Synergy of ASN Ber-AKHLAK Work Culture and Work Environment as Determinants of Buddhist Education Teachers' Performance

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Abstract: This study to aims to analyze the influence of moral-based civil servant work culture and work environment on the performance of Buddhist Education teachers in the Special Capital Region of Jakarta. The research employed a quantitative approach using multiple linear regression analysis with SPSS version 27. The findings revealed that work culture and work environment significantly influenced teacher performance, with significance values of 0.001 and 0.000, respectively, and a coefficient of determination of 65.8%. This indicates that variations in teacher performance can be explained by these two variables, while the remaining 34.2% are affected by other factors not examined in this study. The results highlight the importance of a work culture rooted in integrity, discipline, and morality, combined with a supportive and harmonious work environment, in enhancing teacher performance. The study is limited to Buddhist Education teachers in Jakarta. Future research is recommended to expand the scope across regions, include additional variables, and apply mixed-methods approaches. The impact of this study lies in its contribution to strengthening policies and managerial practices in schools that foster the ASN Ber-AKHLAK work culture and create a conducive work environment, thereby ensuring sustainable improvements in educational quality.

Keywords: Work Culture, Work Environment, Teacher Performance, ASN Ber-Akhlak, Buddhist Education

Abstrak*:* Penelitian ini bertujuan untuk menganalisis pengaruh budaya kerja Aparatur Sipil Negara (ASN) yang berlandaskan moral serta lingkungan kerja terhadap kinerja guru Pendidikan Agama Buddha di Daerah Khusus Ibukota Jakarta. Metode yang digunakan adalah pendekatan kuantitatif dengan analisis regresi linier berganda melalui aplikasi SPSS versi 27. Temuan penelitian mengindikasikan bahwa budaya kerja dan lingkungan kerja berpengaruh signifikan terhadap kinerja guru dengan nilai signifikansi 0,001 dan 0,000, serta koefisien determinasi sebesar 65,8%. Hal ini menunjukkan bahwa variasi kinerja guru dapat dijelaskan oleh kedua variabel tersebut, sementara 34,2% dipengaruhi oleh faktor lain di luar penelitian ini. Hasil penelitian menegaskan pentingnya budaya kerja berbasis integritas, disiplin, dan moralitas yang dipadukan dengan lingkungan kerja yang harmonis dalam meningkatkan kinerja guru. Keterbatasan penelitian ini terletak pada lingkup sampel yang hanya mencakup guru Pendidikan Agama Buddha di Jakarta. Penelitian berikutnya disarankan memperluas wilayah kajian, menambahkan variabel relevan, dan menggunakan metode campuran. Implikasi hasil penelitian ini adalah perlunya penguatan kebijakan dan praktik manajerial di sekolah untuk menumbuhkan budaya kerja ASN Ber-AKHLAK dan menciptakan lingkungan kerja yang kondusif, sehingga kualitas pendidikan dapat meningkat secara berkelanjutan.

Kata Kunci: Budaya Kerja, Lingkungan Kerja, Kinerja Guru, ASN Ber-Akhlak, Pendidikan Buddha

Introduction

Education is one of the fundamental aspects of nation-building because, through education, the quality of human resources can be improved sustainably. Teachers play an important role in the success of the educational process because they are the spearhead in conveying knowledge, instilling moral values, and shaping students' character. Teacher performance greatly determines the quality of education, which will, in turn, affect the quality of the nation's next generation. Thus, teacher performance is a strategic aspect that needs serious attention from various parties. (Uno & Lamatenggo, 2012). In the context of national

development, improving teacher performance is not only seen as an administrative obligation but also as an urgent need to increase the nation's competitiveness in the era of globalization.

Many factors, both internal and external, influence teacher performance. Internal factors include motivation, integrity, competence, and moral and spiritual values embraced by the teacher himself. Meanwhile, external factors include leadership, organizational policies, work culture, and work environment. Two external factors that receive great attention in human resource management research are work culture and work environment, as both have been proven to significantly influence employee behavior, motivation, and performance in various organizations. (Robbins & Judge, 2008).

The work culture in the context of the state civil apparatus in Indonesia has been formulated within the framework of ASN Ber-AKHLAK (Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative). These values were inaugurated by the Ministry of PANRB in 2021 as ASN's core values to strengthen the state apparatus's identity, professionalism, and integrity. This work culture aims to form positive work behavior, improve the quality of public services, and strengthen a clean, effective, and results-oriented bureaucracy (Kementerian PANRB, 2021). In education, the work culture with Ber-AKHLAK is very relevant because teachers, as civil servants, are required to teach and be role models in integrity, discipline, and collaboration.

In addition to work culture, the work environment is an important factor affecting teacher performance. The work environment includes physical and non-physical conditions in which a person works. Physical conditions include the availability of facilities, infrastructure, and workplace comfort, while non-physical aspects include relationships between employees, work climate, leadership, and organizational support (Sedarmayanti, 2017). A conducive work environment will create comfort, reduce stress, and increase work motivation, ultimately improving performance. (Nitisemito, 2013). Empirical research also shows that a good work environment is positively related to job satisfaction and employee performance (Lestary & Chaniago, 2018; Yuliantari & Prasasti, 2020).

Previous research supports the importance of work culture and the work environment to performance. Saleha (2016) Found that work culture, work ethic, and work environment significantly affected the performance of employees of the Central Sulawesi Provincial Highway Service. Firdaus (2019) Emphasizing that organizational culture and work environment simultaneously or partially contribute greatly to employee performance. Firjatullah et al. (2023) Shows that the work environment plays a central role in improving employee performance, especially if the organization can build a physically and psychologically supportive work environment. Meanwhile, Suwanto (2023) Found that work culture significantly contributes to employees' performance at the Ministry of Religion of DKI Jakarta Province, with a very high level of influence. These studies show consistency in that work culture and work environment are strong determinants that influence employee performance.

The urgency of this research can also be seen from the context of national education development, which emphasizes character education. Through various policies, the government seeks to build a young generation that is not only academically intelligent but also has character and integrity and upholds the value of tolerance. Buddhist education teachers who work based on the work culture with Ber-AKHLAK and in a conducive work environment will be able to

internalize these moral and spiritual values in students. This impacts improving teacher performance and contributes to the development of the nation's character.

Thus, this research is expected to contribute in two dimensions. First, theoretical contributions in the form of enrichment of literature on the relationship between work culture, work environment, and teacher performance by integrating ASN values with Ber-AKHLAK and Buddhist teachings. Second, practical contributions in the form of policy recommendations for the government, educational institutions, and other related parties to strengthen the work culture of ASN and improve the quality of the work environment to improve the performance of Buddhist Education teachers in the Special Region of Jakarta.

Method

This study used a quantitative approach with a survey method to analyze the influence of the State Civil Apparatus (ASN) work culture with Ber-AKHLAK and the work environment on the performance of Buddhist Education teachers in DKI Jakarta Province. The research analysis unit is a Buddhist Education teacher with an ASN status who actively teaches throughout the province. The total population of this study is 76 teachers, with the sample determined using the Slovin formula at an error rate of 5%, so a sample of 64 people was obtained. Slovin's formula with N = 76 and e = 0.05 yields n ≈ 64, so the sample is considered representative. The sampling technique used is purposive sampling, using the criteria of teachers with ASN status and active teaching. The research instrument was a questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

The independent variable consists of the work culture of ASN with Ber-AKHLAK and the work environment, while the dependent variable is teacher performance. The research instrument was first tested for validity by the item-total correlation technique and reliability with the Cronbach's Alpha coefficient, with a value of ≥ 0.70 as the acceptance standard (Nunnally & Bernstein, 1994). Data analysis was carried out using SPSS version 27 with the initial steps of the classical assumption test, including normality, multicollinearity, and heteroscedasticity. Furthermore, multiple linear regression analysis was used to test for partial effects through the t-test and simultaneously through the F-test, with a significance level of 5%. The determination coefficient is used to determine the contribution of work culture and work environment to the performance of Buddhist Education teachers in DKI Jakarta Province.

Result and Discussion

Result
Normality Test

Based on the calculation results through the SPSS process, the normality test was obtained as shown in Table 1.

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Performance	.155	64	.001	.956	64	.022
Work Culture	.118	64	.027	.952	64	.014
Work Environment	.113	64	.043	.950	64	.011
a. Lilliefors Significance Correction						

Source: Data Appendix, processed

As for the acquisition of the analysis in Table 1, a significant value of Y = 0.022, X1 = 0.014, and X2 = 0.011 was obtained. When the p-value is significant < 0.05, the data is declared not to be normally distributed. Furthermore, the data should be ensured that it is normally distributed, or cannot be used in the second way, namely the One-Sample Kolmogorov-Smirnov *Z Test*, as in Table 2 below.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.57479956
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.063
Test Statistic		.079
Asymp. Sig. (2-tailed)[c]		.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.	.410
	99% Confidence Interval — Lower Bound	.397
	99% Confidence Interval — Upper Bound	.422
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.		

Source: Data Appendix, processed

Based on the results of the analysis of Table 2 presented above, a sig (2-tailed) value of 0.200 > 0.05 (5%) was obtained, meaning that it could provide an explanation that the data was distributed normally, to meet the requirements of normality.

Heteroscedasticity Test

If the plot graph shows a point formation that forms a certain pattern, for example, undulating with a spread that initially widens and then constricts, it indicates a heteroscedasticity symptom. However, suppose the randomly scattered points do not form a specific pattern, and the dots are scattered above or below the zero line on the Y axis. In that case, it can be concluded that heteroscedasticity is not found. Visualizations of this phenomenon can be observed as shown in Figure 1 below.
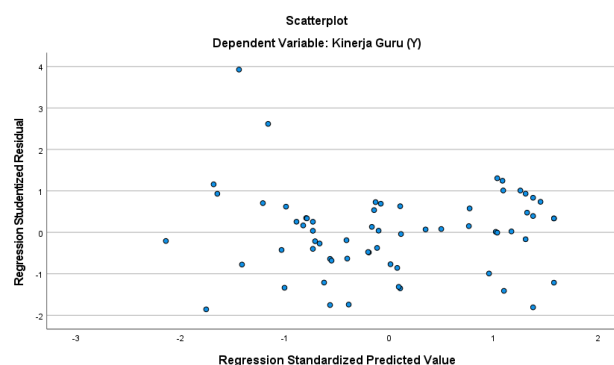

Figure 1. Scatterplot (Source: SPSS Data Processing)

Referring to the results of the interpretation of the graph above, it appears that the distribution of points does not form a systematic pattern, but rather is scattered randomly, both above and below the zero line on the Y axis. Therefore, it can be concluded that no symptoms of heteroscedasticity were found in this model. Furthermore, to ensure that the data does not occur, heteroskedasticity can also be detected by the Gleiser test, as shown in Table 3.

Table 3. Gleiser Test (Abs Res Table)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.216	4.006		2.051	.045
	Work Culture	-.037	.082	-.089	-.457	.650
	Work Environment	-.029	.073	-.077	-.394	.695

a. Dependent Variable: Abs_Res
Source: Data Appendix, processed

Based on the results of the analysis of Table 3 above, the sig X1=0.650 and X2=0.695> 0,05, then it can be ensured that there is no heteroscedasticity.

Multicollinearity Test

Multicollinearity testing is intended to detect the presence or absence of collinearity among independent variables. The procedure involves calculating the tolerance value and the Variance Inflation Factor (VIF). Based on the data processing results through SPSS software, a tolerance value was obtained for each research stage, as attached.

Table 4. Tolerance and VIF Values

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.210	6.006		.701	.486		
	Work Culture	.408	.123	.385	3.325	.001	.419	2.388
	Work Environment	.454	.110	.479	4.138	.000	.419	2.388

a. Dependent Variable: Teacher Performance
Source: Data Appendix, processed

The tolerance values of Table 4 above are X1=0.419 and X2=0.419> 0,100, and VIF X1=2.388 and VIF X2=2.388. VIF < 10,00, so it can be explained that there is no multicollinearity. After the stage of testing the basic assumptions of the analysis is met, the next process is to test the hypothesis that has been formulated. This study proposes several hypotheses to explore and examine the influence of the two variables through the following stages.

Coefficient Determination Test

As Ghozali's view shows, this coefficient represents the extent to which the percentage of variation in independent variables in a model can explain the changes that occur in dependent variables. If the value of R is close to 0, this indicates that the influence of independent collectives on dependents is very weak, so the model is considered less representative.

Conversely, suppose the value of R is close to 1. In that case, the simultaneous relationship between independent and dependent variables is considered strong, so the model has high analytical feasibility.

Table 5. Value of Determination Coefficient (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811[a]	.658	.647	4.649

a.   Predictors: (Constant), Work Environment, Work Culture

Source: Processed SPSS output

As the R^2 value in Table 5 above, the percentage of diversity of teacher performance variables that can be explained by work culture and work environment is 0.658 or 65.8% while other variables outside this research model explain the remaining 34.2%.

Multiple Linear Regression Test

Referring to the classical assumption test that was carried out, it can be concluded that the data used in this study did not experience symptoms of multicollinearity, heteroscedasticity, or were not normally distributed. Based on this, multiple regression model analysis can be carried out to determine the influence of independent variables (Work Culture and Work Environment) on dependent variables (Performance of Buddhist Education Teachers in Jakarta Special Regions).

Table 6. Results of Linear Regression Analysis

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.210	6.006		.701	.486
Work Culture	.408	.123	.385	3.325	.001
Work Environment	.454	.110	.479	4.138	.000

a. Dependent Variable: Teacher Performance

Source: Processed SPSS output

F Test (Anova Test)

The F test determines whether all independent variables affect the dependent variable together. Judging from the sig value < of the α (α = 5%). The basis for decision-making is: If sig. < 0.05 or $F_{count} > F_{table}$, statistically, it can be stated that the variable X has a collective effect on Y that cannot be ignored. On the contrary, sig. > 0.05 or $F_{count} < F_{table}$, then simultaneously variable X does not significantly affect Y in the model being tested.

Table 7. Test F (ANOVA)

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2537.346	2	1268.673	58.694	.000[b]
Residual	1318.514	61	21.615		
Total	3855.859	63			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Work Environment, Work Culture

Source: Processed SPSS output

Based on the results of data analysis in Table 7, an F-count value of 58.694 was obtained, and the F-table value was 4.00. F-table> calculation and its significant value of 0.000 < 0.05, therefore, it can be concluded that there is a positive and significant influence of the variables of Work Culture and Work Environment together on Teacher Performance, so that the 3rd hypothesis is acceptable and Ho is rejected.

T-test (Partial test)

According to Ghozali's view, the t-test can be used to determine the influence of each variable based on the partial significant impact on the dependent variable. The basis for decision-making is: If the value of $t_{count} > t_{table}$ and the sig value is less than or equal to 0.05, then Ho is rejected while Ha is acceptable. This indicates that there is a significant correlation between the bound variables. Conversely, if the $t_{count} < t_{table}$ with a sig value greater than 0.05, then Ho is acceptable while Ha is rejected. This explains that there is no significant relationship between the bound variable.

Table 8. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.210	6.006		.701	.486
	Work Culture	.408	.123	.385	3.325	.001
	Work Environment	.454	.110	.479	4.138	.000

a. Dependent Variable: Teacher Performance

Source: Processed SPSS output

The influence of ASN work culture with 'BerAKHLAK' on the performance of Buddhist religious education teachers in the Jakarta Special Region Province. From the results of data processing through the SPSS edition program. 27.0, obtained the value of the Coefficient of Determination (R^2) as follows.

Table 9. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.750a	.562	.555	5.219	.562	79.573	1

Source: Processed SPSS output

Based on Table 4.17, the summary model shows that from the results of the Coefficient of Determination test data, a score of 0.562 was obtained. This means that work culture affects teachers' performance in DK Jakarta Province by 56.2%, and the remaining 43.8% is due to other factors not studied in the current study. The influence of the work environment on the performance of Buddhist education teachers in the Jakarta Special Region Province.

Table 10. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.772a	.596	.590	5.012	.596	91.491	1

Source: Processed SPSS output

Discussion

The results of the above study show that the regression model used is worthy of further analysis. The classical assumption test showed that the Variance Inflation Factor (VIF) value for the variables of work culture and work environment was 2.388, well below the threshold of 10 (Hair et al., 2009). The double regression equation obtained is the teacher's performance = 4.210 + 0.408 X1 + 0.454 X2 + e. This equation shows that both work culture and work environment positively affect teacher performance. An increase in one unit of work culture contributed to an increase in performance of 0.408, while an increase in one unit of work environment contributed more, which was 0.454. These findings indicate that the work environment has a more dominant influence than work culture in improving teacher performance. Robbins and Judge (2013) emphasize that the quality of the work environment, both physical and psychosocial aspects, is an important factor that affects individual motivation, satisfaction, and performance in the organization.

The results of the F test showed a significance value of 0.000, smaller than 0.05. This means that work culture and work environment simultaneously significantly affect the performance of Buddhist Education teachers in the Special Region of Jakarta. The t-test showed that the work culture had a significance value of 0.001, while the work environment was 0.000; Both were < 0.05, so each had a partially significant effect. The determination coefficient value of 65.8% indicates that the variation in teacher performance can be explained by work culture and work environment, while other factors, such as leadership, personal motivation, and organizational support, influence the remaining 34.2% (Uno & Lamatenggo, 2012).

When viewed from a Buddhist perspective, these results align with moral teachings and spiritual practices emphasizing the importance of correct work values. The Dhammapada, especially Appamāda Vagga verse 25, emphasizes the importance of perseverance, discipline, and self-control as the keys to success. (Buddharakkhita, 1985). This value aligns with the work culture of ASN with Ber-AKHLAK, which emphasizes accountability, competence, and integrity. In the Manggala Sutta, it is also emphasized that a person should have extensive knowledge, skill, and be able to speak correctly (Bodhi, 2017). This teaching reflects on how a harmonious social and work environment can support the achievement of performance. In addition, Vessantara Jātaka teaches selfless service (Cowell, 1895), while Mahā-Sutasoma Jātaka emphasizes the importance of adaptability and cooperation (Appleton, 2010). These teachings underscore the relevance of a moral work culture and a conducive work environment for teacher performance.

A positive work environment is also in harmony with the Buddhist values of love (metta) and compassion (karuna), as described in the Manggala Sutta. An environment filled with mutual respect, respect for differences, and harmonious relationships between principals, fellow teachers, students, and parents will support the creation of optimal performance. Harvey (2000) Emphasized that the practice of Metta and Karuna can reduce stress, increase morale, and strengthen teamwork.

Work culture from the Buddhist perspective can be described in five main ways. First, sīla (morality) emphasizes integrity, honesty, and avoiding cheating. Second, sati (mindfulness) and samādhi (concentration) encourage focus and productivity. Third, paññā (wisdom), which leads to right decision-making. Fourth, metta and karuna that strengthen social relationships and stakeholder satisfaction. Fifth, the karmic principle that emphasizes the consequences of every action, thus encouraging responsibility and dedication in work (Gethin, 1998).

These findings are also consistent with previous studies. Saleha (2016) Found that work culture, work ethic, and work environment have a significant effect on employee performance. Firdaus (2019) Proving that the organizational culture and work environment make a real contribution to employee performance. Firjatullah et al. (2023) Emphasized that the work environment plays a central role in improving employee performance. Suwanto (2023) Found that work culture contributed 72.7% to the performance of employees of the Ministry of Religion of DKI Jakarta Province, while leadership, competence, motivation, and work culture factors simultaneously affected performance up to 99.9%. Penelitian Lestary & Chaniago (2018) serta Yuliantari & Prasasti (2020) It also shows a strong positive relationship between the work environment and performance in the industrial and education sectors.

Thus, the results of this study reinforce the empirical evidence that work culture and work environment contribute significantly to performance improvement. A work culture based on integrity, discipline, and morality encourages the creation of a positive work climate. In contrast, a healthy work environment, both physically and socially, provides real support for teacher productivity. The synergy between the two is a strategic factor that needs to be considered and further developed by educational institutions and the government to improve the quality of teacher performance, especially for Buddhist education teachers in the Special Region of Jakarta.

Conclusion

Based on the results of the study on the influence of the work culture of moral state civil servants and the work environment on the performance of Buddhist Education teachers in the Special Region of Jakarta, it can be concluded that these two variables are proven to have a significant influence both simultaneously and partially, with the work environment giving a greater influence than the work culture, so that the performance of teachers can be explained by the combination of the two by 65.8% while the rest is influenced other factors beyond the scope of this study; These findings emphasize the importance of building a work culture based on integrity, discipline, and moral values that are in line with Buddhist teachings, accompanied by the creation of a conducive, harmonious, and supportive work environment so that teachers are able to achieve optimal performance; However, this study has several limitations, including the scope that is limited only to Buddhist Education teachers in certain areas so that the generalization of results in a broader context still needs to be tested, the research variables only focus on work culture and the work environment without involving other factors such as intrinsic motivation, leadership, compensation, and socio-cultural factors that also have the potential to affect performance, as well as quantitative analysis methods so that they have not explored in depth the qualitative aspects of teachers' experience in living work culture and work environment.

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