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STUDENTS' ACADEMIC DISHONESTY IN DOING THE TASKS DURING ONLINE LEARNING AT VOCATIONAL SCHOOL

KECURANGAN AKADEMIK SISWA DALAM MEMBUAT TUGAS SELAMA PEMBELAJARAN ONLINE DI SEKOLAH KEJURUAN

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Abstract

This research is motivated by academic dishonesty committed by students in doing the tasks in e-learning while studying online at Pariaman Vocational High School. Participants in this study were students of class XI in Vocational High School using the purposive sampling method, totaling 58 students. The data were collected by researchers by observing student tasks documents in e-learning by grouping the types of academic dishonesty carried out by students. The researcher found 31 students who did academic dishonesty in doing the tasks during online learning. The results of this study indicate that academic fraud has the potential to occur in online learning in doing the tasks through e-learning in the form of cheating, plagiarism, deception, and fabrication.

Keywords : *Academic dishonesty, e-learning, online learning, tasks*

Abstrak

Penelitian ini dilatar belakangi oleh kecurangan akademik yang dilakukan oleh siswa dalam membuat tugas di e-learning selama belajar online di Sekolah Menengah Kejuruan Pariaman. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui jenis-jenis kecurangan akademik yang dilakukan siswa dalam membuat tugas selama belajar online. Participants dalam penelitian ini adalah siswa kelas XI di Sekolah Menengah Kejuruan yang menggunakan metode purposive sampling yang berjumlah 58 siswa. Data dikumpulkan oleh peneliti dengan cara observasi dokumen-dokumen tugas

siswa di e-learning dengan cara mengelompokkan jenis academic dishonesty yang dilakukan oleh siswa. Peneliti menemukan 31 siswa yang melakukan academic dishonesty dalam membuat tugas selama pembelajaran online. Hasil penelitian ini menunjukkan bahwa kecurangan akademik berpotensi terjadi pada pembelajaran online dalam membuat tugas melalui e-learning berupa cheating, plagiarism, deception dan fabrication.

Kata kunci : e-learning, kecurangan akademik, pembelajaran online, tugas

1. INTRODUCTION

Learning English before and after the COVID-19 pandemic represents a very different process. Face to face in schools in Indonesia has turned into an online learning process. Usually, English learning is taught face-to-face in schools, but at the end of 2019 the world was shocked by a new virus called the corona virus or known as COVID-19. With the spread of this virus in various parts of the world, including Indonesia, causing Large-Scale Restriction (LSR). Consequently Indonesia government made a policy to limit all activities outside the home. Like working from home, school learning is transferred to online learning. The teaching practices today especially during the COVID-19 outbreak, encouraged teachers and students to turn to online learning or conduct online classes from home utilizing the relevant technology tools (Melvina, Lengkanawati, Wirza, Alicia, & Yulmiati, 2021). It means that learning is currently taught online using learning media such as e-learning and others.

Online learning is a learning system between teachers and students but is carried out online using the internet network. In online learning, all face-to-face activities are transferred to online learning ; such as assignments, daily tests, mid term and final exams using E-Learning. Learning to use E-Learning can make it easier for students because it doesn't require a lot of internet quota. In E-Learning, students can send the task that have been given by the teacher. Unfortunately, in carrying out the task in online learning, academic dishonesty potentially happens among the students.

Academic dishonesty occurs during online learning, because all teaching and learning activities are carried out online starting from doing the tasks, daily tests, midterm exams, and final semester exams. Academic dishonesty, or more commonly known as cheating and plagiarism, has been a constant problem for years at all educational levels (Balbuena & Lamela, 2015). It means that academic dishonesty can occur at all levels of education, from elementary schools, junior high schools to high schools and colleges. Furthermore, academic dishonesty is behavior that benefits student dishonesty including, cheating, plagiarizing, and others related to academics. Activities like this are carried out by students at school. However, it is possible that online learning will occur. Academic dishonesty is the attempt of students to present the academic work of others as their own (Winardi, Mustikarini, & Anggraeni, 2017). In addition, academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. It can include: Plagiarism: The adoption or reproduction of ideas or words or statements of another person without due acknowledgment. Fabrication: The falsification of data, information, or citations in any formal academic exercise. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work. Cheating: Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment (Peterson, 2019).

Cheating is any action that violates the established rules governing the administration of a test or the completion of an assignment; any behavior that gives one student an unfair advantage over other students on a test or assignment; or any action that decreases the accuracy of the intended inferences arising from a student's performance on a test or assignment (Adzima, 2020).

Plagiarism is equated with kidnapping and defined as “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own (Ercegovac & Richardson, 2004). And other word, plagiarism is the act of taking or using words or sentences, ideas, opinions, works, data from other people’s work without mentioning or including sources properly and adequately in an academic activity (Bukhori & Darmu’in, 2019). Furthermore, Plagiarism: The adoption, or reproduction of, original creations of another author without due acknowledgment. Fabrication : The falsification of, data, information, or citations in any formal academic exercise. Deception : Providing false information to an instructor concerning a formal academic exercise. e.g. Giving a false excuse for missing a deadline or falsely claiming to have submitted work. Cheating: Any attempt to give or obtain assistance in a formal academic exercise such as examination, without due acknowledgment (Javed, 2019).

Students plagiarise in four main ways (Park, 2017) :

1. Stealing material from another source and passing it off as their own, e.g. (a) buying a paper from a research service, essay bank or term paper mill (either pre-written or specially written), (b) copying a whole paper from a source text without proper acknowledgement, (c) submitting another student’s work, with or without that student’s knowledge (e.g. by copying a computer disk).
2. Submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own.
3. Copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that the material has been paraphrased rather than directly quoted.
4. Paraphrasing material from one or more source texts without supplying appropriate documentation.

Task is as any structured language learning endeavor which has particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task (Desmayenni, Setiyadi, & Sukirlan, 2012). In additional, task is expected to make students interested more in doing the learning; thus, it will be more effective and efficient (Nugroho, 2017).

Online learning is a learning experience in synchronous or asynchronous settings using different devices such as mobile phones, laptops, etc, by using internet access. In the synchronous learning setting, students attend live lectures, have real-time interactions with lectures, and can get feedback directly. Whereas, in the asynchronous setting learning process available in different places and time and it makes instant feedback, as well as an immediate response, is not possible. Online learning is a kind of learning method that is conducted using the internet so teachers and students do not need to face-to-face in the learning process (Destianingsih & Satria, 2020). Furthermore, online learning is a learning environment that takes place over the Internet. Online learning is beneficial because it is instantly accessible and offers flexible scheduling. In this system, learners use Internet technology to communicate virtually with their teachers and fellow learners through E-mail, WhatsApp, Video conferencing, Instant messaging or using other tools. In other words to help teaching learning process during online learning teachers and students using media and internet connection in teaching learning process (Jena, 2020).

E-learning is an internet application that can connect between students and teachers in an online study room to overcome the limitations of time, space, conditions, and circumstances (Hoerunnisa, Suryani, & Efendi, 2019). So, e-learning is an application that is used in the online learning process that uses the internet network. Furthermore, E-learning can be accessed via computers and the Moodle application on mobile phones (Ulva, Kantun, 2019). It means that E-

Learning can be accessed using an internet network that can be opened via a computer or the Moodle application. So, that it can make it easier for students to learn online, where these students can follow learning anywhere and anytime. Moreover, E-learning is considered to be quite effective because it helps the teachers to build virtual classrooms in accordance with the conditions of learning in the classroom (Febrianto, Mas'udah, & Megasari, 2020). It means that e learning is one of the applications or media used by teachers in online learning using the internet network. E-learning can also be used to maximize the learning process even though it is carried out without face-to-face meetings.

In conclusion, to conduct research a researcher must know and find the purpose of what he will study, the research must have an important meaning for the researcher himself or for the readers who read it. So, in this research the researcher tries to achieve the following objectives, namely; want to find out academic dishonesty committed by students in doing the tasks and also researchers want to analyze academic dishonesty in doing the tasks during online learning. While the results of this study are expected to contribute to writers, readers, and other parties who need information in this research.

2. METHOD

This research was a kind of qualitative research. Qualitative research is a way of learning about social reality (Notoatmodjo, 2014). This research describe about phenomena. In additional, qualitative research is a research that use descriptive nature to analysis, the theoretical basic use theory from experts as a guide to focus in the research (Frankel & Devers, 2000). It can said that the theoretical basis of the research is descriptive to analyze, the theoretical basis of research that uses expert theory as a guide to focus research.

In this research, the researcher uses a document checklist as one of the instruments during this research. Document as files, statical records, official process records, and drawings (Ahmed, 2010). This document uses to view, describe and analyze students' academic dishonesty in doing the task during online learning. The checklist is a values tool to confirm the essential elements of a qualitative study for emergent scholars and beyond. The checklist is a valuable tool to confirm the essential elements of qualitative study for emergent scholars and beyond (Frels, Sharma, Onwuegbuzie, Leech, & Stark, 2011). Interviews are also used to get to know the interviewer better, the purpose of knowing it varies according to the research question and the perspective of the research discipline (DiCicco-Bloom & Crabtree, 2006). After the researcher collect the data, the next step is data analysis based on instrumentation given. According to (Gay, L.R., Airasian, Peter W., Mills, 2012) one way to proceed with analysis is to follow four iterative, or repeating, steps: reading/ memoing, describing, classifying and interpreting research data.

3. FINDING AND DISCUSSION

Based on the results of the document checklist and interviews, researcher describe academic dishonesty in doing the tasks during online learning.

1. Cheating

The researcher found that students cheated in doing the task during online learning. There are 5 students who cheated on the opinion task, 1 student who cheated on the phone message task 1, 1 person who cheated on the phone message task 2, and 13 people who cheated on the invitation task 2. For more details, see the appendix.

2. Plagiarism

The researcher found students' academic dishonesty in doing the task during online learning. There are 3 students who plagiarize on the opinion task, 1 student who plagiarizes on the 1 phone message task 1, 1 student who plagiarizes the phone message task 2, and 6 students who plagiarize the invitation task 2. More details can be seen in the appendix.

3. Deception,

The researcher found that students committed deception in doing the task during online learning. There are 2 students who deception on the opinion task, 1 student who deception on the phone message task 1, 9 students who deception on the phone message task 2, 7 students who deception on the invitation 1 task, and 2 students who deception on the assignment invitation 2. More details can be seen in the appendix.

4. Fabrication

Students do not do fabrication in doing tasks. Because student's tasks do not use data in the form of research or experiment results, graphs, and others. However, student assignments contain the material understanding of opinions, simple phone messages, and formal letters that will be applied during industrial work practices or internships.

4. CONCLUSION

Academic dishonesty might occur during online learning in doing the tasks. Students work on the tasks during online learning through E-learning. It was found committed students' on their tasks in the form of cheating, plagiarism, deception, and fabrication. It is also mentioned in online learning that academic vulnerabilities occur. This research contains information about academic dishonesty in doing the tasks during online learning. Researchers expect teachers to be aware of academic cheating committed by students in doing the tasks during online learning. In addition, by reading this research, the researcher recommends the next researcher to learn more about academic dishonesty because this research is not perfect research.

The results of this research, it is recommended for English teachers who teach during online learning to explain the purpose of the task given so that students can answer questions from the tasks given by the teacher easily. For this reason, the government can provide a policy to allow face-to-face teaching and learning processes but still comply with health protocols. so that the objectives of the learning provided by the teacher are achieved. Then, students must be more creative in understanding the purpose of the task given by the teacher so that students can easily answer the tasks given by the teacher. For E-learning system, it should be taught to teacher in making questions in E-learning and will be displayed randomly in students' E-learning, so that task number for each student is random, so that students' academic dishonesty will be reduced.

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