

The Effect of Ethics on Academic Performance Student of the Faculty of Economics and Business

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ABSTRACT

Non-cognitive predictors of academic performance such as ethics has been widely recommended to the attention of researchers. Ethics can be assessed in a variety of contexts in relation to performance. Individuals who have ethics will provide the best solution, suitable and sustainable. Therefore, ethics education is essential to be presented at the university. This study aims to examine the influence of ethics on ethical sensitivity and academic performance. total of 100 students became respondents in this study. Data obtained by questionnaire and analyzed by Path Analysis. The results showed that ethics had a positive and significant effect on ethical sensitivity, ethics had a positive and significant effect on academic performance, ethical sensitivity had a positive and significant effect on academic performance and ethical sensitivity mediated the relationship between ethics and academic performance.

Keywords: ethics; ethical sensitivity; academic performance.

INTRODUCTION

Researchers have called for the need to increase non-cognitive predictor studies of academic performance such as work ethics to be presented in various contexts in relation to effort and performance (Duckworth, 2009; Blau and Ryan, 1997). Individuals who have a work ethic will provide the best, right and sustainable solutions Bielefeldt et al. (2016). Therefore ethics education is important at universities in various perspectives (Akinleke, 2012); (Arshad, Zaidi and Mahmood, 2015). Through ethics students have self-esteem and ethical sensitivity that will make students successful.

Traditionally, the Student Achievement Index or Grade Point Average (GPA) is a criterion for assessing student academic performance. GPA is generally used as a requirement to get scholarships and jobs. Karakoc (2016) stated that students' academic performance plays an important role in career selection and business performance, therefore it is important to investigate the determinants of student academic performance at this time.

Determinants of academic performance have become a topic that has been widely discussed in research for many years. This problem caught the attention of the Ministry of Higher Education, lecturers, and policy makers at the faculty and university level. Knowing the determinants of student performance can help lecturers design learning methods and the Ministry of Higher Education in allocating resources. In the right way it is expected that

efficiency in the field of education and quality of graduates will have high GPA and have high competitiveness in the labor market (Abbasi and Mir, 2012).

LITERATURE REVIEW

Work ethics is defined as a set of beliefs and attitudes that reflect the basic value of work (Meriac, Woehr, and Banister, 2010). According to Bruhn (2009) ethics can serve as a guide in solving behavior problems and is a determinant of academic performance (Furnham, 1990). Meriac (2012) states that besides being a determinant of academic performance, it is also the best concept as a multidimensional construct.

Educational institutions such as universities must guarantee that the entire academic community uses high ethical standards in behavior. Therefore, it is important for universities to uphold a code of ethics. Through the code of ethics of the entire academic community, it will behave according to standards. Mureithi, et al. (2013) stated that student morale is generally determined by the integrity of the lecturer. Therefore it is important for organizations to pay attention to work ethics (Vitell and Singhapakdi, 2008; Groisman and Godard, 2016). Gilbert and Sarah, 2003; Babin, Griffin, and Bioles (2004) states that organizations that can manage work ethics will produce an ethical reputation, this will affect consumer confidence.

Behavior is basically influenced by the ethical sensitivity of the academic community to ethical issues (Namagembe and Ntayi, 2012). Ethical sensitivity is an important factor in fair decision making. High or low ethical sensitivity is influenced by the environment in which decisions are made in addition to personal variables (Hunt and Vitell, 1993). Fatt (1995) states that the quality of personal ethics is important and can increase students' ethical sensitivity in ethical behavior. Sanders and Hoffman (2010); Namagembe and Ntayi (2012) stated that ethical sensitivity is the ability to recognize and identify ethical problems. According to Sparks and Hunt (1998), students who have low ethical sensitivity tend to allow ethical issues, while students who have good ethical sensitivity tend to be sensitive to ethical issues. The orientation of individual ethics and ethical sensitivity determines the professional behavior of employees (Namagembe and Ntayi (2012).

1. The Effect of Ethics on Ethical Sensitivity

Sparks and Hunt (1998); Zulhawati (2013) found that students who have good ethics tend not to allow ethical issues compared to students with low ethics. The study of Valentine and Kidwell, (2008) states that the response to ethical issues depends on ethical orientation. According to Frisque and Kolb (2008) employees who take ethics training have a positive attitude towards identifying and handling ethical situations in the workplace and can improve ethical sensitivity. The results of the above study differed from the Yeom and Kim (2017) study of nurses in Korea, where ethics education found no effect on ethical sensitivity and critical thinking of nurses. Family environmental factors are recognized as a cause of ethical sensitivity.

2. The Effect of Ethics on Academic Performance

A Meriac (2012) study of 221 students at the Midwestern US University found that the higher the ethics, the more cheating behavior. Ruf and Radosevich, (2009) finding high student abilities is not always followed by strength in moral considerations. Meriac (2014) found that the dimensions of work ethics are significantly related to academic performance, but the relationship is not strong, this shows that work ethics will not function as a substitute for traditional test standards as academic performance forecasters. Narvaez (1993) indicates that high achievers may have a high average moral assessment score, whereas low achievers cannot have high moral values. The results of Namagembe and Ntayi's (2012) study of 300 academic staff at Ugandan universities stated that ethical orientation would determine behavior.

3. The Effect of Ethical Sensitivity on Academic Performance

Karakoc (2016) found that ethical sensitivity is a variable that mediates the relationship of self-esteem and academic performance. Fischer and Rosenzweig (1995) stated that ethical sensitivity is important because it will affect success. Namagembe and Ntayi (2012) found ethical sensitivity to influence professional attitudes. The results of Afifah's research (2015) show that ethical sensitivity affects performance which leads to attitudes, behavior, and actions.

Study Jagger (2011) shows that the level of ethical sensitivity has a significant impact on the development of moral values. The results of Meriac's (2014) study found a positive relationship between morality and external motivation and satisfaction with GPA. Another study by Meriac (2012) states that ethics plays an important role in predicting academic performance, especially when considering counterproductive behavioral performance.

Based on the previous review of the literature, four hypotheses are proposed as follows:

Hypothesis 1: Ethics have a significant effect on ethical sensitivity .

Hypothesis 2: Ethics have a significant effect on academic performance.

Hypothesis 3: Ethical Sensitivity have a significant effect on academic performance.

Hypothesis 4: Ethical sensitivity mediates the relationship between ethics and student performance.

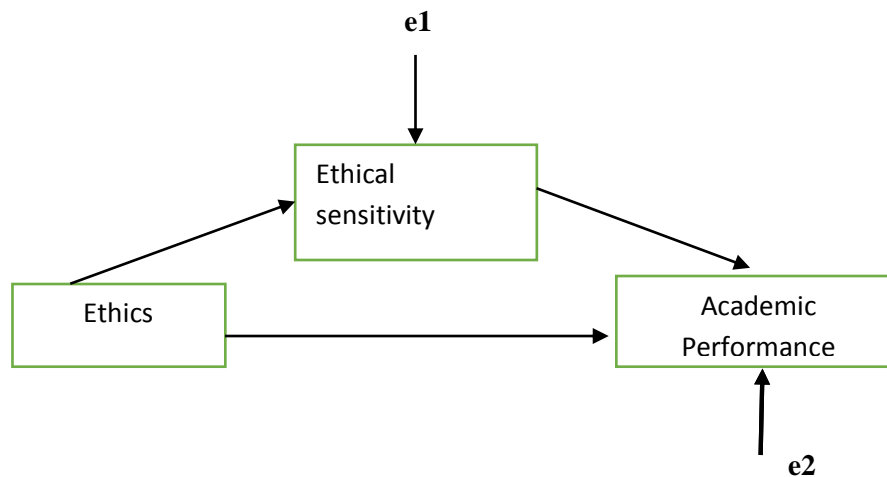


Figure 1
Conceptual Framework Research

METHODOLOGY

Based on literature review, this study builds a conceptual framework as shown in Figure 1. Three variables in the conceptual framework are ethics, ethical sensitivity and academic performance. Ethics, ethical sensitivity, and academic performance are measured by five, four, and one indicator. The definition of variables and indicators can be seen in Table 1. This research was conducted at the Faculty of Economics and Business, Tanjungpura University. Samples were taken as many as 100 regular year 2014 students from three departments namely Accounting, Management and Islamic Economics.

This study uses primary data and secondary data. Primary data was obtained directly from respondents using questionnaires and in-depth interviews with several respondents. Secondary data sources were obtained by researchers from the Academic Section of the Faculty of Economics and Business, Tanjungpura University. Respondents' answers were given a score with reference to the Likert Scale which was very agree score of 5, agree score 4, quite agree score 3, disagree score 2 and strongly disagree score 1. Path analysis is used to analyze the pattern of relationships between variables with the aim of knowing the direct effect or indirectly.

The definition of the research variables is explained in the following Table 1:

TABLE 1
Definition Operational Variables and Indicators

Variable	Definition of Variable	Indicator	Definition of Indicators
Ethics	The work ethic is critical and rational reflection on the value and commonly accepted norm (Keraf, 1998).	<ol style="list-style-type: none"> 1. Care 2. Code of Ethics 3. regulation 4. achievement of the target 5. Time efficiency (Victor and Cullen, 1988; Ali, 1998) in Komari and Djafar, 2013) 	<ol style="list-style-type: none"> 1. Matter is the attitude of students to all members in good campus environment while on campus or off campus. 2. Codes of ethics are the official rules that govern the behavior of students on campus. 3. Regulations are the values that must be obeyed by students. 4. Achievement of the target is the attitude of students toward achievement is guided by self-esteem. 5. The use time efficiently is a student attitudes toward time.
Ethical sensitivity	Ethical sensitivity is the ability of students to realize the values of ethics or morals in a decision (Trevino 1986; Jones 1991) in (Zulhawati, 2013).	<ol style="list-style-type: none"> 1. Moral conscience (moral awareness). 2. Moral decisions (moral judgment). 3. Moral intention (moral intent). 4. Moral action (moral action). (Hunt and Vitell, 1986) 	<ul style="list-style-type: none"> <input type="checkbox"/> Moral natural moral consciousness is a student on the situation in the campus. <input type="checkbox"/> Moral decision is morally correct decision. <input type="checkbox"/> Moral intent was the decision to place a value in the moral norm than other norms. <input type="checkbox"/> Moral action is involved in the act of moral behavior of students.
Student Performance	Student performance is the achievement of results during the period. (Wirawan, 2012).	Grade Point Average (GPA)	GPA is the average value of all the courses you have taken by students.

RESULTS

The results of data analysis showed that the average value for the ethics of 4.26, sensitivity 4.63 ethical, and academic performance 3. It shows that the average respondent has an ethics and ethical sensitivity is excellent and good academic performance. Table 2 shows the results of the validity of all items are valid indicators and Table 3 shows reliability test results .

TABLE 2
Validity Test Results

Research variable	Indicator	Item-Total Correlation	limit Values	Information
Ethics (X)	X1	.439	0.3	valid
	X2	.434		valid
	X3	.696		valid
	X4	.681		valid
	X5	.650		valid
	X6	.444		valid
	X7	.538		valid
	X8	.556		valid
	X9	.718		valid
	X10	.624		valid
	X11	.696		valid
	X12	.625		valid
Ethical Sensitivity (Y1)	Y1.1	.630	0.3	valid
	Y1.2	.670		valid
	Y1.3	.515		valid
	Y1.4	.816		valid
	Y1.5	.746		valid
	Y1.6	.737		valid
	Y1.7	.644		valid
	Y1.8	.716		valid
	Y1.9	.677		valid
	Y1.10	.676		valid
	Y1.11	.616		valid
	Y1.12	.585		valid

TABLE 3
Reliability Test Results

Research variable	Cronbach Alpha	Information
Ethics (X)	.747	reliable
Ethical Sensitivity (Y1)	.762	reliable

Substructure First Line Analysis

TABLE 4
Hypothesis Test Results

Model	Coefficients unstandardized		standardized	t	Sig.
	B	Std. Error	Coefficients beta		
1 (Constant)	4.689	5.131		.914	.363
Ethics	.910	.100	.677	9.105	.000

a. Dependent Variable: ethical sensitivity

Substructure Second Line Analysis

TABLE 5
Hypothesis Test Results

Model	Coefficients unstandardized		standardized	t	Sig.
	B	Std. Error	Coefficients beta		
(Constant)	2.539	.330		7.689	.000
Ethics	.014	.006	.210	2.123	.036
ethical sensitivity	.014	.005	.278	2869	.005

Dependent Variable: Academic Performance

Data processing results show that ethics have a positive and significant effect on students' ethical sensitivity, this is indicated by the coefficient of .677 with a significance value of .000. This means that hypothesis 1 is accepted. The results of this study prove that concern, code of ethics, regulation, hard work and time utilization affect ethical sensitivity. Positive coefficient value means if ethics increases then ethical sensitivity also increases. This research is in line with Zulhawati's (2013) study which shows that ethical orientation influences the ethical sensitivity of students. Sparks and Hunt (1998) who find students who have good ethics tend not to allow ethical issues compared to students whose ethics are low.

The influence of ethics on academic performance produces a coefficient of .210 with a significance value of .036. These results indicate that ethics have a positive and significant effect on student performance and this means that hypothesis 2 is accepted. Positive coefficient value means that if ethics increases then academic performance also increases. Students' understanding and awareness of ethics in the form of attitudes, behavior, and actions affect the performance of students.

The effect of ethical sensitivity on academic performance produces a coefficient of .278 with a significance value of .005. These results indicate that ethical sensitivity has a

positive and significant effect on academic performance and this means that hypothesis 3 is accepted. Positive coefficient value means if ethical sensitivity increases then academic performance also increases. The results of path analysis on the influence of the mediation of ethical sensitivity on the relationship between ethics and academic performance obtained t value of 3.25 is greater than t table 1.66 with a significance level of .05 and a mediation coefficient of .013. This means that hypothesis 4 is accepted.

MANAGERIAL IMPLICATION

This study can be input for the Faculty of Economics and Business to design and enforce good ethics. The existence of ethics is expected to cause sensitivity to ethical issues for students so that when faced with ethical issues they can make the right decisions. Finally academic performance will be good and students will succeed.

CONCLUSION

The purpose of this study was to examine the ethical influence on ethical sensitivity and academic performance. The results of this study found that ethics had a positive and significant effect on students' ethical sensitivity. This study is in line with Sparks and Hunt (1998) which found that students who have good ethics tend not to allow ethical issues compared to students with low ethics. Frisque and Kolb (2008) state ethical employees have a positive attitude towards identifying and handling ethical situations in the workplace. This study is different from Yeom& Kim (2017) in nurses in Korea, where ethics education is found to have no effect on ethical sensitivity. Family environmental factors are recognized as a cause of ethical sensitivity.

Ethics has a positive and significant effect on academic performance. This study is the same as Meriac Study (2012) in 221 students at the Midwestern US university who found that ethics were negatively related to cheating behavior. Students who spend a lot of time having fun have a negative and significant relationship with the GPA. Narvaez (1993) indicates high achievers may have high average moral assessment scores, whereas low achievers cannot have high moral values. This study is different from Guney (2009) which states that the quality of learning and the structure of the exam are important factors in determining academic success. Cognitive is an effective predictor in predicting academic performance compared to work ethics. According to Ruf and Radosevich, (2009) the high ability of students is not always followed by strength in moral considerations.

Ethical sensitivity has a positive and significant effect on academic performance. This study is in line with Karakoc (2016) which found that ethical sensitivity is a variable that influences academic performance. Fischer and Rosenzweig (1995) stated that ethical sensitivity in the profession is important because it will affect success. The Namagembe and Ntayi (2012) study at universities in Uganda found ethical sensitivity to influence professional attitudes.

Conclusion, this study shows that ethics are very important, good ethics can make students comply with academic and non-academic rules. Ethics will increase ethical sensitivity so

as to facilitate students in making the right decisions when experiencing problems related to ethics and academic performance.

This study recommends maintaining ethics in the campus environment through regulations that are socialized and enforced so that students have behaviors that are in accordance with applicable norms. The next researcher needs to study ethics in other universities and explore various factors related to academic performance such as motivation, gender and student residence. However, the findings in this study need to be carefully interpreted due to the small sample size, and the fact that the respondents are only from one faculty.

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