The Academic Integrity of College Students

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Abstract. Integrity is an individual's attitude to determine what things are considered appropriate or not and are shown in everyday attitudes. This article aims to provide an overview of academic integrity in grades A1–19 PGSD in grades A1–19 PGSD UPY, which includes: grades, behavior, and academic behavior. This research is a qualitative research and was conducted in class A1–19 PGSD UPY. The participants were 35 students. The study was carried out in January 2022. Data analysis was carried out using descriptive analysis method. The research instrument used was a questionnaire. The data collection technique in this study used an academic integrity questionnaire that included five dimensions. The five dimensions are; trust, honesty, fairness, responsibility, respect. The integrity questionnaire uses a modified Likert scale (four choices). The results of this study indicate that students class A1–19 PGSD UPY have high academic integrity on each dimension of the academic integrity variable. In addition, the academic integrity of A1–19 PGSD UPY students is supported by the dimensions of justice which include transparency in giving grades during the lecture process, and also fairness in conveying student aspirations in the learning process.

Keywords: academic integrity · college student

1 Introduction

One aspect that plays an important role in supporting the progress of a nation is education. Controlling the quality of education in Indonesia must be carried out properly, starting from learning planning, implementing the learning process, to learning assessment. Thus, assessment aims to measure student learning outcomes and can also be used to make decisions based on certain considerations, such as placing students in certain classes according to their abilities [1, 2]. But in fact, the education system in Indonesia today uses learning evaluation results as a standard for student learning completeness, causing people to see learning achievement only from the assessment, not the process [3]. This fact has a tendency that students will be ambitious to get the best.

Academic integrity began to decline among students. Based on the results of previous studies, the loss of academic integrity is caused by internal and external factors. Internal factors are influenced by personal factors such as attitudes, while external factors are influenced by culture in the academic environment [4]. For example, if parents demand their children to get high grades, this can result in psychological disturbances for students because it will make students more value-oriented than the learning process. As a result,

students will do various ways to pursue achievements at the wishes of their parents. In other words, students are more focused on getting a high GPA. One of them is by cheating. Sneaking is a behavior that is often encountered in the learning process. This behavior is often ignored because it is considered trivial, but the habit of cheating is something very basic [5]. Starting from the habit of cheating, in the end it can spread to big academic cheating. As is well known, indications of academic cheating are not only carried out by students or researchers at the student level, but are also carried out by researchers at the doctoral level [6]. For this reason, it is necessary to cultivate academic integrity from an early age.

Integrity comes from the Latin "integer" which means complete, perfect, or whole [7]. In line with the above statement, The Oxford English Dictionary also states two categories to define integrity, the first is physical integrity which is an indivisible whole, such as the indivisible wholeness of body parts, and the second is moral integrity which is described as as a state of undisturbed morals, and is characterized by honesty, sincerity, and innocence [8]. In line with the above, Gallant & Drinan [9] also states that integrity means speech, wholeness, and coherence. According to Jiang et al. [10], academic integrity is defined as the expectation of the value of honesty, responsibility, professionalism. In line with the above, academic integrity is also expressed as a commitment to the following values; trust, honesty, fairness, responsiveness, respect. All of the values above are applied by the entire academic community in carrying out their respective duties and responsibilities [11]. In line with the opinion above, [12] states that academic integrity are moral principles that are applied in the academic environment, which are mainly related to honesty, justice, and truth. Kwong et al. [13] states that academic integrity is important in realizing the success of national education. In addition, with the discovery of many deviations from academic integrity, it is necessary to instill academic integrity from an early age. Thus, instilling self-integrity from an early age or at the academic stage is a preventive solution so that there are no deviations from the values of the code of ethics [12]. The opposite of academic integrity is academic cheating. To avoid academic cheating, academic integrity needs to be instilled in children from an early age, and continues to university. Higher education is an organization that has a special position in society and the global environment, meaning that failure of academic integrity in higher education can damage the institutional brand and credibility of the higher education system.

Based on the results of previous research, students agree that cheating is a violation of academic integrity and is an act that is not commendable because it is against the prevailing norms. However, the results of previous studies showed that students had committed 100% academic dishonesty. In line with the above, the main mission of higher education is to provide guidance to students so that in students a sense of responsibility is embedded in being able to uphold the values of academic integrity as the basis for behavior in society and for higher education. in general [14]. Students are future leaders who will play a role in various sectors of life. Thus, the academic integrity of students becomes important to study [15]. This study also aims to describe the academic integrity of students in grades A1–19 PGSD UPY. The increasing number of cases of academic cheating worldwide, which in turn is linked to the rapid growth of the higher education system, means that positive and negative perceptions of academic integrity can have a

significant impact on an institution's reputation. The problem of academic corruption that often appears in the mass media will damage the position of the institution and the academic community. In response to this, the government demands that universities respond to this. It is against this background that research on academic integrity is carried out.

2   Method

This research is a descriptive study and was conducted using a quantitative approach with the subjects of class A1–19 PGSD UPY students. The method used is a survey method using an academic integrity questionnaire distributed by google form. The integrity instrument used contains a statement with five dimensions, namely; dimensions of justice, honesty, responsiveness, trust, and respect using a Likert scale that has been modified into four choices to avoid respondents who are hesitant, because there is an alternative middle choice which results in a tendency for central answers. The data that has been obtained, then analyzed using descriptive statistical techniques.

3   Results and Discussions

The following table describes the average academic integrity scores obtained by students in grades A1–19 PGSD UPY.

Based on the Table 1, the average academic integrity value of class A1–19 PGSD UPY students is in the high category. The average score on the trust dimension is 65.98 which is included in the high category, while on the honesty dimension, the average score obtained is 68.75 which is included in the high category. The average score on the justice dimension is 77.35 which is included in the very high category. The average score on the responsiveness dimension is 70.34 which is included in the high category. The average score on the respect dimension is 73.86 which is in the high category.

In general, the most prominent dimension is the dimension of justice. This fact shows that there is fairness during the lecture process that is felt by students. This justice includes the fairness of the lecturers in not discriminating against students and giving equal treatment to all students, the transparency of values during the lecture process, and the fairness felt by students in expressing opinions in the learning process. Justice

Table 1. Description of the academic integrity scores of students in grades A1–19 PGSD UPY

No	Dimension	Mean Score	Category
1	Trust	65,98	High
2	Honesty	68,75	High
3	Fairness	77,35	Very high
4	Responsiveness	70,34	High
5	Respect	73,86	High

is indispensable in learning. This is in line with the results of research which states the need for justice and equality of opportunity in expressing opinions in learning [16]. It was explained that all students have the right to express their opinions freely and without restriction and also all students have the right to receive the same services in lectures.

Based on the data above, it is necessary to have a special emphasis on the dimensions of honesty and the dimensions of trust, because these two dimensions get a lower score. The first dimension that needs attention is the dimension of honesty. According to research from Chapman, et. al. [17], students already know that cheating is an act that violates morals. But students do it because according to students, cheating does not harm anyone, other reasons are denial of personal responsibility, denial of risk, selective morality, and the assumption that cheating is seen as a social norm [18].

Honesty cannot be taught only theoretically, but also needs to be implemented in students' daily lives. The dimensions of honesty which are part of academic integrity include; honesty in the process of learning, research, and inculcating the value of being honest with oneself. According to Cavico & Mujtaba [19], honesty is one of the important aspects that must be considered in learning, because honesty determines student success, in the value of honesty, students have to do the right thing and make the right decisions. Honesty is an important value that should be taught by every student in school, either through learning in the classroom and outside the classroom. Value planting Honesty is intended so that students understand the importance of values in every aspect of life. Honesty is capital. It is important for students to become the next generation of the nation in the future which will come. Honesty is one of the most valuable values in terms of life [20]. Instilling the value of honesty needs to be done as early as possible and starts from the student's closest environment, namely home and school. Thus, parents and teachers have a very important role in instilling the value of honesty in students. Because, without exemplary about the value of honesty in the personality of parents and lecturers, students will lose the reflection of personality that can make students a character with character in life [21]. Therefore, universities also need to uphold the value of honesty. For example, there is harmony between students and lecturers [22].

4 Conclusion

The conclusion of this research is the academic integrity of students in class A1–19 PGSD UPY is in the high category. The dimension of academic integrity that stands out in class A1–19 PGSD UPY is the dimension of justice. The dimensions of justice include fairness from lecturers in lectures, fairness or transparency in expressing opinions in lectures, as well as transparency in giving values. The dimensions that need to be improved are the dimensions of honesty and the dimensions of trust, because these two dimensions get low scores. The dimensions of honesty intended in this study include honesty in the lecture process, honesty in the research process, and inculcating the value of being honest with oneself. The dimension that needs to be improved is the dimension of trust, which includes communicating positive ideas freely without being limited, optimism in completing lectures independently or in groups.

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