IMPROVING LECTURER ETHICAL BEHAVIOR THROUGH THE REFINEMENT OF HEAD OF DEPARTMENT (KAPRODI) LEADERSHIP: A CASUALITY STUDY AT SEVERAL PRIVATE UNIVERSITIES IN BOGOR, INDONESIA

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Abstract

The idea of lecturer ethical behavior refers to lecturers' consistency of their values and moral principles when performing their tasks and functions. Lecturer ethical behaviors play an important role in maintaining the quality of education at the university level. Therefore, efforts are needed to improve the ethical behavior of lecturers. Accordingly, this study aims to explore the ethical behavior of lecturers and efforts to improve it. As there are many factors influencing ethical behavior, this research is limited to the influence of the head of department (Kaprodi) on the lecturer ethical behavior. The method is applied based on the associative-causality approach. Data were obtained through questionnaires and interviews. The population of this study is tenured lecturers in several universities in Bogor of 707 individuals. 130 samples are obtained through a proportional random sampling. The results of this study indicate that the condition of lecturer ethical behavior and Kaprodi leadership behavior in several private universities in Bogor, West Java, Indonesia, still needs to be improved to gain better achievement. This study also shows that there is a direct positive influence of Kaprodi leadership behavior on lecturer ethical behavior. This means that improvement in Kaprodi leadership behaviors can lead to better lecturer ethical behaviors.

Keywords: Lecturer Ethical behavior, Leadership Behavior, Private University.

INTRODUCTIOAN

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The great hope of Indonesia that the university is able to be the actor in the creation of competitiveness and competitive advantage is highly dependent on the quality of lecturers. If what is found is low-quality faculty lecturers, Indonesia then cannot expect much. One indicator that shows the quality of human resources according to Lussier (2008) is that the lecturers behave ethically, i.e. what they do and say (behavior is what people do and say) are consistent and are based on moral values such as integrity and excellent service to the students.

Along with the changes in the local and global environment, ethical behaviors in organizations are increasingly required. The indications marked by a growing number of organizations that apply high ethical standards for employees and managers through the making of organizational codes of conduct, publishing ethical values of the organization, conducting ethic training, selecting exemplary employees, and establishing dismissal procedures for employees violating the ethics (Newstorm: 2007).

Ethical behavior within the organization is to promote the progress of the organization. Conversely, unethical behavior in organizations will result in bankruptcy like that of Enron and WorldCom (Besterfield: 2003). Josephson Institute (2004) reported some of the implications of unethical behavior in organizations, among others are (1) declining sales, (2) decreasing company stock price, (3) more number of fraud in the organization, (4) a variety of scandals, (5) decreasing productivity, (6) poor communication, (7) difficulties in recruiting new employees and retaining the existing employees, (8) low level of performance, (9) exacerbating absenteeism.

Nelson and Quick's quotation (2006) from The Wall Street Journal details several unethical behaviors: Stealing (one is taking over possessions that is not entitled to them), Lying (one is intentionally telling something adversely to the fact), Fraud and Deceit, Conflict of interest and influence buying, Hiding versus divulging information, Cheating (imitating or unfairly taking the advantages of something), Personal Decadence (low quality of performance), Interpersonal abuse (attitudes violating others' rights such as racism, sexism, and emotional abuse), Organizational abuse (organizational practices abusing the affiliates such as underpaid employers and rule abuse), Rule violations, Accessory to unethical acts (one is intentionally not reporting unethical acts), Ethical dilemmas (one is being in charge to choose their likes and dislikes).

The aftermath of scandals ensued in big companies in the United States such as Enron, Tyco and WorldCom resulted in research on ethical behaviors (Kreitner, Kinicki: 2010). It is deemed necessary to have such research conducted in Indonesia due to the following facts exposed in mass media: Indonesia was positioned in the 114th place out of 177 countries listed as the corrupt nations (Detik.com, December 6, 2013), a number of members of the house of representatives (dpr) went to prison for corruption (Kompas, Thursday, January 3, 2013), a number of officials such as the governor, regent/mayor also went to prison for corruption (Kompas, January 21, 2013), and the chairman of the Constitutional Court (MK) committed corruption (Kompas, November 1 2013). These facts of unethical behaviors above urged some research of ethical behavior to be conducted in the Indonesia.

Numerous studies have been done regarding the issue. One of them showed that there was positive influence of leadership on ethical behaviors. A study from Cananagh, Moberg, Velasquez entitled The ethical Journal of Organizational Politics in the Academy of Management Review, as quoted Gibson et.al. (2006) related that leaders should have the ethical responsibility

that had to be integrated in their leadership. Responsibilities include leadership ethics should be able to satisfy both the organization's internal and external parties (utilitarian outcomes), every decision made should respect the individual rights (individual rights), and the leaders should treat their subordinates in such a fair way.

The results of research on the importance of leadership in fostering ethical behavior of employees conducted by Aronson in the study entitled "Integrating Leadership Style and Ethical Perspective" in *Canadian Journal of Administrative Science* as presented by Mc Shane and Von Glinow (2010) shows that leaders who are able to provide real precedence are not only able to generate the support and trust of the employees, but also to improve the standards of moral and ethical attitudes of the employees as well as their obedience to the leaders.

Ethical behavior according to Robbins and Coulter (2010) is the behavior of someone who considers principles, values and beliefs when making a decision or defining whether some acts are proper or improper. According to Wirawan (2013) ethical behavior is behavior that refers to the ethical norms, among others are: (1) trustworthiness, (2) respect of others, (3) responsibility, (4) fairness, (5) organizational citizenship, (6) proper use of power, and (7) honesty. Organizations, according to Noe et.al., (2011) should meet and have ethical and moral standards if it aims to maintain positive long-term relationships with customers and communities.

Lecturer ethical behavior in a university becomes very important. In the future, it will be definitely the university that is able to maintain and improve the ethical behavior of the lecturers which will survive. Ehrich (2012) noted several unethical behaviors taking place in the universities that include the plagiarism committed by faculty and students, various forms of cheating behavior, sexual harassment by faculty members and students inside or outside the classroom, power abuse, sexual gratification and bribery or other type of gifts to gain better score just to name a few.

Some facts of unethical behavior exposed in the mass media in Indonesia are as follows: "Plagiarism in Higher Education is Alarming" (Kompas, Monday, February 13, 2013), "20 PTN Suspected to Conduct Academic Transgression" (Mind Friday, March 2, 2012), "100 Rogue Lecturers Given Sanctions" (Kompas, Thursday, October 3, 2013), "Lecturer of UIN Hits Student" (www.sindonews.com accessed on December 2, 2013), "Students Hold Rally before the Rector against the Striking Lecturer" (nttsuluh.wordpress.com, accessed on 2 December 2013), "Lecturer of Private University Fired from Sexual Harassment" (metrotvnews.com, accessed on January 23, 2013), "Lecturer Commits Sexual Harassment to His Female Student" (www.radarbanten.com, April 8, 2013, accessed on October 11, 2014), "Lecturer of IAIN Jambi Suspected to Commit Sexual Harassment" (www.jambiupdate.com, January 11, 2014, accessed October 11, 2014) and "Lecturer to Become Suspect of Laboratory Corruption" (Kompas, Wednesday, January 9, 2013).

There is a fact that ethical behavior of lecturers is not balanced. The results of the study (Lisa Widawati: 2010) showed that the only 62 percent of faculty task functions and duties is implemented properly. This means there is about 48 percent of their faculty life that they devote to the duties and functions in addition to the faculty task. Whereas lecturers' commitment of teaching, community service and research reach 70, 52, and 19 percent respectively (Lisa Widawati: 2010).

There are many factors that influence ethical behaviors; among others are lecturer efficacy, communication in organizations, leadership and faculty satisfaction. This research focused on the influence of Kaprodi leadership behavior on lecturer ethical behavior.

Ethical behavior in this research is defined as one's behavior performed consistently according to values and moral principles. This is consistent with the opinion of Nelson and Quick (2006) stating ethical behavior is acting in ways consistent with one's personal values and the commonly held values of the organization and society. Noe (Noe.et.al:2011) says that ethical behavior is a kind of behavior that is consistent with those principles. Ethical behavior is associated with truth and goodness. Thus if someone consistently behaves ethically, they would be labeled as an individual who behaves right. This is in line with Johnson' opinion (2007) that ethical behavior is recognized as the mark of a good and decent person. Leonard (2004) defines ethical behavior as the behavior of personnel as affected by variables based on attitude, personal normative beliefs, moral judgment, and individual factors.

Ethical behavior in the context of educational organizations, such as ethical behavior is observable when the lecturer lecturers carry out the duties and functions, therefore whether the teaching is performed in an excellent way or otherwise. This is in line with Bolman and Deal's opinion (2003) that one is said to behave ethically if they are able to perform excellence, caring, justice, and reliable (faith).

Based on the explanation above, it can be concluded that ethical behavior is consistent actions based on or influenced by values or moral principles. Ethical behavior is the right behavior and unethical behavior is the bad one.

The leadership in this study is focused on leadership behavior. The basis of the theory of leadership behavior (Achua and Lussier: 2010) is that of focusing on what the leader says and does). Slocum and Hellriegel (2007) perceive that the behavioral model of leadership focuses on what leaders actually do and how they do it.

The study of leadership behavior is related to the following question: What leadership behaviors are able to build teams or to achieve success? This is in line with the opinion of Hughes, Ginnett, Curphy (2009) that leadership behavior is related to 'what leaders actually do to successfully build a team or get results through others'. Similar to that of Yukl(2010), the study of leadership behaviors focuses on studying the types of leadership most likely to influence subordinate satisfaction and performance. Daft (2007) explains as long as one performs actions in harmony with leadership, they will be a successful leader, in other words anyone who adopts the appropriate behavior can be a good leader.

Based on the elaboration of behavioral leaderships above, leadership behaviors then can be perceived as actions performed by leaders that mostly influence their subordinates' success and satisfactory and the way the actions are performed. By taking the explanation into account, the leadership studies in this dissertation will focus on the types of behaviors that mostly put effect on their subordinates and the way such behaviors are performed.

Leadership behaviors that mostly influence subordinates in achieving organizational goals include task-oriented behavior, relationship-oriented, the ability to supervise and do a self-training, as well as to perform self-competition to name a few. Effective leadership behaviors able to influence subordinates according to Slocum and Hellriegel (2007), are: (1) leaders' building task-centered relationships, that employees should focus on the quantity and quality of their work, and (2) leaders' consideration and support to employees, that the leader supports each employee to achieve their personal goals, such as satisfaction, promotion, and recognition by

means of conflict resolution quickly that it would keep the employees happy, provide support and positive reinforcement.

Leaders' behaviors that mostly affect subordinates in achieving the goals and satisfaction of the subordinates can be described as follows: task-oriented behavior, relationship-oriented behavior, change-oriented behavior and behaviors built to improve the quality.

Based on the theoretical explanation of ethical behavior and leadership behavior above, it can be concluded that on theoretical basis, ethical behavior is in subjection to leadership behavior. Regarding the fact that leadership behaviors is likely to affect ethical behavior, it is evidenced that the leader can inspire their subordinates and enforce rules to have their subordinates perform their duties well by performing excellent teaching, for example. Leaders can also influence subordinates to alter their attitude and empower them by setting the norms, values, norms, and codes of conduct.

Leader's ability to inspire subordinates in line with the opinion of Goetsch and Davis (2013) that leadership is the ability to inspire people to make a total, willing, and voluntary commitment to accomplishing organizational goals or Exeeding. Newstrom (2007) confirms that leadership is the process of Influencing and supporting others to work enthusiastically toward objectives.

As for the way how the Kaprodi of the faculty influences ethical behavior can be done through various ways. Susan Toohey (1999) describes the role of leadership in the following courses intellectual leadership, inspirational leadership, process leadership, and political leadership. Through intellectual leadership, inspiration, process and politics, Kaprodi will be able to make the lecturers improve their ethical behaviors.

RESEARCH METHODS

This research was conducted at Pakuan University of 36 programs, Juanda University of 13 programs, Ibn Khaldun University of13 courses and Nusa Bangsa University of 10 programs. The first phase was data collection of research instrument trial aimed at testing the validity and reliability of the instrument. The second phase was the data collection for the research. The third stage was data processing and the data research reports. The method applied in this research was path analysis-based survey aiming to examine the direct influence of Kaprodi's leadership behavior on lecturer ethical behavior. Before analyzed using inferential statistics, the data of this study were required to meet the requirements that they fit the normality test on the estimated standard error of regression by using the KS (Kolmogorov-Smirnov) test and linearity regression studies using linear regression in SPSS 19.

RESEARCH RESULTS

The conditions of lecturer ethical behavior in several private universities in Bogor, West Java, Indonesia can be described in the following numerical, percentage report: 36 (27.69%) were in the average group, 40 (30.77%) were below the average group and 54 (41.54%) were above the average group. This means the condition of ethical behavior has to be a concern as there were 40 percent of respondents below average.

The condition of Kaprodi leadership behavior in several private universities in Bogor, West Java, Indonesia can be described in the following numerical, percentage report: 37

(28.46%) were in the average group, 49 (37.69%) were below the average group and 44 (33.84%) were above the average group. This means the condition of ethical behavior has to be a concern as there were 49 percent of respondents below average.

Based on the test results of variable data significance and linearity between lecturer ethical behaviors (Y) with Kaprodi leadership behavior (X), it was found that the regression equation is in the following form:

$Y = 90.601 + 0,301X$
performing $F_{count} = 31.600 > 3.92$ and F_{table} at $\alpha = 0.05$.

It is confirmed that the regression equation is significant. As for the linearity test, it can be observed that $F_{count} = 1.259$ is less than $F_{table} = 1.53$.

It is confirmed that the regression equation is linear. Thus, the regression equation between the variable data of lecturer ethical behavior (Y) and Kaprodi leadership behavior (X) is significant and linear. Based on the test results of the significance and linearity, the research data was proper for inferential statistics measurement.

To evidence that the influence of Kaprodi leadership behavior and the ethical behavior is significant, the next tests are the test of path coefficient magnitude and t test.

Based on the results of significance test on paths of lecturer ethical behavior (Y) and Kaprodi leadership behavior (X), it can be identified that

ρ path coefficient = 0.184

with $t_{count} = 2.109$ and $t_{table} (\alpha = 0.05) = 1.960$.

This fact reveals that $t_{count} > t_{table}$ which means that H0 is rejected and H1 is accepted Therefore, the path coefficient is significant. Therefore, it can be interpreted that the Kaprodi leadership behaviors has a positive influence on lecturer ethical behavior. The implication is that if the Kaprodi behavior is improved, it will result in the improvement of lecturer ethical behavior accordingly. This study found that the level of Kaprodi leadership behavior influence or contribution on lecturer ethical behavior is $R^2 = (0.445)^2 = 0.198$ or 19.3%.

The findings of this study are consistent with the finding of research conducted by Ömer Turunc, Mazlum Çelik, and İbrahim Sani Mert (2013) entitled "The Impact Of Leadership Styles on Ethical Behavior" which found that there was a positive influence of leadership on ethical behavior (ethical behavior). This is in line with the result of the research on the importance of leadership in fostering ethical behavior of employees conducted by Aronson in the study entitled: "Integrating Leadership Style and Ethical Perspective," in *Canadian Journal of Administrative Science* as presented by McShane and Von Glinow (2010) that leaders who are able to provide real precedence are not only able to generate the support and trust of the employees, but also to improve the standards of moral and ethical attitudes of the employees as well as their obedience to the leaders.

This study is in line with research on how leadership behaviors influenced the ethical behavior of the subordinates. Dessler (2009) quoted research from *BNA Bulletin to Management entitled* "Ethics Policies Are Big with Employers, Workers See but Small Impact on the

Workplace" stating that the boss or leader is of a significant impact on the ethical behavior of employees. Only have 25 percent of employees seen ethical behaviors performed by their boss or leaders. A study result from Princeton University published in *The Wall Street Journal* reported that the main reason for the occurrence of failure at the subordinate level was the weak leadership and such weakness caused employees to sabotage the organization (Lussier: 2008).

The study was in accordance with the framework that states that Kaprodi leadership behavior affects the lecturer ethical behavior. The framework is based on the theory that Kaprodi who is the head of department can inspire and enforce rules to have the lecturers perform well in the job, such as conducting excellent teaching and researching for the benefits of the students, and Kaprodi is also able to trigger improvement and empowerment of lecturers, for example by setting contemporary values, norms, and codes of conduct.

Goetsch and Davis (2013) explain that leadership is ability to inspire people to make a total, willing, and voluntary commitment to accomplishing or exceeding organizational goals. Newstrom (2007) states leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives.

How leaders influence subordinates, according to Yukl (2010), can be done through the following behaviors: task-oriented behavior, relations-oriented behavior, and change-oriented behavior. As for how Kaprodi affects lecturers, according to Toohey (1999), it can be brought to life through the following leadership: intellectual leadership, inspirational leadership, leadership processes, and the political leadership. Through intellectual ability, inspiration, and intelligence in managing the process and the political leadership, Kaprodi is able to influence the lecturers in improving their ethical behaviors.

Ethical behavior in the context of lecturers' professional life can be seen on how lecturers carry out their formal duties and functions, for example when teaching: whether it is performed in an excellent way or otherwise. This is in line with Bolman and Deal's opinion (2003) that one is said to behave ethically if they are able to perform excellence, caring, justice, and reliable (faith).

Ethical behavior can be measured by observing whether the lecturers' actions are consistent with the values and moral principles. Nelson and Quick (2006) state that the idea of ethical behavior refers to consistent actions with personal values and the commonly held values of the organization and society. Noe et.al. (2011) argues that ethical behavior is behavior that is consistent with those principles.

The agreement of Kaprodi ethical behavior with lecturer ethical behavior takes the form as leaders' being entitled to give orders, provide examples, guide, influence and direct the lecturers to act ethically, therefore acts performed consistently based on moral values, bringing benefits to academicians, upholding the humanitarian values and providing excellent service to the students. Based on the discussion above, it can be concluded that the study's finding suggesting that there is positive direct influence from Kaprodi leadership behavior on ethical behavior is in line with the previous studies and is supported by developing theories.

DISCUSSION

Based on the findings of the study, it is suggested that in order to improve the lecturer ethical behavior, an improvement of Kaprodi leadership behavior should be taken into account

and performed to action. Therefore, the university and faculty should support the improvement of Kaprodi behavior, which, based on this research, can be done through actions as follow:

(1) Kaprodi should improve the achievement orientation of lecturers' success when running their duties, such as improvement to lecturers' performance monitoring, system of warning for those violating the rules, reward and punishment systems, work plan, working standards, protection for those reporting violation, facilities of work rules socialization, system and mechanism that the stakeholders are able to report the violation in the program, and the methods of giving solution for lecturers encountering problems.

(2) Kaprodi improves the orientation in maintaining relationships with academicians such as improving lecturers' confidence when encountering occupational problem in the program, communication system that a two-wayed communication is created, training system that it fits the lecturers' need better, counseling system to improve the quality of the graduates, aspiration absorption system from the lecturers before making decisions, the freedom of the lecturers to work at their best, and information deployment needed by academicians.

(3) Kaprodi improves the orientation of conversion, such as improving detection system of threat from competitors, the system of generating scale list of work priority, observing positive performance of the competitors, socialization system as the result of comparison study possible to be applied to the program, the method of motivating lecturers that they perceive it as the onset of the improvement, the more adaptive conversion way of curriculum, the culture of celebration on success achieved by the department.

(4) Kaprodi improves the empowerment of human resources in the program, such as facilitating experts to give a two-wayed counsel in the department, dispatching lecturers to join seminars held locally and abroad, adding new references, facilitating high achiever lecturer regularly, improving lecturer career development system and being the precedence of a reliable academician with commitment to duties.

(5)Kaprodi improves the orientation of the program quality, such as improving the aspiration absorption system from the stake holders, placing the lecturers based on their competence, doing benchmarking to similar program in other institutions, facilitating socialization of ideas on service improvement to academicians, facilitating on-the-field graduates' performance evaluation, facilitating graduates development management system, improving enrollment systems for new students, and facilitating improvement to learning process in the program.

CONCLUSION

There is a direct positive influence of Kaprodi leadership behavior on lecturer ethical behavior. This means that improvement in Kaprodi leadership behaviors can lead to better lecturer ethical behaviors.

The improvement of Kaprodi leadership can be done by every head of department through the following improvements: (1) to the achievement orientation of lecturers' success when running their duties, (2) the orientation in maintaining relationships with academicians, (3) the orientation of conversion, (4) the orientation of empowerment and (5) the orientation of program quality.

The improvement of lecturer ethical behavior can be observed and measured by the improvement of lecturers' performance when running their duties and functions based on their

values and moral principles, and it is identifiable from the following improvements performed by the lecturers: (1) performing the academician-centered teaching (2) showing human-rights-oriented attitude in the academician environment, (3) providing excellent service in academician environment, (4) upholding integrity as lecturers, and (5) improving their professionalism as lecturers.

ACKNOWLEDGEMENTS

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