Student academic integrity: A literature review

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Abstract

Academic integrity is the moral principles applied in the academic environment, especially those related to truth, justice, honesty, trust and responsibility. Students who have low academic integrity tend to commit academic violations, seen by the easier it is for students to commit academic fraud without moral considerations. As a student, academic integrity is something that must be obeyed. However, things that exist in the field are not all students have carried out all aspects of academic integrity. The phenomenon of academic violations from year to year continues to increase, problems that arise in schools such as cheating on tests or exams, and copying friends' homework are also academic violations. This study aims to collect and analyze articles related to students' academic integrity. The method used is a literature review, articles are collected using search engines such as Google Scholar and Sciencedirect. The criteria for the articles used are those published in 2003-2021. Based on the articles collected, it was found that research related to academic integrity began to develop along with technological developments. Most students at school often experience challenges, anxiety, fear, stress from their daily lives when committing academic fraud. Limitations of research related to providing steps to improve academic integrity that encourage researchers to design a strategy or guidance-based approach as an effort to assist students in improving their academic integrity.

Keywords: academic integrity, cheating, guidance-based approach.

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INTRODUCTION

Research is focused on improving students' academic integrity. Academic integrity is a commitment to individual values and behavior which includes honesty, trust, fairness, respect and responsibility in academic implementation (Firmantyo and Alsa, 2017). Maintaining academic integrity means maintaining the quality of students and the good name of educational institutions. However, students' lack of knowledge about academic integrity tends to increase academic violations occurring at all levels of education. According to (Cronan, Mullins, and Douglas, 2018) A person is said to have integrity, when the individual is honest with himself, honest in saying and acting. (Dadkhah, Maliszewski, and Teixeira da Silva, 2016) said that honesty is one of the universal moral values that must be possessed by individuals, which is indicated by the attitude as it is, not pretending, not lying, acting according to the rules, not being honest. cheating, and treat others fairly.

Based on the results of previous research (Amigud et al., 2017) it is stated that academic violations often occur in schools, such as cheating, plagiarism, discussing during exams/tests, asking friends for answers during exams/retests, giving and receiving answers during exams/tests and so on. Cheating on assignments usually involves misrepresenting other people's work as one's own, including buying copies of exams online, texting answers, using handheld devices to access the Internet, and using a small camera or camera phone to take pictures of exam pages (Sen-Crowe et al., 2020). There are various forms of cheating that students do (Sotiriadou et al., 2019).. Research (Jiang, Emmerton, and McKauge, 2013) a student cheated in the implementation of the Final Semester Examination (UAS) students

cheated by copying answers from other students who were close together during the exam, bringing and using materials that were not permitted/cheated into the room. exams, communicating answers between students during exams and planned collusion between two or more students to communicate answers during exams (Levin, 2012).

According to (Sadler 2010) academic integrity (academic integrity) has a very important role in the lives of individuals. The International Center for Academic Integrity (ICAI) defines academic integrity as consistent behavior in upholding these values. His position is highly respected in academic life as the core of morality. An individual is said to have academic integrity if he is able to consistently maintain correct values in his academic environment and activities.

Academic integrity is part of the moral that must be owned by a student. Moral or morality itself is a principle to distinguish right and wrong as well as a guide to a behavior (Kwong et al., 2010; Edwards and Roy 2017; Boehm, Justice, and Weeks, 2009). A student in his moral development should be at the stage of being able to distinguish between what is morally right and what is legal, and moral principles and values have been integrated into and are owned by individuals so that they become the basis and influence thoughts, feelings and actions (Guraya, 2018). The values possessed can be in the form of students' beliefs and attitudes about various things that can and should not be done in various aspects of student life such as religion, career, and education including decisions to violate academic integrity by committing academic fraud.

Various research findings on student academic integrity recommend the importance of improving academic integrity for counselors, namely to assist students in developing academic moral behavior through guidance and counseling service strategies. Counselors can contribute to a student's academic integrity strategy by implementing a service strategy that is generally carried out, namely group guidance. As the opinion (Rusmana, 2009) regarding the form of group guidance activities that are instructional and function as an effort to develop insight, attitudes and skills. Experts also support the use of a group approach as a treatment (treatment) in helping to overcome adolescent problems because the character of the group approach is in accordance with the character of adolescents (Corey dkk., 2010; Corey 2012; Jacobs dkk. 2012).

Guidance and counseling services in Indonesia in particular have not been oriented to increasing students' academic integrity. In developed countries, interventions and related research have long been carried out in an effort to improve academic integrity. Schools can ideally be positioned as institutions or places that are fun for students and not the other way around.

The purpose of this article is to obtain an overview of the definition of academic integrity, the characteristics of academic integrity, and the factors that influence academic integrity that have been studied from various literatures.

RESEARCH METHOD

The method used in writing this article is a literature review, which is a search for both international and national literature that is carried out using the Google Scholar and Sciencedirect databases. In the initial stage of the search for journal articles, 315 articles were obtained from 2003 to 2021 using the keyword "Academic Integrity" on identified students who had not been explored for relevance to the articles to be compiled. Of these, only 55 articles were considered relevant because there were no 10 articles with full criteria, 8 articles of medium quality and two articles of low quality.

RESULTS AND DISCUSSION

Results

Based on the results of the articles collected and the author's analysis, it was found that various factors that come can be reasons for individuals to commit academic violations, both from within and from outside students. Self-motivation is needed so that an individual remains committed to maintaining his academic integrity. Based on the explanation above, academic integrity is influenced by individual factors and situational factors. Individual factors seen from demography (age, gender, education), the presence of pressure, attitudes, awareness, morals and beliefs of students. While the situational factors are seen from the school's technology policy, the influence of the environment/peers, and the sanctions for academic violations. Academic integrity is "doing your own work", "not cheating", and "playing fair". If everyone practices it, then educational institutions will run as they should. And vice versa, if not everyone does it it will be a problem and there is a punishment given for the behavior (Cronan, Mullins, and Douglas 2018).

(Edwards and Roy 2017) explains that as a student, having academic integrity means that students have consistently adopted principles or standards to regulate how to make school work. Earning a degree of honesty is a true achievement that reflects hard work and sincere learning. Low academic integrity will lead to dishonesty in academics. Forms of academic dishonesty include plagiarism, cheating during tests, data falsification, and fraud (Dadkhah, Maliszewski, and Teixeira da Silva 2016) Without the norms of academic integrity, the stability and continuity of the academic system cannot be maintained. Educators see the violation of academic integrity norms both as an ethical issue and as a denial of one of the goals of education, namely the development of independent critical thinking. Students themselves consider cheating as a moral error (Manly, Leonard, and Riemenschneider 2015).

Educators are currently fighting against acts of academic dishonesty including plagiarism (Levin 2012) Carrol (Ransome and Newton 2018) defines plagiarism as passing the work of others, either intentionally or unintentionally, as one's own property and for one's own benefit. Thus, violations of academic integrity include dishonest acts committed in an academic context including plagiarism (using another person's language, ideas, information, or original material without knowing all the sources), copying from other students' work, using unauthorized assistance in exams, and so on (Simon et al. 2016) Knowing what students do and how often they do it is important for identifying relevant issues to address when discussing academic errors with students (Guraya 2018).

The problem of academic dishonesty is increasing following the times towards modernization, every individual can easily access through social networks various information and other people's writings and then distribute it as ownership without including the source. Some things that can be concluded are the forms of academic violations that often occur in schools, namely: 1) asking or giving answers to friends during exams / tests, 2) forcing friends to give answers to exams / tests / homework, 3) using smartphones as a tool, 4) taking small notes and taking them with them during exams/tests, 5) stealing time to open books when they are not allowed to open books, 6) not submitting assignments/homework on time, and 7) using friends' assignments and claiming them as a task in itself. (Simon et al. 2016) suggest that every school needs to provide moral guidance to students both in the classroom and outside the classroom. In addition, he also concluded several suggestions regarding the teacher's task of reducing the possibility of dishonest behavior by students which include (1) the purpose of each project should be clear, (2) relevance for students should be established, (3) encourage students to express their feelings and describe the process. used to reach their conclusions, (4) emphasize higher order thinking and creative behavior, (5) go beyond the customary scope for problem solving, (6) encourage students to collect a variety of information, (7) identify the

criteria used to evaluate the quality of work, (8) give students permission to reflect, revise, and improve their final product, and (9) consider the use of verbal critique.

Discussion

Academic integrity

The word integrity comes from the Latin integrity, which means wholeness, strength, untouchability, and whole (Peterson and Seligman, 2004). In the Big Indonesian Dictionary (KBBI), integrity is defined as the quality, nature or condition that shows a unified whole so that it has the potential and ability that radiates authority and honesty. Integrity refers to the morals of honesty and self-unity; in terms of moral character (Peterson and Seligman, 2004). According to (Kwong et al. 2010) Integrity is a firm adherence to a strict moral or ethical code (health, moral character, honesty, quality or condition of being whole or undivided). All of these meanings are important, because a person has integrity if he or she acts according to important moral principles, doing so in a coherent and consistent way, over time (Manly, Leonard, and Riemenschneider 2015).

Integrity review in the context of education is known as academic integrity. Cummings (Macfarlane, Zhang, and Pun 2014) explains that the expression of academic integrity is interpreted as a general term in two ways. First, academic practice or conventionally defined which is divided into three component functions, namely teaching, research and service. Second, the word integrity can be treated as a synnotic term that incorporates the excellence of character that can be expected of a good person or by extension, good academics. The term academic integrity is widely used as a proxy for student behavior, especially those related to plagiarism and cheating . (Macfarlane, Zhang, and Pun 2014) The International Center for Academic Integrity (ICAI, 2014) defines academic integrity as a commitment to five fundamental values, namely: honesty, trust, fairness, respect, and responsibility. With these five values, the courage (courage) to act in the face of adversity is added, which is fundamental to academics.

Furthermore, academic integrity is a scientific responsibility for teaching staff (teachers) and students to jointly seek knowledge and truth in an honest, fair, mutual respect, mutual trust and responsibility for the consequences of each other's actions(Azulay Chertok, Barnes, and Gilleland 2014). According to (Sadler 2010) academic integrity (academic integrity) has a very important role in the lives of students. The International Center for Academic Integrity (ICAI) defines academic integrity as consistent behavior in upholding these values. His position is highly respected in academic life as the core of morality. An individual is said to have academic integrity if he is able to consistently maintain correct values in his academic environment and activities.

From some of these opinions it can be concluded that academic integrity is the prevalence of honesty in all academic matters, a violation of academic integrity in other words, academic dishonesty, usually manifests as cheating in exams and / or committing plagiarism and falsification, which results in students not obtaining the expected knowledge.

Characteristics of academic integrity

Academic integrity as a concept that includes behavior to commit to academic matters. (Peterson and Seligman, 2004) revealed that individuals who have integrity will have characteristics, namely: (1) Prefers to be themselves rather than being popular, (2) Tells the truth, (3) Will never lie just to get something they want, (4) Live according to the code of ethics and values, (5) Be open and honest, (6) Committed, and (7) Dislike people who pretend to be what they are not. Academic integrity as a concept that includes behavior to commit to academic matters.

Pavela, McCabe, and McDuff (2007) describe ten principles of academic integrity in educational institutions, as follows. (1) Affirm academic integrity as an institutional core value,

(2) Provide clear expectations about academic integrity and assess how well students understand them, (3) Reduce opportunities and temptations to engage in academic dishonesty Respond to academic dishonesty when it occurs, (4) Get to know students and encourage their capacity for learning, self-management and mutual trust, (5) Develop a form of creativity assessment that improves student learning, (6) Emphasize the role of teachers as mentors and mentors, (7) Cultivate a lifelong commitment to the pursuit of knowledge, (8) Promoting and protecting academic integrity is a collaborative effort between leadership and students, (9) Balancing academic integrity program objectives as the foundation for other core values.

Academic integrity as an attitude and principle of a student and academician has six fundamental aspects, namely honesty, trust, fairness, respect, responsibility and courage (ICAI, 2007; Keohane, 1999; Bretag, 2016:3). The description of the six aspects is as follows.

Honesty
Academic communities of integrity promote the search for truth and knowledge through intellectual and personal honesty in learning, teaching, research and service. Honesty is the basis for realizing trust, fairness, respect, and responsibility. The simplest thing students do is display honest behavior in doing academic assignments. Educational institutions must provide a clear academic policy that falsifying data, lying, cheating, theft and dishonesty in academics is unacceptable. Academic dishonesty can damage the reputation of educational institutions and reduce the value of academics. Students need to develop the courage to make honest and ethical decisions in building trust.

Trust
Trust is an attitude that is displayed when students believe something is true. Trust will encourage and support the free exchange of ideas, have a sense of optimism and be able to believe in yourself that students are able to develop their abilities. Trust is formed over time with experience and is built on the basis of actions such as being active in class and establishing discipline.

Fairness
Justice is on the side of the right and equal. Students can be fair to their friends in study groups. Students who have an attitude of fairness will obey the rules that have been set, be open-minded, provide opportunities for others to argue, and report academic violations impartially to their friends.

Respect
Respect is respect for oneself and for others, which means respecting diversity of opinion and taking advantage of opportunities to gain new knowledge in discussions. The attitude shown is being polite, accepting other people's opinions, respecting teacher rules, not interrupting when other people give ideas, and respecting other people's work. Respect will create a dynamic and productive learning environment, namely a learning environment that encourages students to be active and want to debate while respecting other opinions.

Responsibility
Responsibility is carrying out tasks in accordance with what has been ordered. Such as maintaining and upholding the values of academic integrity, refraining from engaging in academic cheating behavior and being responsible for the assigned tasks. Cultivating responsibility means learning to recognize and resist the urge to engage in immoral behavior. Behavior of academic integrity is the foundation for individuals to form academic character. Individuals who have academic integrity are students who are committed and display the principles of academic integrity which include honesty, trust, fairness, respect, and responsibility. The principles of academic integrity are displayed as long as individuals deal with

academics which will then affect the personal, social and career of students. This means that individuals who maintain the principles of academic integrity are morally awake and know that violations are wrong.

Courage
According to (Bretag, 2016) courage is different from the previous fundamental values. A brave person is often misunderstood as one who lacks fear. In reality, courage is the capacity to act according to one's values despite fear. Courage is the element of character that enables students to commit to the quality of their education by maintaining themselves and their fellow students to the highest standards of academic integrity even when doing so entails negative risks or consequences. To be brave means to act according to one's beliefs, just like intellectual capacity, courage can only develop in an environment full of trials.

Factors affecting academic integrity
Jiang, Emmerton, and McKauge (2013) explained that there are several factors that affect academic integrity as follows.

Age
Students with a more mature age are less likely to commit acts of academic deviation and are more enthusiastic about reporting these actions than younger students. Older students usually have a more conservative attitude towards cheating.

Gender
Gender factors can also affect the academic integrity of students. Male students tend to commit acts of academic plagiarism compared to female students. However, the results of (Simon et al. 2016) stated that there was an increase in the number of women involved in academic violations. The national research report also found that women are as likely to commit academic misconduct as male students and are more likely to do so in male-dominated environments.

Education
Higher levels of academic dishonesty were reported from undergraduate students compared to graduate students. Jiang explained that education and experience are a product of the maturity of graduate students and their commitment to their future careers.

School policy
School policy as one of the most visible methods of promoting active student involvement and responsibility for the maintenance of academic honesty. Students with strict school policies reported fewer cases of academic misconduct than students in schools without policies. The effectiveness of the existence of academic integrity is not solely on students, but the school and its personnel also need to take a role in maintaining a healthy academic environment.

Awareness of academic integrity
The awareness of academic integrity is one of the efforts to prevent academic mistakes. Raising awareness of academic integrity can be done by training students.

Individual morals and beliefs
Students' belief in academic integrity is a commitment in viewing academic violations. Academic violations can occur because students consider these violations as minor violations. The existence of self-justification for the wrongdoing includes the neutralization of the perpetrator towards the behavior because of their assumption that it is common. There is a belief that the risk of being caught when committing a violation is low while the benefits are greater.

Culture

Research in the UK reveals that plagiarism is mostly done by international students with non-English students rarely writing essays independently. Many of the non-English students admit that there are plagiarism rules, but fail to meet the requirements because they are not sure how to comply.

Technology

The sophistication of the use of technology in the 21st century does not only raise the positive side of its users. There is also a lot of misuse of technology in academic matters in particular. McCabe (Jiang et al, 2013) the latest trend in education is the use of online learning. Although the rapid development of electronic communication has created another platform for plagiarism, it is this platform that serves as the basis for the collection and detection of academic fraud.

Pressure

The existence of pressure on individuals will greatly affect individuals to violate academic integrity. In this case, peers are very influential. To be accepted in their social group, students will follow what their other friends do.

CONCLUSION

Academic integrity is a student's commitment to academic behavior, namely honesty, trust, fairness, respect and responsibility in carrying out academic demands. Behavior of academic integrity is the foundation for students to form academic character. Students who have academic integrity are students who are committed and display the principle of academic integrity. The principles of academic integrity are displayed as long as students deal with academics which will then affect students' personal, social and career. This means that students who maintain the principles of academic integrity are morally awake and know that violations are wrong.

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