LECTURER ETHICAL BEHAVIORS: DESCRIPTION OF SURVEY ON SEVERAL PRIVATE UNIVERSITIES IN BOGOR, INDONESIA

Rais Hidayat [1], Yuyun Elizabeth Patras [2]

[1,2] Pakuan University Bogor
[1]rais72rais@gmail.com, [2]ibethibeth64@yahoo.com

Abstract

Indonesia's major expectations at the university in order to become an actor in the creation of competitiveness depend on the quality of lecturers. One quality indicator in this case is that the lecturer should behave ethically, i.e. what he/she does and says is always consistent with and based on moral values. This study aims to describe the lecturer ethical behavior based on the survey conducted at some private universities in Bogor. The population of this research was 707 lecturers of Pakuan University, Nusa Bangsa University, Djuanda University and Ibnu Khaldun University. The questionnaires of this research were distributed to the 30 lecturers. Therefore, by proportional random sampling, the sample of this research was 130 lecturers who were selected proportionally and randomly. The results of this study reveal that there are several issues of lecturer ethical behavior that should obtain public's attention, among others are: (1) the courage of lecturers to report academic violation; (2) tolerance towards diversity; (3) the efforts to improve the wealth of the lecturers; and (4) the efforts to retain the academic freedom.

Keywords: ethical behavior, academic community, excellent service

1. Introduction

Prior to 1996, the research on employer behavior mostly focused on positive behaviors such as employee satisfaction, organizational commitment, organizational citizenship behavior, and employee performance. Whereas, research on employer negative behaviors in the organization such as deviant behaviors, anti-social behaviors, counter-productive behaviors and unethical behaviors performed by employees began to attract researchers' attention after 1996, but there was more after 2000 (Trevino and Brown: 2004). Post several incidents taking place in American Companies such as Enron, Tyco and WorldCom, research concerned with the roots of unethical behaviors grows in number (Kreitner and Kinicki:2010).

This trend of unethical behavior went to the next level for several reasons. First, the *ations*, *accessory to unethical acts, ethical dilemmas.*

This research attempts to identify and describe the ethical behaviors of lecturers. This study was conducted based on the observation that there are some indications of lecturer unethical behaviors which include plagiarism committed by lecturers and students, various

organizations are to face different cultures and societies in the framework of Globalization era. Second, the organizations incur the hardships of harsh and uncertain economy condition that they put some efforts to survive the crises and reap the ultimate profit. Third, those, with power at hand, suffer *Bathsheba syndrome*- a tendency to seize others' possession in unethical manner (Reynold : 2015).

It is undeniable that unethical behaviors in organizations result in collapse and bankruptcy like what happened to Enron and WorldCom (Besterfield: 2003). Nelson and Quick (2006) describes various unethical behaviors as follow: *stealing*, *lying, fraud and deceit, conflict of interest and influence buying, hiding versus divulging information, cheating, personal decadence, interpersonal abuse, organizational abuse, rule viol*

forms of cheating behaviors, sexual harassment committed by lecturers and students during the course and afterwards, the abuse of power, and sexual gratification, bribery, and gifts for grades (Enrich: 2012).

The requirement for skillful workforce and human capital has been greater due to the economic and social development in this 21st

century. The wealth of a nation is enabled by competitive human capital, competence in the research field at global level, and ability to disseminate science to the people. Universities in the context of life above come to be a critical factor. Thus, universities play an important role as the source of innovation and the development of human resources (Tremblay et.al: 2012).

Soedijarto (2000) states that up to this moment, higher education institutions in Indonesia have concentrated more in preparing the graduates for professional carriers, whereas the function of higher education as the manufacture of science to free Indonesia from import activities of science and technology is still out of order.

Development and improvement of lecturer ethical behavior need to be done in public universities (PTN) and private ones (PTS), but the PTS should receive more attention. 70 percent of Indonesian students study in the PTS (Elfindri Kompas.com, 23 March 2013, accesses on 8 March 2014) and there are 476 PTS in West Java. However, it is evident that only 20-30 percent of which considered healthy. Therefore, the majority or 70 percent is not in proper condition (Halim in Republican.co.id, 17 March 2014, accessed on 1 April 2014).

Ethical Behavior

The ethical behaviors show conducts which are based on or consistent with the personal, organizational, and social values. This means that a person is said to behave ethically if his behavior indicates conformity with the values upheld by a person, organization and society. This is in line with the argument of Nelson and Quick (2006) that '*ethical behavior is acting in ways consistent with one's personal values and the commonly held values of the organization and society*'.

Noe et.al (2011) defines that *ethical behavior is behavior that is consistent with those principles*. The ethical principles intended by Noe et al, are closely related to the proper behavior and improper behavior avoidance. Noe et.al. explicitly argues that *ethics refers to fundamental principles of right and wrong* Noe et.al (2011).

Ethical behavior is human-related behaviors associated with truth and goodness. Therefore, someone who behaves ethically will be considered true and well behaved. Instead, someone who behaves unethically will be called wrong and badly behaved. This is in accordance with the argument of Johnson (2012) that '*ethical behavior is recognized as the mark of a good and decent person*".

Ethical behavior is the benchmark of the conformity of one's behavior and the behaviors subject to the society's expectation. This means that ethical behavior is the preferred behavior or in line with the values that exist in society. This is in line with the concept of ethical behavior expressed by Saat, Jamal and Othman (2004) that *ethical behavior explains conducts of an individual who deemed appropriate by society*.

Ethical behavior is closely related to moral values and moral conduct. This means that the behavior that is incompatible with the moral values can be referred to as unethical behavior. This is in line with the concept of ethical behavior of Nelson and Quick (2006) which states that ethical behavior is in relation to *moral values and moral behavior*.

The idea of ethical behavior is closely related to the ethical deeds that one does. This is in line with the concept of ethical behavior proposed by Mitchell and Schaeffer (2005) that *ethical behavior is acting ethically*. Both explain that ethical behavior needs to be understood and given clear directions so that employees are able to perform the correct ethical behavior, such as keeping confidential matter of the company, proper behaviors, as well as the avoidance of unethical behavior and conflicts of interest.

Ethical behavior is one's attitude when facing all the challenges and dilemmas of everyday life with his/her consistency and ethical standards. This is in line with the concept of ethical behavior expressed by Danley (2005) "*we must be consistent in our responses to everyday events as well as to dilemmas and challenges and base our actions on the standard of ethics that we have developed*". The ethical standards that should be possessed among others are *truthfulness, justice, generosity, courage, honesty, fairness,* and *empathy*. These values when applied consistently shall make one be said to behave ethically.

Ethical behavior is the behavior of accepting the norms prevailing for public or even world community. This is in accordance with the argument of Reynolds (2015) that *ethical behavior conforms to generally accepted norms---many of which are almost universal*.

On the other hand, the norms or values that should be acknowledged and implemented among others are (1) operating with honesty and integrity, staying to organizational principles; (2) operating according to standards of ethical conduct, in word and action; (3) treating colleagues, customers, and consumers with respect; (4) striving to be the best at what matters most to the organization; (5) valuing diversity;

and (6) making decisions based on facts and principles (Reynolds (2015).

How should whether someone is behaving ethically or not be measured? According to Noe et.al. (2012), to measure one's ethical behaviors, 3 standards of reference may be used: (1) *greatest good for largest number of people* (2) *respect for human right* , and (3) *treating employees and customers equitably and fairly.*

McShane and Von Glinow (2010) mention three principles to measure the ethical behavior, namely: (1) *utilitarianism,* i.e. the principle that the highest deed is when one is able to provide kindness to most of the people; (2) *individual rights,* i.e. the principle that every human being has the right to do things in their own way as long as they do not conflict with the rights of other individuals; (3) *distributive justice,* i.e. the principle that every human being who donated the same thing should receive the same benefits and burdens as well.

According to Spector (2007), a person is said to behave ethically in professional practice, such as being a psychologist, if he/she meets the six principles: (1) competence, that work should be done by those who have the competence, (2) the integrity, that work should be done based on honesty, fairness and professionalism, (3) *professional and scientific responsibility,* that the work should done to a high standard and professional behavior, (4) respect for and honor of the dignity and human rights, (5) concern for or attention to the other party's development, and (6) social responsibility, that the work is done for the benefit of the wider community.

According to Bolman and Deal (2003), a person can be said to behave ethically if he is able to practice the values of *excellence, caring, justice*, and *faith.* Kent Hodgson in Kreitner and Kinicki (2010) describes 7 moral principles that form the ethical behavior, namely: (1) The *dignity of human life* (paying respect for human life, never let any action directly and intentionally cause harm or kill humans), (2) *autonomy* (acting upon the principle that every human being is valuable, respectable, and has the right to freely make decision), (3) *honesty* (being honest, speak and act according to the reality), (4) *loyalty* (keeping loyalty, maintaining public trust, acting civilized, qualified, and committed, acting on the basis of fair laws and policies), (5) *fairness* (treating others fairly, showing tolerance towards diversity), (6) *humaneness* (doing good and avoiding badness), (7) *the common good* (doing good for people).

Ethics in Lecturing

Law of the Republic of Indonesia No. 20 of 2003 on National Education System Article 39 paragraph 1 states that the lecturers are professional educators and scientists, with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and community service.

Lecturers, in carrying out their responsibilities, have obligations under the Act No. 14/2005 Article 40 paragraph 2, which are to: (1) create an atmosphere of meaningful, fun, creative, dynamic, and dialogical education, (2) have a professional commitment to improve the quality of education; and (3) become the role model and keep the goodwill of the institution, the profession, and the position in accordance with the trust given to them.

In order to carry out their obligations, the lecturers must meet the minimum qualifications according to the provisions of Law No. 14/2005 which are to have pedagogic competence, professional competence, personal competence and social competence required in the practice of teaching, research, and community service.

One thing that is important for the lecturers is to do research that upholds the ethics of research. Creswel (2012) describes several matters related to the ethics of research: (1) *institutional review board*; (2) *professional association*; (3) *ethical practices throughout the research process;* (4) *ethics in data collection*; and (5) *ethics in data reporting.*

The lecturers have to make themselves the reflection of ethics which according to Ehrich, et.al (2012) includes *professional ethics, ethics of care and institutional ethics*). As professionals, the lecturers should be professional that they have *responsibility for scholarly competence; holding students to ethical standards; evaluating students in a way that reflects their worth; treating colleagues in a fair and respectful manner; and promoting conditions of free inquiry and promoting understanding of academic freedom.* Enrich, et.al (2012) provides examples of the ethics of lecturers in Australia: *respect for the law and the system of government; respect for persons; integrity; diligence; and economy and efficiency.*

Lecturers as the source of learning should have the ethics of personal interest to the students. Some quotations from the research result of Enrich, et.al (2012) states that the ethics of personal interest are to : *be focused on relationships, fore grounding love, care and sensitivity towards others, put relationships at the heart of decisions, honesty, respect and care*

in their dealings with students, truthfulness and fairness with 'a personal commitment to be fair and just'.

The lecturers as part of the educational institution should make decision by considering the ethics. Thus, based on institutional ethics, according to Enrich et.al the lecturers should transform the institution to the more ethical one. Heading to that direction, the lecturers are required to be aware of the importance of *ethical* power *(*Ehrich: 2012).

2. Methodology

This research in general aims to obtain the empirical description of lecturer ethical behaviors in several private universities in Bogor that include Pakuan University, Juanda University, University of Ibn Khaldun, and Nusa Bangsa University. The method applied was a survey since this study is to describe or explain the phenomenon. The population in this study is permanent lecturers who have National Lecturer Identification Number (NIDN) which amounts to 707 lecturers. 130 samples in this study were collected by means of *simple random sampling*. The instrument used has been tested for its validity and reliability.

The operational concept of ethical behaviors is the act of faculty lecturers, when performing their tasks and functions, which is consistent with their values and moral principles indicated by the followings: setting the priority to benefit the academic community, upholding human rights in the academic community, providing excellent service to the academic community, upholding the self-integrity as lecturers, and being professional. This study only describes the lecturer ethical behaviors on a scale of 1 to 5 with the following provision of meaning: the average value of 1 to 1.5 means very low, the average value of 1.6 to 2.5 means low, average value of 2.6 to 3.5 means medium, the average value of 3.6 to 4.5 means high, and the average value of 4.6 to 5 means very high.

3. The Result Of The Research

The participants of this study were male and female lecturers at the percentage of 40 and 60 respectively. The lecturers engaged in this study are of qualification in S1 (2%), S3 (94%) and S3 (4%). In terms of lecturer functional position, this research engaged Instructor of 30 percent, Assistant Professor of 50% and Associate Professor of 20%.

The ethical behavior reflected when the faculty lecturers set priority to the benefit of the academic community obtains an average value of 3.98, which means high of value. The details of the lecturer ethical behavior in the priority to the benefit of the academic community are described in Table 1.

Based on the table above, the lowest average was shown by three statements namely: (1) To struggle to maintain the academic freedom at all costs.; (2) To voice the interests of the academic community wherever the lecturer is; and (3) To submit a proposal for the improvement of student services in a variety of occasions. Even though considered high, those three statements should obtain public concern. The public would not want to see the behavior of the lecturers who do not give priority to the quality of the academic community.

The lecturer ethical behavior that is reflected when upholding human rights in the academic community obtains an average value of 3.75, which means high of value. The Indicators of lecturer behavior when upholding human rights in the academic community can be seen in

Table 2.Table 1. The Priority to the Benefit of Academic Community

No	Statement	Mean	Meaning
1	To set priority to the improvement of education quality of academic community over others.	4,20	High
2	To struggle to maintain the academic freedom at all costs.	3,63	High
3	To use the latest references in my lectures.	4,27	High
4	To submit a proposal for the improvement of student services in a variety of occasions.	3,98	High
5	To voice the interests of the academic community wherever I am	3,76	High
6	To dedicate most of my life to the progress the academic community.	4,02	High
	Total	3,98	High

Table 2. To uphold the human rights in the Academic Environment

No	Statement	Mean	Meaning
1	To congratulate the members of academic community having different faith from mine on their religious events.	3,10	Medium
2	To encourage the academic community to be active in the organization.	3,97	High
3	To uphold the privacy of academic community members	4,35	High
4	To put some effort in delivering opinions in the academic community environment.	3,87	High
5	To struggle for the economic rights of academics community that it is to be filled by the university.	3,45	Medium
	Total	3,75	High

Based on the table above, there are three statements which has low average value relative to others, i.e.: (1) Tolerant expression when congratulating the mem-bers of academic community having different faith from mine on their religious events, (2) Attitude of struggling for the economic rights of academics community that it is to be filled by the university; and (3) The freedom of expression in the form of putting some effort in delivering opinions in the academic community environment.

The lecturer ethical behavior that is reflected when providing excellence services to the academic community obtains an average value of 3.66, which means high of value. The indicators of providing excellent service to the academic community can be seen in Table 3 below:

Table 3. To provide Excellent Service to the Academic Community

No	Statement	Mean	Meaning
1	To implement the process of student academic counseling which is above the minimum standard of service applicable to all universities.	4,07	High
2	To ask for input from other lecturers to improve the learning process that I perform.	3,80	High
3	To guide the students in their process of writing scientific papers even though they are administratively not my responsibility.	3,44	Medium
4	To help find the sources of scholarships for lecturers and	3,10	Medium

No	Statement	Mean	Meaning
	students even though it's not part of the job.		
5	To allocate special time for additional academic advising on the students' request.	4,03	High
6	To present the most actual issues in my lectures.	4,19	High
7	To provide the public with objective information on the academic quality of my university.	3,92	High
8	To make an oral and written report on the violation of rules taking place in the university which is committed by my supervisor.	2,76	Medium
	Total	3,66	High

Based on the table above, there are 3 statements which are of the lowest value related to the excellent services for academic community provided by lecturers, namely: (1) The courage of the lecturers to report the violation of rules taking place in the university where they work; (2) The commitment to assist the lecturers and the students to find source of scholarships for the lecturers and students; and (3) the Assistance for the students in writing good scientific papers even though administratively they are not under the lecturer's supervision.

The lecturer ethical behavior reflected in upholding the self-integrity as lecturers obtain the average value of 4.36 which is high of value. The indicators of lecturers upholding the self-integrity as lecturers can be observed in the table 4 as follow:

Table 4. To uphold integrity

No	Statement	Mean	Meaning
1	To reject giving scores to the students evidenced to commit plagiarism.	4,24	High
2	To show loyalty to what has been decided in the academic community meeting.	4,55	High
3	To describe an event along with the supporting facts.	4,22	High
4	To reject any gifts from the students which might influence my decision.	4,42	High
	Total	4,36	High

Based on the data above, all indicators in relation to the lecturers' integrity show high value on average. However, there is one statement shows lower value on average than those of the others i.e. the statement of how the lecturer can explain an event that is accompanied by the supporting facts.

The lecturer ethical behavior reflected in their professional attitude obtains an average value of 4,34 which means high of value. The

indicators of lecturers' professional attitude can be observed in the table 5 as follows:

Table 5. Professional Attitude

No	Statement	Mean	Meaning
1	To improve my academic competence that I may provide my best contribution in the academic field.	4,40	High
2	To improve the communication skills that I may communicate at my best effectively with the academic community.	4,35	High
3	Before the lectures, I prepare lesson plan as required in the syllabus.	4,53	High
4	To perform reflection on my achievement when improving my performance in this university.	4,26	High
5	To implement Three Pillars of Tertiary Education in accordance with the applicable provisions	4,45	High
6	To collaborate with those who have the same scientific profession as mine.	4,23	High
7	I can account for the scientific truth of the materials which I convey to students.	4,60	High
8	I can carry out the duties and functions as a lecturer to the fullest without being distracted with my personal problems.	4,43	High
9	I put some effort to extend my scientific knowledge that supports my profession as a lecturer.	4,57	High
10	To the fullest of my working as a lecturer, I am active in the organization of the education profession.	3,60	High
	Total	4,34	High

Based on the table above, the all statements related to the lecturer professional attitudes obtain high scores on average. However, there are 3 statements that obtain low value compared to others, namely: (1) the lecturers' involvement in their professional organizations; (2) the cooperation between the lecturers who administer the same subjects; and (3) the reflection on what has been done to improve the performance of lecturers.

In general, the lecturer ethical behavior in the 4 indicators of this study has been categorized as being on the right track. Table 6 above describes the indicators of the lecturer ethical behaviors in several private universities in Bogor, West Java.

Table 6. Lecturer Ethical Behavior

No.	Indicator	Mean	Meaning
1.	To set the priority to the benefits for the academic community	3,98	High
2	To uphold the human rights in the academic environment	3,75	High
3	To provide excellent service to the academic community	3,66	High
4	To uphold the self-integrity as lecturers	4,36	High
5	To be professional	4,34	High

Based on the table above, the ethical behavior indicators which obtain the lowest value on average are the lecturers' provision of excellent service to the academic community, the lecturers' upholding of the human rights, and the lecturers' priority setting to the benefits for the academic community.

4. Discussion

Ethical behaviors in organizations are very important because unethical behaviors bring detrimental effect to the organization. Josephson Institute (2013) explains the implications of unethical behaviors in an organization which among others are: (1) the decline in sales, (2) the decline in company's stock price, (3) the increase of fraud in the organization, (4) the increase in various scandals, (5) the decrease in productivity, (6) the poor communication, (7) the difficulty in recruiting new employees and retaining the old ones, (8) the declining performance of highly skillful employees, (9) the worsening rate of absenteeism.

The lecturer ethical behavior is very important. Observation on the progress of ethical behavior lecturers can be done by measuring whether the lecturer did increase consistency in providing the maximum benefit for the academic community, uphold human rights in the academic community, provide excellent service in the academic community, uphold the self-integrity as a lecturer, and improve the professionalism of lecturers.

Based on this research, the lecturer ethical behaviors in several private universities in Bogor, West Java are categorized as those of high or good. But there are several things that need to be examined more profoundly, especially in three issues: First, the lecturer's provision of excellent service in the academic community; Second, the lecturer's upholding of human rights

in the campus; and Third, lecturers' behavior in promoting the campus.

First, excellent service is the part that must be provided by lecturers in the higher education. This is consistent with the opinion of Bolman and Deal (2003) stating that a person can be said to behave ethically if he/she is able to practice the values of *excellence* and *caring*. This is in line with Ehrich, et.al (2012) that lecturers should *treat their colleagues in a fair and respectful manner.*

Lecturers should perform excellent service on campus which is a compulsory requirement. Modern organizations should orient themselves towards the customer needs. Excellent service provided by the lecturers originates from their own motivation and skills to do so. The lecturer behavior of performing service excellence is a direct consequence of attention to people. On the other hand, customer satisfaction and loyalty are the consequence of excellence in a series of encounters between lecturer and the customer.

This study identifies the needs of improvement in terms of lecturers' service excellence, which come to be: (1) The courage of the lecturers in reporting the violation against the rules that occur in the university where they work; (2) A commitment to help the lecturers and students in finding sources of scholarships; and (3) Assistance for the students in writing good scientific papers even though administratively they are not under the lecturer's supervision.

The lecturers' courage to expose violations in the university needs to get attention. In the future, there will be many tolerated violations if lecturers do not have any courage to report violations taking place in their institution. Undoubtedly, this will be harmful for the future of the university.

The commitment of the lecturers to help fellow lecturers and students, particularly in finding scholarships, needs to be improved. The positive impact of this helping behavior is that it will generate mutual trust among fellow lecturers. Improving the quality of lecturers and students is compulsory that they should be given a solution to continue their education to a higher level.

The quality of graduates depends on how far the lecturers guide the students that they are able to understand and apply the research skills. Therefore the lecturers' commitment to help the students make the quality paper needs to be improved. The existence of quality research will bring this nation to a culture of scientific point a view. Therefore, the behavior of the lecturers in helping students to conduct research should be cultivated.

Second, the behavior of the lecturers in upholding the human rights on campus needs to be improved. Upholding the human rights in the campus environment is important and is part of ethical behavior. This is in line with the opinion of Noe et al, (2011) that there is a positive correlation between a person's ethical behavior and *his respect of human rights.* Kent Hodgson in Kreitner and Kinicki (2010) also said that the ethical behavior of a person is measured by observing to what extent this person is performing *dignity of human life,* namely to respect for human life, that is to never let any action directly and intentionally cause harm or kill humans.

Based on the findings of this study, there are three issues that should be improved regarding respects for human rights, namely: improving the attitude of tolerance in the campus in the form of congratulating the members of academic community having different faith on their religious events, attitude of struggling for the economic rights of academics community that it is to be filled by the university; and socialization of improving the freedom to express opinion at campus.

Improving tolerant attitudes to people of different religions should be performed by the lecturers. In the future, Indonesia is facing globalization where ideas, people, goods, services and cultural are to be exchanged between nations. So if the lecturers act exclusively in their attitude, particularly in terms of religious matters, Indonesia will have difficulty in adapting to the future.

Improving the welfare of the lecturers is a must. Prosperous lecturers are a part of the fulfillment of human rights. Many lecturers of private universities complain about their welfare, however, they do not have any courage to fight for their economic rights. Lecturers who are less prosperous may bring damage to the higher education, for instance, they are not working with high performance standards. The phenomenon of side-jobbed lectures is commonly found. This is pathetic. What is more concerning is that the lecturers are powerless to demand their rights for having a more prosperous life.

The next topic is the increase of freedom to express opinion at campus. The freedom of expression is guaranteed by the constitution in Indonesia. The academic environment would be conducive if the freedom of speech is well maintained. When the lecturers perform less courage in struggling for freedom of speech among the lecturers and the students, this will negatively influence the future. Therefore, the

phenomenon of lecturers' lack of enthusiasm to develop the freedom of speech at campus needs to be questioned.

The third is the lecturers' commitment to provide benefits to the academic community- a lecturer behavior that should provide the maximum benefit to the campus. This is in line with the opinion of Noe et.al., (2012) that the measurement of a person's ethical behavior should be based on the principle of *greatest good for largest number of people* whereas Mc Shane and Von Glinow (2010) call this with the principle of *utilitarianism,* stating that the highest deed is when one is able to provide kindness to most of the people.

This study finds that the weakest behavior of the lecturers is in the indicators of providing benefits to the campus: the lecturers' struggle to maintain the academic freedom at all costs, the lecturers' struggle to articulate the interests of the academic community, and the lecturers' struggle to deliver the service improvement proposals for the students. The lecturers' weakness in struggling for the three issues above should obtain public's attention. Lecturers' weak struggle for those three would bring negative influence for the future of higher education. Therefore, lecturers should be encouraged to perform attitudes which enable the academic community to obtain the maximum interest.

5. Conclusion

The Lecturers' ethical behaviors of some private universities in Bogor which are reflected in five indicators, i.e. the provision of maximum benefit for the academic community, upholding human rights in the academic environment, providing excellent service to the academic community, upholding integrity, and improving the professionalism, have obtained the value of high or good.

There are several findings from this study that need to be observed by the public as it is negatively influence the future of higher education, which among others are: (1) the courage of lecturers in reporting violations against the rules that occur at the university where the lecturers work; (2) the tolerance towards diversity, among others is congratulating the members of academic community having different faith on their religious events; (3) the attitudes in struggling for the welfare of lecturers; and (4) the lecturers' struggle to maintain the academic freedom at all costs.

By observing the research findings above, the researchers suggest that some research regarding lecturer ethical behaviors be conducted in other universities to get a more convincing conclusion that the condition of lecturer ethical behavior could be improved. Through the improvement of lecturer ethical behavior, it is expected that the quality of higher education in Indonesia may improve that it is able to compete in the era of globalization.

EXPRESSION OF GRATITUDE

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