

ACADEMIC DISHONESTY: HOW STUDENTS DO THE LEARNING ASSESSMENT AND PROJECT

Wiwit Sariasih¹ and Christy Tisnawijaya²

¹Universitas Pamulang, Tangerang, Indonesia, ✉ sariasihwiwit@gmail.com

²Universitas Pamulang, Tangerang, Indonesia, ✉ christy.tisnawijaya@gmail.com

Abstract

Academic dishonesty becomes a big concern for the lecturer when it is dealing with the assessment which is done by the students. The suspicious address to students whether they really do their assessment or have practice the act of dishonesty such as cheating or copying from other fellow students or resources. Thus the research was conducted to find out how students do their learning assessment and project. The research was conducted in descriptive design where the sample covers 156 students of English Department of Universitas Pamulang. The data was collected using questionnaire and was analyzed in descriptive statistic. The research found that the some students do not really know what sort of things which is classified as plagiarism or academic dishonesty. They think that taking the ETODA information from the internet is allowed. The act of kindness as helping the friend is another reason found in doing academic dishonest. The research also found that the students have done the act of academic dishonest often and have never been caught by the lecturer.

Key Words: Academic Dishonest, Language Assessment and Project.

Introduction

Academic dishonesty has long been an issue in educational world, especially in higher education that every university has different experienced in dealing with the case of academic dishonest. Every university and college has greater effort to prevent the academic misconduct as the high competitiveness in higher education to produce the high quality people. The regulation is designed in order to prevent the students to commit the academic dishonesty. The humble reason is the act of academic dishonesty will influence the value of the future leader and decision maker in this country. The importance of conducting the academic process in honest is also stated in Higher Educational Curriculum which is known as character building curriculum (KKNI). Thus, the teacher and lecturer have a duty to teach and shape up the character of the students as well.

The phenomenon of academic dishonesty is mostly in a form of cheating and copying other people or students work. The act of cheating and copying are mostly found during the semester test even in assignment given by the lecturer. These academic misconducts are very common that can be easily found in any level of students of any subject or study. The high competitiveness to get a better score among the students and the eagerness to complete the task or study in time become the main reason by the students to protect themselves from failure and shamefulness.

The problem of academic dishonesty is more serious nowadays since the case of cheating, copying and stealing the ideas has increased. Meanwhile, the lecturers awareness of the academic misconduct in their classes has lead them to be more suspicious to everything that students produce for assignment and final project. The punishment given by the lecturer is not the answer to the problem. Identifying the possible reasons that make students commit the academic dishonesty and create the prevention is much better rather than giving a strong punishment or threatening them.

The lecturer and campus authority should work together to minimize the academic misconduct which is usually found in students' classroom and take-home assignment, test, and final project or thesis. Thus, this research was conducted to identify 1) what sort of academic dishonesty that have been done by the students 2) why the students commit the academic dishonesty in conducting their learning assessment and project, and 3) what have the lecturer do to prevent students do the academic dishonesty. The result of this research will help the lecturer to prepare the better technique to prevent the practice of academic dishonesty by the students.

Related Literature

1. Academic Dishonesty

The desire to have a better performance in academic achievement is natural and understandable, thus the students will do anything; study hard, focus on their assignment and project, and prepared themselves before the exam. However, not all of students have the same way in order to get a high score. They tend to have a short cut and perform academic dishonesty in completing their assignment, project and test. The academic dishonesty is forbidden and besmirches the academic integrity of the university. Therefore, the lecturers are assigned to warn their students to avoid academic dishonesty and inform to them what kind of punishment that might be given to them if they do it. Unfortunately, not many students know exactly what can be categorized as academic dishonesty except cheating and copying others work. “Academic dishonesty includes “cheating,” “fraud,” and “plagiarism,” the theft of ideas and other forms of intellectual property—whether they are published or not” (Jones, 2011). Thus, any product of students’ assignment, project or test which is not their pure ideas will consider as academic dishonesty and open for accusation. “In short, academic dishonesty can be viewed as a range of deliberate, unacceptable behaviors that students use to gain an unfair advantage on tests and assignments” (Bricault, 2007). Submitting the work which is actually somebody else’s work is not an acceptable behavior and should be punish since this kind of behavior detriment the original author.

Concerning that the academic dishonesty such as cheating and copying or plagiarism will gives an adverse effect to the students, academic integrity of the university and the country in the future, the Indonesian government give a big concern toward this matter. The general director of higher education in Indonesian has stipulate the regulation to prevent the plagiarism in university and college which is stated in the regulation No.17 in 2010. This regulation indicates that the academic dishonesty or known as plagiarism is a serious problem.

The issue of academic dishonesty has encouraged the research to find out the attitude or behavior of the students in doing their exam, assignment and final project. Stogner, Miller and Marcum, C. D. (2012) in their study about the E-cheating found that 40 % of the students have admitted that they committed E-cheating. The development of technology in searching for the information has facilitated students to cheat. Hodges (2017) conducted the research the academic dishonesty in different level of students; freshmen, sophomore, junior and senior students. He found that the attitude in conducting academic dishonesty has no significance different of the students toward it. He suggests that academic dishonesty should be taken seriously since it can damage the reputation of the university itself. Mustapha and Nik Ali (2017) found that 54% of the students have admitted that they have ever conducted academic dishonesty even once in their study. Meanwhile, Ibrahimi, Hussein, Samat, Noordin and Daud (2013), and Naghdipour and Emeagwali (2013) have conducted the research to found out the students perception and justification in committing the academic dishonesty. Those studies have a purpose to have a better understanding towards students decisions in practicing academic dishonesty so the campus authority can design the plan to prevent it.

2. Learning Assessment and Project

The practice of academic dishonesty: cheating, fraud and plagiarism are mostly conducted by the students when they are assigned to do the assessment and project. The written test and assessment give the information about students’ achievement as well as assurance whether they really do it by themselves or by the ‘help’ form others. Assessment is the process of collecting information about students’ learning and performance (Bachman, 1990). To have a better result of assessment in learning, the teacher or lecturer should prepare the learning assessment that can give the exact information of students’ achievement. In other words, the assessment should be done by the students themselves. Brown (2004) states that the assessment given to the students can be classified into two types formative and summative assessment that need to be design that it really measure what the teacher wish to measure.

This study was aimed to investigate and to describe the assessment and project that given by the lecturer in assessing students’ progress and achievement. By describing the assessment and project the further information can be treasured; whether the assessment and project were made out of academic dishonesty or not.

Research Method

This study was conducted in descriptive design that use the questionnaire to find out the types of academic dishonesty that mostly done by the students. The respondents of the research were the English students (446 students) and lecturers (45 Lecturers) of Universitas Pamulang.. The questionnaire was design by adapting and modifying the questionnaire survey administered by Mustapha and Nik Ali (2017) and Ibrahimi, Hussein, Samat, Noordin and Daud (2013), and Naghdipour and Emeagwali (2013). The The

attitude of academic misconduct which was done by the students was interpreted into questionnaire in Likerts Scale measurement. The questionnaire was design in certain way that both the lecturers and the students felt comfortable since the response would be anonymous and confidential.

Data Analysis and Discussion

1. Demographic profile of Respondents

The respondents of this research were 446 students and 45 lecturers. The majority of respondents from the students party were female (81%) and only 19 % were male. From the lecturer side there were 78.6% female and 21.4 % were male. The respondent from students’ side were part-time worker to full time students. The clear description can be seen below

Table 1. Demographic file of respondents

Respondent	Profile	Description	Percentage (%)
Students	Gender	Male	81%
		Female	19%
	Part-time working	Yes	84 %
		No	16 %
	Year of Study	One	32.7%
		Two	15%
Three		15%	
Four		7.3%	
Teacher	Gender	Male	78.6%
		Female	21.4%
	Teaching Experience	≤ 5 years	39.3%
		5-10 Years	39.3%
		10-20 Years	21.4%

2. Types of Academic Dishonesty Conducted by the Students

Cheating and copying are common types of academic dishonesty which are known and done by the students even though there are many types of activities that can be classified as academic misconduct. Therefore the questionnaire required the respondents to admit the academic misconduct that they have ever done. The overall response is presented in table 2 below.

Among 10 types of the act that categorized as academic dishonesty, The majority of respondents admitted that they copy the answer from other students during the test (67.7%), give the answer to others during the test (65%) and copy the assignment and project of other students (58%). It is proved that cheating and copying are very common among the students. Just like the rumors among the lecturers, the students who were use the paper which is taken from the website, book, or journal and admitted as theirs were 45.6% which consider quite big. Meanwhile, copying several sentences or information from book, magazine, or other sources was only 21.2 % admitted that they have done it.

Table 2. Types of Academic Dishonesty

Types of Academic Dishonesty	Percentage
Copy or cheating the answer from other students during the test	67.7%
Have the answer key of the test	36.7%
Use a small notes during the test	34.2%
Give the answer to other students during the test	65%
Copy several sentences from the internet without quotation	33.6%
Use the paper which is taken from website, book, journal, or other sources	45.6%
Copy from other students’ assignment or project	58%
Copy several information or sentences from book, magazine, or other sources without quotation	21.2%
Work with other students in completing the individual task or assignment.	
Allow friend or other students to copy the task or assignment.	33.6%
	46.5%

The question about, what types of assessment that academic dishonesty mostly found give an interesting result. Table 3 shows that the academic dishonesty was mostly found in online assessment or in e-learning. The academic dishonesty was also found in students writing report project, take home assignment and classroom assessment. It indicates that the academic misconduct have a high possibility to be done by the students when the control from the lecturer is weak. The multiple test is a target for the occurrence of academic dishonesty, therefore the lecturer and administrator need to control and manage the classroom to prevent students cheat the answer.

Table 3. Academic Dishonesty Found in Learning Assessment and Project

Types of Assessment	Percentage
Take home assignment	17.4%
Classroom assignment	9.1%
Multiple choice test	13.4%
Essay test	7.9%
Writing report project	21.2%
Online assessment	31%

3. *Students Reason in Committing the Academic Dishonesty*

Finding out the types of academic dishonesty that have been done by the students is not enough because there are possibility that some factors that make the students commit it. Therefore, by describing the reasons behind their academic misconduct is necessary so the lecturer can anticipate or prevent students' academic dishonesty. There were 14 factors that might be the reason of why the students conducted the academic dishonesty as presented in table 4. The data shows that 48.2% respondents admitted that the difficulty of learning subject had pushed them to do academic dishonesty and the need to have a high score 20.8%. Meanwhile, only 2.7% of the respondents admitted that they got a pressure from other students to do academic dishonesty.

Table 4. The Reasons of the Students in commit Academic Dishonesty

Reasons	Percentage
Laziness	21.2%
No punishment	6.6%
The punishment is not greater	3.1%
Uncertain Ethic code	7.5%
The supervision during the test is not really strict	20.8%
The learning subject is difficult	57%
Need to have a high score	25.7%
Inadequate time	48.2%
To help the friend	18.6%
Because everybody copy from others' work	12.8 %
It is common among students	12.8%
Because the achievement is based on students long term memory	23%
Get the pressure from classmate	2.7%
No adequate information about academic dishonesty and the type of it	31.5%

4. *The Lecturer Effort to prevent the Act of Academic Dishonesty*

Since the academic dishonest is highly conducted by the students in making the assignment, project and test, thus the lecturer should do their best to prevent it. Informing the students about academic dishonesty is the first step that needs to be done by the lecturer besides designing the punishment. The efforts of lecturer to prevent academic dishonesty among students in doing the assignment, project and test are illustrated in table 4. The data shows that lecturers were kindly motivated to give the information about types of punishment (71.4%) rather than give the information about the definition and types of academic dishonesty (40.4%). Moreover, there were only 15.4 % of the lecturers who inform the students of how to avoid academic dishonesty.

Table 5. The Lecturers' Personal Effort to Prevent Academic Dishonesty

Efforts	Percentage
Give the information about academic dishonesty	40.4%
Inform the students about the type of punishment for the person who commit the academic dishonesty	71.4%
Inform the students of how to avoid academic dishonesty	15.4%
Zero tolerant for the perpetrator of academic dishonesty	35.8%

The result of the study, in general, shows that In general, the findings of this study were equal to what had been experienced by the lecturers. The most common types of academic misconduct in doing the assignment, project and test are cheating and copying other students' work or project. Even though the percentage of students who admitted copy or take the ideas or information from online sources, printed book and other sources is less than those who admitted cheat or copy the answer, it needs proper and further treatment so the amount of students who do that will not increase. It also proves that the persistent of lecturer in controlling and supervising students in conducting their assignment, project and test is very necessary. The fact that the lecturers are reluctant to give zero tolerant to the students who commit academic dishonest really need a big concern. The hesitation or insecurity to give proper and strong punishment will make the students feel and think that commit any types of academic dishonesty is acceptable. Therefore, the lecturers need to take full control so the students have no chance to do academic dishonesty. Jones (2011) suggests that the lecturer should encourage the students to apply academic integrity in doing their assignment, project and test.

The lecturers should also take a proper action as the response to the reason of why the students do academic dishonesty. First, the lecturer need to give adequate information about academic dishonesty and the act that can be categorized as academic misconduct and explain the punishment that would be given if they do it. Second, since the majority of the students admit that the difficulty of the subject, the lecturer need to apply appropriate teaching strategy that can assist students to understand and feel secure to answer any question. The act of cheating, copying others' work and being pressure to give an answer to the fiend might be originated from the perception that those are common and the lecturer do not really care of it. As McCabe and Trevino (1993) takes as its premise the concept of social justice in that it suggests that the perception of peers' behavior is the most influential variables of the dishonest conduct by students. Another influential factor of committing academic dishonesty is the need to have a high score for every subject. In this case the lecturers need to teach the students to recognize and accept their ability and capability. They also need to inform the students about the self-awareness and self-value in academic activity.

Conclusion

The conclusion of this study is; academic dishonesty, cheating and copying, indeed has been conducted by the students as a common behavior in teaching learning process. The greater effort need to be used to minimize even eliminate such unacceptable behavior. The lecturer and administrator need to record the document as prove that the students have committed academic dishonesty. Proper punishment should be design and inform to the students so they know the consequences that they faced when they do academic dishonesty. However, it is understandable that lack of control from the lecturer when the students made the assignment or have a test as most of the lecturer are female and have teaching experience 5-10 is quite bigger (39.3 %).

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