Academic Integrity Through Administration, Interaction, and Satisfaction with Distance Learning at Universitas Negeri Medan

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ABSTRACT

The importance of maintaining academic integrity, especially in distance learning, will help produce students who have ethics both in education and the world of work. It is difficult to maintain academic integrity due to the lack of direct supervision and interaction that causes academic dishonesty. This study aims to test the level of academic integrity during distance learning conducted at the Faculty of Economics, Universitas Negeri Medan. The type of this research is quantitative research. The results of this study indicate that during distance learning the administration carried out at the beginning of the lecture willimpact on distance learning interaction and satisfaction but no effect on academic dishonesty. While the interaction during the distance learning process will have an impact on academic satisfaction and dishonesty. Satisfaction during distance learning will not affect academic dishonesty. Suggestions that can be given are that the importance of interaction between students and lecturers or between students will build academic integrity so as to reduce the level of academic dishonesty.

Keywords: *Academic Integrity, Academic Dishonesty, Administration, Interaction, Satisfaction, Universitas Negeri Medan*

1. INTRODUCTION

Current technological developments require education to be able to produce products that have added value. One of them is a college where the learning process prioritizes independence. Problems that arise such as economics, politics, health and infrastructure provide great challenges and opportunities for the world of education to continue to provide services so that classroom learning can take place [1]. The existence of the COVID-19 pandemic that is currently engulfing most countries in the world has a major impact on the education of many countries so that everyone must carry out the teaching and learning process at home. Therefore, it is hoped that technological developments can provide quality educational services to students even though the learning process is carried out at home [1], [2]. The use of current technological developments in the world of education by developing an e-learning platform as a medium for learning facilities and infrastructure through the internet network. It is hoped that the use of the internet in developing learning can increase attractiveness for students [3].

We all know that most of the world's people, especially in Indonesia, cannot be separated from the internet. Most of its activities are carried out using the internet network such as searching for information, listening to music, sending messages or e-mails, and others. According to a Hootsuite source, we are social, 2020 revealed that internet users in Indonesia reached 175.3 million where the average user age is 16-64 years and uses the internet for 8 hours. Therefore, the number of internet users can be used as an opportunity to develop learning tools.

Many developing and developed countries are currently developing effective learning methods [4]. One of them is by producing e-learning learning methods. This method is actually not new and has been introduced for a long time, but recently with the rapid development of technology this method is increasingly being developed to facilitate the learning process. Basically, learning methods are divided into two, namely traditional methods and online methods. The traditional method is a learning method that is carried out face-to-face in the classroom and this method is carried out directly between lecturers and

students. While the online method is a learning method that is carried out remotely and there is no direct interaction between lecturers and students. Higher education focuses more on the learning process carried out by traditional methods. This learning process is carried out in the classroom with interactions between students and lecturers, students and students [5]. There are positive and negative effects where some researchers say this method is easy to give students understanding of the material and increase interaction while some others say it has a negative effect for those who repeat the course, have a large distance from which to live, and spend quite a lot of money. Therefore, many researchers have begun to conduct research and development related to online learning methods which make a great contribution to the economy and society[6]. There is a lack of traditional methods so that many universities are now starting to develop e-learning learning methods through the provision of e-learning platforms either created by the university itself or by providers of learning platform services. The development of e-learning lectures is currently growing very quickly where the benefits obtained are reducing costs for physical needs, not being time bound [7], and increasing the number of students enrolling in higher education [8], [9].

However, the use of this e-learning platform does not always have a positive effect. This is because the greater the opportunity for students to commit academic dishonesty. Online learning requires students to learn more independently at a distance [3], [10]. This learning can also be done anywhere without the knowledge of the lecturer. As a result, there is less supervision from lecturers to see the seriousness of students taking classes such as attending class, collecting assignments, and taking exams [11]. This attitude has an impact on academic dishonesty which will ultimately give a negative value to attitudes and behavior in the world of work. Like the Enron case and other cases related to academic ethics. The research conducted [12] states that face-to-face learning when changing to an online method will result in lower scores.

Academic dishonesty has actually been happening for a long time in the world of education [13] where in 1941 it was known that 23% of students committed academic fraud. So that academic dishonesty is now happening at an alarming rate [14] and has a high number of cheating in vocational majors [15]. Academic dishonesty is a constructive attitude in which there are academic deviations [16] that are confidential [17]. The lack of supervision carried out by both lecturers and academics makes this attitude can develop rapidly. This academic dishonesty also has an impact on academic integrity where one's moral principles are applied in an academic environment. Someone who has academic integrity will tend to have an honest, fair, and right attitude so that there will be a rejection of academic dishonesty [18]. Therefore, it is very important in upholding academic integrity, especially in online learning methods to avoid violations of academic ethics.

As for one that affects the attitude of academic integrity is the administration of lectures. Lecture administration shows academic rules related to Standard Operating Procedure (SOP) in the learning process. In practice, lecture administration has stages whose purpose is to avoid academic fraud. One of these stages is related to the account registration process, time scheduling, and the implementation of lectures. The existence of a fairly long procedure [4] causes many students who do not follow administrative procedures in the end their academic integrity is neglected. In addition, the existence of complex lecture administration also affects the teaching staff who lack the skills to use technology and too many rules that cause too much focus in the implementation of administration [6], [19]. Therefore, it is important that lecture administration can run in the implementation of online learning methods so that academic integrity can work and avoid dishonesty in academics.

The interaction between lecturers and students is important in the e-learning learning process. As we know in the online method learning process, interactions that occur between lecturers and students do not occur directly [2] so that there is a lack of supervision and it is possible for academic dishonesty to occur [11]. But research conducted by [5], [7] states that the use of online methods will increase the interaction between teachers and students. This is because, students can freely express their ignorance without any influence from their peers. Therefore, it is important that there is clear interaction between lecturers and students, as well as students and students so that academic integrity in online learning can run well.

In the end, the regular administration of lectures and interactions that go well in the online learning process will have an impact on the satisfaction obtained by lecturers and students in carrying out learning using online methods. Research conducted [20] shows that the satisfaction obtained by students is obtained from the perceptions and experiences they feel during the learning process. In addition, satisfaction from interactions with teachers will increase retention [21]. Therefore, the existence of regular lecture administration and interactions in it will increase satisfaction in the online learning process [14].

The research was conducted on students of the

Faculty of Economics, Universitas Negeri Medan. The basis for its implementation is the Unimed Chancellor's Circular No. 000809/UN.33/SE/2020 concerning Measures to Prevent the Spread of Corona Virus Diseases-19 (COVID-19) at Universitas Negeri Medan and Unimed Chancellor's Circular No. 001043/UN33/SE/2020 concerning Extension The period of online learning and working from home for residents of the Universitas Negeri Medan until May 29, 2020, the implementation of lectures uses online methods which previously used traditional or face-to-face methods. The Covid-19 pandemic has caused all lecture processes to be carried out by e-learning. Many platforms are used in the implementation of this e-learning learning, so it is necessary to know the administration, interaction so that student satisfaction is achieved to produce good academic integrity in order to avoid academic dishonesty. So far, many e-learning platforms have been used such as SIPDA, Google Classroom, Edmodo, zoom, gmeet, Whatsapp, and others. As a result, the use of platforms makes it difficult to supervise and causes confusion for students or lecturers. In addition, academic dishonesty occurs such as attendance that is not according to schedule, unscheduled examinations, and lack of supervision, especially assignments. The number of educators who do not have the skills to use the platform causes the use of a simple platform so that the teaching and learning process is not effective. Therefore, there is a need for an evaluation related to e-learning learning to see the level of student satisfaction in learning using the e-learning method and its impact on academic integrity.

2. LITERATURE REVIEW

In general, learning methods are divided into two, namely traditional methods and online methods. The traditional method shows that learning is carried out face-to-face which is carried out in the classroom and there is direct interaction between teachers and students. While the online method is a learning method that is carried out remotely using an e-learning platform, can be done anywhere and there is no direct interaction between teachers and students. Traditional methods by some universities have begun to be abandoned due to many factors and other universities have started using online methods for the purpose of increasing the number of students who take part in learning not only in a small scope but in a wider scope. This is in accordance with constructivism theory where learning is not only a process of receiving information but also an active and personal construction [22].

The phenomenon of online learning is currently on the rise. This is due to technological developments, especially in the field of education and the Covid-19 pandemic that is currently happening in most countries

in the world. Therefore, many colleges or universities are competing to make changes in learning that initially used traditional methods to become online or e-learning methods. According to [23], there are factors that influence a university in deciding to make online learning, namely:

a) Desire to involve students in the use of technology.

b) The use of technology improves the quality of learning.

c) The use of technology can reach students far away.

d) There is flexibility in teaching hours and location.

e) Meet the needs of students who want to study online.

f) Easier to interact with students.

In online learning, it is inseparable from the theoretical basis of constructivism which greatly influences the variety of new learning methods/strategies [24] where the principle is that all knowledge is constructed (built) and not perceived directly by the senses as you are a realist in general. Constructivism theory is divided into 3, namely: endogenous psychological/individual constructivism, social/exogenous constructivism, and dialectical constructivism [25], [26] where psychological constructivism is an individual's attempt to use information resources and derived from others to build and improve mental models and problem solving strategies. Meanwhile, social/exogenous constructivism explains that learning is a learning process that is more aware of social interactions and cultural contexts in explaining learning [24], [25]. While the theory of dialectical constructivism (mixed) shows a learning theory based on individual experiences with social interactions, where knowledge reflects the external world filtered through culture, language, beliefs, interactions with others, direct learning and modeling [24]. In relation to learning methods, especially online/e-learning, constructivism has an important role in creating new methods to facilitate and achieve learning objectives. If we relate to the theory of psychological constructivism, it shows that online methods are generated through the use of resources in building and enhancing learning and solving problems in learning. So it is clear that this theory reveals how the online/e-learning method is produced in order to solve the problems contained in the traditional method.

The use of online learning methods is also inseparable from academic integrity where in the implementation it is necessary to emphasize academic ethics. This is because a lot of academic fraud or academic dishonesty is now happening in universities [15], [27]. One of them is cheating in doing assignments, attendance, and exams, especially in

subjects that are not liked [17]. Therefore, it is necessary to have academic integrity which aims to minimize academic dishonesty.

Academic dishonesty is an academic violation in the form of a construction that includes academic deviation [16], [28]. Academic dishonesty is difficult to assess because it is a confidential behavior and is a guilty act [17] which aims to obtain personal gain for the student. In relation to academic integrity, it is an academic culture that prevents academic dishonesty [29], [30]. As explained earlier, people who have academic integrity will tend to have an honest, fair, trusting, and responsible attitude so that they will not take actions that harm others [16], [18]. According to [14] academic dishonesty arises because:

a) There is a group of students who have the same attitude.

b) Make friends with peers who approve of cheating.

c) Attending colleges that are tolerant of academic dishonesty.

In this study there are factors that affect academic integrity. The factors are in the form of lecture administration, interaction between lecturers and students, and satisfaction from the learning process. Lecture administration shows the rules or stages that must be followed during the lecture process. A lecturer or student has academic rules such as registration for lectures, attendance, or administering exams. In relation to online learning, lecture administration regulates ethics in learning starting from the use of platforms, attendance rates, exam stages, and others related to administration. The number of academic dishonesty that occurs due to lack of compliance with the administration of lectures. In addition, teachers must also have the skills to use the platform through academic training so that the implementation of lectures can run well. Many of the problems faced are related to lecture/academic administration in online methods such as lack of training or skills [19] obtained by teachers and lack of supervision [11] towards students so that academic dishonesty occurs. Therefore, the importance of lecture/academic administration so that the online learning process can run well. This statement is supported by research conducted [4] which states that learning administration is useful in online learning. The absence of learning administration causes a lack of self-control over the learning process which causes academic deviations and decreases academic integrity [14].

The second factor that affects academic integrity is the interaction between students and students as well as students and lecturers. The interaction here is marked by a feedback between students and teachers. We know that in traditional methods it is easy to interact because they are face to face with each other [31]. While the online method where learning is done indirectly so that the interactions that occur are also very rare. As a result, it is possible for academic dishonesty to occur such as the use of other people's assignments, seeing the results of peer exams, and lack of understanding of the material presented. The importance of interaction in the online method aims to increase students' understanding of learning materials and improve academic integrity. As research conducted by [11] revealed that in online learning students were less involved in interaction compared to face-to-face learning. This is also supported by research [2], [4], [32] that in online learning there is less interaction between lecturers and students. However, research conducted [7] revealed that distance learning increases interaction between lecturers and students due to the ease of access. Research conducted by [14] reveals that the lack of interaction causes deviations and is included in academic dishonesty which results in decreased academic integrity.

The third factor that affects academic integrity is student and lecturer satisfaction. Satisfaction here means feeling comfortable and wanting to continue using online learning methods. Regular administration of learning/lectures as well as good interaction between lecturers and students results in satisfaction in the use of learning methods. With this, students will tend not to commit fraud and honesty and responsibility will be held in achieving academic integrity. Conversely lack of satisfaction received by students led to an attitude of academic dishonesty will happen where students only think of the learning achievement of value regardless of academic integrity, the study conducted by [4] showed that the students will be obtained satisfaction on learning using online methods . While the research conducted [33] that satisfaction is obtained in both methods. Meanwhile, the research conducted [4] explains that students gain learning satisfaction in traditional methods through understanding the material presented in front of the class.

3. RESEARCH METHODS

This research is a quantitative research that uses data derived from the answers to the questionnaires given to the respondents. The location of this research in the Faculty of Economics, Universitas Negeri Medan. The results of this study become a reference for evaluating e-learning learning at the Faculty of Economics, Universitas Negeri Medan. The research population is students of the Business Education Study Program, Faculty of Economics, Universitas Negeri Medan. Sampling used a *random sampling* method with the criteria that all students had carried out online learning using the platform during this pandemic period.

4. RESEARCH RESULTS AND DISCUSSION

This study aims to see academic integrity in online learning through the perspective of lecture administration, lecturer-student interaction and satisfaction in online learning. This research was conducted at the Business Education Study Program, Faculty of Economics, Universitas Negeri Medan. Respondents in this study were students who were doing online learning. The number of respondents in this study were 202 people. The results of this study are expected to contribute to the level of academic integrity of students during online learning. Before testing the hypothesis, the characteristics of the respondents were explained and the validity and reliability were tested.

Table 1. Characteristics of Respondents

Characteristics of Respondents		Total	
		N	Percentage
Gender	Man	46	20
	Woman	156	80
Study time duration	Never	8	4
	<1 hour	44	21.8
	1-<2 hours	89	44.1
	2-<3 hours	43	21.3
	>3 hours	18	8.9
Task duration per day	Never	0	0
	<1 hour	16	7.9
	1-<2 hours	64	31.7
	2-<3 hours	54	26.7
	>3 hours	68	33.7

Based on the table above, it shows that 80 percent of the research respondents or around 156 respondents were female and 46 people or 20 percent were male, indicating that most of the respondents who took online lectures and filled out the questionnaire were female. In the second characteristic, namely the duration of learning time, it shows the amount of time outside of study hours used by students for independent study, showing as many as 8 people or 4% who do not take the time to study independently. A total of 44 people or 21 , 8 % spend less than one hour's time to learn outside of school hours. Meanwhile, for 1 to 2 hours, 89 people and 43 people spend between 2 and 3 hours. Finally, 18 people or 8.9% took more than 3 hours to study independently. Based on these characteristics, it shows that students spend a lot of time studying outside of class hours between 1 to 2 hours. The third characteristic, namely the duration of time working on assignments per day, shows that as many as 16 people or 7.9% of students do assignments less than 1 hour per day. For 1 to 2 hours as many as 64 people and 2 to 3 hours as many as 54 people. While more than 3 hours as many as 68 people. These results show that although

there are many variations in the duration of doing assignments per day, it shows that students take the time to do assignments every day.

Table 2. Correlation Between Variables

	Administrastion	Interaction	Satisfaction	Academic Dishonesty
Administration	1	.649**	.678**	-.194**
Interaction	.649**	1	.606**	-.198**
Satisfaction	.678**	.606**	1	-.187**
Academic Dishonesty	-.194**	-.198**	-.187**	1

Based on the table above, lecture administration has a relationship with the interaction of lecturers and students which shows that there is a clear administration at the beginning of the lecture which will provide a good relationship between lecturers and students. Besides that, the administration will also increase student satisfaction where students will be satisfied with the rules during the lecture. Administration also has a significant and negative relationship to academic dishonesty. The interaction of lecturers and students also has a significant relationship with student satisfaction and academic dishonesty. Satisfaction also shows a significant relationship to academic dishonesty. The conclusion from these results shows that all variables have a significant relationship.

4.1. Validity and Reliability Test

Before testing the hypothesis, first, testing the feasibility of the research model. Testing the feasibility of the model using SmartPLS by looking at Cronbach's Alpha, rho_A, composite reliability, and average variance extracted (AVE).

Table 3. Model Feasibility Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Administration	0.771	0.777	0.854	0.596
Interaction	0.713	0.728	0.823	0.540
Satisfaction	0.905	0.909	0.921	0.515
Academic Dishonesty	0.746	0.811	0.836	0.564

Source: Data processed

The value of Cronbach's Alpha in a study must have a value greater than 0.7. Based on the table above shows that all variables namely administration, interaction, satisfaction, and academic dishonesty have a value greater than 0.7. The second model feasibility

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Interaction -> Academic Dishonesty	-0.277	2.015	**0.044**
Satisfaction -> Academic Dishonesty	0.055	0.697	**0.486**

test is by looking at the rho_A value. It is said to be a feasible model if the rho_A value is greater than 0.7 (Vinzi et al., 2010) . Based on the table above, it can be seen that the value of rho_A has a value greater than 0.7 overall. In the third model feasibility test, which is to see the value of composite reliability. It is said to be a feasible model if the composite reliability value is greater than 0.6. Based on the table above, it can be seen that the value of administration, interaction, satisfaction, and academic dishonesty has a value greater than 0.6. The last model feasibility test is Average Variance Extracted (AVE). Based on the table above, it can be seen that the AVE value for all variables has a value greater than 0.5.
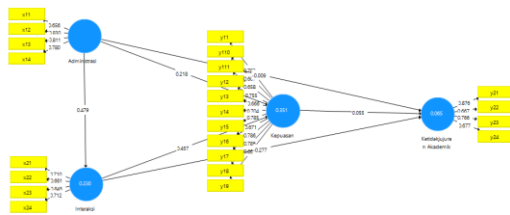

Figure 1 Constructs of Validity and Reliability and Coefficient of Determination of the Structure Equation Model

Based on the picture above, it can be explained how much influence each variable has on other variables. In the interaction variable, it can be seen that the influence of the administration is only 23%, meaning that the administration has a weak influence on the interaction. In satisfaction variables indicate variables influence the administration and interaction being terhadao satisfaction by demonstrating the value of 35 , 1 %. Meanwhile , 6.5 % showed a very weak influence between administration, interaction and satisfaction with academic dishonesty.

4.2. Hypothesis testing

We conducted hypothesis testing to see how academic integrity reflected through academic dishonesty during online learning through lecture administration and interaction resulted in student satisfaction. Testing through the Structure Equation Model using the SmartPLS tool.

Table 4. Hypothesis Testing

	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Administration -> Interaction	0.479	8.862	**0.000**
Administration -> Satisfaction	0.218	2.920	**0.004**
Administration -> Academic Dishonesty	-0.009	0.081	**0.936**
Interaction -> Satisfaction	0.457	7.261	**0.000**

Based on the table above, the interaction between lecturers and students occurs and has a significant effect due to the clarity of administration delivered by the lecturer at the beginning of the lecture (t statistics = 8.862, p = 0.000). The more obvious the administration submitted in the initial lectures will be better interaction between faculty and students for online learning takes place. In addition, administrative clarity at the beginning of the lecture will also increase the satisfaction of students in undergoing online lectures such as the learning methods used, the assessments given, and the material to be delivered (t statistics = 2,920, p = 0.004). But the administration clearly is not necessarily going to ensure the preservation of a good academic integrity (t statistics = 0081, p = 0.936). This is because online learning is carried out remotely and the lack of supervision provided.

The interaction between lecturers and students during online learning will provide satisfaction in the form of generic skills and learning satisfaction (t statistics = 7.261, p = 0.000) where students get what they want even though learning is done online. In addition, a good interaction will provide an open mind for students to maintain academic integrity (t statistics = 2,015, p = 0.044) so that the closeness between lecturers and students will reduce academic dishonesty. But it is the same with administration that the satisfaction obtained by students in the form of generic abilities and learning satisfaction will not affect academic integrity (t statistics = 0.697, p = 0.486). In this study, academic dishonesty is seen through the interaction of lecturers and students during the online learning process.

4.3. Discussion

Academic integrity is important in the world of education which aims to prevent acts that violate ethics in the academic world. One of them is academic dishonesty which is an attitude that commits violations such as plagiarism, cheating, publishing writing without citing the source, and other factors [34], [35]. The importance of maintaining academic integrity will also bring someone to be honest in the world of work. Violations of academic integrity are due to weak systems and supervision [36] and sanctions so that they are free to violate ethics. Universities must be stricter in drafting regulations and become a big challenge in order to produce graduates who are ready to compete [37]–[39]. Based on hypothesis testing, it was found that the importance of lecture administration delivered by lecturers to students. The goal is to provide

clear rules relating to the process, method, and assessment given. The existence of a clear administration at the beginning of the lecture will provide clear procedures related to methods and interactions between lecturers and students. The results of this study prove that there is an increase in interaction between lecturers and students if the administration at the beginning of the lecture delivered by the lecturer is clear. In the end, it will increase the generic ability and learning satisfaction for students. Students will feel satisfied with the material presented and ask questions that are not understood. The student center method can also be implemented in online learning through interactions between lecturers and students or between students and students with the aim of being able to submit questions online. The existence of these interactions is expected to be openness from students to have critical thinking on a problem that is conveyed in the learning process. In the end, critical thinking can build an attitude of academic integrity and reduce academic dishonesty. Although online learning is not done face-to-face, it is expected to increase critical thinking. This is in accordance with research conducted [30], [40] that lack of interaction results in academic cheating. On the other hand, the results of this study do not prove that the existence of administration at the beginning of the lecture and student satisfaction can create an attitude of academic integrity. So contrary to research conducted [41] that the role of academics is very large in preventing academic dishonesty. In addition, the generic ability and satisfaction obtained by students also do not encourage them not to commit fraud. So it is indicated that academic cheating is carried out as a competitive factor to get grades or pass a course.

5. CONCLUSION

Based on the discussion above, it can be concluded that the administration delivered on online learning by lecturers in the form of methods, learning processes and interactions will increase interaction between lecturers and students and have an impact on generic abilities and satisfaction. In addition, the interaction during the online learning process will improve generic skills and student satisfaction. As well as having an impact on academic integrity, namely reducing academic dishonesty. However, the existence of a clear administration and generic skills as well as student satisfaction are not factors that affect the attitude of students' academic integrity. The implication of this research is that the use of student learning will have an effect on academic integrity where there is interaction between lecturers and students as well as students and students.

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