

# Effects of Work Ethos on Creativity

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**Keywords:** Creativity, work ethos, vocational school students.

**Abstract:** This study reported the importance of improving education in work ethos in order to create student creativity in establishing entrepreneurial attitudes. The objective of this study is to identify the effect of work ethos on the creativity of vocational students. Therefore, it can be easily identified indicators that should be maintained and improved. This present study applied the creativity theory by Mac Kinnon. In this study, the involved research population was all students of vocational school in Bandung and 345 students were chosen as the samples. In addition, the data were collected using questionnaire and then the data processing was executed using a linear regression analysis. The results of this study showed that work ethos education had a positive effect on creativity (15.2%) and the remaining 84.8% was influenced by other factors. Based on the findings in this study, it was found that the highest creativity variable indicator could be found in terms of the creative product. On the other hand, the indicator of work ethos variable was solidarity. As for the further studies, it is suggested that there are some indicators that should be improved covering the creativity variable that is creative process, while work ethos variable is productive.

## 1 INTRODUCTION

In general, internalizing creative attitudes is considered as one of the important aspects in the field of entrepreneurship. In fact, establishing the attitude of creativity becomes a valuable thing and as can be means of changing conditions which should be more paid attention. With respect to the study on creativity, there are a number of studies discussing creativity that have been conducted. Based on the aspect of social interaction creative personality, creativity can be maximized through human resources and motivation can be maximized through a capability (Zixiang, 2017). In addition, the collective awareness of the students can also improve creativity (Soonhye Park et al, 2006). In this regard, the role of teachers is crucial in assisting the children in the early development of creative thinking (Leggett, 2017). Through peer discussion, it is immensely effective in improving the creative performance of the students (Shijuan and Masao, 2016). The studies on creativity focusing on the processes which assert the different ways of thinking in fact are needed to generate ideas (Csikszentmihalyi 2003; Richards 2010). Creative thinking involves the complex activities of ability and cognitive skills, personality and motivational factors, styles, strategies and metacognition skills (Runco 2013). In addition, the good environments encourage

the students to have an imaginative game. In this regard, the time and materials are prepared as requested and the chance for the children to begin playing a game is protected (Root-Bernstein and Root-Bernstein 2006). An American researcher maintains the importance of creativity in order to produce new and beneficial products for society (Amabile, 1983).

In principle, in order to improve student creativity, it is not only viewed from improvement of the learning process in the classroom, but also it is needed to find other alternatives to improve student creativity. This objective can be achieved through the improvement of behavioral aspect and examples related to student psychological factors, such as the ability to perform a routine work in the field of daily activities which is called as work ethos. Based on the studies conducted in the mid-1950s, it was found that British people were considered to be aggressive, shy, quiet, conscious of the class, law-abiding, and they had high-minded ideas, either among themselves or among others. (Gorer, 1955). Several years later, a more in-depth study was carried out and it was found that there were thirty main characteristics made as a contribution by the British people. In this regard, they were considered to have a strong sense of responsibility, self-confidence, good solution for the setbacks, honesty, independence, law-abiding, etc. (Tayeb, 1984). As massively mentioned above, there

are many studies on creativity. However, there is no known study concerning on the effects of work ethos on creativity. Therefore, this current and important issue will be unearthed in this present paper. In relation to the main issue discussed in this paper, this present study will focus on the effects of work ethos on creativity.

## 2 LITERATURE REVIEW

An expert argues that the environment indeed has an effect on the development of one's ability to be creative (Shallcross 1985). The environment surrounding the students, either teachers or fellow students, has a strong influence on the development and improvement of student creativity. Based on the various definitions of creativity, in principle, creativity is defined as (1) a creation of something that originally did not exist (Suryana 2006); (2) replacing something with something simpler and better (Zimmerer, 1996). According to MacKinnon, the most important thing in relation to the definition of creativity is to see the creativity based on the four aspects consisting of creative personality, creative process, creative situation, and creative product (Munandar, 1988). With respect to the theory of creativity used in this study, this study employed the theory as proposed by MacKinnon, which sees creativity as a multi-faceted phenomenon and it is measured by the four indicators covering creative personality, creative process, creative situation and creative product (Munandar, 1988).

Hornby (1995) defines ethos as the characteristic spirit, moral values, ideas or beliefs of a group, community or culture; spiritual characteristics, moral values, ideas or belief of a group, community, or culture. According to Sinamo (2005), work ethos is a set of positive behaviors that originally comes from the fundamental beliefs accompanied by the total commitment to an integral work paradigm. In this study, the work ethos consists of mental attitude developments whose mental indicators include: responsibility, rationality, high discipline, hard work, thriftiness, productivity, and futuristic ways of thinking (Tisnasomantri, 1995, Adiwikarta, 1988). However, the work ethos that fosters social spirit consists of cooperation, tolerance, solidarity and social orientation (Disman, 2004). Particularly, in the field of education, one of the important factors in improving creativity in schools is the role of teachers. Moreover, work ethos can be learned through learning processes that can stimulate and improve ways of thinking, attitudes, and creative behaviors of

the students. Based on the correlation of both variables as mentioned above, the hypothesis of this present study is that work ethos has a positive effect on creativity.

## 3 METHODS

The method employed in this present study was a quantitative method through an explanatory survey design. In addition, the data was collected through circulating the questionnaire that had been initially tested in terms of its validity and reliability. With respect to the research population, this study involved 6740 students and all of them were the vocational school students in Bandung. On the other hand, 345 students were then particularly measured using the formula technique by Michael and Isaac (Sugiyono, 2004). In addition, the variable of this present study was the work ethos variable in which its measured indicator consisted of: responsibility and rationality (Adiwikarta, 1988), discipline, thriftiness, productivity, hard work (Tisnasomantri, 1995: Disman, 2004), futuristic ways of thinking, tolerance, solidarity, cooperation and social orientation (Disman 2004,). However, the measurement of creativity variables (Y) was indicated through the indicators consisting of: creative personality, creative process, creative stimulant, and creative product (Munandar, 1988). In this part, the data were collected using questionnaire that had been initially tested in terms of its validity and reliability. In this study, descriptive statistics was employed as a means of analyzing data and it was also helped by the data in the form of tables. In addition, the linear regression statistical technique was employed as a means of testing the hypothesis.

## 4 RESULTS AND DISCUSSION

### 4.1 Result Study

As the results of this present study, the response of involved respondents towards the work ethos variables can be seen in the following table.

Table 1: Work ethos

Indicators	%	Information
Responsibility	56,46	Medium
Rational	55,88	Medium
Discipline	60,17	Medium
Efficien	58,84	Medium
Productive	52,00	Medium
Hard work	58,03	Medium
Future thinking	60,12	Medium
Tolerance	58,61	Medium
Solidarity	60,64	Medium
Collaboration	57,68	Medium
Social Orienter	59,13	Medium
Total	58,03	

Table 1 indicates that in general the work ethos is in the moderate condition (58.03%). In addition, it is obvious that the highest indicator can be found in solidarity (60.64%) and the lowest one can be found in terms of productivity (52.00%). As a result, it shows that the work ethos of social aspect becomes the main concern for vocational school students in the case of work ethos indicators. As it is known that the social aspect of solidarity is an important factor in the formation of creativity. Also, through solidarity, the cooperative relations will be well maintained. A good relationship in the community is immensely important if the knowledge and skill mastery of vocational school students is also good, either during the learning practicum and internship. This view is in accordance with the opinion of Disman (2004), he asserts that solidarity is a part of the work ethos. Obviously, the responses of the respondents towards creativity can be seen in Table 2 as follows.

Table 2: Creativity

No	Indicators	%	Information
1	Creative person	58,75	Medium
2	Creative Process	54,50	Medium
3	Creative Encorage	58,77	Medium
4	Creative Product	59,48	Medium
		Average 57,87	

Based on Table 2, creative products are considered as the highest indicator (59.48%). On the other hand, creative processes are considered as the lowest one (54.50%). In addition, based on Table 2, it is clear that creative products have more attention based on the view of the vocational school students. In this regard, the learning process of vocational students is not only to master the concept but also

they are encouraged to master the skills used as a means of producing the products. In fact, the creative products are important for the vocational students. This study is in accordance with the studies conducted by Root-Bernstein and Root-Bernstein (2006). They found that an environment that supports the children encourages an imaginative play in which the time and materials are provided as requested and chance for the children to play soliter game or play together is protected. Interestingly, it is also in accordance with the opinions of Amabile (1983) and Runco (2013) which state the importance of creativity in terms of producing new and beneficial goods for the society. In relation to the period of high creativity skills, it can be easily found at the age of 4 to 6 years.

Table 3: Result of Regression Test

Variable	Coef.	Std. Error	t-Stat	Prob.
Work ethos	0,235	0,30	7,909	0,00

Based on Table 3, it shows that  $Y = 15.551 + 0.235X$  with the sig  $< 0.05$ . It indicates that the hypothesis is accepted. Therefore, it is proven that work ethos indeed has a positive effect on creativity. In other words, it implies that the higher the work ethos score is, the higher the creativity score is. As a consequence, the higher the work ethos education is, the higher the creativity of the vocational students is. The results of this study show that the work ethos can be learned through the learning process. Accordingly, learning process can stimulate and improve the ways of thinking, attitudes and creative behaviors of the students.

Table 4: Magnitude of Effects

$R^2$	Adj. $R^2$	Std. Error of the Estimate
0,393	0,152	3,52253

Based on Table 4, it is obvious that R square is 0,152 or 15,2%. It shows that work ethos an impact on creativity by resulting in the number of 15,2% while the remaining number of 84,8% is influenced by the other unexamined factors.

## 4.2 Discussion

As indicated by the results of this study, it shows that work ethos has a positive impact on creativity through the equation of  $(Y = 15,551 + 0.235X)$ . Therefore, it shows that the higher the work ethos is, the higher the creativity of the vocational students is. In this regard,

working ethos is obtained through a good environment, either in the family or in the school environment, or even in the social environment. In line with the aforementioned opinions, Shallcross (1985) also asserts that an environment has an impact on the development of a person's ability to be creative. Through this environment, the interactions of students in the family and outside of the family can take place. Therefore, there will be a process of learning work ethos. Undeniably, creativity is the result of learning. Accordingly, the work ethos has a positive correlation with the creativity. Tisnasomantri, (1995) argues that it is identical with the excellent people that there is a developed self-concept. As a result, this concept can make an impact on their ways of behavior. In particular, this self-concept consists of idealisms in human life that can be realized in reality in the forms of thriftiness, hard work, honesty, and many more. Excellent people are those who have high creativity. This view is in line with the view of Isaksen, Puccio, and Treffinger (Siau, 1995). They say that in order to improve creativity optimally, the support from the environment to a particular person should be optimal, either from the parents, teachers, community, or their own friends.

Creativity variables can be explained by the work ethos variable in the number of 15,2%. It indicates that work ethos is an important variable to be considered in explaining the creativity variables. In fact, there are many methods applied in order to develop and improve work ethos since the work ethos is regarded as a set of positive behaviors which originally comes from the fundamental beliefs accompanied by the total commitment to an integral work paradigm (Sinamo, 2005). A high work ethos can be identified from responsibility, rationality, discipline, thriftiness, productivity, hard work, futuristic ways of thinking, solidarity tolerance, cooperation, and social orientation behavior of the students. If these elements are possessed by the students, they will be helpful in the improvement of creativity. Certain communities which have an advanced cultural value system will have a high work ethos. In contrary, some other communities which have a conservative cultural value system will have a low work ethos, and may even have no work ethos (Novliadi, 2008: 10).

Based on the above understanding, it can be assumed that students who have a high work ethos score will have positive creativity. Therefore, the work ethos should be improved and it should be more paid attention by education organizers, either in the family or school environment. In the light of this

concern, family is the first environment in the learning process and it is considered as the most important environment in fostering the work ethos. As a result, the intensity of interaction and social contact is supposed to be paid attention (Munandar, 1988). Therefore, the since-birth potential along with all its shortcomings should be paid attention, especially in terms of its roles in the interaction with the environment (Semiawan, 1996).

## 5 CONCLUSIONS

Serving as the end of the paper, it has been proven that work ethos in fact has a positive effect on creativity, the better the work ethos the higher the creativity of the students. Nevertheless, it is also found that there are several indicators that must be maintained and improved. In particular, the indicator of creativity variables that should be intensively maintained is the creative product and the one that should be improved is the creative process. The indicator of work ethos variable that should be maintained is the solidarity. On the other hand, the indicator of work ethos variable that should be improved is productivity.

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