FIVE IMPORTANT TIPS TO HELP NOVICE
ATHLETES IN SPORTS CONFIDENCE

Turmeric & Coffee
The Suprising Ingredient Generating Short-Pulsed Laser

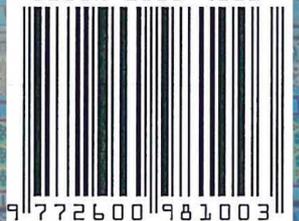# EMAIL CARBON FOOTPRINT
A SOURCE FOR GREENHOUSE GASES EMISSIONS

Creating Happiness
IN WORK AND LIFE IN SOCIETY: A RELIGIOS PERSPECTIVE

Teknik Pengucapan

BARACK OBAMA

Academic dishonesty refers to any behavior that undermines the integrity of the academic process, such as plagiarism, cheating, and data fabrication (Holden et al., 2021). One of the main challenges in clearly defining academic dishonesty is the existence of numerous cheating behaviors. Academic dishonesty can range from using concealed notes during a closed-book exam to copying a friend's assignment or even hiring third-party companies to write papers, prepare case reports, or obtain past versions of exams (Mukhtar et al., 2020).

However, academic integrity discussions often revolve around the topic of plagiarism, and text-matching software is currently the most widely used technique to address academic integrity concerns. Other threats to academic integrity are often overshadowed (Gamage et al., 2020).

Using ChatGPT to generate responses without proper citation or attribution could be considered a form of plagiarism, which is a type of academic dishonesty. When students utilize ChatGPT for academic purposes, they must ensure that the information is properly cited and acknowledged to avoid plagiarism. ChatGPT should be used by students as a complement to their studies and learning rather than as their primary source of information. It is essential to thoroughly analyze the material provided by ChatGPT and cross-check it with other sources before using it for academic purpoases. Consequently, ensuring that their work is unique and adheres to the institution's ethical standards is critical. If students are uncertain about how to use ChatGPT for academic purposes, they should seek assistance from their instructors and academic advisers.

However, ChatGPT can be a helpful tool for students in several ways when it comes to completing assignments. Here are a few ways ChatGPT can be useful:

Providing information and explanations: Particularly when students fail to comprehend a concept or need clarification on a topic, ChatGPT can offer information and explanations to aid comprehension. **Generating ideas:** If students are stuck on a writing project or need assistance brainstorming ideas, ChatGPT can provide prompts and recommendations to help stimulate their creativity. **Offering alternative viewpoints**: ChatGPT can present students with different viewpoints on a topic or issue that they may not have explored previously. This can help students think critically and gain a more comprehensive understanding of the subject. **Grammar and spelling checking:** ChatGPT can be used to check grammar and spelling in writing tasks. Simply enter content into ChatGPT to receive recommendations and edits.

While ChatGPT can be a useful tool, it should not serve as the primary source of information for students' tasks. Before using ChatGPT for academic purposes, it is vital to thoroughly evaluate the information provided by ChatGPT and cross-check it with other sources. Additionally, it is always a good idea to seek advice from lecturers or academic advisors on how to use ChatGPT effectively.

Gamage, K. A. A., de Silva, E. K., & Gunawardhana, N. (2020). Online delivery and assessment during COVID-19: Safeguarding academic integrity. Education Sciences, 10(11), 1–24. https://doi.org/10.3390/educsci10110301

Holden, O. L., Norris, M. E., & Kuhlmeier, V. A. (2021). Academic Integrity in Online Assessment: A Research Review. In Frontiers in Education (Vol. 6). Frontiers Media S.A. https://doi.org/10.3389/feduc.2021.639814

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. Pakistan Journal of Medical Sciences, 36(COVID19-S4), S27–S31. https://doi.org/10.12669/pjms.36.COVID19-S4.2785

Bukan Kerana Khuatir

Fadli Fizari Abu Hassan Asari dan Azlina Mat Saad
Fakulti Pengurusan dan Perniagaan, UiTM Cawangan Perlis
Emel Koresponden: fizari754@uitm.edu.my

Bukan khuatir mengharung badai dan ombak
Cuma layar sedikit koyak dan sang kemudi terasa sesak
Dek bayu yang menghembus kuat
Dek mentari yang memerah keringat

Mungkinkah perlu untuk beristirehat bukan sekadar sejenak?
Malahan berjenak-jenak?
Kembali menyusun langkah dan merentak tari
Agar berdirinya sama tinggi, duduknya tiada yang mengeluh sendi

Tapi adakalanya… hajat dihati tak pernah terjadi
Duduk tersepit kaku dicelah mimpi dan realiti
Tak ku kayuh, risau hanyut dibawa arus gelombang
Nak ku kayuh, kudrat pula menjadi batu penghalang

Nah… jadi apa perluku buat sekarang?
Bila disoal hati, hati bilang tanya pada akal
Bila ditanya akal, akal bilang rujuk pada sendi
Bila dirujuk sendi, sendi pula tersimpul rapi

Bingung aku bingung!

Sedar-sedar… aku hanya berteman sendiri
Tiada lagi bayu yang menghembus kuat
Tiada lagi mentari yang memerah keringat
Hanya aku, kayuhku, kolekku dan lautan ini

Rupanya… diri ini masih lagi ingin ke daratan sana
Ku ambil semula kayuh dan ku tetapkan kembali haluannya
Biar kayuhnya pelan, tapi akhirnya merapat ke tebing di hujung hari
Kerana lautan yang terbentang luas bukan akhirnya di sini

Tapi entahlah…
Ini sekadar luahan insan kecil di tengah lautan sepi
Akulah nakhoda, aku jugalah anak kapalnya
Ada kalanya berbasa-basi, selalunya membungkam diri