

BUSINESS ETHICS EDUCATION AT HIGHER SCHOOLS TO PREPARE STUDENTS FOR BEING ETHICS BUSINESSMEN

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Abstract

It is important that business ethics education be conducted and socialized to students at higher schools. Non-ethics phenomena and crisis at many different life sectors may happen due to ethics education neglect in educational process at schools, including at higher schools. Whatever is the students' profession, they will be always taken part in business activities either as producer, consumer, workers, or other stakeholders, because business is a modern phenomenon separated from society life. Therefore, we must pay attention to the ethics educational process. In the process, lecturers have very important roles to socialize and internalize ethics values to students. Their function in the process are someone being models and information resources, someone selecting and determining the materials and text books used by students, developing educational process, and creating conducive learning environment.

Acknowledge

Education is a part of human life, either as individual, ethics, or social creatures. Basically, education is intended influence, guidance, and instruction by the adults to children purposing to help them to be mature, independent, and have whole-mature personality (Jahja, 2004). Educational activity is connected with developing psychics, personality, character, and ethics, including how to act and apply science and technology learned. It differs with instructional activity purposing mainly to transform knowledge and develop intellectual skill.

Salam(2004) says that educational circumstance in the 21st century is indicated by the importance of ethics and moral. This is connected with fundamental changing of society's life due to the implementation of sophisticated technology. Through moral-sensitive education, children (students) will be qualified human having ethics behavior on all their businesses and live in their society, as produce, consumer, workers, or other stakeholders. Neglecting ethics and moral on educational process will product output that are egoistic and greedy.

Unfortunately, the recent education has so much more material oriented that it has no moral sensitivity (Sutarno, 2003).

The writer is a lecturer at Faculty of Social Sciences UNESA Surabaya. Higher schools will product intellectual-professional actors, as well as academicians. It is continuously or not responsible of creating moral and ethics degradation of nation nowadays (Afif, 2001). Higher education has a role and responsibility as “a development agent” to prepare and assists young generations to live well today and in the future. Furthermore, it has responsible to develop its community wholly (Susanto 1998). It is a partner of business world and individuals. It is hoped that it would create work culture and qualified individuals, as well as play actively a role on increasing ethics and morality on the whole business principles. Unfortunately, many people complain about the low quality of educational institutions so that their outputs are less qualified, much less than the standard we hope (Sutarno, 2003). Fast and easily getting a license becomes general motivation of many students, whereas educational institutions mainly want to get high profit. Consequently, it must be ascertained that after graduating, students will be businessmen and individuals having no ethics behavior.

It is important that higher schools pay attention and perform ethics education on all students' learning experiences. Every individual's ethics construction is influenced by his or her own family. Ethics construction has been started from the home and family. Firstly children are socialized with ethics values in their family. If this continues consistently and is supported in the schools they may tend to develop and live as ethics people in the future. Therefore, it is important that higher schools socialize continuously and continually businesses-ethics values to students.

Ethics and Business Ethics

Ethics talks about the right and wrong criterion of human behavior (Bertens, 1993). This becomes behavior guidance of the individual or group (Schermerhorn, 2000) criterion originates in conscience and has general characteristic so that it will be right or not if the society say it. Our conscience will forbid us doing bad and wrong behavior. The answer of conscience is similar to the God's characteristics as stated on the Al-Qur'an (Asmaul Husna), that Agustian (2001) called god-spot or natural tendency. Human being has similar conscience so that if he/she a certain problem, he/she will keep nodding unconsciously. This is called universal nodding (Agustian, 2001).

What factors do determine morality of the right and wrong behavior? Is this determined by the behavior's moral value or the right or the wrong and the level of the goal achievement? Keraf (1998) differentiates two ethics theory known as deontology and teleology ethics. "Deontology" comes from the Greece word "Deon" that means obligation. It emphasizes on human's duty to behave rightly. Behavior is considered right due to neither the effects not the objectives of the behavior, but the behavior itself. Teleology justifies the right or wrong of the behavior based on the goal achievement or the effects of the behavior. Consequently, teleology tends to situational, because the objectives and effects of the behavior may be so situational that every moral norm and obligation can not conduct automatically on every situation. The principle of teleology ethics is "behave in such way that your behavior will bring advantage as much as possible for as many as people".

Ethics in business is call business ethics. It is moral value and norm followed by either individuals or groups on practicing his/her business by applying management and law sciences to achieve the organizations' objectives. According to economics, Business, and Management Encyclopedia (1992; Muljana, 1994), business ethics is norms or values that become behavior and action guidance for businessmen and organization managements. Bertens (1993) defines it as a science studies something considered right and wrong, what human should do and shouldn't do on business practicing. Moreover, Muslich (1998) mentions that business ethics is knowledge about ideal business regulating and management considering universal and social-economics norms and morality, as well as their application on supporting the business goals. Business ethics requires that the organization or individual behaves in accordance with the carefully thought-out rules of moral philosophy (Robin and Reidenbach, 1987).

Silalahi (2003) says that a business consists of some things connected with industry, trading, monetary, and service. Business activity will happen, if there is business interaction between a consumer and producer. This occurs for every people and institution on all society's life aspects. Every actor on business is bound with business ethics. It is not new idea on business, but it has already integrated on business (Suseno, 1993). Implementation of ethics value on business supports strongly the success of business performance. Suseno (1993) says:

“The difficulty disputed truth connected with ethics and business success is that business activities can only be long-lasting and develop well on middle and long range if we consider two requirements. The first, there is trust including honesty each other. Honesty is one requirement on business success. Generally, honesty and ethics attitude are not only moral demand but also business efficiency demand itself”.

Ethics behavior of a manager will influence positively to other people on work place and bring advantage for society. On the contrary, negative behavior of managers will influence negatively to workers and bring disadvantage for society. There are some ethics principles like: autonomous, honesty, justice, advantageous each other, and moral integrity (Keraf 1998). Moreover, Spiller (2000) says that there four principles guiding ethics business that is honesty, justice, interest, and courage.

Business can not be long lasting and success if it runs without honesty principle. Honesty is the most basic value on supporting the business' performance success. Muslich (1998) emphasizes that business activities will succeed if it manages based on an honesty principle. Dishonesty bring out negative effects and lying not only to all participants but also to business system that depends on capability to build agreement that bring out advantages each other (Spiller, 2000).

Furthermore, Keraf (1998) says that the relevance of honesty including: 1) honesty on fulfilling the agreement and contract requirement; 2) Honesty on supplying products and services on proportional price and quality; and 3) Honesty on building internal work in a business or an enterprise.

Justice principle demands that every people will treat equally according to just rules and objective rational and responsible criterion. Justice demands that there will be no people who get disadvantage on their rights and business. Muslich (1998) says that justice principle to justify business is it for all related people contributing directly or indirectly to business success. It also includes all relation to environment and society.

Interest is important ethics value on developing interrelation or attachment

between an enterprise and its workers as well as its stakeholders. It includes attention and worry on environment and others (Solomon, 1992 in Spiller, 2000). Interest will not only build strong attachment with an enterprise but also give reasoning to “strongly attached with an enterprise” and attention to its condition. If business gives satisfying contribution to its stakeholders, they will response similarly (Muslich, 1998). On the contrary, if business builds unsatisfying image, its stakeholders will dislike it.

Courage is the first goodness mentioned by Aristoteles. It is showed by business practicing to disagree that the only social responsibility of investors and enterprises get their profit maximally. Courage is important for enterprises and society as well as persistence of capitalism (Spiller, 2000). On other words, without courage, enterprises and society may have problems, even conflict, because enterprises may only think that society is a good place to get their profit as much as possible.

The Importance Of Business Ethics Education For Students At Higher Schools

Recently, fundamental problem faced by Indonesia is work ethics. Lying, deceiving, short cutting, and cheating scholars show low integrity neglecting equality principle (Kompas, February 11th, 1994). One of the reasons why these characteristics occur is education that less emphasises on the importance of value and moral values. Ethics and moral neglected on education (Hardjasoemantri, 2004). Education tends to be target oriented in order to fulfill worker market and gives skill without a wide perspective. As a results, so many business practices don't reflect ethics values.

Business world has been considered to break moral or consist of low morality. This is stated not only by society but also enterprise executives their selves. Based on survey conducted by Afiff (2001), with 2000 students from different higher schools at Jakarta and Bandung, it is reveled that most f the students don't have capability of reasoning moral and ethics problematic on abstract and complex level yet. According to Kohlberg's theory, their reasoning capability is on pre-conventional and conventional level.

Neglecting ethics moral on business like in food industry causes poisoned food cases. Breaking standard and safety food caused by neglecting busi-

ness and responsibility ethics by enterprises to stakeholders have serious effects on the government, the industry, and consumers. The government must conduct a research and investigation; this needs research and analysis cost, causes lost productivity, export decline, and unemployment. Industry may have problems like product withdrawal, fabric shutting, lost of consumers' belief (domestic and international), reasoning study, lost of product market and customers, legality cost, cost and time for rehabilitation, and consumers' demand. Moreover, consumers may get these kind problems like medicinal treatment cost, lost of productivity and income, ill, lost of time and report/ prosecution cost.

An Indonesian businessman, Sudhamek Agoeng WS, CEO of Garuda Food Group, says that the enterprises' attention to business ethics, moral, environment, and law is absolute, there is no bargaining (Anonymous, 1999). Business itself will not succeed in long term if it doesn't run well according to the ways of human values (Kartasasmita, 1987). Therefore, it is important to internalize awareness of balancing that it will live in every business reasoning and imply on environment, culture, religion, ethics, and moral (Ismangil, 1998).

Business activity is human's activity. In the frame of doing the activity, it is important to prepare human beings as businessmen. Students as the future businessmen need to know and internalize ethics value so that they will have high ethics awareness of behaving and applying business ethics values and neglecting no ethics business activities.

The Role Of Lecturers On Socializing Business Ethics

Socialization is all processes by which individuals achieve behavior and values connected with social-cultural roles (Eccless, 1995). Thus, socialization is a guiding process to guide children to internalize business ethics values defined culturally by the society. First socialization runs in each individual's family. What the family do every day will influence children's ethics construction. On the next development, because children will waste a lot of their time out of their home, experiences learning at school (formal education) and at society have a very important role on socializing them with ethics values.

In connected with formal schools' experiences, textbooks used at school are still ethics bias (Mubyarto, 2004a). Those books often talk about values

that will assist children internalized negative values, if the information runs without critically and sensitively important and positive explanation. For example, on economics subject matter at junior high schools, it is stated that human being is homo economics, a rational human who always does efforts to achieve advantageous as high as possible and get maximum satisfying when he/she consumes everything. Moreover, at senior high school, it is taught economics principle and motives that is human's realistic behavior is spending sacrifice as little as possible, people get result as many as possible (Mubyarto and Santosa, 2004). Besides, economics theory always tells us that "human being's needs are unlimited, whereas human being's need fulfillment equipment is limited". In fact "need" often means "not the real need" but "wanted need" (Mubyarto, 2004b).

The principle is considered "egoistic" and "individualistic" Why this does? Do all religions teach human to made sacrifice for together needs readily? Why does not the rational principle give priority to teach people to do efforts on self restraint and to do rational reason o justifying their own life needs without being greedy? Alfred Marshal, on his book 'Principles of Economics', published in 1890, says, "Economics is study of human being on their daily life, as individual or group on behaving to achieve and use need-material fulfillment equipment for their welfare purpose". He emphasizes clearly that economics must become applied science for the purpose of human being's welfare. Economics must teach students to behave efficiently and effectively by combining rational reasoning and conscience when they decide to do something in order to fulfill their real needs. This demands the role of both conscience and economics behavior.

In the frame of education function on socializing business ethics, lecturers have strategic position. Lecturers must build the early ethics construction of students to be stronger construction. In the frame of their duty, some important roles of lecturers are (1) as information resources and models; (2) as ones who determine the textbooks or references; (3) as ones who develop educational process; and ones who create conducive learning environment.

First, as information resources and models, lecturers are important to create students understanding of business ethics values. Lecturers must critically explain the material including bias business ethics values. Taking real cases or social problems to support their explanation on educating business ethics

value and their application is very important to build students' understanding of the effects of neglecting business ethics values.

Lecturers are not only the knowledge resources but also models for the students. Interaction and interrelation created by the lecturers at the campus is observed by the students. Therefore it becomes an effective way on socializing and internalizing business ethics values to students. Therefore, it is important for lecturers to create familiar, close, and interesting relation with their students. This will influence students' perception to appreciate and admire their lecturers better. On the next step, students may feel of amazing to their lecturers. This feeling may motivate students to imitate or identify their selves to the lecturers as the models. Behavior and values of someone can be influenced by others who are admired, and this motivates someone to be as the admired one (Kagan and Lang, 1978).

Second, lecturers determine lecturing materials. Lecturers can choose some ethics sensitive books or materials. Textbook influence students' opinions and attitudes (Kagan and Lang, 1978:55). The sentences read by them from early can be principal understanding that can change to be an ideology when they are adult (Murniati, 1992:28) as their first understanding are developed and taught consistently by the adult and textbooks. This happen because text-books consists of not only explicitly sentences that build certain understanding of knowledge as stated but also certain value that is not clearly stated in the sentence. This is hidden curriculum and reflected the education function as socialization instrument.

Third, lecturers develop an educational process. In the process it is important for lecturers to be aware that the interaction situation is real learning experience of students. What the lecturers do – ethics or not – to their students will so important to develop students' self-personality that ethics communication and interaction must be develop in every learning experience. In other words, lecturers' ethics construction is continuously reflected on their behavior and treatment to students. This becomes ethics lesson for students

Fourth, lecturers develop conductively learning situation and environment. It is suggested that lecturers build ethics learning condition and environment if they want to teach their students ethics values. If lecturers want to teach business ethics to their students, they must behave and treat students ethically

when they run their business.

Closing

One of the function of education is developing conscience. This will guide students to understand and internalize norms, ethics value, immaterial life objectives, and social responsibility in order to be whole human being. This will assist and guide students to do ethically whatever, wherever, and whenever they run their business in the future.

Business ethics is values assisting and regulating ideal business management considering and respecting universal norms and morality. This includes some basic values like honesty, justice, interest, and courage. These are important to apply in global era, because they will influence the success of business, otherwise without them, business will collapse and bring out negative effects on wide society life like corruption, economical crises.

Business ethics education is important to apply at higher schools, because they are future businessmen, managers, produces, consumers, or other stakeholders that must be connected and interrelated with business activities whatever they do in the future. If they have not been accustomed to behaving ethically when they do their business since they are students, because they don't get ethics learning experience, they may become people who negelect norms and business ethics values easily. They must be accustomed to thinking critically and ethically when they study a concept or theory, so that they can determine their reasonable behavior after considering the wright or wrong and the effects of their choice.

On socialization function, some important roles of lecturers are (1) as information resources and models; (2) as ones who determine the textbooks or references; (3) as ones who develop educational process; and (4) as ones who create conducive learning environment. These each role will be very important part in socializing and internalizing ethics values to student as the future actors on business processes.

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