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College Service Ethic Implementation and Customer Satisfaction Based on Social Justice Approach

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Abstract

Educational ethics is an approach to improve the quality in education. Ethic means tools to fulfilling service in education. According to that mission, service providers must have integrity to achieve long-term profits (Brenman, 2000). This study identifies the implementation of college service ethics using the service ethics index measurement approach in the implementation of education in College. The purpose of this research is to measure the implementation of educational service ethics by using the ethics index of College education services. The research method applied is quantitative approach, with the population being samples are College students in metropolitan city in Indonesia. The output to be achieved in this study is how the implementation of the ethics of College services in an effort to meet customer satisfaction by paying attention to the approach of social justice.

Keywords: College Service Ethics, Social Justice

INTRODUCTION

Due to implementation of education in College the aspect of social justice is an important issue. This is in line with the importance of the perspective of social injustice in education for adults [1-4]. The pattern of participation in adult education has been discussed by several authors and clearly states that young adults who have achieved College, who have jobs or work in types of jobs that demand high skills are more numerous than those with low education, unemployment and types of employment with low skill [5-6]. In its development it also fosters aspects of injustice both in terms of education and in the labor market [7]. The study also shows that there is an injustice that will have a negative impact, causing losses and requiring more educational resources to replace it [2; 8-9].

To anticipate the phenomenon mentioned above, there are some efforts to improve education services in relation to the fulfillment of the principle of social justice. According to the growing of social justice movement in the community; that basically all people have the right to be treated equally and spread benefits to the community in accordance with human rights and values of equality [10-12], and the principles of participatory democracy [13].

In line with Lewis [14] and Marullo and Edwards [15] theories, they distinguish models of educational services into *social justice* and charity. *Social justice* models tend to see education as an effort to empower the community and efforts to create a more equitable institutional structure. The *charity model* tends to focus on educational experience and the exchange between individual abilities and community needs [15].

Along with the service of College the ethical aspect is very important, especially related to the principle of social justice described above. The principle that is considered is the existence of equality in obtaining services, that all

parties who attend education must obtain the same treatment. That too related to ethical practices and increasing public awareness about the importance of implementing ethical education [16]. In addition, Kezar and Rhoads [17] 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 teaching and (3) the low responsibility of the institution to the wider community.

The measurement of the ethics of education services in College is an important approach. Measuring service ethics as an effort to meet customer satisfaction in the context of social justice is still not widely done. Previous research has developed the college service ethics index. In research Index Service Ethics Education in College held in several cities known note that indicators index service ethics in College consists of honesty, clarity, commitment to fulfilling the promise of the program, the recovery system services, ethics professors, program ethics and customer service ethics. This research is an effort to find out how the implementation of College service ethics in cities that have metropolitan characteristics. One characteristic of the metropolitan is on lifestyle and identity. Related studies metropolitan lifestyle in Brisbane show some of the following characteristics: (a) To determine the identity and image, (b) responding to the character lok al and integration with the surrounding environment (c) provides a safe, convenient and inclusive [18]. Thus, metropolitan cities, among others, are *characterized* by inclusive characteristics, including the implementation of ethically oriented education.

II.   THEORITICAL REVIEW

Business Ethics

Ethics comes from the Greek word *ethos* which means ordinary residence, grasslands, cages, habits, customs, character, morals, feelings, attitudes or ways of thinking. But in its development ethics are more likely to be interpreted as customs. Ethymology in the sense of etymology is often identical with the moral sense that comes from the Latin *mos* which is the plural form of *mores* which means also custom or way of life.

Ethics consists of the standards of behavior that are defended in the personal and professional lives. This sets the level of honesty, empathy, trust and hopefully can identify personal behavior and public reputation. In personal life, ethics establishes norms for how to interact with family and friends. In professional life, ethics guides interaction with customers, clients, colleagues, employees and shareholders who are influenced by business practices.

Client, customers, suppliers, investors, retailers, employees, media, government, members of the surrounding community, competitors, and even the environment are all stakeholders in the business; that is, they are individuals and entities that are influenced by business decisions. Many people confuse legal and ethical compliance. However, they are completely different and call for different standards of behavior. The concepts cannot be exchanged in any word meaning. Law is needed to build and maintain a functioning society. Without it, the community will be in chaos. Compliance with this law is quite mandatory standards: If you violate this standard, it will be subject to penalties as prescribed by law. Therefore, compliance in terms of business ethics generally refers to the extent to which the company carries out its business operations in accordance with applicable regulations, laws and laws. But this only represents the minimum limit. Ethical compliance is built on this basic line and reveals the principles of the business leaders of certain individuals or organizations. Ethical actions are generally considered voluntary and personal so they are often based on perceptions of or standing on right and wrong.

Social Justice Theory

Fighting for dignity is at the core of the social justice movement. Activists involved in the social justice movement believe that oppressed people have the right to fair treatment and part of the benefits of society based on human rights and equality of all people [10-12], and principles principles of participatory democracy [13]. All these social justice movements have reached various levels in achieving their goals related to social justice [19]. African-Americans and women win suffrage [20] and equal wages for the same work [20]; women win reproductive rights [20-21]. Some American states and also countries such as Canada have passed gender equality laws [22-24]. movements have worked hard to remove obstacles caused by privileges.

At present, social justice in political philosophy is characterized as a strong egalitarian norm.In Ronald Dworkin's view, all political philosophy has a fundamental moral idea that human beings are equal, and as members of a political

society have the right to be respected and considered equally [25]; Kymlicka [26] also has a similar idea about the that contemporary political philosophy has reached an egalitarian stage . This, in turn, underlies the significant requirements of distributive equality in the theory of egalitarian social justice, such as, for example, John Rawls's requirements for equal distribution of primary goods. As for human rights, basically based on the principle of abstract equality, when done institutionally. In the institutional context the implementation of human rights is a part that is sometimes not understood equally by all parties.

In a theory of justice , John Rawls gives contract theory the principles of social justice in terms of the basic structure of society, or in other words the way in which the main social institutions distribute rights and basic tasks to determine the distribution of benefits from social cooperation [27]. Distributive justice proposed by Rawls is supported by two basic principles. The first principle, which is prioritized over the second idea, is the idea that people's freedom must be preserved in distribution. The second principle is the idea that any permissible inequality may only be permitted on the basis that it benefits the least favored in the community.


Customer Satisfaction

Management must realize than pursuing customer satisfacation is critical and strategic decision. It's something an organization does to stay in business. Top management must embrace this reality by acknowledging, communicating, and acting upon three basic truths [28]:

1. Customer satisfaction is ultimate goals. There's no higher achievment than satisfying the customer an organization has committed itself to serving. This doesn't mean that the organization should abandon its competitive business sense and become a nonprofit institution. Financial control is needed, along with accountability and sound decision making. But customer satisfaction is the ball everybody must keep his or her eyes on. Revenues and profits are nothing more than the results of fulfilling customer needs and expectation.

2. Customer satisfaction is an investment. This is important because customer satisfaction processes often don't produce result in the very short term. Payoffs more often are realized in the medium or long term. Resources must be applied to understanding customer requirements, collecting data on customer perception, and analyzing it. The resources required for these activities constitute one of the most important investments an organization can make, and this fact should be clearly reflected in budget planning.

3. Everyone must be involved in customer satisfaction. All personnel have the capability to influence customer satisfaction at some level. Top management must communicate exactly how personnel will be expected to contribute because it's often not intuitive obvious how this possible.

The Interlation Between Social Justice, Ethics Implementatation and Customer satisfaction

Social justice expect fairness could be received by every people. Further in ethical dimension there were fairness, honesty and clarity. All of them enabling service provider to deliver good service with good ethics. Due to accomplishment of ethical aspect in every way of service delivery, customer can attain good satisfaction, ie; expected service equal with perceived service [15-16; 28]. The picture below is the interelation between social justice, ethics implementation and customer satisfaction:
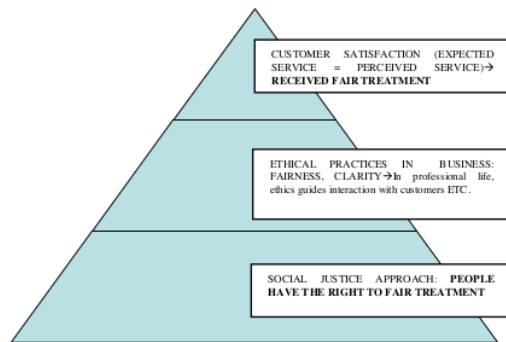
Social justice approach based itself on the notion that people have the right to fair treatment. Like in business, ethical practices include fairness and clarity. Ethical practices are part of social justice. Thus if expected service is met with the perceived service, people can experience customer satisfaction.

III. RESEARCH METHODS

The measurement of the level of implementation of ethics in College services is carried out by using the ethics index of College services. The use of these index instruments is explained as follows:

a.   Number of Respondents

Respondents were selected with *consecutive* sampling technique *sampling*. In consecutive sampling, all subjects who came and met the selection criteria were included in the study until the required number of subjects was fulfilled. *This consecutive sampling* is the best type of nonprobability sampling, and is often the easiest method. Most clinical research (including clinical trials) uses this technique to select the subject. (Sastroasmoro, 2007). By using this technique, the population has the same opportunity to do research that meets the inclusion criteria as a research sample.

Samples were taken using consecutive sampling with the following inclusion criteria:

1.   Students, both women and men from various faculties and study programs who are completing lectures in semester 3 to semester 6 who come to the location during sampling.

2.   Willing to participate in research after getting an explanation of what will be done andwilling to fill out the questionnaire.

To meet the accuracy of the index compilation, the selected respondents were set at least 130 people from the total population of service recipients, on the basis of ("number of elements" + 1) x 10 = number of respondents (12 + 1) x 10 = 130 respondents.

b.   Location and Time of Data Collection

Data sampling is collected in Jakarta City as a one of metropolitan city in Indonesia.

Implementation of Data Collection

1.   Data collection

To obtain accurate and objective data, it needs to be stated to students on the established indicators of educational service ethics.

2. Fill out the questionnaire

Filling out the questionnaire can be done in one of two possible ways:

a. Done by the recipient of the ethics service for College

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 on sources or data sources to deepen the phenomenon found

4. Focus Group Discussion

Focus Group Discussion a is a process of systematically collecting data and information about a particular problem that is very specific through group discussions.

Data processing

Data processing method

The Index Value of College Service Ethics is calculated using "weighted average values" of each indicator of service ethics. The indicators of service ethics are as follows:

Table 1: Indicators of College Service Ethics

No.	Indicator of College Service Ethics
1.	Product
2.	The Place
3.	Promotion
4.	Price
5.	Honesty
6.	Clarity
7.	Commitment Program Fulfill Promises
8.	Service Recovery System
9.	Service Encounter Education Services
10.	Ethics Lecturer
11.	Ethics Program
12.	Ethics Customer Service

From the calculation of the ethics index of student services to the indicators of service ethics reviewed, each service ethics indicator has the same weight as the following formula:

$$\text{Weight of average value} = \frac{\text{Total Weight}}{\text{Number of Indicators}} = \frac{1}{12} = 0.08$$

To obtain an IEPPT score for College, the weighted average value approach is used as follows:

$$\text{IEPPT} = \frac{\text{Total value of perception per indicator}}{\text{Total Indicators Filled}} \times \text{weighing value}$$

1

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

┌─────────────────────────────────────┐
│ **IEPPT Higher Education Unit** │
└─────────────────────────────────────┘

Considering that each college has different characteristics, each university is possible to: (a) Add indicators that are considered relevant. (b) Give different weights to 12 (twelve) dominant indicators in College, with the note that the total weight of all indicators is 1.

Table 2: Perception Value, IEPPT , Value of Service Ethics, College Unit Ethics Performance

Perception Value	IEPPT Inteval Value	IEPPT Convention Interval Value	The Value of Ethics in College Education Services	College 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	Well
4	4.78 - 6.00	119,5 - 150	A	Very good

Processing Device

1. Data entry

Data entry and index calculation can be done using a computer / data base system program.

2. Manually processing

a. Questionnaire data from each respondent is entered into the form starting from indicator 1 (I1) to indicator 12 (I 12);

b. The next step is to get the average value per indicator of service ethics and service ethics index values as follows;

1) Average value per indicator of service ethics.

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

2) Value of College Service Ethics Index. To get the index value ayanan mop ethics, by the way add 12 indicators of the weighted average value.

Data Quality Testing

Student opinion data that has been included in each questionnaire, compiled by compiling respondents' data collected based on age group, gender, department, faculty, college and year of college entrance. This information can be used to find out the profile of the respondent and the tendency of the answers given, as material for objectivity analysis.

Validity test

Validity test is done through *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 for changing correlations between observed variables into a small number of factors, which contain all information about the linear relationship between measurements.

Factor analysis is a statistical analysis that is used to describe a relatively simple way of 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 data by reducing the number of variables or dimensions.

Index Compilation Results

The final results of the preparation of the ethics index for College services from each college unit are prepared with the following main material:

Based on the results of the service ethics index calculation, the number of values 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 sum of the average values of each service ethics indicator multiplied by the same weighing, i.e. 0,08.

IV. RESULTS AND DISCUSSION

The results showed that the implementation of ethics which had the lowest average was that the campus building had not provided facilities for students with disabilities or special needs (there were no guiding blocks or guiding tiles, there were toilets for persons with disabilities, names or room numbers using braille), there is no suggestion box or means to accommodate student aspirations, and the lack of lecture material that can generate nationalism. While ethics that are considered to be "Very Good" are lecturers giving students the opportunity to ask questions, lecturers provide opportunities to discuss in discussing lecture material, and lecturers provide opportunities for students to express their opinions.

The recapitulation of the acquisition of the Service Ethics Index in Colleges in the City of Jakarta is as follows:

Table 3: Service Ethics Index in Colleges

Criteria	Index
Lowest Index	3.58
Highest Index	5.52
Average	4.70
College Service Ethics Index (IEPPT)	4.69
University Service Ethics Index(IEPPT) Conversion	117.37
College Ethics Performance (KEPT)	Good

Based on Table 3 it is known for Colleges The lowest index is 3.58, the highest index is 5.52, the average index is 4.70, the value of Perg's service ethics index. High (IEPPT) is 4.69, University Service Ethics Index. High (IEPPT) Conversion is 117.37, and College Ethics Performance (KEPT) of the Colleges is Good. In otherwords the implementation of service ethics is adequate. The results also show that Colleges Ethics Performance (KEPT) is having a "Good" performance, and each College has different characteristics, namely there are advantages and disadvantages of each. These characteristics should receive the spotlight order to the implementation of the implementation of the optimal Ethics Education Services to meet education services. This is in line with what Rusyani et al (2016) conveyed that companies in marketing their products should comply with applicable contract and regulatory agreements and have good intentions to be able to meet consumer expectations of the products or services they consume. Every university should meet the expectations of students as consumers of education. As for the *Caux Round Table: Principles for Business* [29], it was explained that business behavior needs to be developed with the

spirit of mutual trust, acknowledging sincerity, frankness, 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, Colleges that implement the Education Service Ethics will increase credibility and integrity of Colleges and be more efficient in its implementation. The results also show that in line with the theory of social justice (*social justice theory*) which leads to the existence of aspects of inclusiveness in public services, the results of this study have not shown this. Similarly, if it is associated with the characteristics of the metropolitan city so metropolitan charateristics are providing a safe, comfortable and inclusive place has not been fulfilled.

In the context of social justice, the implementation of ethics reviewed based on the college ethics index still does not meet the social justice indicators from one side, namely inclusiveness, but on the other hand the implementation of College service ethics in metropolitan cities has a high democratic tendency. In this case, the lecturer provides an opportunity for students to ask questions, discuss in discussing lecture material and provide opportunities for students to express their opinions. Other metropolitan characteristics that have not been fulfilled are the educational content that evokes national values is still not optimal, this is an important note in the development of metropolitan cities that also carry local values [18].

V. CONCLUSION

In general, the implementation of College service ethics in cities with metropolitan characteristics has generally been good, only the inclusiveness and development of local values are still not optimal. On the other hand aspects of democracy have been very good and this is in line with the theory of social justice and the characteristics of the development of metropolitan city. The implementation of College service ethics based on the social justice theory approach is an important part in developing measurements of the college ethics service index.

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