



ORGANIZATIONAL CULTURE AND WORK ETHIC ON EMPLOYEE PERFORMANCE IN HIGHER EDUCATION ENVIRONMENT

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Abstract. The performance of educational staff is a strategic factor in determining the quality of services and the image of higher education institutions; however, it has not yet reached its full potential due to the weak internalization of organizational culture and work ethic. This study aims to analyze the influence of organizational culture and work ethic, both partially and simultaneously, on the performance of educational staff. The study used an ex post facto design with a population of 66 respondents, all sampled using a saturated sampling technique. Data collection was conducted using a Likert-scale questionnaire. Data analysis utilized simple regression, multiple regression, and partial correlation. The results indicate that organizational culture has a positive and significant effect on the performance of educational staff, and similarly, work ethic has a positive and significant effect on performance. Simultaneously, organizational culture and work ethic were found to have a positive, significant effect on the performance of educational staff. These findings confirm that consistent internalization of organizational culture can foster a constructive work ethic and improve professional work behavior. Thus, organizational culture and work ethic are key determinants of educational staff performance. This study contributes to enriching empirical research on human resource management in higher education and offers practical implications for strengthening policies.

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INTRODUCTION

The quality of higher education in Indonesia remains a serious concern, particularly in improving staff performance, a key indicator of effective institutional governance in education. In the context of globalization and digital transformation, universities are required to adapt quickly and flexibly to change, which can be achieved only by strengthening organizational culture, fostering a strong work ethic, and developing a leadership system focused on service.

Universities or higher education institutions, like other organizations, strive to survive in today's dynamic, challenging, and complex environment (Hamadamin & Atan, 2019). On the other hand, higher education institutions are always committed to contributing to the intellectual development of the nation and continue to be agents of acceleration in advancing science and technology (Sthapit, 2010; Salau et al., 2018; Ateş, 2019; Pangarso et al., 2020; Gore & Kanyangale, 2022). These roles and responsibilities are simultaneously confronted with the rapid and unpredictable advancements in science and technology (Bombiak, 2017; Alvino et al., 2021; Gore & Kanyangale, 2022). As a result, this creates opportunities and challenges that must be addressed internally by the institution (Gore & Kanyangale, 2022; Acido & Kilongkilong, 2022).

Adaptation and flexibility are crucial steps to mitigate challenges and capitalize on opportunities through the implementation of sustainable human resource management (HRM) to maintain the institution's existence, foster coherence in ideas, orientation, and work behavior aligned with the micro (internal) and macro (external/national) visions and missions of higher education (Gore & Kanyangale, 2022; Acido & Kilongkilong, 2022). Like other organizations, human resources are a crucial factor enabling universities to achieve competitive advantages through collaboration to attain strategic objectives (Hamadamin & Atan, 2019).

One important resource in higher education is the educational staff. The presence of

employees or educational staff contributes to the popularity and image of higher education. In this study, educational staff in the higher education environment are members of the community who are recruited and appointed based on specific qualifications to support the implementation of higher education, including librarians, administrative staff, laboratory assistants and technicians, and information technology staff. Educational staff is also defined as non-academic professionals who are not involved in education or teaching, research, or community service. The terms “employees,” “educational staff,” and “staff” used interchangeably in this paper refer to educational staff in higher education, while the terms “institution,” “organization,” and “university” refer to higher education institutions or universities. The role and function of non-academic staff in the university environment are becoming increasingly important amid internal and external turbulence driven by advances in science and technology (Bombiak, 2017; Alvino et al., 2021; Gore & Kanyangale, 2022).

Technological turbulence creates complex, challenging dynamics, including rapid changes across various dimensions of life. These changes influence how individuals perceive the world and interact within it, while also generating significant social challenges and impacts. Adapting, innovating, and preparing human resources are essential actions that must be taken both individually and organizationally to remain relevant and capable of addressing difficult-to-predict challenges and opportunities (Gore & Kanyangale, 2022; Acido & Kilongkilong, 2022). As technological turbulence disrupts existing job types, higher education must adapt and prepare prospective employees with the work ethics and skills needed for the future. The ongoing impact is the creation of new roles for employees that differ from traditional roles limited to payroll administration, record-keeping, or typing. As a result, administrative support, which was previously viewed as a secondary function, has become an essential component in meeting the performance demands of higher education and is crucial to the success of teaching, research, and community service (Rhoades & Sporn, 2002; Schneijderberg & Merkator, 2013).

The impact is on performance, popularity, and the image of higher education as the result of the simultaneous work of all internal resources. One of these is the role and responsibilities of staff as an element of higher education resources. Even employees often serve as the first point of contact for internal parties (faculty and students) and external parties seeking academic and non-academic (Reck et al., 2022). Working extra hours and going beyond their job descriptions to enhance service quality and the institution’s overall image (Smeenk et al., 2009). Therefore, to maintain a strong competitive position and enhance the success of higher education institutions, it is essential to be more responsive in the quality of services provided to employees (Sagheer et al., 2022). Securing employees with strong performance aligned with established standards requires consistent implementation of human resource management (Hamadamin & Atan, 2019). Thus, the development of employee resources as one of the forms of intellectual capital (IC) supports the creation of sustainable and innovative organizational development (Alvino et al., 2021; Fan & Pan, 2023). The development of administrative employee resources can enhance responsible work behavior and collaboration across internal units to win competition through improved performance (Sulastiningtiyas & Nilasari, 2019). Employee performance is influenced by internal and external factors, such as organizational culture and work ethic.

Mohammadi (2020) notes that organizational culture, a new topic, has received special attention in management and organizational behavior. Organizational culture refers to the shared values, beliefs, norms, and practices within an institution. This culture shapes how people interact, make decisions, and respond to challenges, and serves as a guide in resolving internal and external organizational issues. Therefore, it is essential to educate all employees to understand, reflect on, and feel connected to the organization’s issues and objectives (Owens, 1991). Organizational culture, as the soul of the organization, regulates the behavior of organizational members in collaboration, creativity, and communication patterns (Luthans, 2002; Daft, 2010; Robbins et al., 2017). Organizational culture in higher education is key to its success in facing various internal and external pressures (e.g., Beytekdin et al., 2010; Haider et al., 2022; Huang et al., 2023). Awareness of higher education organizational culture helps



achieve organizational goals, analyze the organization, explain the organization's characteristics as a differentiator from other organizations, and serve as a bonding agent among organizational members (Tierney, 1988). A relevant, effective, and efficient organizational culture fosters competitive awareness in achieving organizational goals (Beytekin et al., 2010). Empirical evidence shows that organizational culture, as an organizational characteristic, has a positive impact on employee performance (Laihad & Retnowati, 2018; Abane et al., 2022).

Higher education organizational culture influences the quality of each individual and, in turn, impacts performance quality (Haider et al., 2022; Huang et al., 2023). The stronger the organizational culture, the more effective the organization, and cultural characteristics influence its development (Lapiņa et al., 2015). University organizational culture is a key foundation for the quality of individual and organizational performance, stability, and the sustainability of the university (e.g., Liden et al., 2014; Abane et al., 2022). In addition to organizational culture, the issue of human resource work ethic has become a hot topic in higher education institutions worldwide (Zvavahera et al., 2021). Li et al. (2020) note that human resource work ethic is one of the core competencies that employees must possess or develop in the 21st century. Efforts to enhance the work ethic of educational staff within institutions are crucial in fostering positive work relationships (Zvavahera et al., 2021).

Work ethic encompasses not only positive behavior, principles, and established standards, but also includes work safety, work fairness, clarity and responsibility, and cooperation (Fossa et al., 2022; Zhang & Liu, 2022). Hadiansyah (2015) states that work ethic is an idea about the way of working possessed by an individual, group, or nation, encompassing a value system related to an individual's perception when performing a task (Nofitasari & Prasetyo, 2021). In line with this, Sinamo (2015) defines work ethic as a set of positive work behaviors based on deep awareness, fundamental beliefs, and full commitment to an integral paradigm. An individual's work ethic is shaped by their understanding of values accepted and believed in the context, situation, and needs (Chester, 2012). Employees with a strong work ethic can perform well at work (Düşmezkalender et al., 2021; Nauman et al., 2023).

Work ethic in an education environment oriented toward values and service ensures the emergence of responsible employees, students, or graduates who balance values, virtues, and knowledge so that each individual transforms the workplace and social environment to prioritize a fair, polite, humble, and responsible attitude as a natural and normative calling (Ike, 2017). Work ethic, as a positive attitude and value, perseverance, and obedience as characteristics of an individual that underpin ethical actions in performing work, are related to employee performance (e.g., Aini et al., 2021). Employees with a strong work ethic have a positive impact on performance improvement (e.g., Nofitasari & Prasetyo, 2021). This is followed by various strategic steps, such as regulating work engagement and work ethics, improving education, developing and training to enhance skills, designing jobs to improve work quality, and implementing policy interventions to regulate work behavior (Heller & Quintanilla, 1995).

Performance is the outcome achieved by employees, resulting from the use of skills and competencies to perform job tasks and responsibilities efficiently and effectively, contributing to the achievement of organizational goals (Robbins & Judge, 2013). Performance or work achievement is the quality and quantity of work results achieved by an individual in performing their duties in accordance with the tasks and responsibilities assigned to them (Mangkunegara, 2005). Employees with good performance know what they are doing and how to do it, demonstrating integrity in their behavior (Yang et al., 2024; Wibowo, 2012). Tsauri (2014) and Sulaksono (2015) generally identify three factors that influence employee performance: organization, work, and psychological or individual factors. In this study, the organization is presented through organizational culture (an external factor) and work ethic (a psychological factor). Studies on organizational culture are currently receiving special attention in organizational behavior (Mohammadi, 2020), and issues related to human resource work ethic have become a hot topic in higher education institutions worldwide (Zvavahera et al., 2021).

Empirical evidence also highlights the importance of work ethic due to its positive impact on performance improvement (e.g., Nofitasari & Prasetyo, 2021), through various strategic steps



such as regulating work engagement and work ethics, followed by improvements in education, skill development and training, job design that enables enhanced work quality, and policy interventions that regulate work behavior (Heller & Quintanilla, 1995). Generally, empirical evidence indicates that organizational culture is a fundamental aspect in creating a productive and harmonious work environment. In higher education, organizational culture not only shapes individual work behavior but also directly affects the organization's overall effectiveness (Beytekg n et al., 2010; Haider et al., 2022; Huang et al., 2023). Research by Lapina et al. (2014) shows that organizational culture characteristics significantly influence the stability and performance of higher education institutions. Tierney (1988) emphasizes the importance of an interpretive approach in understanding organizations as cultural constructs that internalize values, norms, and social structures. In a more applied context, Schein (2010), Luthans (2011), and Robbins & Judge (2013) emphasize that a strong organizational culture can enhance employee motivation and productivity. Recent research by Fan & Pan (2023) shows that the interaction between information technology and organizational culture can improve service efficiency and human resource performance in higher education e-government. Research by Zhang et al. (2022) adds that an organizational culture that supports cross-unit collaboration has a significant impact on innovation and job satisfaction among faculty members at research-based universities.

Work ethic, as a personal determinant rooted in social values and norms, has also been identified as a key factor in improving individual performance in higher education organizations (Miller et al., 2002; Sinamo, 2015; Chester, 2012). Work ethic, encompassing hard work, responsibility, commitment, discipline, and ethical behavior, contributes to achieving high-quality work outcomes (Aini et al., 2021; Bakir & Setiawan, 2021). Employee performance in higher education is not only determined by technical skills but is also influenced by the work environment, institutional cultural values, and the inherent work ethic (Bernardin & Russell, 1998; Mangkunegara, 2005). This contrasts with the findings of Huda & Farhan (2019) that organizational culture does not affect employee performance. This includes work ethic, which also has no effect on employee performance in a university environment (Haryati, 2023).

The diversity of empirical evidence is the reason for conducting this study, which aims to determine the extent to which organizational culture and work ethic improve employee performance at Unika Santu Paulus Ruteng. Additionally, there has been no previous research on organizational culture, work ethic, and employee performance at Unika Santu Paulus Ruteng. While research findings vary, many studies have examined the roles of organizational culture and work ethic separately across diverse organizational contexts. However, studies that simultaneously integrate the three variables—organizational culture, work ethic, and employee performance—within the context of higher education in developing regions remain limited. Specifically, in the context of small universities in regions like Unika Santu Paulus Ruteng, there are few empirical studies that directly examine how the synergy between organizational culture and work ethic influences employee performance.

Research conducted by Wairisal (2022) indicates that organizational culture and work ethic influence lecturer performance, both directly and indirectly through the intervening variable of competence. Meanwhile, Ngebursian et al. (2024) found that organizational culture and work ethic significantly influence employee performance, both directly and through the work environment. Conceptually, both studies share similarities with this research, as they position organizational culture and work ethic as determinants of performance. However, there are fundamental differences in the research context and the analytical models employed. Wairisal (2022) used competence as an intervening variable among university lecturers, whereas Ngebursian et al. (2024) used the work environment as a mediating variable in a government organization. Unlike previous studies, this research focuses on the higher education environment, treating organizational culture and work ethics as independent variables that directly influence employee performance, without mediating variables.

Thus, the research gap lies in the limited number of empirical studies examining the direct influence of organizational culture and work ethics on employee performance in higher

education. Furthermore, this study provides conceptual validation of work ethics as an independent variable that makes a distinct contribution to performance. This study offers a multidimensional measurement model (MPI) that simultaneously considers psychological aspects, work context, and work behavior.

The main novelty of this study lies in the integration of three main constructs: organizational culture and work ethic as simultaneous predictors of employee performance, particularly in the context of local higher education, which has not been widely explored. Some of the novel points include: An MPI-based measurement approach that combines psychological dimensions, work context, and work behavior (1) Contextualization of the research instrument with nine dimensions of organizational culture specific to higher education and four dimensions of work ethic based on the integration of organizational and local community values; (2) Focus on higher education in the Flores region, East Nusa Tenggara, enriching the literature with empirical data from a geographically underrepresented region in previous research; (3) Emphasis on how organizational culture as the “soul” of an institution influences work behavior and performance outcomes through the interaction between person, environment, and culture, referencing the behavioral theory approach $B = f(P.E)$ (Owens, 1991), and (4) Strengthening the role of work ethic as an intermediary variable linking organizational cultural values with performance outcomes, while considering the local socio-cultural context.

Thus, this study not only fills a literature gap on the relationship between organizational culture, work ethic, and employee performance in small universities but also offers methodological and practical contributions to understanding and managing higher education human resources in a more comprehensive and contextual manner. Therefore, this study is focused on: 1) determining the influence of organizational culture on employee performance, 2) determining the influence of work ethic on employee performance, and 3) determining the simultaneous influence of organizational culture and work ethic on employee performance.

The benefits of this study encompass two main aspects. Theoretically, this study is expected to enrich the body of knowledge in human resource management, particularly regarding the roles of organizational culture and work ethic in enhancing employee performance in higher education. In practice, the results of this study are expected to serve as a reference for higher education leaders in formulating strategic policies to strengthen organizational culture and improve work ethic, thereby encouraging more optimal employee performance. Thus, this study is expected to make a significant theoretical and empirical contribution to the development of human resource management studies, particularly in the higher education sector.

RESEARCH METHODS

This study employed an ex post facto (non-experimental) design with a correlational approach, as it did not involve manipulating the variables under investigation, which naturally occurred in the field. The research was conducted at Unika Santu Paulus Ruteng. The population consisted of 66 educational staff. A total sampling technique was applied due to the relatively small population size (fewer than 100 individuals). Consequently, the entire population was included in the sample, yielding 66 respondents. The instrument used in this study was a questionnaire containing a list of statements, which the researchers directly distributed to the respondents. The list of statements (questionnaire) used in this study was developed by the researchers based on indicators for each research variable: organizational culture (X1), work ethic (X2), and employee performance (Y).

The instrument validation was consulted with two experts in their respective fields. Both validators are lecturers in the Educational Administration program at the Graduate Program of Ganesha University of Education, Indonesia. The expert validation results were then analyzed using the Gregorius technique, with scales 1 and 2 deemed less relevant, and 3 and 4 deemed highly relevant. Based on the internal validity calculations, the instrument coefficient for each variable was 1, placing it in the very high category. A coefficient of 1 indicates that both experts agreed that no statement items were less relevant. On the other hand, each expert stated that all



statement items from each variable were highly relevant to the measurement dimensions and indicators. Based on internal validation, the instrument used in this study was deemed valid and suitable for use in research.

The external validity of the instruments used in this study was tested using a tryout. The tryout was conducted simultaneously with the actual study. The researchers in this study first analyzed the test results using the saturated sample technique, then discarded the invalid items and further analyzed the valid items to test the research hypothesis. Based on the analysis results using Microsoft Excel, it was found that out of 58 statements of organizational culture variables, 1 item was declared invalid, leaving 57 statements for hypothesis testing; out of 48 statements of work ethic variables, 1 item was declared invalid, leaving 47 statements for hypothesis testing; and out of 48 statements of performance variables, 1 item was deemed invalid, leaving 47 statements for hypothesis testing. Reliability testing was conducted using Cronbach's alpha (Arikunto, 2009). The results of calculations using Microsoft Excel 2007 and SPSS for Windows version 26.00 showed that all instruments in this study had Cronbach's Alpha coefficients ranging from 0.800 to 0.100. This indicates that the instruments for each variable are highly reliable and can be used for further analysis, namely, hypothesis testing.

The data were collected using a non-test instrument, namely a questionnaire in the form of a Likert scale with five alternative answer choices, namely Strongly Agree (SS) with a score of 5; Agree (S) with a score of 4; Disagree (KS) with a score of 3; Disagree (TS) with a score of 2; Strongly Disagree (STS) with a score of 1. The questionnaire was distributed to 66 respondents. The number of statement items used in this study was 58 statements for organizational culture variables and 48 statements for each work ethic and performance variable. Each statement item was formulated based on research indicators. The number of statement items for each indicator varied. As previously explained, this study used a pilot test. The pilot test was conducted concurrently with the actual study. The emphasis is that, before testing the hypothesis, the instrument's validity must be established. Based on the analysis results using Microsoft Excel, there were 57 organizational culture variable statements, 48 statements for each work ethic and organizational culture variable used for hypothesis testing. All data were statistically analyzed using simple linear regression with the Statistical Product and Service Solutions (SPSS) 26.0 for Windows. Hypothesis testing used linear regression, multiple linear regression, product-moment correlation, t-test, and F-test.

Simple regression with the equation $Y = a + bx$ was used to determine the direction of the relationship between the independent and dependent variables (positive or negative) and to predict the value of the dependent variable as the independent variable increases or decreases. Multiple linear regression was used to analyze the direction of the relationship and the type of influence (positive or negative) between two independent variables on one dependent variable. With the equation $Y = a + bX_1 + bX_2$ {Note: Y = Dependent variable; X = Independent variable; a = Constant (value of Y when $X = 0$); b = Regression coefficient (positive or negative influence)}. A t-test was conducted to determine whether the independent variable significantly influences the dependent variable. The basis for decision-making in the T-test is the significance value. If the significance value $t > 0.05$, it can be stated that there is no significant partial effect between the independent variables and the dependent variable. Conversely, if the significance value $t < 0.05$, it can be stated that there is a significant partial effect between the independent variables and the dependent variable. The F test is used to determine whether two independent variables predict the dependent variable in an Analysis of Variance (ANOVA) model. If the p-value for f is < 0.05 , the regression model can be used to predict the dependent variable.

RESULTS AND DISCUSSION

This study examines the impact of organizational culture and work ethic on employee performance. Each variable is divided into five categories: very high, high, moderately high, low, and very low (Koyan, 2012). This categorization is intended to determine the average score of the variables of organizational culture, work ethic, and employee performance. Based on descriptive statistical analysis using SPSS for Windows version 26.0, the following results were



obtained:

- 1) The organizational culture variable with an interval of 14 yielded a mean value of 245.48, a median value of 246.00, a mode value of 229, a standard deviation of 24.907, a minimum value of 172, and a maximum value of 280. The average score of 245.48 falls within the range of ≥ 228 , which is categorized as very good or very high.
- 2) The work ethic variable with an interval of 15 yielded a mean value of 199.35, a median value of 200.00, a mode value of 213, a standard deviation of 23.415, a minimum value of 116, and a maximum value of 234. The average score of 199.35 falls within the range of ≥ 188 , which is categorized as very good or very high.
- 3) The employee performance variable with an interval of 10 yielded a mean value of 206.15, a median value of 206.00, a mode value of 222, a standard deviation of 20.324, a minimum value of 154, and a maximum value of 233. The average score of 206.15 falls within the range of ≥ 180 , which is categorized as very good or very high. Based on this data, it can be concluded that organizational culture, work ethic, and employee performance at Unika Santu Paulus Ruteng are all very high.

Based on the results of the prerequisite test, the data comes from a normally distributed population. Organizational culture, work ethic, and organizational commitment to employee performance each have a linear relationship. There are no problems with multicollinearity, autocorrelation, or heteroscedasticity in the research data, so hypothesis testing can be continued. The following are the results of the simple linear regression analysis of the organizational culture variable (X1) on employee performance (Y) using SPSS for Windows version 26.0.

Based on the analysis results in Table 1, the following regression equation is obtained: $Y = 128.683 + 0.315X_1$. This equation can be explained as follows: The constant value is 128.683; if the independent variable is zero or constant, the dependent variable is 0.315. The regression coefficient for the independent variable is 0.388, indicating that as the independent variable increases, the dependent variable also increases. Conversely, employee performance will improve if organizational culture is enhanced.

Table 1. Results of Simple Regression Analysis of X1 Variables on Y

Table 1: Results of Simple Regression Analysis of HR Variables on Y						
		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta		
1	(Constant)	128.683	23.099		5.571	.000
	Organizational Culture	.315	.094	.388	3.371	.001

a. Dependent Variable: Employee Performance

Based on the results of the analysis in Table 2, the following regression equation was obtained: $Y = 124.342 + 0.410X_2$. This equation can be explained as follows: (1) The constant value obtained is 124.342, which can be interpreted as follows: if the independent variable is zero or constant, then the dependent variable is 0.410. The regression coefficient for the independent variable is positive (124.342), indicating that as the independent variable increases, the dependent variable also increases. Conversely, employee performance will increase if the work ethic is improved.

Table 2. Results of Simple Regression Analysis of X2 Variables on Y

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	124.342	19.204		6.475	.000
	Work Ethics	.410	.096	.472	4.289	.000

a. Dependent Variable: Employee Performance

Based on the results of the analysis in Table 3, the multiple linear regression equation is $Y = 52.779 + 0.301X_1 + 0.398X_2$. This equation can be explained as follows: (1) The constant



coefficient (a) is 52.779, indicating that if the values of organizational culture (X1) and work ethic (X2) are zero, then the employee performance (Y) value is 52.779. The better the organizational culture and work ethic, the better the employee performance will be; (2) The regression coefficient of the organizational culture variable (b1) is 0.301, indicating that organizational culture has a significant positive effect on employee performance. This means that if the other independent variables remain constant and organizational culture increases by 1 point, employee performance will increase by 0.301 points. Conversely, if the other independent variables remain constant and organizational culture decreases by 1 point, employee performance will decrease by 0.301 points. In this case, the influence of the independent variable, organizational culture, is directly proportional to employee performance: as organizational culture improves, employee performance improves, and vice versa. (3) The regression coefficient of the work ethic variable (b2) is 0.398, indicating that organizational culture has a significant positive effect on employee performance. This means that if the other independent variables remain constant and organizational culture increases by 1 point, employee performance will increase by 0.398 points. Conversely, if the values of other independent variables remain constant and the value of work ethic decreases by 1 point, the value of employee performance will decrease by 0.398 points. In this case, the influence of the independent variable, organizational culture, is directly proportional to employee performance: as organizational culture improves, employee performance improves, and vice versa.

Tabel 3. Results of multiple linear regression analysis of variables X1, X2 against Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	T Sig.
1	(Constant)	52.779	26.206		2.014 .048
	Organizational Culture	.301	.082	.371	3.679 .000
	Work Ethics	.398	.088	.458	4.547 .000

a. Dependent Variable: Employee Performance

Based on [Table 3](#), it can be explained that (1) For the organizational culture variable, the t-value is $3.679 > 1.998$ (t-table) and sig. is $0.000 < 0.05$. From these results, it can be said that the organizational culture variable has a positive and significant effect on performance. (2) For the Work Ethic variable, the calculated t-value is $4.547 > 1.998$ (t-table), and the significance level is $0.000 < 0.05$. From these results, it can be concluded that the Work Ethic variable has a positive and significant effect on performance.

The results of the F test ([Table 4](#)) with the ANOVA model show that the Sig. (significance) value for all variables is less than 0.05 ($0.000 < 0.05$), and the F-count value is greater than the F-table 3.991 ($17.766 > 3.991$). Therefore, it can be concluded that the independent variables, namely organizational culture (X1) and work ethic (X2), can be used to predict the dependent variable, namely employee performance (Y). Another explanation is that the regression model of organizational culture and work ethic simultaneously has a positive and significant effect on employee performance.

Tabel 4. The results of the F-test

ANOVA ^a					
Model		Sum of Squares	Df	Mean Square	F Sig.
1	Regression	9681.887	2	4840.943	17.766 .000 ^b
	Residual	17166.598	63	272.486	
	Total	26848.485	65		

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Work Ethics, Organizational Culture

The results of the determination coefficient test using SPSS-26.0 for Windows are explained in [Table 5](#).



Table 5. Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.601 ^a	.361	.340	16.507

a. Predictors: (Constant), Work Ethics, Organizational Culture

b. Dependent Variable: Employee Performance

The results of the coefficient of determination test in [Table 5](#) show an R-squared value of 0.361. Therefore, it can be concluded that 36.1% of the employee performance variable (Y) can be explained by the organizational culture variable (X1) and work ethic variable (X2), while the remaining 63.9% indicates that the employee performance variable is explained by other variables not investigated by the researcher in this study.

Based on the results of the hypothesis testing, it can be concluded that organizational culture partially has a significant positive influence on employee performance at Unika Santu Paulus Ruteng. This result aligns with the research conducted by [Prayoga & Yuniati \(2019\)](#) and [Rustamadjii & Bin Che Omar \(2019\)](#), who stated that organizational culture significantly influences employee performance, and other researchers (e.g., [Liden et al., 2014](#); [Aryantini et al., 2018](#); [Abane et al., 2022](#)) who state that it not only influences performance but also organizational stability.

These results indicate that organizational culture is a key factor in improving employee performance in higher education. Organizations with a good organizational culture can motivate employees to achieve meaningful performance. A good organizational culture in higher education institutions is one that encourages innovation and risk-taking, attention to detail or precision, results orientation, individual orientation, team orientation (collaborative work), aggressiveness, stability and reputation, norms, and control culture. The presence of organizational culture, as the soul of the university and of all human resources within the organization, promotes consistency in behavior, cognition/psychology, and work performance in achieving internal and external goals. This aligns with previous theories (e.g., [Owens, 1991](#); [Schein, 2010](#); [Luthans, 2011](#); [Robbins & Judge, 2013](#); [Sari, 2009](#)) that organizational culture is a system of beliefs, norms, and meaningful values accepted by organizational members and consciously followed by them as guidelines for thinking and acting while part of an organization, playing a crucial role in maintaining stability and achieving objectives. Organizational culture is a characteristic that distinguishes one organization from another and is closely related to the organization's vision and mission ([Beytekdin et al., 2010](#)).

Based on analyses of research data, theoretical studies, and relevant findings, it has been empirically demonstrated that organizational culture variables influence employee performance at Unika Santu Paulus Ruteng. University culture shapes organizational members' behavior and interaction patterns, including communication, motivation, leadership, goal setting, decision-making, coordination, control, and evaluation. Based on the results of the hypothesis test, it can be concluded that work ethic partially has a significant positive effect on employee performance at Unika Santu Paulus Ruteng. These results are consistent with the findings of studies conducted by [Putra et al. \(2022\)](#), [Bakir & Setiawan \(2021\)](#), which indicate that work ethic significantly contributes to performance.

Having a high work ethic is crucial for enhancing employee performance effectiveness. Work ethic refers to the values and norms associated with work, resulting from the internalization of workplace and societal values, which are then believed to foster commitment, pride in work, and a positive attitude toward striving for success. A strong work ethic is not a one-time effort but an ongoing learning process. A strong work ethic underpins the desire to maintain work quality; results-oriented individuals consistently fulfill their duties and responsibilities and remain committed to self-development to achieve organizational goals ([Aini et al., 2021](#)). Employees with a strong work ethic are the hope of every organization, including the education sector. The role of employee work ethic in the educational environment is not limited to achieving work performance; it also promotes work behavior through service.



Providing service with work ethic values is a form of sharing good practices driven by moral awareness and a calling to shape those around them, such as students (undergraduates), into responsible, hardworking, and humble individuals who can perceive work as a calling to serve others.

University staff or educational personnel are professional resources who do not have direct contracts with education/teaching, research, and community service. Nevertheless, staff are directly involved in shaping service quality, popularity, and the university's image, thereby requiring a work ethic. Work ethic in an educational environment is value- and service-oriented, aiming to balance values, virtues, and knowledge so that each individual transforms the work and social environments, prioritizing a fair, polite, humble, and responsible attitude as a natural and normative calling (Ike, 2017).

Individuals with a strong work ethic have a positive, significant impact on performance. An individual's work ethic underpins ethical behavior in performing their duties and is closely linked to employee performance (Aini et al., 2021). Work ethic, as an ethical attitude that emerges from within as the internalization of fundamental beliefs and an integral paradigm, is empirically manifested in attitudes of responsibility, total commitment, hard work, adaptability, honesty, discipline, service, mutual respect, initiative, focus, goal-orientation, accountability, innovation, self-development, and competitiveness. knowing what needs to be done and not done based on context, situation, and needs (e.g., Heller & Quintanilla, 1995; Nofitasari & Prasetyo, 2021; Juzanek, 2005) The proven impact of work ethic on employee performance affirms the theory of Miller et al. (2002) that work ethic is not a single concept but a collection of attitudes and beliefs of a multidimensional nature regarding work behavior or ethical conduct. This means that the implementation of work ethic encompasses universal values related to employee success in performing their jobs. The higher an individual's work ethic, the greater the likelihood of achieving success in their work. Consistent practice of work ethic can have a positive influence on work performance (e.g. Lawu et al., 2019; Bakir & Setiawan, 2021; Aini et al., 2021; Putra et al., 2022). Therefore, ethical work standards are needed to intensively promote social and moral responsibility, and these actions are associated with improved ethical attitudes among employees (Valentine & Fleischman, 2008), which positively impact employee performance (Ferine et al., 2021)

Based on the analysis of research data processing results, the theoretical review and relevant research findings outlined above indicate that the work ethic variable is the integration of organizational and societal values and norms accepted altruistically and obligations that must be adhered to and internalized by employees at the workplace based on reflection on beliefs, attitudes, and core work values as a guarantee for achieving maximum performance. This has been empirically proven to influence employee performance at Unika Santu Paulus Ruteng.

Employee performance, as concluded by various experts (i.e.: Mangkunegara, 2012; Bernardin & Russell, 1998; Hale & Gilmore, 2005; Robbins & Judge, 2013) is defined as the achievements or outcomes (output) of each employee's work in terms of quantity and quality based on their tasks and responsibilities within a specific timeframe, in accordance with internal and external organizational performance standards. Employee performance is influenced by several factors, namely: (1) individual factors, such as abilities and skills (mental and physical); (2) organizational factors, such as resources, leadership, rewards, structure, job design; and (3) psychological factors, such as perceptions, attitudes, personality, learning, and motivation (Tsauri, 2014; Mangkunegara, 2012). In this study, organizational culture is treated as an organizational factor, and work ethic as an individual factor.

Universities, in the context of organizational culture variables, need to ensure stability, security, and a sense of safety, innovation, and encouragement for creative work both individually and in teams, a culture that promotes work aggressiveness, precision, and the existence of norms and values oriented toward achieving employee performance both individually and organizationally. The work ethic variable can be categorized as an individual variable related to ethical behavior, resulting from acceptance (perception) and selection (psychological and cognitive) of organizational values. The accepted values are combined with



employees' abilities, attitudes, and personalities to help them understand themselves and their capacity to self-regulate under work pressure. In this context, enhancing work motivation, social support, and psychological well-being is critical to ensuring stability, security, and a sense of comfort, as well as to encouraging individuals to work creatively and innovatively, both individually and as part of a team. Social support for employees can be realized through the organization's involvement in religious and cultural activities organized by employees, including providing opportunities for employees' families to participate in various organizational activities. Furthermore, resolving employees' issues does not always require financial assistance. Instead, a more humanistic approach, such as psychological support, empathetic listening, and a genuine willingness to help find solutions, constitutes a form of support that holds significant value for employees' well-being and performance (Hatam & Dantes, 2024). Based on the formulation of these variables using hypothesis testing, it can be concluded that organizational culture and work ethic simultaneously have a positive and significant effect on employee performance.

This empirical evidence indicates that, through a positive organizational culture combined with a strong work ethic, all resources within higher education institutions can be empowered to thrive amid technological change. By prioritizing adaptability, collaboration, and work ethic, universities can navigate turbulence and capitalize on opportunities to grow and develop toward their mission and vision. Employees who perform their duties and are performance-oriented are empirical evidence of organizational culture as the soul of the organization and the actualization of the work ethic.

University culture plays a crucial role in creating a work environment that promotes organizational values to employees; employees' recognition and acceptance of these values can influence their behavior and work attitudes. When organizational culture and work ethic ensure harmonious interaction between leadership and employees, all staff will contribute more to team communication and collaboration, share knowledge, and commit to achieving the organization's mission and goals, thereby enhancing performance (Tsai, 2011; Yusuf, 2020). This indicates that there is no single cause for employee performance achievement (Timpe, 1992), so performance as a measure of achievement from the work process, combined with behavioral integrity, competence, hard work, a comfortable work environment, and leaders who can build harmonious working relationships, also contributes to work outcomes.

Based on the analysis of the data processing results and the theoretical review outlined earlier, this study concludes that organizational culture and work ethic simultaneously have a positive and significant effect on employee performance at Unika Santu Paulus Ruteng.

CONCLUSIONS AND SUGGESTIONS

This study shows that, both individually and collectively, organizational culture and work ethic have a positive and significant effect on employee performance at private universities. Specifically, the organizational culture at Unika Santu Paulus Ruteng has a positive impact on employee performance, while work ethic also contributes to improving individual performance. The results of the empirical analysis conclude that (1) organizational culture has a positive and significant effect on the performance of educational staff, with a contribution of 15.1%; (2) work ethic has a positive and significant effect on performance, contributing 22.3%; and (3) simultaneously, organizational culture and work ethic have a positive and significant effect on the performance of educational staff, contributing 36.1%, while 63.9% is influenced by other variables outside the scope of this study.

These findings confirm that organizational culture and work ethic are important factors in improving the performance of educational staff. This study also provides an empirical contribution to the development of human resource management in higher education institutions, particularly in strengthening organizational culture and work ethic. However, this study is limited to a single institution, so generalizations of the findings should be made with caution. Therefore, future research is recommended to expand the sample scope, include relevant variables, and employ a more diverse methodological approach to obtain more



comprehensive results. Variables that could be considered include servant leadership, transformational leadership, organizational commitment, and work motivation, which are believed to contribute to employee performance.

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