



Measurement Validation of Service Ethics Higher Education in Indonesia

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Abstract

This study aims to develop an ethics index of education services at universities in Indonesia with an approach to marketing education services. This is because service ethics is a long-term investment to build trust by providing services that can create ethical education. This research was calculated using the "weighted average value" of each indicator of service ethics, with a population of students from State and Private Universities in Banjarmasin and Makassar. Based on findings obtained from two major groups of the University, namely Higher Education in the City of Banjarmasin and Higher Education in the City of Makassar, the University has a Good Higher Education Ethics Performance (KEPT). Each University, whether Higher Education in Banjarmasin City or Higher Education in Makassar City has different characteristics, for Higher Education in Banjarmasin and Makassar City have similarities with the highest aspects in the Education Service Ethics Index in Higher Education, namely Lecturers provide opportunities for students to apply the lowest questions and aspects, namely the campus building does not provide facilities for students with disabilities or special needs (there are no block or road markers, there are toilets for people with disabilities, names or room numbers using braille).

Validasi Pengukuran Indeks Etika Pelayanan Pendidikan di Indonesia

Abstrak

Penelitian ini bertujuan untuk mengembangkan indeks etika layanan pendidikan di universitas di Indonesia dengan pendekatan pemasaran layanan pendidikan. Hal ini dikarenakan, etika layanan merupakan investasi jangka panjang untuk membangun kepercayaan dengan menyediakan layanan yang dapat menciptakan pendidikan etis. Penelitian ini dihitung dengan menggunakan "nilai rata-rata tertimbang" dari masing-masing indikator etika layanan, dengan populasi Mahasiswa Universitas Negeri dan Universitas Swasta di Banjarmasin dan Makassar. Berdasarkan temuan yang diperoleh dari dua kelompok besar Universitas, yaitu Pendidikan Tinggi di Kota Banjarmasin dan Pendidikan Tinggi di Kota Makassar memiliki Kinerja Etika Pendidikan Tinggi (KEPT) Universitas yang Baik. Setiap Universitas, apakah Perguruan Tinggi di Kota Banjarmasin atau Pendidikan Tinggi di Kota Makassar memiliki karakteristik yang berbeda, untuk Pendidikan Tinggi di Banjarmasin dan Kota Makassar memiliki kesamaan dengan aspek tertinggi dalam Indeks Etika Layanan Pendidikan di Pendidikan Tinggi, yaitu Dosen memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan aspek terendah, yaitu gedung kampus tidak menyediakan fasilitas untuk siswa penyandang cacat atau kebutuhan khusus (tidak ada pembatas blok atau marka jalan, ada toilet untuk penyandang cacat, nama atau nomor kamar menggunakan braille).

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INTRODUCTION

In college services, ethical aspects are very important (Khalil & Abu-Saad, 2009; Natale & Doran, 2012). This is because the implementation of education is closely related to the increasing ethical practices and public awareness about the importance of ethical education (Newman, 2008a). This is in line with the expectations of students to obtain knowledge that is appropriate to the needs of the job (Grossman, 2004). In addition, Kezar (2001) argue that services in the education sector currently face three main criticisms, namely: (1) the low relevance of the curriculum, the low commitment of lecturers to teach and (2) the low responsibility of the institution to the wider community. In line with (Lewis, 2004; Marullo & Edwards, 2000) they distinguish the model of education services into social justice and charity. Social justice models tend to see education as an effort to empower the community and efforts to create a fairer institutional structure (Khalil & Abu-Saad, 2009).

The charity model tends to focus on the educational experience and the exchange between individual abilities and community needs (Marullo & Edwards, 2000; Ng & Forbes, 2009; Newman, 2008b). Thus, it is necessary to develop an ethical index of education services to measure and determine the ethical index of higher education services (Vandenabeele, 2008; Carrese et al., 2015; Murwatiningsih, 2015). The ethical index used in this study is a continuation of the identification of indicators in previous studies that have been significant to the variables studied.

In the study of the Ethics Index of Educational Services in Higher Education in the City of Bandung, Rusyani et al. (2018) it is known that the indicators of the index of ethical education services in Bandung City College consist of honesty, clarity, commitment to fulfill promises, service recovery systems, lecturer ethics, program ethics, and customer service ethics. The index of ethics of higher education services in the city of Bandung can be used to identify the

level of service ethics in the implementation of education in universities in the city of Bandung.

This research is a continuation and development of the Ethical Index of Education Services in Higher Education in the City of Bandung (2017). The measurement of the education service ethics index produces index activities that are expected to be a reference and improvement in the implementation of higher education as an effort to improve the quality of education in Indonesia. The main problem of this research is how the Ethical Index of Educational Services in Universities in Indonesia can be arranged to assess the Ethics of Education Services in Universities in Indonesia.

Ethical Theory

Theoretically, the notion of ethics can be distinguished in two (Keraf, 2002). First, ethics comes from the Greek word *ethos*, which in its plural (*ta etha*) means 'customs' or 'habits' (Adjie & Khrisna, 2018). Ethics is related to good life habits, both in a person and in a community or community group (Casellas et al., 2015). This means that ethics is related to values, good living procedures, good living rules, and all habits that are followed and passed on from one person to another or from one generation to another. This habit is then revealed in patterned behavior that keeps repeating as a habit. Second, in this sense ethics is understood as a moral philosophy or science that discusses and examines the values and norms given by morality and ethics in the first sense above (Honneth, 2001). Thus, ethics in the first sense, as well as morality, contains concrete values and norms that serve as guidelines with the handle of human life in their entire lives. It is related to orders and direct prohibitions that are concrete (Pollard, 2015). So, ethics in this sense is more normative and therefore more binding on every human person.

Implementation of Marketing Ethics

Marketing ethics is a study of moral aspects of marketing activities (Molesworth et al., 2009; Maruyama & Wu, 2015), in this activity is assessed by guidelines whether the actions

carried out are in accordance with the principles of human respect, fair or unfair. Companies in marketing their products should abide by the applicable contract and legislation and have good intentions to be able to meet consumer expectations for the goods or services they consume (Rayner et al., 2010; Judson & Taylor, 2014; Rusyani, 2016).

In the development of the practice of marketing ethics, AMA (American Marketing Association) in 2004 has declared ethical regulations and values that must be a guide for its members (Muchina & Popovici, 2008; Zineldin et al., 2011). In accordance with the declaration, marketers must uphold ethical behavior and values as a form of responsibility towards interested parties, such as consumers, employees, investors, members of the media and the community. The American Marketing Society declared ethics regulation in 2004. The general regulations in the declaration are described as follows (AMA, 2004): 1) Marketers cannot do anything harmful; 2) Marketers must strengthen trust in the marketing system; 3) Marketers must convey, communicate and implement fundamental ethical values that will increase consumer confidence in the integrity of the marketing system. The basic values in question are honesty, responsibility, fairness, respect, openness and respecting the rights of citizens.

In relation to marketing ethics, guidance on business ethics is also an important principle that leads to the achievement of the benefits of an ethical implementation (Dhaliwal et al., 2014). At the *Caux Round Table: Principles for Business* (Carroll, 2013), among others, explained that in business behavior it is necessary to develop a spirit of mutual trust, acknowledging sincerity, candor, honesty, loyalty to promises and openness. This is important for business credibility and integrity as well as for smoothness and efficiency in business transactions.

Index Theory

An index number is basically a number that is made in such a way that it can be used to make comparisons between the same activities

at different times. From the index number can be known to go back and forth or rise and fall of a business or activity. The objective of index numbers to measure quantitatively the occurrence of a change in two different times. Thus the index number is very necessary to find out the progress of the activity or business carried out.

The characteristic of this index number is the calculation of the ratio (division), where the result of the ratio is always multiplied by the number 100 to indicate the change in percentage. Thus, the basis of all index number is always 100.

In making the index number, it takes two kinds of time, namely the base time and the current time or current period. The base time is the time when an activity (event) is used for the basis of comparison, while the time is the time at which an activity (event) will be compared to the activity (event) at the base time.

METHOD

In the initial stages of preparation in calculating the educational service ethics index consisting of a director, executor (consisting of Chairperson, Members, Surveyors and Supporting Staff). Material preparation consists of a list of questions. In the Compilation of the Ethics Index for Higher Education Services, the questionnaire was used as a tool to collect data on the implementation of ethics in services at the university.

The part of the questionnaire is divided into two parts, namely Part one The respondents' identities include age, gender, department, faculty, higher education and the year of entering college which is useful for analyzing respondents' profiles in their assessment of higher education service ethics. Part two is the ethics of higher education services, namely the opinion of the recipient, about service ethics which contains the conclusions or opinions of respondents about the indicators of service ethics assessed.

The answer form consists of answers to questions about the form of each indicator of service ethics generally reflecting the level of service ethics, namely from the very good to the bad. The opinions expressed in score one (1) are Strongly Disagree (SD) to six (6) namely Strongly Agree (SA).

Respondents were randomly selected according to the scope of the higher education field located in Banjarmasin and Makassar. To meet the accuracy of the index compilation results, the selected respondents were set for a minimum of 130 people from the total population of the College. Data collection can be done at universities located in Banjarmasin and Makassar.

Data Collection Implementation

To obtain accurate and objective data, it needs to be stated to students about the established ethical education service indicators. Filling out the questionnaire can be done by the recipient of higher education service or through enumerators by interviews. Data collection through interviews is done through face to face and direct questions and answers between data collectors and researchers to resource persons or data sources to deepen the phenomenon found. The next

data collection is Focus Group Discussion, which is a process of collecting systematic data and information about specific problems that are very specific through group discussions.

The Value of the Higher Education Service Ethics Index is calculated using the “weighted average values” of each indicator of service ethics. The service ethics indicators are as follows; Product, Place, Promotion, Price, Honesty, Clarity, Program commitment fulfills promises, Service recovery system, Service Encounter Education, Lecturer Ethics, Program Ethics, and Customer service ethics. In calculating the ethics index of student services to the service ethics indicators studied, each service ethics indicator has the same weighting as the following formula.

Processing Device

Data entry and index calculation can be done with a computer program or database system and manual processing. Questionnaire data from each respondent is entered into the form starting from indicator 1 (I_1) to indicator 12 (I_{12}); The next step is to get the average value per service ethics indicator and the service ethics index value in Table 1.

Table 1. Ethical Indicators of Higher Education Services

No.	Ethical Indicators of Higher Education Services	Index value per indicator of the city of Banjarmasin's service ethics	Index value per indicator of the city of Makassar's service ethics
1.	Product	4.68	4.69
2.	The place	4.04	4.37
3.	Promotion	4.56	4.49
4.	Price	4.58	4.49
5.	Honesty	4.43	4.49
6.	Clarity	4.61	4.49
7.	Program commitment fulfills promises	4.40	4.66
8.	Service recovery system	4.29	4.60
9.	Service Encounter Education Services	4.63	4.80
10.	Lecturer Ethics	4.89	5.00
11.	Program Ethics	4.83	4.95
12.	Customer service ethics	4.85	4.89

Based on the table above it can be seen that the index value per indicator of the city of Banjarmasin's service ethics is, product indicators are 4.6, the place indicators are 4.04, promotion indicators are 4.56, price indicators are 4.58, honesty indicators are 4.43, clarity indicators are 4.61, program commitment fulfillment indicators are 4.40, service recovery system indicators are 4.29, service encounter education services indicators are 4.63, lecturer ethics indicators are 4.89, ethics program indicators are 4.83, customer service ethics indicators are 4.85.

The Index value per indicator of the city of Makassar's service ethics is, product indicator are 4.69, the place indicator are 4.37, promotion indicator are 4.49, price indicator are 4.49, honesty indicator are 4.49, clarity indicator are 4.49, program commitment fulfillment promises are 4.66, service recovery system indicator are 4.60, service encounter education services indicator are 4.80, lecturer ethics indicator are 5.00, ethics program indicator are 4.95, customer service ethics indicator are 4.89.

In the ethics indicators of higher education services in Banjarmasin City and Makassar City, it can be obtained that the highest indicator is the lecturer ethics indicator, the Makassar City lecturer ethics indicator is 4.89 and the Banjarmasin City indicator is 5.00. The lowest indicator for ethics indicators of higher education services in Banjarmasin City and Makassar City is the place indicator, the place indicator for Makassar City is 4.04, and the place indicator for Banjarmasin City is 4.37.

The value of each service ethics indicator is summed (down) according to the number of questionnaires filled in by the respondent, then to get an average value per indicator of service ethics, the total value of each service ethics indicator is divided by the number of respondents who fill. To get the weighted average value per service ethic indicator, the average value per service ethic indicator is multiplied by 0.08 as the weighted average weight value. To get the service ethics index value, by adding 12 indicators from the weighted average value.

Data Quality Testing

Student opinion data that has been included in each questionnaire, is compiled by compiling the data of respondents compiled based on age group, gender, department, faculty, college and year of entering college. This information can be used to find out the profile of the respondent and the tendency of the answers given, as an objectivity analysis material.

Report on the Index Preparation Results

The final result of the preparation of the ethics service index for higher education services from each tertiary institution unit is compiled with the following main material:

Based on the results of calculating the service ethics index, the total value of each service ethics indicator is obtained from the average value of each service ethics indicator. While the composite index value (combined) for each service ethics indicator, is the average value of each service ethic indicator multiplied by the same weighting, which is 0.08.

RESULT AND DISCUSSION

This study identifies ethical indicators in educational services at universities to be compiled into an ethics index of higher education services. Ethics in education services at Higher Education are divided into twelve indicators, namely Product (1), Place (2), Promotion (3), Price (4), Honesty (5), Clarity (6), Program Commitment in Meeting Promises (7), Service Recovery System (8), Service Encounter for Education Services (9), Lecturer Ethics (10), Program Ethics (11) and Customer Service Ethics (12). Based on these twelve aspects, then presented again into sixty-seven (67) statements describing each indicator based on six educational service satisfaction responses based on numbers, namely one (1) for the answer Strongly Disagree and six (6) for the answer Strongly Agree.

The Higher Education which is the location of this study is divided into two groups, na-

mely Higher Education in the Banjarmasin and Higher Education in Makassar. Respondents in this study were selected with a sampling method consisting of each of 100 respondents from each university with different departments/study programs and year of force.

Known for Higher Education in Banjarmasin, ethics has the lowest average and need to be optimized is; Campus buildings have not provided facilities for students with disabilities or special needs (there are no block guiding or road marking tiles, there are toilets for people with disabilities, names or room numbers using braille), there is no explanation about the use of tuition fees (no financial allocation details paid during the lecture takes place) and Study Programs have not been responsive if there is damage or problems in the learning room service. While the ethics considered to be "Very Good" are Lecturers provide opportunities for students to ask, the name of the course offered (contained in brochures and on the University's website) in accordance with what is taught in the classroom, and Lecturers provide opportunities for students to express their opinions.

For College in Makassar, the ethics of which has an average of the low and need to be optimized is the campus buildings do not provide a means for student disabilities or special needs (there has been no guiding block or tile guide, there is a toilet for persons with disabilities, name or number the room uses braille, there is no suggestion box or means to accommodate student aspirations, and there is no explanation about the use of tuition fees (there are no financial allocation details paid during the lecture). While the ethics that are considered to be "Very Good" are Lecturers providing opportunities for students to ask questions, Lecturers provide an opportunity to discuss in discussing lecture material, and there are lecture rules (the rules, rights, and obligations of students in writing).

The recapitulation of the Acquisition Service Ethics Index in Higher Education could be seen in Table 2.

Table 2. Service Ethics Index in Higher Education

Criteria	Banjarasin City College	Makassar City College
Lowest Index	3.44	3.88
Highest Index	5.18	5.18
Average	4.57	4.66
Higher Education Service Ethics Index (IEPPT)	4.55	4.66
Higher Education Service Ethics Index (IEPPT) Conversion	113.87	116.45
Ethical Performance of Higher Education (KEPT) College	Good	Good

Based on Table 2, it is known that Banjarmasin's lowest city college index is 3.44, the highest index is 5.18, the average index is 4.57, the value of the service index ethics index. Height (IEPPT) is 4.55, the Ethical Services Index. Conversion Height (IEPPT) is 113.87, and the Higher Education Ethics Performance (KEPT) of Banjarmasin City College is Good.

The lowest index at Makassar City College is 3.88, the highest index is 5.18, the average index is 4.66, the value of the Ethical Services Index is. Height (IEPPT) is 4.66, the Ethical Services Index. The conversion rate (IEPPT) was 116.45, and the Higher Education Ethics Performance (KEPT) for Makassar Universities was Good.

Two large groups of universities, namely Banjarmasin City College, and Makassar City College have Higher Education Ethics Performance (KEPT) for Higher Education. However, for the highest score of the College Service Ethics Index (IEPPT) Conversion was obtained by Makassar City College, which amounted to 116.45 while the value of the Higher Education Service Ethics Index (IEPPT) Conversion obtained by the Banjarmasin City College was 113.87.

Based on the results of research from universities in the city of Banjarmasin and the city of Makassar, there are similarities in the performance of higher education ethics (KEPT) of universities, namely having a "good" performance, and each college has different characteristics, namely there are advantages and disadvantages of each respectively. These characteristics need to be highlighted in order to be able to implement the optimal implementation of Educational Service Ethics to fulfill education services. This is in line with statement that companies in marketing their products should abide by the applicable contract and legislation and should have good intentions to be able to meet consumer expectations for the goods or services they consume (Rusyani's, 2016). Every university should be able to meet the expectations of students as consumers of education (Azoury et al., 2014).

As for the *Caux Round Table: Principles for Business* (Rusyani, 2016), among others, explained that in business behavior needs to be developed with a spirit of mutual trust, acknowledging sincerity, candor, honesty, loyalty to promises and openness. This is important for business credibility and integrity as well as for smoothness and efficiency in business transactions (Vallaster & Lindgreen, 2013). Therefore, universities that implement the Education Service Ethics will increase the credibility and integrity of Higher Education and be more efficient in its implementation.

CONCLUSION AND RECOMMENDATION

It consists of the conclusion, clarity of new findings, new theories and the possibility of future research development. Service ethics indicators in the ethics of educational services in Higher Education consist of Product, Place, Promotion, Price, Honesty, Clarity, Program Commitment to Fulfill Promises, Service Recovery System, Service Encounter for Education Services, Lecturer Ethics, Program Ethics and Customer Service Ethics. The ethics index of higher education services can be used to identify the level of service ethics in the administration of higher edu-

cation. Based on the findings obtained from the two major groups of Universities, namely Higher Education in the City of Banjarmasin and Higher Education in the City of Makassar have a Higher Education Ethics Performance (KEPT) of Good Universities.

Every University, whether College in Banjarmasin City or Higher Education in Makassar City has different characteristics, for Higher Education in Banjarmasin and Makassar City has a similarity to the highest aspect in the Ethics Index of Educational Services in Higher Education, namely Lecturers provide opportunities to students to ask questions and the lowest aspects, namely campus buildings do not provide facilities for students with disabilities or special needs (there are no block guiding or road marking tiles, there are toilets for people with disabilities, names or room numbers using braille). So we conclude that the Ethics Lecturer indicator has the highest value in the Service Ethics Education Index in Higher Education and Indicators that have the lowest score in the Education Ethics Service Index in Higher Education.

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