

Teachers' past academic dishonesty in their college

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Abstract

Academic dishonesty is always interesting to study in many institutions. Various previous studies have examined a lot of dishonesty in universities with different departments. This study examines how the experience of teachers currently teaching in educational institutions in Indonesia. Structured interviews were conducted on 9 teachers with different teaching backgrounds. The results of the study show that academic dishonesty has been carried out by the teacher in working on individual tasks, examinations in class and group assignments. They also reported that he had committed academic dishonesty while working on the thesis and when they signed the class attendance. This can be used as an evaluation material for universities to instill honesty values especially in the teacher training department.

Key words: *academic dishonesty; essay; axam; teacher.*

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Introduction

Indonesia is a country considered to be a developing one. This is due to many problems it has and they are not quickly resolved. They range from education, economy, social to human resources all of which are still difficult to handle by the government. In fact, human resource is one of the problems to form a basis of the nation's welfare considerations. According to the World Bank, human resource is an important factor in supporting the Indonesian economy. Thus, to produce qualified human resources, the role of education becomes very important.

Reported by *republika.com* as written by Ramadhani (2018), based on Human Capital Index (HCI) published by the World Bank Group in October 2018, Indonesia was ranked 87 of 157 countries. This proves that Indonesia still has many problems to be addressed as an effort to advance the welfare of its people. As stated earlier, this aim should be initiated by the improvement of the Indonesian education system.

The Indonesian education system implemented is based on Law number 20 of 2003 article 3 which explains the purpose of education, namely:

"To develop the potential of students to become human beings who believe in and have piety to the Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens "

Based on the Act, the essence of the education purpose is to lead to character education, especially to reach the goals of noble people. Hence, it needs to be understood that the teacher is not just responsible for encouraging students to get high grades or perfect in certain subjects, but also has to instill noble character values such as honesty, independence, responsibility, courtesy, love and so on. It is the real challenges to shape up the students' character. The academic achievement can be measured with a relatively shorter cognitive learning, but the measurement for the character includes many psychological components that must play a role, making the process is relatively longer. As an easy example, learning mathematics of multiplication topic is easier than getting the

students used to being able to stand in line and be honest.

Character education is more difficult and takes a relatively long time. For this aim, the method must be various and enjoyable to make it not too "imposing". One method for instilling character in children is by providing a model (modelling) (Suyitno, 2012). Modelling here means that all forms of teachers' behavior are expected to be a good example for all students both at home and at school, because their images remain inherent in any situation. For example, the way teachers talk, laugh, use words, maintain their tolerance, honesty and so forth.

The exemplary role of teacher has been regulated in the Law of the Republic of Indonesia number 14 of 2005 article 10 which enlists the required competencies of a teacher. It is a part of the personality competencies, and is explained in article 10 paragraph 1:

"Personality is a strong personal ability, noble, wise, and authoritative and to be an example for students"

Based on this competency, a good personality must be invested in their personality since they begin their study in college.

But in fact, at this time a lot of research on the problems of prospective teachers in college about personality competencies. Herdian & Lestari's (2018) study of academic dishonesty in prospective educators in the faculty of teacher training and education in the study program of early childhood education (PAUD) was found that students do academic dishonesty such as asking for answers, cheating, carrying cheats and searching for answers on the internet. This is done because the questions that came out during the exam were not studied or not in accordance with what was learned during the study, did not know the answers, did not understand the material that was delivered during the lecture and the learning was not optimal.

The problem of dishonesty is actually no longer a new problem in education and not even a personal problem of a country, dishonesty becomes a global problem. studies on academic dishonesty are widely studied in many countries including China (Bernardi, et al., 2008), Thailand (Thomas, 2017), Malaysia (Iberahim, 2013) Indonesia (Herdian, 2018), Singapore (Lim & See, 2001),

United Kingdom (Park, 2003), Sweden (Trost, 2009), Hong Kong (Chapman & Lupton, 2014) Germany (Sattler, Graeff, & Willen, 2013), Romania (Teodorescu & Andrei, 2009), New Zealand (Kuntz & Butler, 2014), Taiwan (Lin & Wen, 2007) and several countries in parts of Europe, America and Africa (Pupovac, Bilic-Zulle & Petrovecki, 2008; Vasconcelos, Leta, and Costa; 2009).

Based on the archipelago above, previous research examines how the dishonest behavior of prospective teachers today. So this study examines how the academic behavior of the teacher when sitting in college? The focus of the research is on academic behavior based on situations that are emphasized that students will commit dishonesty or honesty. The situation is divided into 3 situations, namely the work situation of individual assignments, class examinations, and group assignments. In addition, this study also examines other situations that allow honest behavior to be carried out by teachers when they are students.

Method

The study took 9 respondents working in education institutions, ranging from pre-school, elementary, junior high, and high schools. The profile of the respondents are displayed in table 1.

Based on table 1, the respondents are various in their age from the youngest of 23 years old to the most senior of 53. From their graduation time, RF is graduated the latest, in 2018, and IS is the earliest, in 1990. Few respondents did not provide information on their age and graduation time. The method of data collection is structured interviews with 8 items of questions. They were asked to answer according to their experience when they were college students. The data, then, are analyzed by categorization to be classified according to certain categories. A further analysis was conducted using an interactive analysis for qualitative data.

Tabel 1. Participant profile

No	Initial	Born in	Age	graduation year	Teacher for
1	LP	1981	38	2012	pre-scshool
2	Rf	1996	23	2018	elementary school
3	IS	1969	50	1990	elementary school
4	AS	1970	49	1991	elementary school
5	EN	1966	53	1998	Junior high school
6	RN	1982	37	2006	Junior high school
7	LD	1982	37	2005	High school
8	RL	1985	34	2008	High school
9	JL	<i>unknown</i>	<i>unknown</i>	<i>unknown</i>	High school

Result

Referring to the results of the structured interviews, the academic behavior of the respondents as students is presented in table 2. It shows that all of them experienced to do a certain academic dishonesty in individual assignments. Seven respondents did it when they had an exam. Eight of them undertook it in group assignments.

The dishonesties in the assignment include copying the answer from their peer's, taking the answer from Internet blog, and cheating.

In the exam, they asked their friend for answer using certain codes, hiding a small notes, mutual cheating for answer, and doing improper cooperation. In doing group work, the dishonesties are copying a module, not giving any contribution in the work, and only laying a name on the group's paper with nothing.

Table 2. Academic dishonesty based on tasks

inf	TASKS					
	Assignment		Exam		Group Work	
	Behaviour	Method	Behaviour	Method	Behaviour	Method
<i>p1</i>	dishonest	Copying data	dishonest	Asking via code	Dishonest	Copying modules
<i>p2</i>	dishonest	copying blog	honest	bringing notes in openbook test	Dishonest	Not contributing in group work, only joining the presentation..
<i>p3</i>	dishonest	Copying data	dishonest	Hiding notes	Dishonest	Not joining group discussion
<i>p4</i>	dishonest	Copying data	dishonest	Mutual copying the answer	Dishonest	Leaving the group with no permission.
<i>p5</i>	dishonest	Copying data	dishonest	Cheating	Dishonest	Only listing names, not giving contribution
<i>p6</i>	dishonest	cheating	dishonest	Hiding notes	Dishonest	Not enlisting the references
<i>p7</i>	dishonest	Copying data	honest	Focusing on my answer	Honest	Doing in team
<i>p8</i>	dishonest	Copying data	dishonest	Cheating	Dishonest	Only joining presentation
<i>p9</i>	dishonest	Copying data	dishonest	Hiding notes	Dishonest	Not participating in group work

The study also examined the academic dishonesty in other situations. It is the question about the attendance list. They reported that they asked their classmate to sign on their names in the list. In another time, they also made a fake sign for their friends. Another situation is the period of writing their thesis as the final task required to get a degree. The details on the situations are presented in table 3. In the first case, three respondents

asked their friends to fake their signature, meaning they did a fake attendance. Four of them confessed to have faked their mates' signature in the presence list. In the second case of thesis writing, four respondents conducted dishonesties in writing the task. It includes copying their friends' works, doing plagiarism from the Internet sources, not writing a thesis and having other person to write his/her thesis by purchase.

Table 3. Academic dishonesty in other situations

Inf	Behavior with attendance list		Academic list in thesis writing
	Asking friend to fake their signature	Falsifying the signature for their friends	
<i>p1</i>	No	No	honest
<i>p2</i>	No	Yes	honest
<i>p3</i>	No	No	Copying friends' work
<i>p4</i>	No	No	Plagiating internet sources
<i>p5</i>	No	No	I did not have to write a thesis
<i>p6</i>	No	Yes	honest
<i>p7</i>	Yes	Yes	honest
<i>p8</i>	Yes	Yes	honest
<i>p9</i>	Yes	No	Purchasing thesis from other

Discussion

The teacher should be a model figure from which the students can have a good example. Yet, their behavior could not be suddenly good. Their experience as college students have shown situations that plays an important role in taking action.

The findings in this study emphasize previous findings. The dishonesty is found in all departments, such as the Nursing Department (McCabe, 2009), Economics (Grimes & Rezek, 2005), Engineering (Carpenter, Harding, Montgomery & Steneck, 2001), pharmacy (Ip, Nguyen, Shah, Doroudgar & Bidwal, 2016; Henning, Ram, Malpas, Shulruf, Kelly & Hawken, 2013), Medicine (Kusnoor, falik, 2013; Henning , Ram, Malpas, Shulruf, Kelly & Hawken, 2013).

The academic dishonesty is done more commonly in working on individual tasks. All informants said that they undertook academic dishonesty in the task. The following is a quote from one of the informants;

“It is very difficult to use an original journal in practicum report. That is why I cited from a blog”
p1.

“Copying the assignment from my friend”
p4.

The respondent p4 said that academic dishonesty occurred because he had a difficult situation of working on practicum report. He also mentioned another form of academic dishonesty, i.e. copying the works from a friend.

Doing individual assignments is indeed very possible for the students to do academic dishonesty. This is due to the absence of direct supervision by the lecturer. A similar case was also proved in the previous study (Herdian & Na'imah: (2018), finding that the dishonesty was triggered by a lack of direct supervision.

The academic dishonesty in the exam in class is done in various ways as it is shown in the quotes below;

"bringin a note in the math exam, the logarithmic subject"
p5.

"Asking my friend with a code"
p1.

The academic dishonesty is carried out by hiding little notes at the time of the exam and helping each other to provide answers with special code. This study gives information on the special codes to use in the exam for sharing the answer. They are very secret and special, which may make the supervisors not aware of the cheating.

In group works, the academic dishonesty is in the form of not taking a role in the work, but still insisting to have their names in the submission. This is done so that the lecturers continue to believe that the names listed in the group are considered to participate in the process. The following is an informant's quote;

"Just enlisted my name, but didn't contribute to work"
p5.

The behavior is due to lack of motivational factors to work together. As the working is low, then the individual will do academic dishonesty to cover his/her low motivation. Anderman & Murdock (2011) argue that academic dishonesty, seen from a motivational perspective, many students report different motivational reasons for engaging in academic dishonesty behavior.

In other situations, the respondents did academic dishonesties in terms of class attendance. They claimed that they had asked his friend to falsify his signature when they were not present. In another time, as a feedback, they also reported to having falsified the attendance signatures for friends who could not attend the lecture.

It proves that the friendship between students is very influential on academic dishonesty behavior. This fact is referred by Griebeler (2017) as a form of friendship.

Another finding of this study is academic dishonesty in working on a thesis. Thesis is one of the final tasks of the study at the level of undergraduate education. The following is an excerpt of academic dishonesty when working on a thesis;

"I graduated, but not required to write a thesis"
p5.

"Purchase it from another. I did not write myself"
p9.

Based on the informant statements p5 and p9, the thesis was not done by themselves. Thesis is an assignment carried out by students individually, and it does not always get direct supervision. This allows the students to take academic dishonesty more freely than doing exams in class.

The results of this study provide information for all educational institutions, especially universities. Creating a honest character is quite difficult, even for the students studying in the teacher training department. In fact, they are expected to work at school in the future to be a good role model for their students.

Moral anxiety in dishonesty behavior

In terms of academic dishonesty, the individual as the perpetrator of academic dishonesty is a prospective teacher who internalized the values of positive character as teacher. They understand that dishonest behavior violates the values of being teacher should be. In this case psychoanalysis explains the phenomenon of moral anxiety that occurs in the process of academic dishonesty. Freud said that moral anxiety is interpreted by the feeling that their internalized values will be compromised. There is a fear of punishment such as guilt for

acting contrary to the values they hold (Hall, 1954).

The analysis procedure provides that the collected data be conceptualized in order to grasp the implicit meanings to which, in a specific context, the data itself refers. The conceptualizations that thus emerge are subdivided into categories and sub-categories, organized into a hierarchical system proceeded by successive degrees of abstraction (initial coding, theoretical coding, focused coding), until one or more central categories are identified. These coding phases, distinct from one another, define a process that recursively returns to refer to the data and to modify the previous conceptualizations, proceeding through a constant comparison method.

In line with this methodology, the present research has developed into two sub-phases: the first one involving the performance of five qualitative interviews conducted on the basis of a few simple stimulus questions. The analysis of the transcripts made it possible to identify the most relevant topics and to draw up a questionnaire (Sala, 2010) consisting of twelve questions and a data sheet for collecting data on the community and the respondent. The questionnaire was then used in twenty further interviews that formed the second sub-phase of the survey. Overall, 25 interviews were carried out.

The sample shows a substantial overlap between the two sexes (table 1) and a presence of operators between 46 and 55 years of age (table 2).

Conclusion

Academic dishonesty occurs in various majors in college. The teachers currently teaching in schools do not rule out the possibility of having committed the misbehavior as students. The situations triggering the dishonest behavior are working on individual tasks, doing a class examinations, and group assignments. The various ways of dishonesty include copying other's works, hiding small notes in the exam, and not contributing in the work group. Other

situations of academic dishonesty are in the attendance form, by asking their friend to fake their signature, and also falsifying the attendance for their friends as a form of

friendship. Another situation is also found in thesis writing by not writing it or purchasing a thesis and claiming to be their own.

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