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Competency mediates the influence of talent, interpersonal skills, and motivation on work ethic in entrepreneurial students

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ABSTRAK

Etos kerja saat ini menjadi isu kewirausahaan yang strategis. Kesenjangan masih ditemukan pada penelitian sebelumnya. Penelitian ini menggunakan model penelitian alternatif dengan menempatkan variabel kompetensi sebagai variabel mediasi. Model seperti ini merupakan kebaruan dari penelitian ini. Penelitian ini bertujuan untuk menganalisis pengaruh variabel bakat, keterampilan interpersonal, dan motivasi terhadap etos kerja melalui mediasi kompetensi pada mahasiswa wirausaha di Semarang. Penelitian ini menggunakan sampel sebanyak 120 responden. Pengumpulan data menggunakan instrumen kuesioner dan disebarkan kepada responden melalui google form. Skala pengukuran menggunakan skala Likert dengan 5 poin respon. Penelitian ini melakukan pengolahan dan analisis data menggunakan SmartPLS, dimulai dengan uji validitas dan reliabilitas, kemudian analisis statistik deskriptif, dan diakhiri dengan analisis inferensial. Untuk menguji hipotesis, studi ini menggunakan uji tingkat signifikansi. Data yang valid dan reliabel diketahui melalui uji validitas dan reliabilitas. Hasil analisis menunjukkan bahwa etos kerja dipengaruhi sebesar 62 persen oleh variabel interpersonal skills-motivation, sementara kompetensi dipengaruhi sebesar 59 persen oleh variabel bakat-keterampilan interpersonal-motivasi. Hasil pengujian menunjukkan bahwa kompetensi berperan sebagai mediasi antara keterampilan interpersonal dan etos kerja, serta antara motivasi dan etos kerja, namun tidak berperan sebagai mediasi antara bakat dan etos kerja.

ABSTRACT

Work ethic is currently a strategic entrepreneurship issue. Gaps were still found in previous studies. This study uses an alternative

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research model by placing the competency variable as a mediating variable. Such a model is the novelty of this research. The research aims to analyze the influence of talent, interpersonal skills, and motivation variables on work ethic through competency mediation in entrepreneurial students in Semarang. This research uses a sample of 120 respondents. Data was collected using a questionnaire instrument and distributed to respondents via Google Forms. The measurement scale uses a Likert scale with five response points. This research processed data using SmartPLS, starting with validity and reliability tests, then descriptive statistical analysis, and ending with inferential analysis. This study uses a significance-level test to test the hypothesis. Valid and reliable data can be identified through validity and reliability tests. The analysis results show that work ethic is influenced by 62 percent by the interpersonal skills-motivation variable, while competence is influenced by 59 percent by the talent-interpersonal skills-motivation variable. The results show that competence plays a role as a mediation between interpersonal skills and work ethic, as well as between motivation and work ethic, but does not mediate between talent and work ethic.

INTRODUCTION

No matter how small the scale of the business being run, the owner must have a dream (vision) about his business and initiate a goal (mission) to realize his dream. To be active and creative according to the demands of business development, every entrepreneur needs a driver, driver and director who can deliver optimal or even superior performance to develop the business being managed.

In every activity carried out by humans, especially activities related to efforts to meet economic needs, work ethic plays a role in achieving success. Work ethic becomes strategic because it can move and direct human activities to achieve goals. The spirit of work is attached and becomes the identity of an individual or group of individuals based on beliefs and points of view, then implemented in determination and work behavior. This is known as a work ethic (Syaifullah & Prasetyo, 2018). Meanwhile, the embodiment of personality-expression-point of view-belief-interpretation that stimulates optimal action is known as work ethics. Workers with a high work ethic will be optimistic and confident. So, they can carry out work and actions optimally (Fadillah *et al*., 2022).

There are differences in research gaps in previous studies. In research by Zagoto (2020), it was stated that motivation significantly influences work ethic. This is different from the research conducted by Lisna *et al*. (2019), which shows the motivational variable does not positively affect the work ethic variable. Research gaps are also found in research by Afandi (2021). His research concluded that competence has no significant effect on work ethic. In contrast, research by Sarmedi (2017) showed a positive and significant influence between competence and work ethic partially and

simultaneously. Therefore, this study seeks a solution to the gap by adding competence as a mediating variable (intervening).

Indonesian Minister of Tourism and Creative Economy Sandiaga Uno, who has an entrepreneur background, stated, "Do not forget a worker must instill the 4 US work ethic, Hard Work, Smart Work, Complete Work, and Sincere Work" (Lian, 2021). Furthermore, Sandiaga Uno said "The younger generation must have a work ethic, which is not only a consuming class, but a producing class" (Inge, 2021). Sandiaga Uno's statement can be assumed to be a warning about Indonesia's current state of work ethic. Indonesian President Joko Widodo also stated that there is a gap in the work ethic of the Indonesian people. "Things related to the values of work ethic, national discipline, if we do not change it, there will be no meaning to the infrastructure we build", said President Joko Widodo (Ihsanuddin, 2017)

This study assumed that work ethic is related to several factors, including talent, interpersonal skills, motivation, and human competencies. All of these factors are on the internal side of the individual, although in growing or developing, they mostly involve the external side. This research is urgent considering that the Indonesian government currently faces serious problems regarding employment, unemployment, poverty, character development, utilization of demographic bonuses, and so on, which require comprehensive solutions. In Indonesia, the work ethic has not received serious attention from the majority of the public. However, the government has recently often urged the need to change the work ethic so that the development that has been implemented can achieve the planned goals. This is a problem that demands a concerted effort to solve it.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Work Ethic

According to Syaifullah & Prasetyo (2018), the spirit of work that is attached and becomes the identity of an individual or group of individuals, which is based on beliefs and points of view, then implemented in determination and work behavior, this is known as a work ethic. Meanwhile, work ethic is a work spirit possessed by employees to work better to obtain value added in a job (Priansa, 2018).tire individual personality, including expressions, understanding, beliefs and interpretations that stimulate optimal action, is known as work ethic (Afandi, 2021). According to Afandi (2021), the indicators of the Work Ethic are full of responsibility, high morale, discipline, perseverance and seriousness and maintaining dignity and honor. Work ethic largely determines a person's performance in his duties and obligations. If an individual is in a condition of having a high work ethic, then the work done will be able to be completed easily. Still, on the contrary, if he has a less than optimal work ethic, then his performance in carrying out tasks is likely to decrease. Dessler (2015) argues that in the work ethic it is not only human behavior that is seen or the motivation in work, but also the thing of the work behavior. Thus, the work ethic is an individual

personality/mental quality that shows the ability to give expressions, have beliefs, have perceptions and meanings about something. In this case, they can carry out a movement and action. Therefore, work ethic is a picture of an attitude that contains meaning as an evaluative aspect owned by individuals in providing an assessment of performance. Kusumawardani (2019) explained that the work ethic is the spirit of work based on the level of a value or norm. Work ethic is a cultural norm that supports individuals to do work and their responsibilities to have intrinsic value (Miller *et al*., 2002).

The results of the research stated that there are seven indicators of measuring work ethic, including centrality of work, independence, hard work, comfort, morality/ethics, delay of gratification, and wasted time. The centrality of work concerns belief in the sake of work, and work interests. Independence relates to efforts to work independently. Hard work, believing in hard work brings good results. Comfort is a pro-leisure attitude and belief. Morality/ethics is a belief in something that is capitalized and fair. Delay of gratification i.e., orientation towards the future or delay in getting rewards. Wasted time is the attitude and belief in reflecting the active and productive use of time.

Competence

Competence is a key component of performance associated with life outcome groups. They can be interpreted broadly as any psychological or behavioral characteristic associated with success in a person's life (Wong, 2020). Whereas Spencer & Spencer (1993) stated that competence is a motive, trait, self-concept, attitude or value, knowledge of content, or individual behavior with character or cognitive skills that are measurable and reliable so that the level and effectiveness of performance can be identified significantly. Furthermore, Draganidis & Mentzas (2006) defined competencies as direct and indirect skills and behaviors that allow the individual to perform a given task or role effectively.

According to Katz & Kahn (1966), the dimensions of competence are technical and functional, managerial, human, and conceptual. Kuijpers & Scheerens (2006) contended that the dimension of competence includes functional competence, learning competence, and career competence. Furthermore, Boyatzis (2008) highlighted that the dimension of competence consists of cognitive competence, emotional intelligence competence, and social intelligence competence. Therefore, individuals can build or identify their potential (skills, abilities, behavior, knowledge) as well as certain job positions and work areas by understanding the classification of competencies.

Talent

One of the talents that exist in individuals is a special talent (talent). Talent is the ability of the individual that exists in the individual to obtain training or some response such as, knowledge, skills or a series of responses i.e. the ability to speak, music, count, exercise and so on. Everyone does not always possess special talents.

Talent is a capacity that exists in a person who performs tasks and doing so is influenced by the exercises he has undergone (Gallardo-Gallardo *et al*., 2013).

An individual's skills and abilities (talents) and what the person can do or contribute to the organization. We understand talent to be one of those worker who ensures the competitiveness and future of a company (as specialist or leader) through his organizational/job specific qualification and knowledge, his social and methodical competencies, and his characteristic attributes such as eager to learn or achievement oriented (Bethke-Langenegger *et al*., 2011). It is believed that starting in the 1990s the company's competitive advantage has shifted its basis towards intangible assets (talent-brand-intellectual capital).Talent is shown by several internal factors, namely interest and motive for achievement, courage to bear risks, tenacity in facing challenges, fighting power to overcome difficulties; and external factors, namely opportunities for self-development, facilities and infrastructure, family support, environment, and parental parenting (Ali & Asrori, 2014).

Interpersonal Skills

Guirdham (2002) considered that we need to try to understand values, goals, emotions, beliefs, attitudes, intentions, abilities, and traits, the ability to recognize the meaning of emotions and be able to adjust to the feelings of others, and manage our feelings, are important interpersonal skills. Hayes considers that self-awareness can contribute to interpersonal skills: our self-awareness is closely related to our ability to read the behavior of others, build action, and provide effective performance (Hayes, 2002).

From several studies that have been carried out, interpersonal skills consist of three components, namely, the effectiveness of interpersonal communication skills, self-awareness, and skills of understanding other people. These skills form the basis of interaction between individuals and are needed in life (personal and professional).

Motivation

The fact shows that it is not a new discovery when it is stated that motivation is the most important factor of productivity and quality. Elton Mayo, in the 1930s, proved it for the first time. After that, subsequent studies in several industries confirmed the same results. In the end, three initial motivational theories were known, namely the theory of the hierarchy of needs by AH Maslow, the theory of motivation/hygiene by Herzberg, and the theory of hope by Victor Vroom. Currently, many explanations of motivation theory have been developed that are more valid, however, the initial motivation theory has a strategic position considering that the initial theory became the basis for the development of contemporary motivation theory.

Motivation refers to the underlying reasons for behavior (Guay *et al*., 2010). Broussard & Garrison (2004) defined motivation as an attribute that moves us to do or not do something. According to Wibowo (2016), Syaifullah & Prasetyo (2018), the dimensions and indicators of motivation are as follows: the need to excel (work targets,

work quality, responsibility, risk), the need to expand associations (communication, friendship), and the need to master something work (leaders, company ambassadors, exemplary).

Research Model

Referring to the theoretical study, the variables to be analyzed in this study are derived into indicators to enable measurement. To make the research framework easier to understand, it is necessary to translate it into a research model or research design so that the flow of the research model can provide direction to the research objectives and, simultaneously, show the frame of mind built by the researcher. The research model is the research design used as a guide in carrying out the research process. The research model aims to provide clear and structured guidance to researchers.

The research model can be visualized in this study as shown in the following figure.

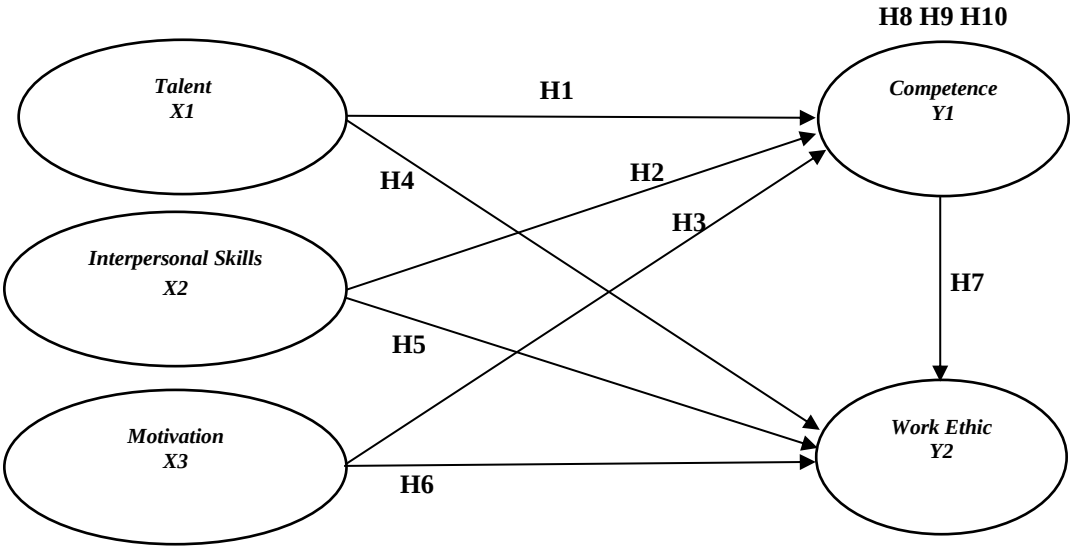


Figure 1
Research Model

In the research design, there are also hypotheses about the influence between variables, seven hypotheses (H1 H2 H3 H4 H5 H6 H7) about the direct influence between variables, and three hypotheses (H8 H9 H10) about the influence of independent variables on the dependent variable through mediating variables. This hypothesis is based on thoughts that refer to previous research that was used as a reference for this research.

By referring to the results of previous research, it can be said that talent, interpersonal skills, and motivation are more related to internal factors (Ali & Asrori, 2014; Guay *et al.*, 2010; Hayes, 2002). Therefore, these three variables can be expected to be related to competence and work ethic. The need for achievement gives rise to motivation (Wibowo, 2016), while work ethic can be perceived as necessary to

encourage the need for achievement. So, it can be assumed that there is a relationship between motivation and work ethic. A good work ethic will show character, attitude, and confidence in a job by working and acting optimally (Mathis & Jackson, 2006). Work ethic is a set of positive behaviors and foundations that include the motivation that drives them, the main characteristics, the basic spirit, basic thoughts, code of ethics, moral code, code of behavior, attitudes, aspirations, beliefs, principles, and standards (Darodjat & Wildani, 2015). So, it can be assumed that work ethic is related to competence, talent, interpersonal skills, and motivation.

RESEARCH METHODS

Furthermore, each variable needs to be reduced to become an indicator so that it is possible to operationalize the research instrument (questionnaire) and become measurable so that the data obtained can be used to support hypothesis testing. The following table shows the indicators of each research variable.

Table 1
Research Variables and Indicators

Variable	Indicator
Work Ethic (Sinamo, 2016)	1. Full of responsibility 2. High morale 3. Discipline 4. Perseverance 5. Be Serious 6. Maintain dignity and honor
Competence (Kuijpers & Scheerens, 2006)	1. Functional competence 2. Learning competencies 3. Career competence
Talent (Ali & Asrori, 2014).	1. Interests and motives for achievement 2. Courage to bear risks 3. Tenacity in the face of challenges 4. Fighting power overcoming difficulties 5. Opportunities for self-development 6. Facilities and infrastructure 7. Family support 8. Environment 9. Parenting
Interpersonal Skills (Hayes, 2002).	1. Interpersonal communication skills 2. Awareness of the skills of the self and others 3. Understanding the skills of others
Motivation (Wibowo, 2016).	1. The need to achievement 2. The need to expand the association 3. The need to master something of the work

Source: Previous research

All indicators for each research variable are confirmed to be formative indicators and not reflective indicators. In general, it can be understood that formative indicators cause constructs to occur, which are then converted into variables. This is different from reflective indicators, which are reflections or characteristics of the construct.

In simple terms, Sekaran (2017) says that analysis requires a sample of at least five times the number of indicators used. This study used a sample size of 5 X 24 indicators. So, the number of samples/respondents was 120. The research instrument was a questionnaire with five response options (closed). The measurement scale uses a Likert Scale of five responses. Data was collected by utilizing a questionnaire as a research instrument with a predetermined sample (120 respondents), which was distributed directly by the data collecting officer to respondents using the Google form so that the responses given by each respondent could be immediately documented and immediately tabulated. The sampling technique is accidental/convenient because it relates to the research topic. All members of the population are assumed to be homogeneous.

Meanwhile, data processing and analysis were carried out using two approaches, namely descriptive analysis and inferential analysis. Descriptive analysis with descriptive statistics, while the inferential analysis of this study uses the Structural Equation Modeling-Smart Partial Least Square (SEM-SmartPLS) analysis approach, which can explain the relationship between several variables (including latent variables) as well as the ability to perform factor analysis, regression analysis, and analysis path in one test. To test the causal relationship between the independent variable and the dependent variable (including latent variables), SmartPLS can also be used. In addition, SmartPLS can meet the needs of intermediary variables, which can then change the dependent variable into an independent variable in the next relationship. Then, there is the ability of SmartPLS to carry out path analysis and describe a path diagram of the relationship between latent variables for each indicator, as well as the relationship between latent variables. In the first step, test the validity and reliability of the instrument.

ANALYSIS AND DISCUSSION

Descriptive Statistics

Descriptive statistics is a statistical analysis that provides a general description of the characteristics of each research variable as seen from the average (mean), minimum, and maximum values. Descriptive analysis is statistics used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making general conclusions or generalizations (Sugiyono, 2017).

Descriptive statistics are needed to describe and summarize research data so that it is easier to understand and can be used as a better research data guide. Through descriptive statistics, the results are shown through the mean, median, and mode of each indicator of each variable studied. The results of descriptive statistical calculations from this study are as follows:

Table 2
The Mean, Median, and Mode of Work Ethic Variables Statistics

		Y2-P1	Y2-P2	Y2-P3	Y2-P4	Y2-P5	Y2-P6
N	Valid	120	120	120	120	120	120
	Missing	5	5	5	5	5	5
Mean		4.758	4.708	4.517	4.508	4.575	4.517
Median		5.000	5.000	5.000	5.000	5.000	5.000
Mode		5.0	5.0	5.0	5.0	5.0	5.0

Source: Data processed in 2022

Table 2 above shows descriptive statistical results for the dependent variable work ethic (Y2) with six indicators (Y2P1 to Y2P6). The average value of the respondent's data for the work ethic variable for each indicator varies in magnitude, the highest being 4.758 (Y2P1) and the lowest being 4.508 (Y2P4). Meanwhile, the data mean, and data mode for the work ethic variable of all indicators in this variable have the same magnitude, namely 5.000 (median) and 5.0 (mode/mode). Descriptive statistical analysis of work ethic shows the results variable above, when associated with a Likert scale five ratings, from strongly agree to strongly disagree (strongly agree-agree-neutral-disagree-strongly disagree). It can be interpreted that the average respondent responds to the work ethic variable in the range between 4 (agree) and 5 (strongly agree), with a median value of 5 (strongly agree), and the mode indicates the tendency for respondents to respond most often to 5 (strongly agree). This interpretation can describe the respondent's response to the work ethic variable.

Table 3
The Mean, Median, and Mode of Competency Variables Statistics

		Y1-P7	Y1-P8	Y1-P9
N	Valid	120	120	120
	Missing	5	5	5
Mean		4.467	4.533	4.442
Median		4.000	5.000	4.000
Mode		4.0	5.0	5.0

Source: Data processed in 2022

Table 3 shows the results of the descriptive analysis for the competency intermediary variable (Y1), which has three indicators (Y1P7 to Y1P9). The average value of the respondent's data for the competency variable in each indicator varies in magnitude, the highest being 4.533 (Y1P8) and the lowest being 4.442 (Y1P9). The highest median value is 5.000 (Y1P8) and the lowest is 4.000 (Y1P7 and Y1P9). For the data mode on the competence variable, the overall indicators for this variable have different values, namely 5.0 (Y1P8 and Y1P9) and 4.0 (Y1P7). Descriptive statistical analysis of competency variables whose results appear in Table 3 above when associated with a Likert scale of 5 ratings can be interpreted as the average respondent responding to the competency variable in the range between 4 (agree) on one of the indicators (Y1P7). This interpretation generally describes the respondent's response to the competence variable.

Table 4
Mean, Median, and Talent Variable Mode Statistics

		X1-P10	X1-P11	X1-P12	X1-P13	X1-P14	X1-P15	X1-P16	X1-P17	X1-P18
N	Valid	120	120	120	120	120	120	120	120	120
	Missing	5	5	5	5	5	5	5	5	5
Mean		4.667	4,450	4.433	4.483	4.567	4.292	4.708	4.483	4.517
Median		5.000	5.000	4.000	5.000	5.000	4.000	5.000	5.000	5.000
Mode		5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0

Source: Data processed in 2022

Table 4 shows the results of the descriptive analysis for the talent independent variable (X1), which has nine indicators (X1P10 to X1P18). It appears that the average value of the respondent's data for the talent variable in each indicator varies in magnitude, the highest being 4.708 (X1P16) and the lowest being 4.292 (X1P15). While the highest median value is 5.000 (X1P10, X1P11, X1P13, X1P14, X1P16, X1P17, X1P18) and the lowest is 4.000 (X1P12 and X1P15). For the data mode on the talent variable, the overall indicators for this variable have different magnitudes, namely 5.0 (X1P10, X1P11, X1P13, X1P14, X1P15, X1P16, X1P17, X1P18), and 4.0 (X1P12). A descriptive statistical analysis of the aptitude variable is shown in Table 5. Suppose it is associated with a Likert scale of 5 ratings. In that case, it can be interpreted that the average respondent responds to the talent variable in the range between 4 (agree) on one of the indicators (X1P12). This interpretation can generally describe the respondent's response to the talent variable.

Table 5
Mean, Median, and Mode of Interpersonal Skills Variables Statistics

		X2-P19	X2-P20	X2-P21
N	Valid	120	120	120
	Missing	5	5	5
Mean		4.058	4.100	4.333
Median		4.000	4.000	5.000
Mode		5.0	4.0[a]	5.0

a. Multiple modes exist. The smallest value is shown
Source: Data processed in 2022

Table 5 shows the results of the descriptive analysis for the independent variable interpersonal skills (X2), which has three indicators (X2P19 to X2P21). The average value of the respondent's data for the interpersonal skills variable for each indicator varies in magnitude, the highest being 4.333 (X2P21) and the lowest being 4.058 (X2P19). While the highest median value is 5.000 (X2P21), and the lowest is 4.000 (X2P19 and X2P20). For the data mode on the interpersonal skills variable, the overall indicators for this variable have different values, namely 5.0 (X2P19 and X2P21)) and 4.0a (X2P20). The descriptive statistical analysis of the interpersonal skills variable shows the results in Table 5. When connected to the Likert scale with five ratings, it can be interpreted that the average respondent responds to the interpersonal skills variable in the range between 4 (agree) and partially 5 (strongly agree), with a median value in the answer between 4 (agree) to partially 5 (strongly

agree) and the mode shows the tendency for respondents to respond most often to answer 5 (strongly agree). However, there is also a tendency for respondents to give a response of 4 (agreed) on one of the indicators (X2P20), provided that there are several modes and the smallest value is displayed. This interpretation can generally describe the respondent's response to interpersonal skills variables.

Table 6
Mean, Median, and Mode of Motivational Variables Statistics

		X3-P22	X3-P23	X3-P24
N	Valid	120	120	120
	Missing	5	5	5
Mean		4.158	4.292	4.400
Median		4.000	5.000	4.000
Mode		4.0	5.0	4.0

Source: Data processed in 2022

Table 6 shows the results of the descriptive analysis for the independent variable motivation (X3), which has three indicators (X3P22 to X3P24). The average value of the respondent's data for the motivation variable for each indicator varies in magnitude, the highest being 4.400 (X3P24) and the lowest being 4.158 (X3P22). The highest median value is 5.000 (X3P23), and the lowest is 4.000 (X3P22 and X3P24). For the data mode on the motivation variable, the overall indicators for this variable have different values, namely 5.0 (X3P23) and 4.0 (X3P22 and X3P24). The results of the descriptive statistical analysis of motivational variables are shown in Table 6. When associated with a Likert scale with five ratings, it can be interpreted that the average respondent responds to the motivational variable in the range between 4 (agree) and 5 (strongly agree) on one of the indicators (X3P23). This interpretation can generally describe the respondent's response to the motivational variable.

Descriptive statistics in this research produce variable descriptions. Descriptive statistics determine respondents' answers to all questions on each variable. Therefore, according to the opinion of Sugiyono (2017), nothing can be concluded from the results of descriptive analysis through descriptive statistics, apart from only being able to describe respondents' perceptions of each research indicator and variable.

Inferential Analysis

Inferential statistics in this study use the SmartPLS statistical analysis tool. SmartPLS is a statistical analysis tool in structural equation modeling/SEM (Structural Equation Modeling), AMOS (Analysis of Moment Structure) and Lisrel. Using the SmartPLS software is carried out through two stages, namely the Model Measurement (Measurement Model) and Structural Model (Structural Model). The advantage of SmartPLS is being able to test formative and reflective SEM models at scale indicator measurements that differ within one model. Whatever the shape of the scale (ratio category, Likert, etc.) can be tested in a single model. The data in the SmartPLS analysis also does not have to have a normal distribution. In SmartPLS, the random multiplier method or the bootstrap method is used. So, any normality assumptions are

not a problem when using SmartPLS. Besides data normality, with the bootstrap method or random multiplier, SmartPLS does not require a minimum number of research samples (Hair *et al*., 1998).

Measurement Model Testing

In the measurement model test (outer model), there are three tests to assess outer loading: convergent validity, discriminant validity, and composite reliability. The outer model produces a display like the following figure:

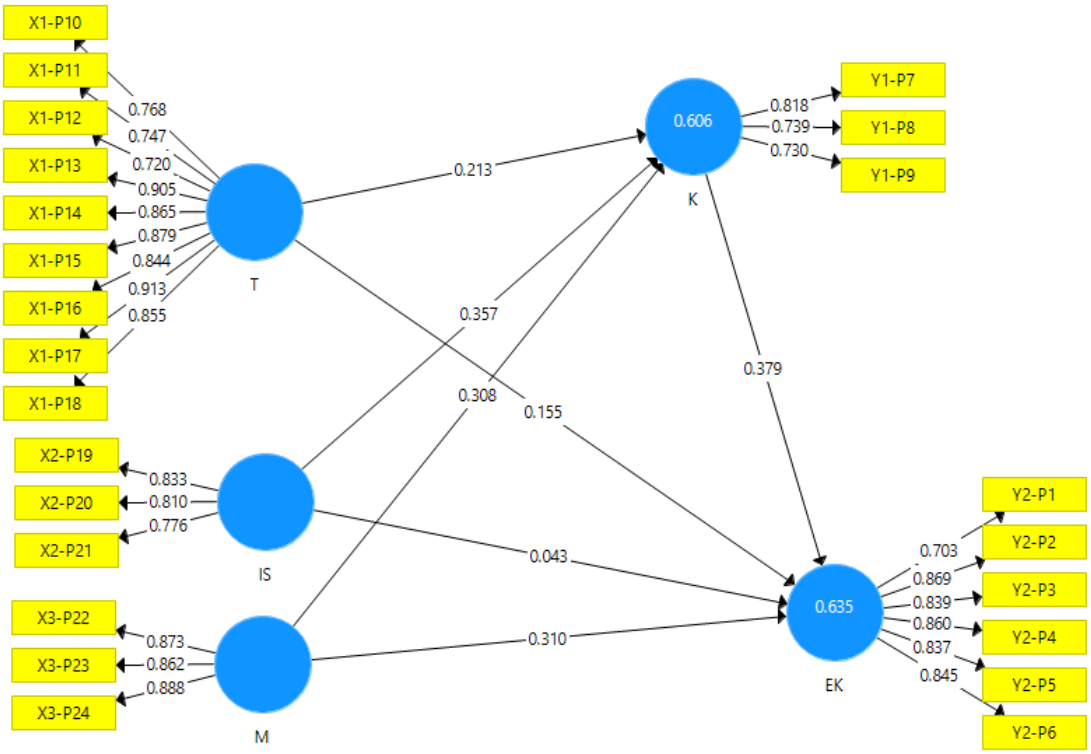


Figure 2
Outer Model

In Figure 2 above, the results show that all items have convergent validity values of more than 0.7; therefore, it can be stated that all items are valid.

Convergent Validity

Convergent validity value can be seen in the loading factor value. Convergent validity aims to determine the validity of each relationship between indicators and constructs or latent variables. The value of the loading factor's magnitude will show a relationship/correlation with the latent construct. If it is shown that the loading factor value exceeds 0.7, then it is perceived as valid, but if the value is between > 0.4 and <0.7 and does not change subsequent calculations, then this can be maintained.

The following table shows the value of convergent validity in this study:

Table 7
Loading Factor Value

	Work Ethic	Interpersonal Skills	Competence	Motivation	Talent
X_1-P_{10}					0.768
X_1-P_{11}					0.747
X_1-P_{12}					0.720
X_1-P_{13}					0.905
X_1-P_{14}					0.865
X_1-P_{15}					0.879
X_1-P_{16}					0.844
X_1-P_{17}					0.913
X_1-P_{18}					0.855
	Work Ethic	**Interpersonal Skills**	**Competence**	**Motivation**	**Talent**
X_2-P_{19}		0.833			
X_2-P_{20}		0.810			
X_2-P_{21}		0.776			
X_3-P_{22}				0.873	
X_3-P_{23}				0.862	
X_3-P_{24}				0.888	
Y_1-P_7			0.818		
Y_1-P_8			0.739		
Y_1-P_9			0.730		
Y_2-P_1	0.703				
Y_2-P_2	0.869				
Y_2-P_3	0.839				
Y_2-P_4	0.860				
Y_2-P_5	0.837				
Y_2-P_6	0.845				

Source: Processed data (2022)

It can be seen in Table 7 that the convergent validity value of all items is at a number exceeding 0.7, so it can be interpreted that all items are valid.

Average Variance Extracted

Furthermore, testing the average variance extracted (AVE) can show the ability of the variable value to represent the score of the original data, where the AVE value > 0.5 indicates that the measure of convergent validity is good. Meanwhile, in this study, the Average Variance Extracted (AVE) value for each variable showed a variable value of more than 0.5. So, it can be stated that it has good convergent validity. The AVE value looks like the following.

Table 8
Average Variance Extracted (AVE)

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Work Ethic	0.907	0.911	0.928	0.685
Interpersonal Skills	0.736	0.750	0.848	0.651
Competence	0.759	0.704	0.807	0.583
Motivation	0.846	0.850	0.907	0.764
Talent	0.945	0.947	0.954	0.698

Source: Processed data (2022)

Discriminant Validity

Discriminant validity is known from a cross loading value used to test indicators of a construct with a cross loading value greater than indicators of other constructs. Furthermore, the results of the discriminant validity of this study are shown in Table 9 below:

Table 9
Discriminant Validity Value

Var/Indicator	Work Ethic	Interpers.Skills	Competence	Motivation	Talent
X_1-P_{10}	0.536	0.583	0.576	0.640	0.768
X_1-P_{11}	0.418	0.471	0.485	0.558	0.747
X_1-P_{12}	0.513	0.621	0.577	0.636	0.720
X_1-P_{13}	0.594	0.532	0.560	0.689	0.905
X_1-P_{14}	0.598	0.351	0.548	0.671	0.865
X_1-P_{15}	0.604	0.452	0.495	0.657	0.879
X_1-P_{16}	0.566	0.399	0.558	0.634	0.844
X_1-P_{17}	0.607	0.533	0.578	0.727	0.913
X_1-P_{18}	0.594	0.399	0.578	0.657	0.855
X_2-P_{19}	0.487	0.833	0.641	0.692	0.544
X_2-P_{20}	0.533	0.810	0.595	0.427	0.273
X_2-P_{21}	0.418	0.776	0.379	0.490	0.632
X_3-P_{22}	0.648	0.635	0.715	0.873	0.622
X_3-P_{23}	0.708	0.602	0.552	0.862	0.737
X_3-P_{24}	0.552	0.507	0.597	0.888	0.700
Y_1-P_7	0.654	0.466	0.818	0.566	0.592
Y_1-P_8	0.538	0.717	0.739	0.470	0.354
Y_1-P_9	0.473	0.385	0.730	0.608	0.568
Y_2-P_1	0.703	0.537	0.584	0.494	0.472
Y_2-P_2	0.869	0.630	0.657	0.596	0.568
Y_2-P_3	0.839	0.472	0.597	0.754	0.601
Y_2-P_4	0.860	0.432	0.607	0.512	0.562
Y_2-P_5	0.837	0.495	0.599	0.747	0.608
Y_2-P_6	0.845	0.400	0.588	0.468	0.508

Source: Processed data (2022)

Table 9 shows that the cross-loading value for each indicator has a greater value than the other construct variable indicators. With these results, it can be stated that the discriminant validity of all constructs is at a good level.

Composite Reliability

The next test is the composite reliability test, which is used to measure the consistency of variables, presented in Table 10 as follows:

Table 10
Composite Reliability

Variable	*Cronbach's Alpha*	*rho_A*	*Composite Reliability*	*Average Variance Extracted (AVE)*
Work Ethic	0.907	0.911	0.928	0.685
Interpersonal Skills	0.736	0.750	0.848	0.651
Competence	0.759	0.704	0.807	0.583
Motivation	0.846	0.850	0.907	0.764
Talent	0.945	0.947	0.954	0.698

Source: Processed data (2022)

Table 10 shows that the composite reliability value is > 0.7, so it can be interpreted that all variables have fulfilled the reliability requirements.

Structural Model Testing

The structural model (inner model) produces a diagram like the following:

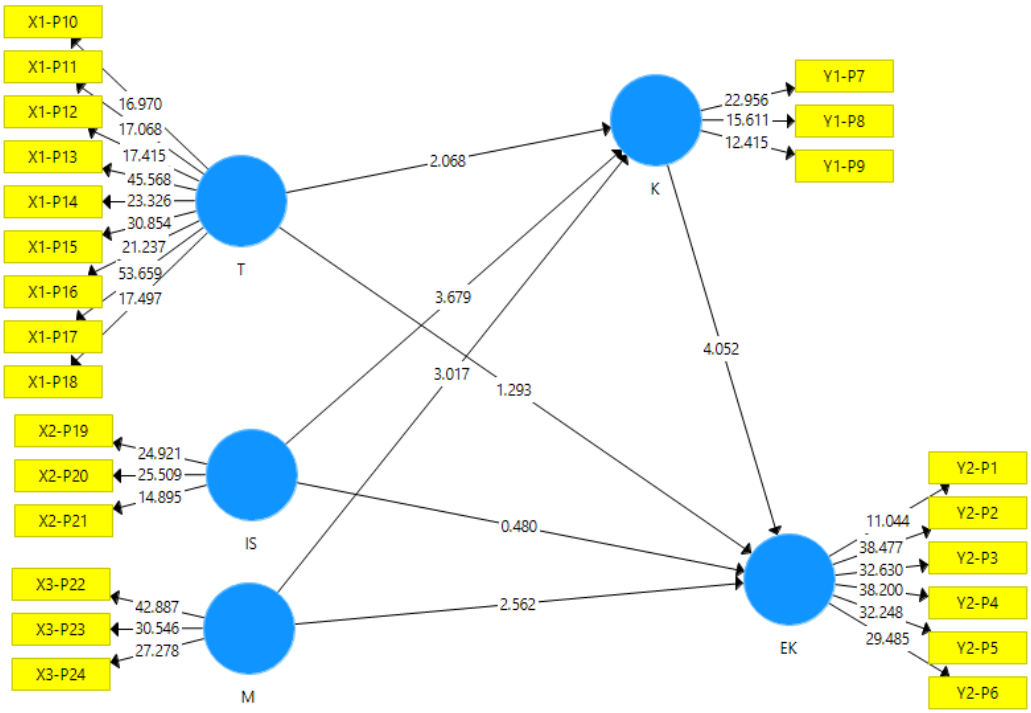


Figure 3
Inner Model

Using the R Square, the structural model can be measured by looking at the relationship between the independent and dependent variables. In this study, the R Square is shown in the following table:

Table 11
R Square Value

	R Square	R Square Adjusted
Work Ethic	0.635	0.622
Competence	0.606	0.596

Source: Processed data (2022)

The table above shows that the work ethic and competence variables get values of 0.622 and 0.596, respectively. This value indicates that work ethic is influenced by independent variables (talent, interpersonal skills, and motivation) of 62 percent where it is strong. The rest is determined by the influence of other variables, as well as the influence of independent variables on competence by 59 percent. R square calculation is only applied to work ethic and competence because only the dependent variable has R square.

Hypothesis testing

Testing the hypothesis by looking at the bootstrapping value results is the last step in using SmartPLS. The step is to select the calculate menu, followed by the bootstrap menu option, which will bring up the required data. By using bootstrapping, here are the test results. To determine the existence of a direct effect between the independent variables on the dependent variable, a hypothesis test is carried out through mediating variables, using the criterion of t-statistic.

In this study, ten hypotheses will be developed. To conduct a hypothesis test, two criteria are used: value path coefficient and t-statistic value. The influence of one variable on the other variables affected is said to be unidirectional if the path coefficient value is positive. Conversely, if the path coefficient value is negative, the effect is in the opposite direction. The hypothesis is accepted if the t-statistic value is greater than the t-table value at the error rate (α) of 5 percent, which is 1.96. So, the criterion for accepting or rejecting the hypothesis is the accepted hypothesis when the t-statistic is > 1.96. Hypothesis testing is done by looking at the output path coefficient of the bootstrap resampling results as follows:

Table 12
Hypothesis Test Results

Variable Effect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Hypothesis
IS -> WE	0.179	0.178	0.082	2.184	0.029	accepted
IS -> C	0.357	0.358	0.097	3.679	0.000	accepted
C -> WE	0.379	0.390	0.094	4.052	0.000	accepted
M -> WE	0.427	0.423	0.103	4.146	0.000	accepted
M -> C	0.308	0.309	0.102	3.017	0.003	accepted
T -> WE	0.236	0.244	0.118	1.996	0.046	accepted
T -> C	0.213	0.215	0.103	2.068	0.039	accepted
IS -> C -> WE	0.135	0.139	0.049	2.753	0.006	accepted
M -> C -> WE	0.117	0.120	0.051	2.311	0.021	accepted
T -> C -> WE	0.081	0.086	0.050	1.624	0.105	not accepted

Source: Processed data (2022)

Of the ten hypotheses tested, the results showed that nine were accepted because the P value was <0.05, and only 1 hypothesis (hypothesis 10) was rejected/not accepted because the P value was >0.05. The accepted hypotheses (H1 to H9) show that for each accepted hypothesis, the influence of the variables studied is in accordance with theoretical support and the results of previous research, which produces findings that align with or support the existing theory. Regarding the gap research that underlies this research, there are several previous researchers whose conclusions conflict with theory, but the results are different in this research with the same variables. These findings include that motivation has no positive and insignificant effect on work ethic (Lisna *et al*., 2019), whereas in this research motivation has a positive effect on work ethic. The results of this research are in line with research by Zagoto (2020). The influence of motivation on work ethic can be

related to the opinion of Harsono & Santoso (2006), which is based on the results of their research, that work ethic is a work spirit based on certain values or norms. Work spirit based on norms leads to motivation. Apart from that, the results of research by Afandi (2021) concluded that competence has no significant effect on work ethic, while the results of this research conclude that there is a significant influence between competence and work ethic.

This research places competence as a mediating variable. The research results show that competence cannot mediate the influence of talent on work ethic. Competence can mediate the influence of motivation on work ethic. Competence can mediate the influence of interpersonal skills on work ethic. In connection with the non-acceptance of the hypothesis regarding the influence of talent on work ethic through competency mediation, while it is known that the research results show that there is a direct influence of talent on work ethic and competency on work ethic, it can be assumed that when placing the competency variable as a mediating variable between the talent variable and work ethic results in a weak influence between the talent variables on work ethic.

CONCLUSIONS, LIMITATIONS, AND SUGGESTIONS

Based on theoretical references and previous research, it is known that work ethic is strategic because it can move and direct human activities in achieving the goals (Darodjat & Wildani, 2015; Ginting, 2016; Mathis & Jackson, 2006). Work ethic describes an attitude that contains meaning as an evaluative aspect an individual (group) possesses in assessing work activities.

From the research results, it was concluded that competence, talent, interpersonal skills, and motivation influence work ethic. The position of competence as a mediating variable further strengthens the influence of the independent variables (interpersonal skills and motivation) on work ethic. Meanwhile, the role of competency as an intermediate variable that connects the independent variable talent with work ethic is not proven (not accepted).

The conclusion of each study must be able to provide answers to all the research objectives that have been stated earlier. Therefore, the conclusions related to this research can be stated as follows: First, it was found that there was an influence of the talent variable on the competency variable. Second, it was found that there was an influence of the interpersonal skill variable on the competency variable. Third, there is an influence between motivation variables on competency variables. Fourth, it was found that there is an influence between the talent variable on the work ethic variable. Fifth, there is an influence between interpersonal skill variables on work ethic variables. Sixth, it was found that there was an effect of the motivational variable on the work ethic variable. Seventh, it was found that there was an effect of the competency variable on the work ethic variable. Eighth, it was found that the

interpersonal skill variable influenced the work ethic variable through competence as a mediating variable. Ninth, there is an influence between motivational variables on work ethic variables through competency intermediary variables. Tenth, there was no effect of aptitude variable on work ethic variable through competence variable as a mediating variable.

In short, it can be stated that the work ethic variable gets the influence of competence, talent, interpersonal skills, and motivation. Then, the position of competence as an intermediary variable further strengthens the existence of the influence received by the work ethic variable from the independent variables, except for the role of competence as an intermediate variable that connects the independent variable talent with work ethic, which is not proven (not accepted). These findings can be used as reference material for further research, especially because one hypothesis is still not accepted.

Based on the research findings, the following suggestions can be submitted. First, in empowering human resources, especially entrepreneurial students, it is necessary to intervene to strengthen the work ethic by exploring talent, strengthening interpersonal skills, and improving motivation. Second, to further raise the level of success in strengthening the work ethic, you can take advantage of improving the competency of entrepreneurial students as an alternative that can bridge the efforts made (talent extraction, strengthening interpersonal skills, improving motivation). Third, researchers interested in entrepreneurial work ethic can carry out further research using other variables as an alternative so that more can be known about the dominant factors that determine entrepreneurial work ethic. The finding that competence is not proven as a mediating variable that bridges the influence of talent on work ethic can be used as reference material for subsequent research so that it can be known for certain whether the research model that places competence as a mediating variable is appropriate to use to resolve the existence of a research gap on the topic of work ethic research.

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