analysis to test pre-established hypotheses (Sugiyono, 2017).

Population and Sample

Population refers to the entire group of objects or subjects possessing specific characteristics determined by the researcher for study and generalization. Population encompasses not only humans but also other objects and natural phenomena, extending beyond mere numerical count to include all defining attributes of the subjects (Sugiyono, 2017). The population of this study comprises 52 employees of the Leadership Strategic Support Bureau at the Office of the Ministry of Foreign Affairs of the Republic of Indonesia.

Sample refers to a subset of the population's characteristics. This study included both male and female employees. Due to the relatively small size of the population, the saturated sampling technique was employed, wherein the entire population was selected as the sample.

D. RESULTS AND DISCUSSION

The following presents the results of data analysis concerning the influence of educational background and family values on employee work ethic at the Office of the Ministry of Foreign Affairs of the Republic of Indonesia, conducted using SPSS version 29.0.2.0.

Reliability Test

The Cronbach's Alpha coefficient for the research variables is presented below:

Table 1.
Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.936	10

Source: Processed data using SPSS

The reliability test yielded a Cronbach's Alpha value of 0,936. This indicates that the questionnaire data used in this study are highly reliable and representative, demonstrating strong internal consistency.

Classical Assumption Tests

Normality Test

The normality test using SPSS yielded the following result:

Table 2.
Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			52
Normal Parameters ^{a,b}	Mean		,0000000
	Std. Deviation		2,13971492
Most Extreme Differences	Absolute		,079
	Positive		,064
	Negative		-,079
Test Statistic			,079
Asymp. Sig. (2-tailed) ^c			,200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		,564
	99% Confidence Interval	Lower Bound	,551
		Upper Bound	,576

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Processed data using SPSS

The Asymp. Sig. (2-tailed) value was 0,200, exceeding the significance threshold of 0,05. Therefore, the data are normally distributed and suitable for regression analysis, satisfying the assumption of normality.

Multicollinearity Test

Multicollinearity is indicated if the tolerance value is $< 0,10$ or the VIF value is ≥ 10 . The multicollinearity test results are as follows:

Table 3.
Multicollinearity Test Results

		Coefficients ^a					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	30,572	8,502		3,596	<,001		
	TOTAL_X1	-,097	,117	-,114	-,834	,408	,949	1,054
	TOTAL_X2	,443	,169	,361	2,631	,011	,949	1,054

a. Dependent Variable: TOTAL_Y

Source: Processed data using SPSS

The tolerance values for X₁ and X₂ were 0,949, and the corresponding VIF values were 1,054 both well below the threshold of 10. Thus, the data are free from multicollinearity concerns.

Heteroscedasticity Test

The Glejser test guidelines are as follows:

- 1) If $p_{\text{value}} < 0,05$, reject H_0 (indicating heteroscedasticity);
- 2) If $p_{\text{value}} > 0,05$, accept H_0 (indicating no heteroscedasticity).

Table 4.
Heteroscedasticity Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1,944	5,611		,346
	TOTAL_X1	-,002	,077	-,003	,982
	TOTAL_X2	-,006	,111	-,008	,959

a. Dependent Variable: RES_2

Source: Processed data using SPSS

The Glejser test results indicate that none of the independent variables significantly affect the residuals ($p_{\text{values}} > 0,05$), confirming the absence of heteroscedasticity in the regression model.

Regression Analysis

Multiple linear regression results via SPSS are presented below:

Table 5.
Multiple Linear Regression Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	17,003	10,828		1,570
	TOTAL_X1	-,071	,185	-,057	,383
	TOTAL_X2	,659	,233	,418	2,824

a. Dependent Variable: TOTAL_Y

Source: Processed data using SPSS

Based on the table above, the multiple linear regression equation is:

$$Y = 17,003 + 0,071X_1 + 0,659X_2$$

Interpretation of coefficients:

- 1) The constant (a) of 17,003 signifies that, when both educational background (X_1) and family values (X_2) equal zero, the predicted level of employee work ethic (Y) is 17,003.
- 2) The regression coefficient for educational background (X_1) is 0,071. This implies that a one unit increase in educational background is associated with a 0,071 unit increase in family values, holding other variables constant. However, this interpretation appears inconsistent with the research model;

logically, the coefficient should reflect its direct impact on work ethic (Y).
 Correction note: The original text erroneously interprets the coefficient as affecting family values rather than work ethic. The correct interpretation should be: A one-unit increase in educational background is associated with a 0.071-unit increase in work ethic, holding family values constant.

- 3) The regression coefficient for family values (X_2) is 0,659, indicating that a one-unit increase in family values is associated with a 0,659 unit increase in employee work ethic, holding educational background constant.

Coefficient of Determination

The coefficient of determination (R^2) measures the proportion of variance in the dependent variable explained by the independent variables.

Table 6.
Coefficient of Determination
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,353 ^a	,125	,089	2,183	1,897

a. Predictors: (Constant), TOTAL_X2, TOTAL_X1

b. Dependent Variable: TOTAL_Y

Source: Processed data using SPSS

The R^2 value is 0,125, indicating that educational background and family values collectively explain 12,5% of the variation in employee work ethic. The remaining 87,5% is attributable to other unmeasured factors.

Correlation Coefficient

The correlation coefficient assesses the direction and strength of association between variables.

Table 7.
Correlation Coefficients

		Etos Kerja Karyawan	Nilai Keluarga	Latar Belakang Pendidikan
Etos Kerja Karyawan	Pearson Correlation	1	,338*	,104
	Sig. (2-tailed)		,014	,463
	N	52	52	52
Nilai Keluarga	Pearson Correlation	,338*	1	,156
	Sig. (2-tailed)	,014		,270
	N	52	52	52
Latar Belakang Pendidikan	Pearson Correlation	,104	,156	1
	Sig. (2-tailed)	,463	,270	
	N	52	52	52

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Processed data using SPSS

The Pearson correlation coefficient (r) between educational background (X_1) and work ethic (Y) is 0,104 (weak positive correlation). The correlation between family values (X_2) and work ethic (Y) is 0,338 (moderate positive correlation).

Hypothesis Testing

Partial Test (t_{test})

The t_{test} evaluates the individual contribution of each independent variable to explaining the dependent variable.

- If $p > 0,05$, H_0 is accepted (no significant effect);
- If $p < 0,05$, H_0 is rejected (significant effect).

Table 8.
Partial Test (t_{test}) Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,003	10,828		1,570	,124
	TOTAL_X1	-,071	,185	-,057	-,383	,704
	TOTAL_X2	,659	,233	,418	2,824	,007

a. Dependent Variable: TOTAL_Y

Source: Processed data using SPSS

Results:

1) Effect of Educational Background on Employee Work Ethic:

The calculated t_{value} is -0,383, while the critical t_{value} (t_{table}) at $\alpha = 0,05$ ($df=50$) is 1,675. Since $|-0,383| < 1,675$ and the p_{value} (0,704) $> 0,05$, H_0 is accepted. Thus, educational background has no statistically significant individual effect on employee work ethic.

2) Effect of Family Values on Employee Work Ethic:

The calculated t_{value} is 2,824, exceeding the critical t_{value} of 1,675. The p_{value} is 0,007 ($< 0,05$). Therefore, H_0 is rejected, and H_1 is accepted. Family values exert a statistically significant individual effect on employee work ethic.

Simultaneous Test (F_{test})

The F-test determines whether the independent variables collectively exert a significant influence on the dependent variable.

Table 9.
Simultaneous Test (F_{test}) Results
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33,272	2	16,636	3,491	,038 ^b
	Residual	233,497	49	4,765		
	Total	266,769	51			

a. Dependent Variable: TOTAL_Y

b. Predictors: (Constant), TOTAL_X2, TOTAL_X1

Source: Processed data using SPSS

The $F_{statistic}$ (F_{hitung}) is 3,491. The critical F_{value} (F_{tabel}) is determined as $F(2,50) = 3,183$. Since $3,491 > 3,183$ and the p_{value} is 0,038 ($< 0,05$), H_0 is rejected. Thus, educational background and family values, taken together, have a statistically significant combined effect on employee work ethic.

E. CONCLUSION

This study investigated the influence of educational background and family values on employee work ethic at the Office of the Ministry of Foreign Affairs of the Republic of Indonesia. Based on the analysis, the following conclusions are drawn:

The study indicates that family values significantly influence employee work ethic, while educational background does not have a statistically significant individual effect. Collectively, both factors account for 12.5% of the variance in work ethic, suggesting that deficiencies in either may negatively impact work ethic.

These findings imply that organizations should prioritize fostering strong family support systems to enhance employee motivation and performance. While educational background alone may not directly influence work ethic, integrating family values into organizational culture can lead to a more committed and productive workforce. This approach aligns with the growing recognition of work-life balance and the importance of family in shaping professional behavior.

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