

Artikel Bu Erni 7

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Educational service ethics index of undergraduate programs in private universities

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ABSTRACT: This study aims to measure an ethical index of educational services in undergraduate programs in private universities. The research method applied is a quantitative approach, using an indexed measurement and students as respondents. Overall, the ethical index of services in the undergraduate programs of private universities in Bandung, Indonesia, is categorized as good but there are still several weaknesses.

1 INTRODUCTION

The challenges faced by private universities have been widely discussed. The challenge for private universities in China is related to how to build trust, ownership and supervision (Lin et al., 2005). In Africa, the challenge for private universities is the increase in the number of applicants as well as the constraints in providing good facilities and services. Further research in Australia shows attention being paid to aspects of ethics in services at the university. These ethical issues are, among others, related to dishonesty and non-compliance in staff and student behavior, and ethical conflicts within the organization.

In higher education services, the ethical aspect is very important due to increasing awareness of the importance of ethical education (Siegel & Watson, 2003; Keenan, 2015). Concern among students about ethical aspects is also increasing in relation to learning. This is related to criticisms of the implementation of education that education services currently face: (1) low curriculum relevance; (2) low lecturers' commitment to teaching; (3) lowered institutional responsibilities to the wider community. In addition, universities also face challenges of accessibility, and expansion in the community, and universities are beginning to face the issue of service non-conformity (Bennis & O'Toole, 2005). indicators in education service ethics are: honesty, clarity, fulfillment of program commitment promises, service recovery systems, service encounter education services, lecturer ethics, program ethics, and customer service ethics (Kumiatun & Heriyati, 2011). Another study on ethics in college was conducted by Au et al. (2006) who reviewed the business ethics at the faculty level. Although research on ethics in universities has been done, research on the measurement of a service ethics index is still rarely done.

The purpose of this study is to create an educational service ethics index for private universities, especially in relation to undergraduate programs. This measurement can then provide guidance for understanding the character of ethical implementations in universities, as well as providing direction on which aspects of their ethics should be improved.

2 RESEARCH METHOD

This research uses a quantitative approach by employing an ethical index measurement tool. The research was conducted at private universities in Bandung city, West Java, Indonesia. The value of

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Table 1 Higher education service ethics indicators

No. Higher education service ethics indicator

1 Honesty 2 Clarity 3 Fulfillment of program commitment promises 4 Service recovery systems 5 Lecturers' ethics 6 Program ethics 7 Customer service ethics

Table 2. Perception values, EI intervals, value of service ethics, and ethics performance of higher education units.

Perception value LI interval

Interval value of LI conversion

Value of service ethics

Ethics performance of higher education units

i 1.00-2.25 25-56.4 2.26-3.51 56.5-87.9 D C Not Good

Less Good 3 3.52-4.77 88-119.4 B Good 4 4.78-6.00 119.5-150 A Very Good

the higher education service Ethics Index (EI) is calculated using a "weighted average score" of each service ethical indicator, as listed in Table 1.

For the calculation of a student service ethical index of the service ethics indicators studied, each service ethics indicator is assigned the same weighting according to the following formula:

Weighted average value = $\frac{\text{amount of weight}}{\text{number of indicators}}$ - 17 - 0.14

To obtain the value of EI for private higher education, a weighted average value approach with the following formula is used:

$EI = \frac{\text{Total of Perception Values Per Indicator}}{\text{TWaF indicator AT}}$ * Value scale

To facilitate the interpretation of EI assessment with values between 25 and KM), the result of the valuation above is converted to a base value of 25 with the following formula:

$EI \text{ higher education unit} * 25$

The resulting perceptions of ethical index achievement are categorized as shown in Table 2.

3 RESULTS AND DISCUSSION

This research identifies ethical indicators in educational services at universities and then formulates an index of higher education service ethics that can be used to identify the level of service ethics in the implementation of education in universities. The findings of the education services ethics index for five private universities (A-E) are shown in Table 3.

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Table 3 Ethics index of private universities.

No. Indicator Description

Private university index

A B C D E

Average private university ethics index

1 Honesty Consists of 6 questions that identify the suitability of physical condition of campus buildings, study rooms, library rooms, and teaching and learning methods based on information

0.53 0.52 0.67 0.48 0.60 0.56

2 Clarity Consists of 6 questions that identify information received about campus building & infrastructure conditions, study spaces, library rooms, (learning facilities, curricula, and teaching method),

0.54 0.53 0.67 0.61 0.62 0.57

3 Program fulfills

as promised commitments

0.58 0.53 0.71 0.51 0.60 0.59

4 Service recovery systems

Consists of 7 questions that identify seriousness in providing good campus buildings, building facilities, and learning facilities, as well as concern for academic issues, responsibility in the implementation of education, and improving teaching and learning processes. Consists of 5 questions that identify the level of failure recovery

0.54 0.51 0.68 0.51 0.59 0.57 in user facility services, libraries, study spaces, and academic and educational administration. 5 lecturers' ethics Consists of 8

questions that identify 1 whether lecturers provide opportunities for students to ask questions, discuss and convey opinions, treat students objectively, speak politely and wisely, motivate, and do not prioritize personal interests.

0.66 0.60 0.70 0.58 0.63 0.63

6 Program ethics* Consists of 4 questions that identify program-department program information in respect of student rights, treating students fairly, maintaining the confidentiality of academic information, and providing information related to the learning process.

0.63 0.58 0.70 0.57 0.63 0.62

7 Customer Consists of 2 questions that identify whether staff interact politely

service ethics* and keep academic information confidential Total ethics of private universities index

0.58 0.55 0.71 0.56 0.65 0.61

4.16

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Based on Table 3 we can identify the overall value of the EI of these private universities as 4.16. This means that the value of education services of private higher education, or the EI performance, is categorized as "B" or 'Good'. The highest-scoring average indicator is for lecturers' ethics, while the lowest relates to honesty. The aspects of honesty in question are the correlation between the physical facilities promised on promotional materials and the existing conditions on the ground.

The implementation of this ethics index suggests that universities have sought to adhere to ethical principles as part of educational practice in college. This is in line with community expectations that universities need to show responsibility to the community (Ferrell, 2001). It is important to build a college value (Bonus & O'Toole, 2005; Galloway & VVeam, 2005). Furthermore, values are a very important aspect for universities in building trust and image in the community, and improving their competitiveness (Mention, 1997, 2008; Flubber & Herman, 2001; Chung & Ho, 2010). Some aspects of ethics that still have lower scores are clarity and honesty. This indicates that conformity between the initial promotional information and existing conditions is a concern for students when assessing the ethics of a university.

4 CONCLUSION

Indicators of service ethics in the educational services of higher education consist of honesty, clarity, fulfillment of program commitments, service recovery systems, lecturer ethics, program ethics, and customer service ethics. An ethics index of private university services can be used to identify the level of service ethics in the implementation of education in universities. Based on the findings obtained, the service ethics of private universities in Bandung are in the good category. However, there are still some weaknesses, particularly in the aspects of honesty and clarity, where honesty concerns the correlation between the facilities offered and those actually delivered, and clarity concerns the completeness of information at every stage of the educational services.

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