

The Implementation of Ethics Indexed to Realizing Organizational Values on Higher Education

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Abstract—Organizational culture is essentially a system of general values, while Value is a guideline underlying how an organization thinks, makes decisions, behaves and acts. The main value promoted in an educational services institution is in the form of educational services. The ethics of education services is one of the efforts in improving the quality of education. The ethics of education services are a means of fulfilling service services in education. This study discusses how the implementation of the ethics index of education services in higher education as an effort to realize organizational value. The purpose of this study is to apply and measure the ethics index of educational services as an effort to realize organizational values in universities in the capital. The research method used is a descriptive quantitative approach, with the sample obtained from the population is College Students in the Capital City. The output achieved in this study is the ethical index value of higher education services can show the extent to which organizational values are understood in depth, embraced and championed by most members of the organization, in the form of Predictability-spontaneity, Internal focus-external focus, Order-flexibility and Long term short term is manifested to its customers or students in a measurable and sustainable manner.

Keywords—service ethics; higher education; organizational value

I. INTRODUCTION

In the implementation of education in higher education, the organizational value aspect in the form of education service guidelines is an important issue. The concept of value is the basis of understanding individual attitudes and motivations that will color the values of the organization that should be done. Assuming pre-established organizational values about what is "supposed" and what "should not" happen [1]. The pattern of participation in adult education has been discussed by several authors and clearly states that young adults who have achieved higher education, 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 skills [2]. Consumers of higher education, in this case students, during the education process at the higher education institution, will demand excellent service as a form of value transferred from the college institution. Organizational commitment that is packaged in the form of organizational values actually becomes the practice of the higher education institution which is witnessed, believed, trusted, carried out and practiced by

employees in the university. The results of the study explain the research results and shows that organizational ethical culture and ethical orientation (relativism) have a significant effect on organizational commitment [3]. In realizing organizational value, it is very important the role of organizational leaders, the study explains that the role of leaders convey the importance of ethical values for members of the organization and set expectations about ethical behavior which is the basis of values in the formation of organizational climate [4].

To anticipate things above various efforts to improve education services in relation to realizing organizational values that can build trust. In the concept of organizational value personal values are developed when organizations are formed, as well as for building trust, will be arranged in a hierarchical system based on characteristics that can be explained and measured, and observable behavioral consequences [5]. In the educational environment there is also the concept of value equality as well as the concept of equality in society in general, where 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 [6].

Organizational values describe with 4 dimensions, namely 1. Predictability-spontaneity (Predictability-Spontaneity); 2. Internal focus-external focus (internal focus-external focus); 3. Order-flexibility (Order-Flexibility); 4 Long term (Long term - Short Term) [7]. The four dimensions are relevant to the concept of service. Educational service ethics is an act of providing educational services and supporting elements to students by universities in the framework of their responsibilities to the academic community that are relevant to the four dimensions.

In higher education services, the ethical aspect is very important, especially related to the principle of responsibility in the form of honesty and clarity. The principle that is considered is the satisfaction in obtaining services, that all parties who attend education must obtain the same treatment. This is also related to ethical practices and increasing public awareness about the importance of implementing ethical education [8]. In addition, 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 [9].

The measurement of the ethics index of education services in higher education is an important approach. Measuring the service ethics index as an effort to meet customer satisfaction in the context of realizing organizational value is still not widely done. Previous research has developed the college service ethics index. In the study of the Education Service Ethics Index in Higher Education conducted in several known cities (2015-2017) it is known that the ethical indicators of education service ethics consist of honesty, clarity, commitment to fulfill promises, service recovery systems, lecturer ethics, program ethics and customer service ethics. This research is an attempt to find out how the implementation of higher education service ethics index in cities that have metropolitan characteristics. One of the characteristics of metropolitan is lifestyle and identity. Studies related to the metropolitan lifestyle in Brisbane show the following characteristics: (a) determining identity and image, (b) responding to local character and integration with the surrounding environment (c) providing a safe, comfortable and inclusive place. Thus metropolitan cities, among others, are characterized by inclusive characteristics, including the implementation of ethically oriented education [10].

II. THEORETICAL REVIEW

A. 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 [11]. But in its development ethics are more likely to be interpreted as customs. Etymology 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 [12].

Ethics consists of the standards of behavior that are defended in the personal and professional lives. This sets the level of honesty, empathy, and trust and hope of virtue with a 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.

Consumers, suppliers, investors, retailers, employees, media, government, members of the surrounding community, competitors, and even the environment are stakeholders in 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 these legal standards is very mandatory: If violating this standard, penalties will be imposed as determined 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.

B. Organizational Culture and Organizational Value

Organizational culture is a system of values, beliefs, assumptions or norms that have been applied, agreed upon and followed by members of an organization, as a guideline for behavior and solving organizational problems. Strong organizational culture supports organizational goals, the opposite of the negative will inhibit and conflict with organizational goals.

In an organization whose organizational culture is strong, shared values are understood in depth, embraced and championed by most members of the organization. A strong and positive culture is very influential on the behavior and effectiveness of organizational performance. The principle objective of cultural values is to provide quality or useful products or services to consumers and at the same time inspire and motivate members of the organization [7].

Using different values as cultural dimensions, which are;

- Predictability-spontaneity: The value championed by the organization is predictable (measurable) and delivered responsively
- Internal focus-external focus: Values shared by the organization not only focus on the environment in the course but also focus on the outside environment of the organization
- Order-flexibility: Shared organizational values that promote openness and flexibility
- Long term; Organizational value has reliability both short and long term.

There are 7 types of values to measure and compare Japanese corporate culture and American corporate culture, namely:

- Commitment to employees;
- A pad evaluation of employees;
- Career;
- Control;
- Decision making
- Responsibility and
- Attention to humans [13].

C. Dimensions of Service Quality

Knowing the quality of service provided by an organization is important because it can provide benefits to the organization concerned. If this is done at least the organization or agency in question already has a "Concern" on the customer. In the end, you can try your best to meet the needs of the customers served.

Quality service or customer-oriented excellent service depends on customer satisfaction. One measure of the success of presenting quality service (prime) is very dependent on the level of satisfaction of the customers served. This opinion means going to external services, from a perspective, more important or prioritizing if you want to achieve quality service performance. A consumer's decision to consume or not consume goods or services is influenced by various factors, among others, his perception of service quality.

To find out the quality of service that is felt significantly by consumers, there is a measure of customer satisfaction indicators that lie in five dimensions of service quality according to what consumers say. The five servqual dimensions are:

- **Tangibles:** quality of service in the form of office infrastructure, computerized administration, waiting room, place of information.
- **Reliability:** ability and reliability to provide trusted services.
- **Responsive:** ability to help and provide services quickly and precisely, and responsive to consumer desires.
- **Assurance:** ability and friendliness and courtesy in convincing consumer confidence.
- **Empathy:** firm but attentive attitude from employees towards consumers [14].

Basically the theory of servqual from Zeithaml, even though it comes from the business world, but can be used to measure the performance of public services provided by government agencies.

There were five SERVQUAL dimensions (dimensions of service quality) that the authors modified for education services in Higher Education (Campus), as follows:

- **Tangibles,** or physical evidence, namely the ability of a campus to show its existence to the academic community. The appearance and completeness of campus physical facilities and infrastructure as well as the condition of the surrounding environment are tangible evidence of the services provided by universities, including facilities (buildings, etc.), equipment and equipment used (technology), and the appearance of employees.
- **Reliability,** or reliability, namely the ability of higher education organizations to provide services that are promised accurately and reliably. Performance should be in accordance with the expectations of students, which means punctuality, the same service to all students without an error, a sympathetic attitude, and with high accuracy.
- **Responsiveness,** or responsiveness is an ability to assist and provide fast service (Responsive) and appropriate to the students, with clear information delivery.
- **Assurance,** assurance and certainty, namely knowledge, politeness, and the ability of company employees to

foster trust in students to the campus Consisting of several components, among others, communication (communication), credibility (credibility), security (security), competent (competence), and courtesy (courtesy).

- **Empathy,** which is to give genuine and individual or personal attention given to students by understanding consumer desires [15].

III. RESEARCH METHODS

The measurement of the level of implementation of ethics in higher education services is carried out by using the ethics index of higher education 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 [16]. 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:

- 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.
- Willing to participate in research after getting an explanation of what will be done and willing 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.

1) Implementation of data collection

- Data collection, to obtain accurate and objective data, it needs to be stated to students on the established indicators of educational service ethics.
- Fill out the questionnaire can be done in one of two possible ways:
 - Done by the recipient of the ethics service for University
 - Conducted through enumerators through interviews

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

2) *Data processing*: 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 I. 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:

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

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:

$$\text{IEPPT Higher Education Unit} \times 25$$

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 II. 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 |

3) *Processing device*

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

b) *Manually processing*

- Questionnaire data from each respondent is entered into the form starting from indicator 1 (I1) to indicator 12 (I 12);
- The next step is to get the average value per indicator of service ethics and service ethics index values as follows;
 - 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 pre-service ethic indicator is multiplied by 0.08 as the weighted average weight value.
 - Value of College Service Ethics Index. To get the index value ethics, by the way add 12 indicators of the weighted average value.

4) *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.

5) *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.

6) *Index compilation results*: The final results of the preparation of the ethics index for College services from each college unit are prepared. 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 indicators. 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

In this study, it is known that the ethics of education services are divided into 12 dimensions, that is Product, Place, Promotion, Price, Honesty, Clarity, Commitment to fulfilling

promises, Service recovery system, Service Encounter for Educational Services, Lecturer Ethics, Program Ethics and Customer Service Ethics, which is associated with SERVQUAL dimensions (service dimensions in this case educational services). The individual dimensions are divided into several indicators which can be seen in the following table 3.

TABLE III. DIMENSIONS AND INDICATORS OF EDUCATION SERVICES

| No | Dimension | Indicator |
|----|--|--|
| 1 | Product (Assurance , Rresponsive ness) | Conformity The names of the courses offered with those carried out Providing information about teaching materials (literature, books, journals) Information clarity about lecture facilities Clarity p eraturan lectures in writing. Clarity about the use of tuition Accuracy of information from the Department / Study Program about learning process . Ability lecture accept objections, comments, entries Availability of suggestion boxes or means to accommodate student aspirations There is lecture material that can raise the spirit of nationalism The ease of getting information on the results of learning evaluation |
| 2 | The place (Tangible, Empaty) | Availability of campus locations that are conducive to learning activities Availability Campus buildings provide training facilities for students with disabilities . Availability Directions that facilitate the use of building facilities Availability of buildings and lecture rooms that are representative |
| 3 | Promotion (Tangible, a guarantee) | Campus facilities information. All accessories name of lecturer offered To equipment information about the curriculum on offer Complete information about The curriculum offered All information about s arana accessories and infrastructure offered Complete information about the physical condition of the campus offered |
| 4 | Price (A guarantee) | Assuredness tuition delivered since the beginning Assurance of costs delivered by implementation Assurance b that which is issued with services received or expected |
| 5 | Honesty (R eliability) | Suitability of building physical conditions according to those promoted Conformity to the availability of supporting facilities for campus buildings in accordance with the information Suitability of study room conditions as informed Conformity of the condition of the library space as informed Compliance with the conditions for teaching and learning facilities as informed The suitability of the teaching method used is as stated in the orientation period |
| 6 | Clarity (R eliability) | Clarity of information about the condition of campus building infrastructure Clarity Information about the conditions of the study room is very clear Clarity Information about the condition of the library space Clarity Information about the conditions of learning facilities is very clear Clarity of information about the curriculum that must be taken Clarity The information received about the method of learning taken is very clear |
| 7 | Program commitment fulfills promises (Responsiveness) | Seriousness the manager of campus provides a campus building that suits the needs and expectations of students The seriousness of the campus manager provides and maintains building facilities Seriousness campus managers provide appropriate learning spaces and comfortable The seriousness of campus managers is quick and responsive to student academic problems The seriousness of campus managers is responsive to the information and academic services needed by students The seriousness of the campus manager facilitates and supports a quality teaching and learning process |
| 8 | Service recovery system (Responsiveness) | The speed of the campus manager prepares learning infrastructure that suits the needs of students The speed of campus management responds if there is damage or problems in the use of facilities Campus manager speed respond to damage or problems with library services The speed of campus management responds if there is damage or damage to study room services The speed of campus management responds if there is damage or problems with academic services The speed of campus management responds if there is damage or problems with educational administration services |
| 9 | Service Encounter for Education Services (A guarantee) | The assurance of the physical condition of the building of the lecture hall is adequate and comfortable Assurance lecturer competencies that are in accordance with the courses taught The assurance of the lecture given is generally very much in line with the future work plan The assurance of the lecture given is generally very suitable for the skills development needs Assurance of lectures given is in accordance with the needs of adaptation to the social environment Assurance in lecture administration services is delivered communicatively and friendly |

Table 3. Cont.

| | | |
|----|---|--|
| 10 | Lecturer Ethics (<i>Empaty, A insurance</i>) | Lecture skills to give opportunity Skills lecture provide an opportunity for discussion in discussing the lecture material Student skills provide opportunities for students to express their opinions The skills of lecturers in nature provide an assessment and treat students in an objective and non-discriminatory manner Personal skills speak politely and well during the learning process and outside the classroom Personal skills are wise in overcoming problems in academic activities (learning process, assessment) Lecture skills are not putting personal interests Audience skills actively motivate student learning enthusiasm |
| 11 | Program Ethics (<i>Empaty, A guarantee</i>) | The seriousness of campus managers in supporting students to obtain good learning The seriousness of the campus manager treats students fairly without distinguishing social status The seriousness of campus managers is responsible for maintaining the confidentiality of student academic information The seriousness of the campus management program / department / study program always provides complete information related to the learning process |
| 12 | Customer service ethics (<i>Empaty, Assurance</i>) | Seriousness Staff serve politely, kindly, and communicatively Serious Staff maintains the confidentiality of student academic information |

The indicators developed for each of the dimensions of service ethics for high education can be linked equally with the understanding of the five dimensions of service quality (SERVQUAL), as in Table 3. As for the results of the study, the index indicators and ethical dimensions of educational services were obtained as follows table 4.

TABLE IV. EDUCATIONAL SERVICE ETHICS INDEX

| Dimension | Indicator | Dimension Weight | Per Dimension Index | Per Dimension Criteria |
|-----------|------------|------------------|---------------------|------------------------|
| Product | Product1 | 4.63 | 115.63 | Well |
| | Product2 | | | |
| | Product3 | | | |
| | Product4 | | | |
| | Product5 | | | |
| | Product6 | | | |
| | Product7 | | | |
| | Product8 | | | |
| | Product9 | | | |
| | Product10 | | | |
| The place | Place1 | 4.26 | 106.54 | Well |
| | Places | | | |
| | Place3 | | | |
| | Place4 | | | |
| Promotion | Promotion1 | 4.72 | 117.95 | Well |
| | Promotion2 | | | |
| | Promotion3 | | | |
| | Promotion4 | | | |
| | Promotion5 | | | |
| | Promotion6 | | | |
| Price | Price1 | 4.97 | 124.36 | Very good |
| | Price2 | | | |
| | Price3 | | | |
| Honesty | Honesty1 | 4.56 | 114.04 | Well |
| | Honesty | | | |
| | Honesty3 | | | |
| | Honesty | | | |
| | Honesty5 | | | |
| | Honesty6 | | | |
| Clarity | Clarity1 | 4.65 | 116.22 | Well |
| | Clarity2 | | | |
| | Clarity3 | | | |
| | Clarity4 | | | |
| | Clarity5 | | | |
| | Clarity6 | | | |

| | | | | |
|--|-----------|------|--------|-----------|
| Program Commitment Meets Promise | Commit1 | 4.53 | 113.21 | Well |
| | Commit2 | | | |
| | Commit3 | | | |
| | Commit4 | | | |
| | Commit5 | | | |
| | Commit6 | | | |
| Service Recovery System | Recover 1 | 4.44 | 110.96 | Well |
| | Recover 2 | | | |
| | Recover 3 | | | |
| | Recover 4 | | | |
| | Recover 5 | | | |
| | Recover 6 | | | |
| Service Encounter for Education Services | Service1 | 4.74 | 118.43 | Well |
| | Service2 | | | |
| | Service3 | | | |
| | Service4 | | | |
| | Service5 | | | |
| | Service6 | | | |
| Lecturer Ethics | ELecture1 | 5.10 | 127.60 | Very good |
| | ELecture2 | | | |
| | ELecture3 | | | |
| | ELecture4 | | | |
| | ELecture5 | | | |
| | ELecture6 | | | |
| | ELecture7 | | | |
| | ELecture8 | | | |
| Program Ethics | EProgram1 | 5.12 | 127.98 | Very good |
| | EProgram2 | | | |
| | EProgram3 | | | |
| | EProgram4 | | | |
| Customer Service Ethics | ECustom1 | 4.80 | 119.90 | Very good |
| | ECustom2 | | | |

Based on Table 4, there are two groups of criteria in 12 dimensions based on the educational service ethics index criteria encountered in this study, namely the criteria of good and very good. The dimensions of educational service ethics that have the criteria of a good service ethics index, namely product, place, promotion, honesty, clarity, and commitment to the program fulfill the promise. The dimensions of the educational service ethics index that have very good criteria are price, lecturer ethics, program ethics and *customer service* ethics. The ethical dimensions of higher education services that have the highest index are the Lecturer Ethics and Program Ethics dimensions, while the Place dimensions have the lowest Ethical Index value. Each dimension has the lowest and highest indicators, which can be seen in the following table 5.

TABLE V. INDEX INDICATORS OF ETHICS EDUCATION SERVICES LOWEST AND HIGHEST BY EACH DIMENSION

| No. | Dimension | The lowest indicator | Highest Indicator |
|-----|--|---|--|
| 1 | Product | There is a suggestion box or means to accommodate student aspirations | The names of the courses offered are in accordance with those taught in the Lecturer class |
| 2 | The place | The campus building provides facilities for students with disabilities or special needs | Campus locations that support and are conducive to learning activities |
| 3 | Promotion | Building promotional materials are in accordance with the actual conditions | The name of the lecturer who is informed is the same as the one who teaches |
| 4 | Price | Education costs incurred in accordance with the services received, or as expected | All information about tuition fees is delivered from the start |
| 5 | Honesty | The condition of the supporting facilities of the campus building is as stated in the information brochure or website | The condition of the library space according to the information on the brochure or information website |
| 6 | Clarity | Information about the condition of the campus building infrastructure is very clear | Information about the curriculum taken is very clear (eg courses, number of credits taken and syllabus) |
| 7 | Program commitment fulfills promises | Programs / Departments / Study Programs provide campus buildings that fit the needs and expectations of students | Programs / Departments / Study Programs always facilitate and support quality teaching and learning processes |
| 8 | Service recovery system | Programs / Departments / Study Programs are responsive if there are damage or problems in the use of facilities | Programs / Departments / Study Programs prepare learning infrastructure that is suitable for the needs of students |
| 9 | Service Encounter for Education Services | The physical condition of the lecture hall is very adequate | In general, the lecturer education background is in accordance with the courses taught |
| 10 | Lecturer Ethics | Lecturers do not put personal interests first | Lecturers provide opportunities for students to ask questions |
| 11 | Program Ethics | Programs / Departments / Study Programs always provide complete information regarding the learning process | Programs / Departments / Study Programs treat students fairly without distinguishing social status |
| 12 | Customer service Ethics | Staff serve politely, kindly, and communicatively | Staff maintain the confidentiality of student academic information |

By setting the ethical index value of higher education services, benefits will be obtained for the organization in this case the University to realize its organizational value in a measurable and sustainable manner. With the existence of this service ethics index measurement, the College can predict the value of the organization are achieved as well as responding to the value organizations that spontaneity to convey to the consumer or students, such as product dimensions and commitment fulfillment program. This is in line with the concept of organizational value *Predictability-spontaneity*.

The value of the ethics index for higher education services also reflects the extent to which the organizational value focuses on the campus in the form of *Service Encounter Education Services*, also focusing on the campus environment in the form of *Lecturer Ethics*, *Program Ethics* and *Customer Service Ethics* so that it is in line with the concept of organizational value *Internal focus-external focus*.

The ethics index of higher education services, also shows how far organizational values in the form of *flexibility* can be realized for students, for example in the form of service recovery systems. The value of this organization is shared by members of the organization by carrying out the concept of openness and flexibility towards consumer input.

By measuring the value of the ethics index of higher education services, higher education organizations can measure their reliability in the implementation of learn and fulfillment of infrastructure for both the short and long term (*Long term short term*), such as on product dimensions, location, honesty and clarity.

V. CONCLUSION

From the results of these studies concluded that of the 12 ethical dimension of educational services 9 dimensions: product, place, promotion, honesty, clarity and commitment to the program fulfills the promise me miliki index criteria of good ethics, while the third dimension has index criteria very well is the price, lecturer ethics, program ethics and *customer service ethics*.

From the description of indicators for the 12 dimensions of ethics of higher education services can be associated with the SERVQUAL dimension as follows: (1) Products contain meaning from the dimension of *Assurance, Responsiveness*; (2) Places contain meaning from *Tangible, Empaty*; (3) Promotion contains the meaning of *Tangible, assurance*; (4) Prices contain the meaning of *Assurance*; (5) Honesty means *Reliability*; (6) Clarity means *Reliability*; (7) Program commitment fulfills the promise of carrying out the meaning of *Responsiveness*; (8) System recovery services implies *Responsiveness*; (9) *Service Encounter for Education Services* means *Assurance*; (10) *Lecturer Ethics* means *Empaty, Assurance*; (11) *Program Ethics* implies *Empaty, Assurance*; (12) *Customer service ethics* means *Empaty, Assurance*.

The ethical index value of higher education services, can show the extent to which organizational values are understood in depth, adhered to and championed by most members of the organization, in the form of *Predictability-spontaneity, Internal focus-external focus, Order-flexibility* and *Long term* can be realized to its customers or students in a measured and sustainable manner.

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