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Service Ethics Index Higher Education in Banjarmasin City

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Abstract—Ethics is a means of fulfilling services in this case education. This is in line with producers or service providers must have integrity to achieve long-term benefits. The impact of new ethical problems will be felt in the long term, so ethics is something that must be maintained and carried out continuously to become a long-term investment that can build trust by providing services that can create ethical education. This study aims to compile an ethical index of educational services in Higher Education in Banjarmasin with an education service marketing approach. The research method applied is a quantitative approach, with the population being a sample of Banjarmasin City College Students. The output to be achieved in this study is the ethics index of higher education services, scientific publications. The novelty of this research is a measuring instrument in the form of an ethics index of education services in universities.

Keywords—index; education service ethics; higher education

I. INTRODUCTION

In college services, ethical aspects are very important. This is because the implementation of education is closely related to the increasing ethical practices and public awareness about the importance of ethical education [1]. This is in line with the expectations of students to obtain knowledge that is appropriate to the needs of the job [2]. In addition, Kezar and Rhoads argue that services in the education sector currently face three main criticisms, namely: (1) the low relevance of the curriculum, the low commitment of lecturers to teach and (3) the low responsibility of the institution to the wider community [3]. In line with Lewis, and Marullo and Edwards they distinguish the model of education services into social justice and charity [4,5]. Social justice models tend to see education as an effort to empower the community and efforts to create a fairer institutional structure. The charity model tends to focus on the educational experience and the exchange between individual abilities and community needs [5].

Thus, it is necessary to develop an ethical index of education services to measure and determine the ethical index of higher education services. The ethical index used in this study is a continuation of the identification of indicators in previous studies that have been significant to the variables studied.

In the study of the Ethics Index of Educational Services in Higher Education in the City of Bandung it is known that the

indicators of the index of ethical education services in Bandung City College consist of honesty, clarity, commitment to fulfill promises, service recovery systems, lecturer ethics, program ethics and customer service ethics. The index of ethics of higher education services in the city of Bandung can be used to identify the level of service ethics in the implementation of education in universities in the city of Bandung.

This research is a continuation and development of the Ethics Index of Education Services in Higher Education in the City of Bandung, the main problem of this research is how the Ethical Index of Educational Services in Higher Education in Banjarmasin City can be arranged to assess the Ethics of Education Services in Universities in the City Banjarmasin.

II. THEORETICAL REVIEW

A. Ethical Theory

Ethics comes from the Greek word *ethos* which means ordinary place of residence, pasture, cage, habits, customs, character, character, feelings, attitude or way of thinking [6]. But in its development ethics are more likely to be interpreted as customs. Ethics in the etymological sense is often identical with the moral notion that comes from the Latin most which is the plural form *mores* which means also custom or way of life [7,8].

B. Implementation of Marketing Ethics

Marketing ethics is a study of moral aspects of marketing activities, in this activity is assessed by guidelines whether the actions carried out are in accordance with the principles of human respect, fair or unfair. Companies in marketing their products should abide by the applicable contract and legislation and have good intentions to be able to meet consumer expectations for the goods or services they consume [9].

In development of the practice of marketing ethics, AMA (American Marketing Association) in 2004 has declared ethical regulations and values that must be a guide for its members [10]. In accordance with the declaration, marketers must uphold ethical behavior and values as a form of responsibility towards interested parties, such as consumers, employees, investors, members of the media and the community. The American Marketing Society declared ethics

regulation in 2004. The general regulations in the declaration are described as follows [11]:

- Marketers cannot do anything harmful,
- Marketers must strengthen trust in the marketing system,
- Marketers must convey, communicate and implement fundamental ethical values that will increase consumer confidence in the integrity of the marketing system. The basic values in question are honesty, responsibility, Fairness, Respect, Openness, and respecting the rights of citizens.

In relation to marketing ethics, guidance on business ethics is also an important principle that leads to the achievement of the benefits of an ethical implementation. At the Caux Round Table: Principles for Business [9], among others, explained that in business behavior it is necessary to develop a spirit of mutual trust, acknowledging sincerity, candor, honesty, loyalty to promises and openness. This is important for business credibility and integrity as well as for smoothness and efficiency in business transactions.

C. Index Theory

The index number is basically a number that is made in such a way that it can be used to make comparisons between the same activities at different times [12]. From the index number can be known to go back and forth or rise and fall of a business or activity. Objective making of index numbers to measure quantitatively the occurrence of a change in two different times. Thus, the index number is very necessary to find out the progress of the activity or business carried out.

The characteristic of this index number is the calculation of the ratio (division), where the result of the ratio is always multiplied by the number 100 to indicate the change in percentage. Thus, the basis of any index number is always 100 [13].

In making the index number, it takes two kinds of time, namely the base time and the current time or current period. Base time is the time when an activity (event) is used for the basis of comparison, while the time is the time at which an activity (event) will be compared to the activity (event) at the base time [12].

III. RESEARCH METHODS

Steps for Preparing the Ethics Index for Higher Education Services are divided into preparation, implementation of data collection and data processing.

A. Preparation

1) *Determination of implementers*: If carried out in self-management, it is necessary to form a Community Satisfaction Index Preparation Team consisting of:

a) Director

b) Executor consisting of

- Chairman
- Member
- Surveyor
- Supporting Staff

2) Material Preparation

a) *Questionnaire*: In the Preparation of Ethics Index for Higher Education Services a questionnaire was used as a tool to collect data on the implementation of ethics in services in universities.

b) *Part of the questionnaire*: The questionnaire is divided into 2 (two) sections, namely:

- Part I: Respondent's identity includes age, gender, department, faculty, college and year of entering college which is useful to analyze the profile of respondents in their assessment of the ethics of college education services.
- Part II: The ethics of higher education services is the opinion of the recipient, on the ethics of service that contains the conclusions or opinions of respondents on the ethical indicators of service assessed.

c) *Answer form*: The answer form questions from each service ethics indicator generally reflect the level of service ethics, which is from the very good to the bad. Opinions expressed in score 1 are Strongly Disagree (STS) up to 6 namely Strongly Agree (SS).

3) Determination of respondents, location and time of data collection

a) *Number of respondents*: Respondents were selected using consecutive sampling technique. At consecutive sampling, all subjects who arrived and met the selection criteria were included in the study until the required number of subjects were met. Consecutive sampling is the best type of nonprobability sampling, and is often the easiest method. Most clinical studies (including clinical trials) use this technique to select subjects [14]. By using this technique, the population has the same opportunity to do research that meets the inclusion criteria used as research samples. Samples were taken using consecutive sampling with the following inclusion criteria:

- Students, both women and men from various faculties and study programs who are completing the 3rd to 6th semester lectures that arrive at the location when sampling.
- Willing to participate in the research after getting an explanation of what will be done and willing to fill out the questionnaire.

To meet the accuracy of the results of the index compilation, selected respondents are set to a minimum

of 130 people from the total population of service recipients, with a basis ("number of elements" + 1) x 10 = number of respondents (12 + 1) x 10 = 130 Respondents.

b) *Location and time of data collection*: Data collection can be done in the Higher Education environment in the city of Banjarmasin.

c) *Schedule implementation*

B. Data Collection Implementation

1) *Data collection*: To obtain accurate and objective data, it needs to be stated to students about the indicators of ethical education services that have been established.

2) *Fill out the questionnaire*: Filling in the questionnaire can be done in one of two possible ways as follows:

a) *Self-conducted by recipients of higher education service ethics*.

b) *Conducted through enumerators through interviews*.

3) *Interview*: Data collection through interviews is done through face-to-face and direct question and answer between data collectors and researchers to resource persons or data sources to deepen the phenomenon found.

4) *Focus group discussion*: Focus Group Discussion is a process of collecting systematic data and information about a specific problem that is very specific through group discussion.

C. Data Processing

1) *Data processing method*: The Value of the Higher Education Service Ethics Index is calculated using the "weighted average values" of each indicator of service ethics. The service ethics indicators are as follows:

TABLE I. ETHICAL INDICATORS OF HIGHER EDUCATION SERVICES

No.	Ethical Indicators of Higher Education Services
1.	Product
2.	The place
3.	Promotion
4.	Price
5.	Honesty
6.	Clarity
7.	Program commitment fulfills promises
8.	Service recovery system
9.	Service Encounter Education Services
10.	Lecturer Ethics
11.	Program Ethics
12.	Customer service ethics

In calculating the ethics index of student services to the service ethics indicators studied, each service ethics indicator has the same weighting as the following formula:

$$\text{Weighted average value} = \frac{\text{Total Weight}}{\text{Number of Indicators}} = \frac{1}{12} = 0,08$$

To obtain the IEPPT value of a college, the weighted average value approach is used with the following formula:

$$\text{IEPPT} = \frac{\text{Total of Perception Value Per Indicator}}{\text{Total Indicator filled}} \times \text{Weighing Value}$$

To facilitate the interpretation of the IEPPT assessment, which is between 25-100, the above assessment results are converted to a base value of 25, with the following formula:

$$\text{IEPPT College Unit} \times 25$$

Considering that every college has different characteristics, each university is possible to: Add indicators that are considered relevant. B. Giving different weight to 12 (twelve) dominant indicators in higher education, with a note that the total weight of all indicators remains 1.

TABLE II. PERCEPTION VALUE, IEPPT INTERVAL, SERVICE ETHICS VALUE, UNIVERSITY UNIT ETHICS PERFORMANCE

Perception Value	Interval Ieppt Value	Value of The Ieppt Convention Interval	Value of Higher Education Service Ethics	Higher Education Ethics Performance
1	1.00 - 2.25	25 - 56.4	D	Not good
2	2.26 - 3.51	56.5 - 87.9	C	Not good
3	3.52 - 4.77	88 - 119.4	B	Good
4	4.78 - 6.00	119.5 - 150	A	Very good

D. Processing Device

1) *Treatment with computer*: Data entry and index calculation can be done with a computer program / data base system.

2) *Manual processing*

- Questionnaire data from each respondent is entered into the form starting from indicator 1 (I1) to indicator 12 (I12);
- The next step is to get the average value per service ethics indicator and the service ethics index value as follows;

a) *Average value per indicator of service ethics*: The value of each service ethics indicator is summed (down) according to the number of questionnaires filled in by the respondent, then to get an average value per indicator of service ethics, the total value of each service ethics indicator is divided by the number of respondents who fill. To get the weighted average value per service ethic indicator, the average value per service ethic indicator is multiplied by 0.08 as the weighted average weight value.

b) *Value of the ethical index of higher education services*: To get the service ethics index value, by adding 12 indicators from the weighted average value.

E. Data Quality Testing

Student opinion data that has been included in each questionnaire, is compiled by compiling the data of respondents compiled based on age group, gender, department, faculty, college and year of entering college. This information can be used to find out the profile of the respondent and the

tendency of the answers given, as an objectivity analysis material.

F. Validity Test

Validity test is carried out through the exploratory factor analysis method (EFA) is one of the statistical techniques used to identify a structure (or factor, or dimension) that underlies the relationship between observed variables. Factor analysis is a statistical technique to change the correlation between variables observed to a small number of factors, which contain all information about linear relationships between measurements.

Factor analysis is one of the statistical analyzes used to provide a relatively simple description by reducing the number of variables called factors. Factor analysis is a procedure for grouping several items or variables based on their similarity, which is indicated by a high correlation value. Items that have a high correlation value will form a crowd of factors. The principle underlying factor analysis is the simplification of the description of the data by reducing the number of variables or dimensions.

G. Report on the Index Preparation Results

The final result of the preparation of the ethics service index for higher education services from each tertiary institution unit is compiled with the following main material:

Based on the results of calculating the service ethics index, the total value of each service ethics indicator is obtained from the average value of each service ethics indicator. While the composite index value (combined) for each service ethics indicator, is the average value of each service ethic indicator multiplied by the same weighting, which is 0.08.

IV. RESULTS AND DISCUSSION

This study identifies ethical indicators in educational services at universities to be compiled into an ethics index of higher education services. Ethics in education services at Higher Education are divided into twelve indicators, namely Product (1), Place (2), Promotion (3), Price (4), Honesty (5), Clarity (6), Program Commitment in Meeting Promises (7), Service Recovery System (8), Service Encounter for Education Services (9), Lecturer Ethics (10), Program Ethics (11) and Customer Service Ethics (12). Based on these twelve aspects, then presented again into sixty-seven (67) statements describing each indicator based on six educational service satisfaction responses based on numbers, namely the value of 1 for the answer Strongly Disagree and value 6 for the answer Strongly Agree.

Universities that are the location of this research are universities in the city of Banjarmasin. Respondents in this study were selected by consecutive sampling method consisting of 130 respondents from each university with different departments / study programs and year of force.

Known for Universities in Banjarmasin City, ethics that have the lowest average and need to be optimized are; Campus buildings have not provided facilities for students with disabilities or special needs (there are no block guiding or road

marking tiles, there are toilets for people with disabilities, names or room numbers using braille), there is no explanation about the use of tuition fees (no financial allocation details paid during the lecture takes place) and Programs / Departments / Study Programs have not been responsive if there is damage or problems in the learning room service. While ethics that are considered to be "Very Good" are Lecturers providing opportunities for students to ask, the name of the subjects offered (contained in brochures and on the University website) in accordance with what is taught in the classroom, and Lecturers provide opportunities for students to express their opinions.

The recapitulation of the Service Ethics Index Acquisition in Higher Education in the City of Banjarmasin is as follows:

TABLE III. SERVICE ETHICS INDEX IN HIGHER EDUCATION

Criteria	Banjarasin City College
Lowest Index	3.44
Highest Index	5.18
Average	4.57
Higher Education Service Ethics Index	4.55
Conversion Index of College Services	113.87
Performance of Higher Education Ethics of Higher Education	Good

Based on Table 3, it is known that Banjarmasin's lowest city college index is 3.44, the highest index is 5.18, the average index is 4.57, the value of the service index ethics index. Height Higher Education Service Ethics Index IEPPT is 4.55, the Ethical Services Index. Conversion Index of College Services is 113.87, and the Higher Education Ethics Performance of Banjarmasin City College is Good.

Based on the results of research from universities in the city of Banjarmasin, it was obtained the results of Higher Education Ethics Performance (KEPT) of universities, namely having a "good" performance, and each college has different characteristics, namely there are advantages and disadvantages of each. These characteristics need to get sorotak in order to implement the optimal implementation of Education Service Ethics to meet education services. This is in line with Rusyani's (2016) statement that companies in marketing their products should abide by the applicable contract and legislation and have good intentions to be able to meet consumer expectations for the goods or services they consume. Every university should be able to meet the expectations of students as consumers of education.

As for the Caux Round Table: Principles for Business [9], among others, explained that business behavior needs to be developed with a spirit of mutual trust, acknowledging sincerity, candor, honesty, loyalty to promises and openness. This is important for business credibility and integrity as well as for smoothness and efficiency in business transactions. Therefore, universities that implement the Education Service Ethics will increase the credibility and integrity of Higher Education and be more efficient in its implementation.

V. CONCLUSION

Service ethics indicators in the ethics of educational services in Higher Education consist of Product, Place, Promotion, Price, Honesty, Clarity, Program Commitment to Fulfill Promises, Service Recovery System, Service Encounter for Education Services, Lecturer Ethics, Program Ethics and Customer Service Ethics. The ethics index of higher education services can be used to identify the level of service ethics in the administration of tertiary education. Based on the findings obtained by Universities in the City of Banjarmasin have Higher Education Ethics Performance of Good Universities.

Each University has different characteristics, for Higher Education in the City of Banjarmasin there is the highest aspect in the Ethics Index of Educational Services in Higher Education, namely Lecturers provide opportunities for students to ask questions and the lowest aspects, namely Campus buildings do not provide facilities for students with disabilities or special needs (there is no block guiding or road marking tiles, there are toilets for persons with disabilities, names or room numbers using braille). So, it can be concluded that the Lecturer Ethics Indicator has the highest value in the Ethics Index of Higher Education Services and the place indicator has the lowest value in the Ethics Index of Educational Services in Higher Education.

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