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Teknik Pengucapan

# BARACK OBAMA

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# ACADEMIC DISHONESTY

## *among Universities Students*

The Post Covid 19 Situation

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Academic dishonesty has worsened as most universities have been compelled to make transitions into full online modes of instruction because of the COVID-19 epidemic. (Gamage et al., 2020; Holden et al., 2021). A major problem that poses serious concerns across all online courses, is the issue of online examinations (Bilen & Matros, 2021).

In general, by conducting online testing, it will provide more opportunities for students to cheat rather than face to face test, live-proctored classroom environments, with the main concerns being student collaboration and the use of prohibited resources during the exam (Holden et al., 2021). The implementation of new assessment methods has created an unfamiliar and difficult situation that makes it very difficult to maintain high standards of academic integrity (Janke et al., 2021). Some lecturers use unsupervised online assessments, increasing opportunities for cheating and making cases of cheating harder to spot (Bilen & Matros, 2021). The level of oversight and accountability often lags and triggers situations apt for cheating mostly due to the lack of clear policies from universities and/or the lack of technical skills, proctoring tools, and motivation to use these tools (Goff et al., 2020).

There are numerous ways to cheat, some of which are unique to the online course environment and others that can also be found in in-person courses. For example, downloading research papers from the internet and claiming them as one's own work, using materials without permission during an online exam, communicating with other students through the internet to obtain answers, or having another person complete an online exam or assignment rather than the student who is submitting the work. These are examples of academic dishonesty (Holden et al., 2021). Imitation, test item leaking, and the use of unauthorized resources such as surfing the internet, talking with others via a message system, purchasing answers from others, accessing local or external storage on their computer, or physically reading a book or notes (Holden et al., 2021).

The increase in academic fraud reported by (Goff et al., 2020) is considered a "trend". Threatens to create an unfair system in which cheaters are given higher grades than those who do not cheat, thereby encouraging otherwise honest students to cheat (Bilen & Matros, 2021). The rise of academic fraud and online assessment not only facilitates cheating and encourages honest student cheating (Bilen & Matros, 2021; Goff et al., 2020), it is also expected

to lead to destabilization. It devalues college education among college graduates (Goff et al., 2020). If the grades received by students do not accurately reflect their knowledge and skills, the reputation and credibility of the university will likely be adversely affected (Goff et al., 2020; Holden et al., 2021). Cheating will therefore remain an essential feature of online education for years to come (Holden et al., 2021).

There will be widespread cheating on online tests in the future semester if no action is done. Students have a lot to gain while the chances of being caught with clear proof are almost zero. Using online proctoring services that involve the use of a webcam is one poor answer to the problem of cheating. We feel that online cheating can never be completely identified, thus we advise instructors to avoid curving marks to avoid punishing honest students (Bilen & Matros, 2021).

The negative results are expected to have a negative influence at the workplace (Goff et al., 2020) and on society since cheating "creates a mentality deprived of life satisfaction via hard effort as well as incentives to live a dishonest life after college" (von Jena, 2020). Several studies have discovered a link between the issue of cheating in college and unethical workplace activities (Chala, 2021). For example, the tendency to cheat at work was strongly connected to the frequency of cheating in college (Mulisa & Ebessa, 2021). As a result, there is a link between unethical employment behaviour and student academic dishonesty.

To conclude, academic dishonesty not just affected the ethical conduct of the doers but also the honest students who work hard to obtain decent results in their studies. In addition, students who are getting used to being dishonest in the academic world are portraying the immoral behaviour they will adopt in a real-life environment including the future workplace. As Albert Einstein judiciously stated, "Whoever is careless with the truth in small matters cannot be trusted in important affairs."

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