

ETHICS AND DISCIPLINE IN THE QUALITY OF SERVICE FOR Universities Lecturers

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Prof. Dr. Manahan P. Tampubolon. SE., MM¹
manahan_tb@yahoo.com

Abstract

The purpose of this paper is to analyze the relationship between lecturer variables, ethics, discipline and service quality, to obtain behavioral patterns that are relevant to the achievement of individual goals of lecturers and higher education organizations.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research and community service.

Ethics (ethic) is human behavior that is regular about what is allowed and what should not be done in everyday life.

Discipline is a form or pattern of character with its uniqueness, which is formed through the habit of taking certain actions, and can be formed by training the desired behavior patterns and expected habits, in an attitude that brings success in life.

Service quality is all economic activities that produce outputs with excellent standards, in the form of products (physical) or services (non-physical).

Keyword: *Lecture, Ethics, Discipline, Service quality*

Preliminary

Along with the times and the demands of technological developments and globalization, the dynamics of lecturers so that the government certifies the future goal is to shape the behavior of lecturers with character, among others; honest, caring, intelligent, and tough.

Lecturer is a profession, which contains, in addition to the demands of Competency Standards (Skills), also certain Moral Standards. Profession is also related to the field of work that provides special services in society, without the intention of seeking personal gain. Because professional service presupposes the existence of special expertise in the holder of the profession and that expertise is needed and not available to the client, based on his special expertise, humanely there is the possibility of exploitation by professionals of the subject of his service, even though this is contrary to the nature of professional services. Thus, that "Profession" contains the possibility of abuse. It becomes clear that "Profession"

¹ Guru Besar Tetap Pascasarjana Universitas Kristen Indonesia (UKI) Jakarta
Guru Besar Luar Biasa Pascasarjana Universitas Negeri Jakarta (UNJ)

cannot be separated from "Ethics". Every profession, if placed in the context of its service function to meet the needs of the general public and its role as an effort to realize the general welfare, then professional actions must be morally accountable, because a profession is not only a way to earn a living, but a field of work that demands Competency & Responsibility Standards. Professional Ethics is an issue that many people talk about, because in modern society, for their daily needs, they are increasingly dependent on the services of other parties (professional services). So that the function of professional services for the welfare of people's lives can be guaranteed, a "Professional Ethics" is needed.

Professional ethics can be interpreted as values and moral principles attached to the implementation of certain professional functions and must be considered by the holder of the profession. The ethical dimension contained in the teaching profession is that the position and field of work of a lecturer is not just a way to earn a living or earn money, but or a service position for the fulfillment of one of the basic human needs in society, namely the need for education. Professional ethics for lecturers has a commitment to maintain it, meaning that moral values and principles need to be considered as a guide for lecturers in carrying out their professional functions, such as the obligation to uphold the principles of truth, justice, honesty, and be scientific.

The responsibility of educators is a professional and social responsibility. Given that every profession has a social service function for the fulfillment of the community, the social responsibility of lecturers as a profession lies in the implementation of their professional responsibilities.

To be a good educator, a lecturer must be able to teach well, meaning:

- a. Mastering the material is not enough just being able to memorize it before delivered in front of the class, but also knows, understands, is able to apply (situational), is able to make analysis and synthesis, then evaluates it so that it is able to develop further.
- b. Mastering the content, methods, and theoretical or conceptual basis of the field of study.
- c. Able to explain and teach the process of how positive knowledge is obtained and develop it, considering that science continues to develop very quickly, it is necessary to keep abreast of changes, so that if you want to provide good performance (implementation of tasks) in your duties, then the willingness to continue to develop yourself is needed by the holder any profession, especially the teaching profession, to help students have academic abilities and even create technological knowledge.
- d. Mastering teaching techniques and methods, including: 1). Preparation (know how to compose Syllabus and make SAP); 2). Implementation (how to manage the class); 3). Evaluation (knowing methods and techniques to carry out evaluation of learning outcomes).
- e. In addition to mastering the subject matter and teaching skills, another responsibility as an educator is to have "Integrity and Self confidence". Not all intelligent people have qualifications as educators, because in educating not only the meaning of transmitting knowledge, but also training skills and instilling values (values and added), meaning that they are able to form the right attitude and view of life in participants. teach him. Values, such as: moral values, religious values, scientific values, economic values, and so on. Because value education is an integral part of all educational activities, it requires "integrity and

self-confidence" as an educator. Personal integrity, meaning a person who is whole, honest, has a stand, and a healthy outlook on life.

Lecturers who have integrity, are resistant to unexpected things, meaning that their attitude remains calm in the face of setbacks even if they are hit by injustice or slander. They are not carried away by the difficulties they face, but calmly face them difficulties, persevere, persevere and move forward on the right path. People who have integrity, will not tell lies, cheat, which he tells as it is honestly. Even he has courage, endurance, and composure. Meanwhile, high self-confidence is characterized by emotional balance, the ability to be disciplined, responsible, and dedicated in the task. A lecturer who is honest and responsible in scientific writing, so that he always refers to the code of ethics of authorship and avoids all forms of plagiarism. For this reason, integrity and self-confidence are needed so that lecturers will be more effective and will succeed in instilling scientific values in their students, these values (such as the value of discipline, honesty, justice) are imprinted as an "ethos" in themselves and set an example for holding and maintain these values.

- f. Fair Attitude towards Students, Fellow Lecturers, and Institutions; A lecturer can be said to have violated the rules of justice that bind the profession, if he does not treat students in accordance with the objective provisions that have been mutually agreed upon, whether in the form of study guidelines or lecture regulations that apply at the campus concerned. Lecturers also need to maintain "affective neutrality", for example in giving assignments and assessments are not influenced by their emotional involvement. Be fair to fellow lecturers, for example senior lecturers who are afraid of being displaced by juniors then make many demands that make it difficult to increase academic levels and ranks. Furthermore, being fair to the educational institution where the lecturer works means carrying out duties and obligations in accordance with mutually agreed academic rules and staffing rules, for example, only demands a lot of compensation but does not show real services, and vice versa the institution towards its lecturers.
- g. Commitment to the profession Every lecturer needs to have an attitude of commitment to his profession, because in addition to this it will encourage the emergence of enthusiasm and dedication to carry out the tasks he carries out, such an attitude will also be able to arouse the interest and inspiration of students, thereby not only transmitting the cognitive aspect, but also effective in scientific education in the field of study he teaches. Finally, to ponder, that: "No great deed can be done without a commitment to what is made".

Discussion

Lecturer (Lecture)

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (UU.RI No. 14/2005, and PP.RI No.17/2009).

Lecturers as educational staff must be able to display attitudes that are not only good at teaching but also educate. There is a saying that the teacher pees standing up, the student pees running.

Lecturers are teachers who have the responsibility to educate students by transferring knowledge to students. In accordance with the values contained in the words of **Soko Guru Pendidik (National Hero) Ki Hajar Dewantoro: Ing ngarso**

sungtulodo, ing madio mangun karso, and tut wuri handayani. The phrase contains a universal meaning and the importance of the role of a lecturer, who has a role when he is behind (able to encourage), in the middle (capable of moving) and in front must be able to be an example / role model for those who are taught. In relation to the role that must be carried out, a lecturer must reflect good attitudes and behavior for students "Lecturers must have the attitude and spirit to educate". In carrying out their duties, lecturers must be able to educate, teach, guide, and foster students to become scholars who are not only smart, intelligent, great, and proud but also have ethics. For this reason, lecturers are not justified in taking actions that tarnish or demean their dignity in the eyes of others, especially students.

The actions of lecturers who plagiarize scientific works, sell and trade grades, make student thesis/thesis/dissertation for a fee, ask/order students to give something related to grades, and many other examples, are actions that are not in accordance with ethics . Unethical actions that often occur include; lecturers who rarely come to class, double the time to enter class (fill in attendance), do not check student assignments correctly, issue/submit grades late, often come late to class but leave quickly, get angry at students for no reason, tell students to come go home to do something, slow down the implementation of other academic tasks, feel great alone, arrogant (arrogant), arrogant, lack of respect for student opinions.

Lecturers must be able to coordinate with permanent or temporary employees within the higher education institution. So that the supporting elements for the implementation of the learning process, which take care of the interests and needs of students, lecturers and employees as a whole can run and are well coordinated. Employees as elements who provide services to campus residents, employees are also required to behave and behave appropriately in carrying out their duties properly; fast and precise without discrimination. Employees must be wise, honest, responsible, professional, disciplined, not corrupt, patient, and not arrogant.

Lecturers must be able to serve students as people who are in a position to ask to be served or in need and must always uphold noble attitudes and character. As a reflection of an intellectual who always puts forward and fights for justice and truth. Students must be polite, respectful, respectful, honest, sportsmanship, tolerance, not winning alone, must be allergic to lies, far from arrogance, always think positively, rationally, have high critical power, broad-minded, always optimistic, prioritize truth and justice.

Lecturers, students, and employees are the three elements that support the strong standing of a higher education institution. The success and reputation of the institution is a reflection of the attitude and behavior of the supporting elements in carrying out their respective obligations based on the order of ethical values and etiquette. The campus community will live side by side in harmony if they have implemented the rules (positive law) that underlie the implementation of their respective duties, side by side with norms or values; ethics and etiquette.

Lecturers in carrying out professional duties, the lecturer has the right to:

1. Earning income above the minimum living needs and social welfare guarantees;
2. Get promotions and awards in accordance with the duties and work performance;
3. Obtain protection in carrying out duties and intellectual property rights;
4. Obtain opportunities to improve competence, access learning resources, information, learning facilities and infrastructure, as well as research and community service;
5. Have academic freedom, academic pulpit, and scientific autonomy;

6. Have the freedom to provide assessments and determine the graduation of students; and
7. Have the freedom to associate in professional organizations/scientific professional organizations.

The government provides honorary allowances to professors who are appointed by higher education providers or higher education units equivalent to 2 (two) times the basic salary of professors appointed by the government at the same level, tenure and qualifications. Likewise, lecturers who have been certified by the National Education Office receive professional allowances according to the provisions set by the government.

Lecturers are entitled to leave in accordance with the provisions of the legislation. In addition to this leave, lecturers can also get leave for study and research or for the development of science, technology, art, culture, and/or sports while still receiving a basic salary, allowances attached to salary, as well as other income in the form of professional allowances, special allowances, , honorary allowances, as well as additional benefits related to full duties as a lecturer.

Leave for study and research is given by the university leadership to lecturers who have the following functional positions:

1. Expert assistants or lecturers are entitled to leave every 5 (five) years;
2. The head lecturer or professor is entitled to leave every 4 (four) years.

Studies and research include the following activities:

1. Formal and non-degree education;
2. Research;
3. Textbook writing;
4. Work practices in the business or industrial world that are relevant to their duties;
5. Training relevant to the task;
6. Community service;
7. Internships at other higher education units; or other similar activities.

The tenure of lecturers who are appointed by the Government or appointed to higher education units organized by the community can be placed in structural positions in accordance with the laws and regulations in force in the Republic of Indonesia.

Lecturers can be honorably dismissed from their positions as lecturers because:

1. Died,
2. Reaching the retirement age limit, at the age of 65 (sixty five) years, but Professors (Professors) who excel can be extended their retirement age to 70 (seventy) years or at their own request;
3. Unable to carry out tasks continuously for 12 (twelve) months due to physical and/or spiritual illness; or
4. The end of the work agreement or collective work agreement between the lecturer and the education provider.

Lecturers may be dishonorably dismissed from their positions as lecturers because:

1. Violate oaths and promises of office;
2. Violating the work agreement or collective labor agreement; or
3. Neglect of obligations in carrying out duties for 1 (one) month or more continuously.

The central government, regional governments, communities, professional organizations, and/or higher education units are required to provide protection to

lecturers in the performance of their duties, including legal protection, professional protection, and protection of occupational safety and health.

Legal protection includes protection against acts of violence, threats, discriminatory treatment, intimidation, or unfair treatment on the part of students, parents of students, society, bureaucracy, and/or other parties.

Professional protection includes protection against the implementation of lecturers' duties as professionals which includes termination of employment that is not in accordance with the laws and regulations, unfair remuneration, restrictions on academic freedom, academic pulpit, and scientific autonomy, as well as other restrictions/prohibitions that may hinder lecturer in carrying out the task.

Occupational safety and health protection includes protection against the risk of work safety disturbances, work accidents, fires at work, natural disasters, health of the work environment, and/or other risks.

Thus it can be concluded that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Ethics (Ethics)

Definition of ETHICS and Etiquette; ETHICS, is a moral philosophy and is a guide to the right way of life, from the point of view of culture, morality and religion (eg respecting parents, practicing religious teachings, respecting all living creatures); while Etiquette, is a procedure for good association between human beings (for example: eating procedures, getting acquainted, telephone procedures, etc.) (Tampubolon, 2012, p-235).

Thus, ethics and etiquette have similarities and differences, both of which regulate human behavior, where etiquette only applies in relationships (depending on the existence of other people) which are relative. Ethics is much more absolute (absolute) because it involves humans in terms of the inner (inners), while etiquette views humans from the outward side.

Lecturer is a profession, which contains, in addition to the demands of Competency Standards (Skills), also certain Moral Standards. The word profession, in the big Indonesian dictionary, means "a field of work based on certain skill education". In addition to demanding special skills education, the profession is also related to the field of work that provides special services in the community, without the intention of seeking personal gain. "Profession" contains the possibility of abuse. Therefore, it becomes clear that "Profession" cannot be separated from "Ethics".

Every profession, if placed in the context of its service function to meet the needs of the general public and its role as an effort to realize the general welfare, then professional actions must be morally responsible, because profession, is not only a way to earn a living, but also a field of work that demands "Competency Standards". & Responsibility". In modern society, the needs of life are increasingly dependent on the services of other parties (professional services), such as basic needs of food, clothing, housing, education, so that in modern society functions are increasingly differentiated and specialized, and only people who have education and expertise have the authority to carry out these functions. In a situation like this, so that the function of professional services for the welfare of the existing people's lives is still guaranteed, "Professional Ethics" is needed. Profession, meaning that it requires special knowledge and expertise. If the Lecturer's position and field of work is categorized as Profession, then Professional Ethics also applies to him. Professional Ethics, can be understood as values and moral principles attached to

the implementation of certain professional functions and must be considered by the holder of the profession. The dimension of etiquette contained in the teaching profession is that the position and field of work of a lecturer is not just a way to earn a living or earn money, but a service position for the fulfillment of one of the basic human needs in society, namely the need for education. Professional ethics for lecturers is related to "Professional Integrity Standards" in which lecturers as professional holders need to have a commitment to maintain them, meaning that moral values and principles need to be considered as guidelines for lecturers in carrying out their professional functions, such as the obligation to uphold the principles of truth, justice, honesty, and being scientific.

What Ethical Attitudes a Lecturer should have, among others:

1). Responsibilities as Educators The responsibilities of educators are professional and social responsibilities. Every profession has a social function of service for the fulfillment of society, so the social responsibility of lecturers as a profession lies in the implementation of their professional responsibilities. Etymologically, the word lecturer comes from Latin: docere, to teach, which means to refer to the main task of teaching. Responsibilities as educators are required to master and have matters relating to the implementation of teaching tasks.

To be a good educator, a lecturer also needs to be able to teach well, meaning:

- a. Mastering, knowing, understanding, able to apply, able to make analysis and synthesis of learning materials, then evaluate them so that able to develop further.
- b. Mastering the content, methods, and theoretical or conceptual basis of the field of study
- c. Able to explain and teach the process of how positive knowledge is obtained and develop it, considering that science continues to growing very fast need to keep abreast of changes, so that if you want to give good performance (implementation of tasks) in their duties, then the willingness to continue to develop themselves is needed by the holder any profession, especially the teaching profession, to help student have academic abilities and even create Science and technology.
- d. Mastering teaching techniques and methods, ranging from:
 - a). Preparation (know how to compose Syllabus and make SAP).
 - b). Implementation (how to manage classes).
 - c). Evaluation (methods and techniques to carry out evaluation of learning outcomes)
 - d). In addition to mastering the subject matter and teaching skills, Another responsibility as an educator, is to have the toughness or "Personal Integrity and Maturity".

Not all intelligent people have qualifications as educators, because in educating not only the meaning of transmitting knowledge, but also training skills and instilling values (added values) means; able to form the right attitude and view of life in their students. Values, such as: moral values, religious values, scientific values, economic values, and so on. Because value education is an integral part of all educational activities, it requires "Personal Integrity and Maturity" as an educator. Resilience, meaning a person who is whole, honest, has a stand, and a healthy outlook on life. Lecturers who have integrity, are resistant to unexpected things, meaning that their attitude remains calm in the face of setbacks even when injustice or slander is struck. Lecturers are not

carried away by the difficulties they face, but calmly face difficulties, persevere, persevere and move forward on the right path. People who have integrity, will not tell lies (lie) for any reason, cheat, who are told as they are honestly, even he has courage, endurance, and calm.

While high self-confidence, marked by emotional balance, ability to be disciplined, responsible, and dedicated in the task. A lecturer who is honest and responsible in scientific writing, if he adheres to the code of ethics for authorship, should avoid all forms of plagiarism. This requires high integrity and self-confidence. Lecturers will be more effective and more successful in instilling scientific values in their students, if the values (such as the values of discipline, honesty, fairness, and having hope) are "translated and implemented" in themselves and set an example for holding these values.

- 2). Fair Attitude towards Students, Colleagues of Lecturers, and Institutions. So as a lecturer, it can be said to violate the rules of justice that binds the profession, if the lecturer does not treat students in accordance with the objective provisions that have been agreed/set together (joint commitment), whether in the form of study guidelines or lecture regulations that apply at the campus concerned. Lecturers also need to maintain "affective neutrality", for example in giving assignments and assessments are not influenced by their emotional involvement. Be fair to fellow lecturers, for example senior lecturers who are afraid of being displaced by juniors then make many demands that make it difficult to increase academic levels and ranks. Furthermore, being fair to the educational institution where the lecturer works means carrying out the duties and obligations in accordance with the academic rules and staffing rules that have been mutually agreed upon, for example only demanding compensation but not showing real service, and vice versa the institution towards its lecturers.
- 3). Commitment to the profession. Every lecturer needs to have an attitude of commitment to his profession, because in addition to this it will encourage the emergence of enthusiasm and dedication to carry out the tasks he carries out, such an attitude will also be able to arouse the interest and inspiration of students, thereby not only transmitting the cognitive aspect, but also affectively in education. the field of study that he teaches. No great deed can be done without a commitment to what will be done.

Discipline (Discipline)

Discipline is a combination of ethics and etiquette that becomes the order in carrying out regular and directed behavior. Mayer's model in the key elements of success (Mayer, 2007) is stated as something that we deserve to have in our lives. Meyer states that if a person has the discipline in carrying out his activities in order to achieve it, then we must have:

- 1). **Score** . We must believe with all our heart in what we are doing. If we believe, there will be a strengthening effect, so we will try to discipline ourselves until the goal is realized.
- 2). **Target**. If we have very clear, realistic, specific goals and we believe in, of course we will try with all our hearts to discipline ourselves so that these goals can really be realized.
- 3). **Priority**. Goals must be realized in order to be realized, and the sequence of actions that will make those goals achievable. Sometimes we have to set clear priorities in every action, because the right action will produce the right result. By doing the right sequence and actions based on the right reasons, we will be able

to maintain discipline so that we can achieve that goal.

- 4). **Perseverance.** Perseverance will enable us to achieve maximum performance. Because with perseverance we can maintain discipline. It takes faith that we can do anything and become anything, if we are persistent in doing it.
- 5). **Heart impulse.** This impulse can make us motivated (inners). Strong motivation to pursue dreams will automatically discipline yourself. We will all reap what has been sown, good results do not just come. If we sow discipline, we will reap success in life. Discipline does not come by itself. What is certain is that we must create discipline ourselves, we strive for it and train it on an ongoing basis. If we can implement it in our lives, then we will reap the results as we expect. To be successful in this life, we must discipline ourselves to do the right actions, so that it produces good fruit as well.

Establish self-discipline. The best philosophical explanation of how to build self-discipline is an analogy. Self-discipline is like exercise, the more we practice it, the stronger and more athletic we become physically. The less we practice it, the weaker and sluggish we will become. Just as everyone has different physical strengths, we all have different levels of discipline. Everyone has self-discipline, by analogy if we are able to hold our breath for a few seconds, it means we have self-discipline. Thus, not everyone can develop their discipline to the same degree. You need muscles to build your physique. To build self-discipline, we need self-discipline. The way to build self-discipline is analogous to lifting weights to build physical. The meaning is by lifting weights until they are close to the limit of ability/strength. Be mindful that when we lift weights, we lift weights that we are capable of lifting. Don't force our muscles until we are no longer strong, rest first and then try again, over time, maybe 1 week, or months or even years we will be able to lift a heavier load many times over.

The basic method for building self-discipline is almost the same as described earlier, is to take on challenges that we are able to solve, but to solve them we have to work hard and put all our energy / strength. It means we keep trying to do something and fail, trying to do it again every day. That doesn't mean we have to do something we can easily do. we will not gain strength by lifting weights that we cannot lift nor will we gain strength by lifting weights that are too light. We have to start with burdens/challenges that we can lift/live, but in order to do that, we have to work our way up to the limit of our strength. Progressive practice means that once we are successful, we raise the challenge level to a higher level. If we keep lifting the same weight every time, we will not get stronger. Likewise, if we fail to challenge ourselves in life, we will not be able to discipline ourselves. It is a fault condition to push ourselves too hard when we are building self-discipline. But if we try to change our lives overnight by setting dozens of goals for ourselves and the next day hoping to start doing something to consistently achieve those goals, we are sure to fail. It's like a person who goes to the gym for the first time and tries to lift three hundred kilograms of weight. Then that person will look stupid. However, if we are only able to lift ten kilograms of weight, then we can only lift ten kilograms of weight. There is no need to be ashamed if we start from what we can do. This way of training will make us stronger. Likewise, if we are currently very undisciplined, we can still use the little discipline we have to train so that we can become more and more disciplined. The more disciplined we are, the easier life will be for us to live. Challenges that at first seem impossible for us to live up to, will eventually seem like children's toys. As we get stronger, the weight of the same burden will feel lighter. Try not to compare yourself to others, this attitude will not help. But if we think that

we are weak, other people will appear stronger. On the other hand, if we think that we are strong, others will appear weaker, there is no point in doing so. We need to introspect ourselves that we have our own abilities and aspire that we will be stronger when we continue to consistently train ourselves.

Thus it can be concluded that discipline is related to self-control to be able to distinguish what is right and what is not right in directing responsible behavior in achieving long-term life goals.

Service Quality

In order to improve the quality of service in higher education so that it can run well, it takes continuous effort and commitment from all components of lecturers and administrative staff (supporting elements) who are in charge of academics together to provide academic services for students optimally.

The quality of education services/services can be identified by comparing customer perceptions of the services they actually receive or receive with the services that are actually expected. If the reality / reality is the same as expected, the service can be said to be of high quality. Conversely, if the reality is less than expected, the service can be said to be of poor quality.

The definition of service quality can explain how far the difference between the reality and expectations of customers for the services they receive.

The dimensions of these educational services can be explained as follows:

1. **Physical Evidence (tangible);** Physical evidence based on Government Regulation no. 19 of 2005 concerning National Education Standards as stated in Article 42 chapter VII. Educational Facilities and Infrastructure Standards which contain the following:
 - 1). Every education unit is required to have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process.
 - 2). Each education unit is required to have infrastructure which includes land, classrooms, education unit leadership room, educator room, administration room, library room, laboratory room, workshop room, production unit room, canteen room, power and service installations, a place for exercise, a place of worship, a place to play, a place to be creative, and other spaces/places needed to support an orderly and continuous learning process.
2. **Reliability (reliability);** In the form of the ability to provide the promised service immediately or quickly, accurately, and satisfactorily.
3. **Responsiveness (responsiveness);** Such as the willingness/willingness of the staff to assist students in providing fast-response services.
4. **Guarantee (assurance);** Includes knowledge, competence, courtesy, respect for students, and has a trustworthy nature, free from danger and doubt. As stated in article 28 of Government Regulation no. 19 of 2005, which contains: Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national education goals.
5. **Empathy (empathy);** In the form of ease in making relationships, good communication, personal attention, and understanding the needs of students.

Basically the dimensions of service quality that affect expectations and reality, according to Maxwell there are six dimensions of the quality of educational services, namely:

- 1). Access related to the ease of obtaining educational services obtained in easily accessible places at the right and convenient time.
- 2). Matching with the level of customer needs, namely the suitability of the profile of the education level of the population and groups who need it.
- 3). Effectiveness is related to the ability of educational service providers (teaching staff) to serve or create the desired results.
- 4). Equity relates to the equitable distribution of educational institution service resources in a generally supported system.
- 5). Socially acceptable related to environmental conditions, communication and freedom, or privacy.
- 6). Efficiency and economy which refers to the definition of the best service for the right amount of cost.

Concept of Integrated Quality Management (School Management Guide, 2000) school success is measured by the level of customer satisfaction, both internal and external. Schools are said to be successful if they are able to provide services equal to or exceeding customer expectations. Judging from the type of customer, the school is said to be successful if:

- 1). Students are satisfied with school services, among others, satisfied with the lessons received, satisfied with the treatment by teachers and leaders, satisfied with the facilities provided by the school. In short, students enjoy the school situation.
- 2). Parents of students are satisfied with the service to their children and services to parents, for example satisfied because they receive periodic reports on student progress and school programs.
- 3). The users/recipients of graduates (universities, industry, communities) are satisfied because they receive graduates with quality as expected. (4). Teachers and employees are satisfied with school services, such as division of labor, relationships between teachers/employees/leaders, salaries/honorariums, and soon.

In evaluating the quality of educational services, a comprehensive approach is needed because educational services are services that have very complex characteristics compared to other services. Capital-intensive education services, investment in quality education and have value from users of educational services. Currently, it requires a large capital-intensive as well as labor-intensive (requires human resources) with dedication, capability, and specific skills.

There are two approaches to providing quality services to users of educational services, namely as follows:

- 1). It is an interactive model of service management that reflects the relationship between educational institutions and users of educational services (students/students). This model consists of 3 elements, namely: a) Service Strategy, namely a strategy to provide services with the best quality to service users. An effective service strategy must be based on concepts that are easy to understand by all individuals in educational institutions. b) Human Resources who provide services, there are three groups of HR that provide services, namely the first group of HR: are teaching staff (lecturers) who deal directly with customers in the learning process. The second HR group; are those who prepare the learning process facilities (tools to facilitate the learning process) as well as the third group of human resources; is the school security guard. All HR groups are still needed to focus on customers by finding out who the educational institution's customers are, what the customer needs are, and finding out how to

meet/satisfy their needs. c) Service system (service system); Procedures or procedures for providing services to customers that involve all physical facilities owned and existing human resources. This system must be effective service is the ease of providing services with a system that is almost invisible to customers.

2). Total Quality Service (TQS) Approach

Total quality service or integrated quality service is a condition when an educational institution has the ability to provide quality services to customers and owners of educational institutions (government or foundations) and their employees. This TQS has 5 elements that are interrelated with each other, namely: a) Market and Customer Research (market and customer research). Market research is a research activity on the structure and dynamics of the market where an educational institution is located, which includes identification of market segments (analysis; geographic, demographic, psychographic) and analysis of strengths and weaknesses in the market itself. (1). Know Your Customers (2). Formulate customer needs. (3). Create superior products that can meet customer needs. b). Formulating Strategy (strategy formulation); or determine the grand strategy. (4). Set up a process capable of producing excess product under operating conditions. (5). Transfer/apply processes to operations.

Efforts to improve the quality of education services (Total Quality Service) are carried out by:

a). Focus on Education Service Users (Customers); Education service user satisfaction is a very important factor in TQM (Total Quality Management). Therefore, identification of education service users and their needs is a crucial aspect. The first step of TQM is to view students as customers who must be served well.

b). Leadership; Awareness of quality in educational institutions depends on intangible factors, especially the attitude of top management (college leaders/rectorates) towards the quality of educational services. The achievement of the quality level is not the result of short-term implementation to increase competitiveness, but through the implementation of TQM which requires continuous leadership. The managerial quality of the leader must be able to inspire all levels of management to be able to demonstrate the same leadership qualities needed to develop a TQM culture. Direct involvement of educational institution leaders is very important.

c). Continuous improvement: Consistent improvement is related to commitment (continuous quality improvement or CQI) and process (continuous process improvement). Commitment to quality begins with a statement of dedication to a shared mission and vision, and the empowerment of all collective participants to incrementally realize that vision (Lewis and Smith, 1994).

Continuous improvement depends on two elements. First, learn the right processes, tools, and skills. Second, apply new skills to small achievable projects. Efforts to improve quality continuously in educational institutions must use an open systems approach to the core function of educational institutions, namely student learning.

There are three approaches used to ensure the quality of educational institutions, namely (1) the accreditation approach, (2) the outcome assessment approach, and (3) the open systems approach (Lewish & Smith, 1994). Continuous quality improvement in educational institutions. Continuous improvement is an

important matter for any quality organization. Such improvement can only be achieved if everyone in the educational institution or region works together and “Applies the wheel of quality to every aspect of work”. Understand the long-term benefits of the quality-cost approach. Drive all repairs both big and small. Focus on prevention efforts rather than problem solving. (4). HR management, apart from being the most vital organizational asset, human resources are internal customers who determine the final quality of a service and its institution. Therefore, the success or failure of the implementation of TQM is largely determined by the readiness, willingness, and competence of human resources in the educational institution concerned to realize it seriously. (5). Management, Based on facts decision making must be based on real facts about quality obtained from various sources throughout the organization. Thus it is not solely on the basis of intuition, presumption, or organizational politics. Various tools have been designed and developed to support data collection and analysis, as well as fact-based decision making.

Implementing TQM in Educational Institutions, Effective institutions require a strong strategy and a specific purpose to face the competitive atmosphere and orientation in the future. To be effective in today's era, institutions need a quality strategy development process, including; (1) a clear and specific mission, (2) a clear focus on customers, (3) a strategy for achieving the mission (grand strategic), (4) involving all customers, both internal and external, in strategy development, 5) staff strengthening by mobilizing barriers and assistance to make maximum contribution to the institution through employee development (empowering).

Conclusion

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service.

Ethics is a moral philosophy and is a guide to the right way of life, implemented with etiquette (attitude) from the point of view of culture, morality and religion.

Discipline is related to self-control to be able to distinguish what is right and what is not right in directing responsible behavior in achieving long-term life goals.

The quality of service/education services can be mapped by comparing customer perceptions of the services they actually receive or receive with the services that are actually expected.

Thus, the mindset of lecturers who have ethics (etiquette; as attitudes) and discipline in carrying out their functions and duties will be able to maintain or improve the quality of superior or excellent educational services/services in carrying out the education process until the creation of quality graduates that can be absorbed by the labor market. (users). The perspective of future lecturers as educators, scientists, and professionals has an academic culture, and has character, honest, caring, intelligent, and tough behavior.

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