STUDENTS' PERCEPTION ON ACADEMIC HONESTY

IN TASKS COMPLETION

THESIS

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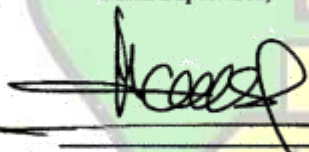
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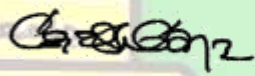NIM. 150203211
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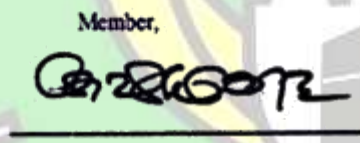In Darussalam, Banda Aceh

Board of Examiners,

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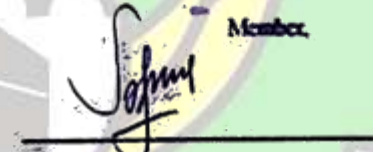Dr. Muhammad A.R, M.Ed   Ikhwanna Dhivah, S.Pd

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Students' Perception on Academic Honesty in Tasks Completion

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 6 Agustus 2020

Saya yang membuat surat pernyataan,

Neli Irnanda Sari

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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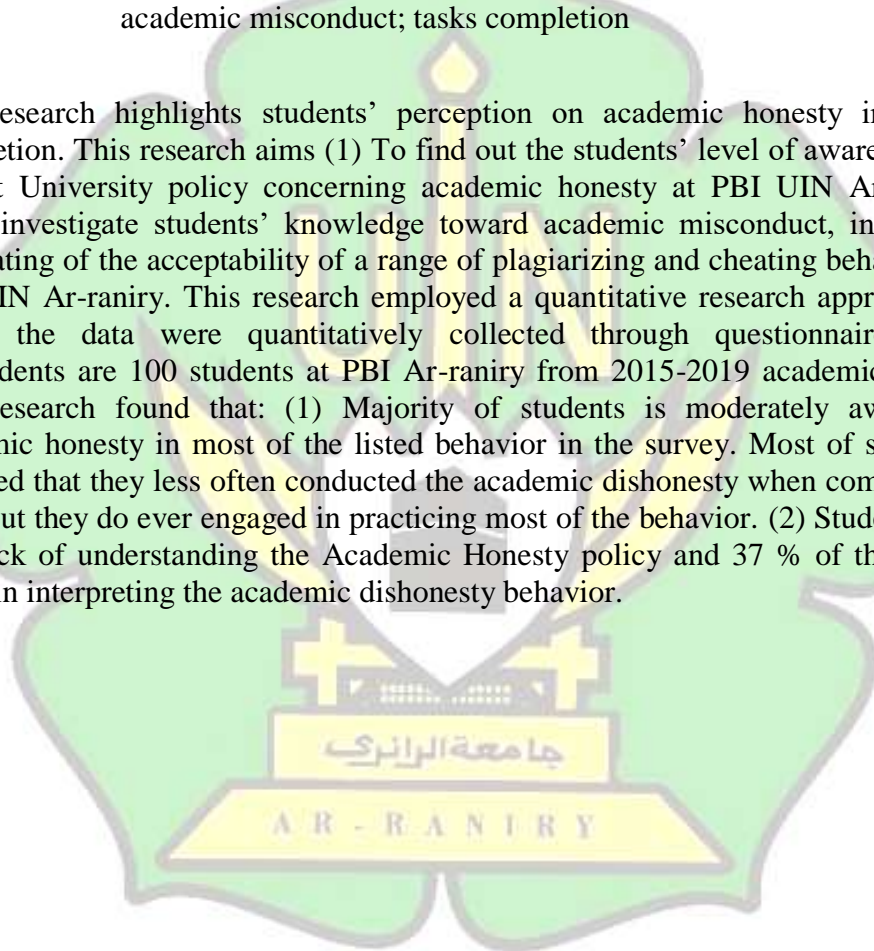Banda Aceh, August 6th, 2020

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ABSTRACT

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Thesis title   : Students' Perception on Academic Honesty in Tasks Completion
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Keywords   : academic honesty; student's perception; academic dishonesty;
                   academic misconduct; tasks completion

This research highlights students' perception on academic honesty in tasks completion. This research aims (1) To find out the students' level of awareness of current University policy concerning academic honesty at PBI UIN Ar-raniry (2)To investigate students' knowledge toward academic misconduct, including their rating of the acceptability of a range of plagiarizing and cheating behavior at PBI UIN Ar-raniry. This research employed a quantitative research approach in which the data were quantitatively collected through questionnaire. The respondents are 100 students at PBI Ar-raniry from 2015-2019 academic years. This research found that: (1) Majority of students is moderately aware of academic honesty in most of the listed behavior in the survey. Most of students admitted that they less often conducted the academic dishonesty when completing tasks but they do ever engaged in practicing most of the behavior. (2) Students are still lack of understanding the Academic Honesty policy and 37 % of them are failed in interpreting the academic dishonesty behavior.

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CHAPTER I

INTRODUCTION

A. Background of study

Assessment is used to evaluate student's learning progress at the degree program of the university. Normally, the students are given some tests to measure their ability and knowledge of what they have learned, both in the oral and written test. In the written test, students have more free space to accomplish the test and to make it perfect which often leads them to do more fraud as the only solution for achieving a high grade. Those behaviors are classified as a violation of academic honesty.

De Lambert, Ellen, and Taylor (2006) define academic honesty as "the submission of work for assessment that has been produced by the student who will be awarded credit, and which demonstrates the student's knowledge and understanding of the content or processes being assessed" (p. 485). The term of academic honesty is seemed to be a source of confusion for students. However, Academic dishonesty as the extensive range of this study has been defined in more complex ways. "Academic dishonesty or academic misconduct can be viewed as a range of deliberate, unacceptable behaviors that students use to gain an unfair advantage on tests and assignments" (Bricault, 2007, p. 15). Another study of Educational Testing Service (ETS) (1999) as cited in Hodges(2017) reported that a common definition of academic dishonesty includes students' claim

that another student's work as their own. This definition is related to plagiarism which is known as one of academic dishonesty behavior

Moreover, some researchers have classified behaviors of academic dishonesty. According to Comas–Forgas, Sureda-Negre, and Salva-Mut (2010), actions of academic dishonesty consist of cheating, collaborating on doing assignments that require individual work, plagiarizing other ideas without proper attribution, copying and fabricating another work and purchasing assignments. Those behaviors are classified in the same way by Hodges (2017) which is "paying another individual to do the assignment, buying a class assigned term paper, obtaining exam questions prior to the date of an examination, or copying the completed work of another student" (p. 12)are the forms of academic dishonesty.

There are some reasons causing students' practice academic dishonesty. Owunwanne, Rustagi, and Dada (2010) demonstrated one major reason encourages students involved in academic dishonesty, that is due to the emphasis of students on higher grades for impressive transcripts, scholarship opportunities, and possible Graduate assistantships. On the other hand,those behaviors have also occurred commonly regarding the cultural background of the students themselves (Bamford&Sergiou, 2005). However, the culture of managing the task with obeying academic honesty regulation does not always exist in Indonesia. Some universities are not clear about the rule and procedures of the policy and whether the students get informed about it. Fridani and Yusnita (2018) conducted a study of student's belief of academic integrity in Jakarta and found that 45% of 322

university students of various faculties were hard to express their ideas regarding the knowledge of this issue because they never get in-depth information about academic honesty during college. On the other hand, the study was done by Agustina and Raharjo (2017) asked for select common forms of plagiarism, and it showed that "most of the respondents understood that taking written sources from the internet, tried to change all the words but failing to give references; copying their friends' written report and rewriting it without proper references to the original sources were two other common forms of plagiarism they did to finish their tasks or homework" (p. 266). In the same meaning, the students have already known and been aware of what's plagiarism covered as the form of dishonesty behavior.

Additionally, Pecorari (2008) said that the reason why students conducting plagiarism is because of their lack of understanding of the language, in this case, English language and reading comprehension ability of students. In other words, students plagiarized because of their incompetence in the language as well as unwillingness to cite and paraphrase properly.

Due to the study's findings, this research will be conducted for the students of the English Department who learn English as the second language which is known that their understanding of the language itself is still at the low level and often lead them to plagiarize. Therefore, this study will focus on investigating students' awareness and knowledge of academic honesty in task management.

B. Research Question

To make clear of the problem, this study proposes the following research questions:

1. What is the student's level of awareness regarding academic honesty in tasks completion at PBI UIN Ar-Raniry?

2. What is the student's knowledge about academic honesty issues in terms of tasks management at PBI UIN Ar-Raniry?

C. Research Aims

The aims of this study include:

1. To find out the students' level of awareness of current University policy concerning academic honesty at PBI UIN Ar-Raniry.

2. To investigate students' knowledge toward academic misconduct, including their rating of the acceptability of a range of plagiarizing and cheating behavior at PBI UIN Ar-Raniry.

D. Significance

The findings of the study will offer the benefits for the lecture and students in the academic policy considering that Academic dishonesty has become a common issue happening in academic work, however, this problem is paid little attention to its practice. This study is expected to help lecturers applying and warning academic honesty appropriately for the students regarding their knowledge of the policy. Therefore, students who get warned of the policy will

pay more attention to the rules. In other words, they will be encouraged to avoid mistaken behavior and obey the academic honesty policy.

E. Terminologies

As the purposes of this study, some important terms and concepts are defined as follows:

1. Perception

In the Cambridge dictionary, "Perception means a belief or opinion, often held by many people based on how things seem". Moreover, according to Wade and Travis (2007) perception refers to a process by which one knows and interprets their sensory impression in order to give meaning to the information. Wagner Hollenbeck (1995) as cited in Spaulding (2009), perception is the action that one select, organize, store, and interpret the information gathered from the sense.

Based on the definition above, this study focuses on investigating students' perceptions, beliefs, and knowledge toward Academic Honesty in tasks completion.

2. Academic Honesty

De Lambert et al (2006) explain academic honesty as students working on an assessment that requires their knowledge and analysis of what being assessed to be awarded scores. Turner and Beemsterboer's (2003), Stone Cypher, and Willson's (2014) study as cited by Fridani, and Yasnita (2018) described academic integrity as the diffused honesty in all academic work.

The researcher used the term of academic honesty as the same meaning of academic integrity, and academic dishonesty is used in the meaning of academic misconduct.

In this research, the meaning of academic honesty is the student's behavior on task completion to demonstrate their knowledge and understanding of the subject matter which is reflected in their score.

3. Tasks completion

Nunan (1989, as cited in Mao, 2012) defines *Task* as a "piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on the form"(p. 10).

Moreover, according to Merriam Webster Dictionary, *Tasks* are defined as "a usually assigned piece of work often to be finished within a certain time" or "something hard or unpleasant that has to be done" and *Completion* means "the act or process of completing". From the definition above, it can be concluded that tasks completion is the action of students to complete a particular work in a specific limited time.

In this research, the meaning of tasks completion refers to the action of students in completing a set of assignments given by the lecturer that has to be done in a specific limitation time in order to be awarded credit.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of literature and research that has been conducted on the topic of academic honesty among students when completing their tasks. The chapter begins with a discussion of the definition of academic honesty. The literature on various academically dishonest behaviors is also examined. Moreover, much of the studies have done on exploring factors that encourage students to practice academic dishonesty. Additionally, the chapter will discuss tasks completion in language class and terms of academic honesty in tasks completion. All of those points will be discussed in this chapter.

A. Concept of Academic Dishonesty

1. Definition of AcademicDishonesty

Academic dishonesty is the act of doing academic work that considers out of academically honest. It is considered as doing fraud on academic honesty. De Lambert et al. (2006) define academic honesty as "the submission of work for assessment that has been produced by the student who will be awarded credit, and which demonstrates the student's knowledge and understanding of the content or processes being assessed" (p. 485). In other words, when one did or contributed dishonest acts related to academic activities, such as teaching, learning, or research and it occurred not only for the students but also all of those who

involved in an academic environment, it is defined as academic dishonesty (Whitley & Keith-Spiegel, 2002).

Students in completing work are required to do it independently and must appropriately cite any outside sources of information they mention in their work."When students misrepresent the words of another as one's own, regardless of the circumstances, they are performing dishonestly" (Simpson, 2016. p. 112).

Furthermore, Academic dishonesty has been defined in terms of a range of unacceptable, deliberate, dishonest activities that a student uses to gain an advantage in classroom assignments or testing activities. Bricault (2007) states that "Academic dishonesty or academic misconduct can be viewed as a range of deliberate, unacceptable behaviors that students use to gain an unfair advantage on tests, and assignments" (p. 15). Additionally, Hard, Conway, and Moran (2006) also define academic dishonesty asproviding or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations (cheating); and presenting, as one's own, the ideas, or words of another person or persons for academic evaluation without proper acknowledgment (plagiarism).

From the explanation above, it means that the academic dishonesty is important to be understood. The term might be debated among students and all of the staff in the institutions since the policy is not clearly promoted by the institution itself. However, understanding what the policy covered in general is necessary to be learned. By performing academic honesty and academic integrity,

individuals show responsibility in their work. On the contrary, academic dishonesty and academic misconduct can create an unfair academic disadvantage for oneself or other people in the community.Other scholars (Kenny, 2007; Woith, Jenkins, Kerber, 2012) report that there is a positive correlation between academic misconduct and future ethical professional behavior. It means that individuals who used to conduct any action or attempted action which disadvantages other people usually would perform unethical behavior in their works. Therefore, exploring the student's perception of this policy is needed in order to know how far their understanding of doing dishonest behavior, thus, whether they are aware of doing it.

2.   Types of Academic Dishonesty Behavior

The common types of academic dishonesty behavior often associated with plagiarism and cheating behavior (Nuss, 1988, as cited in Tagane et al., 2018). This is relevant to the study of Educational Testing Service (ETS) (1999) as cited in Hodges(2017) that reported academic dishonesty includes students' claim that another student's work as their own. This definition is known as plagiarism behavior. Another study by Pavela(1978, as cited in Whitley & Keith-Spiegel, 2002) also suggests four components that comprise academic dishonesty. These components include cheating, plagiarism,fabrication, and facilitating academic dishonesty. Still, the most obvious behaviors are cheating and plagiarism. While Fabrication means the deliberate inclusion of any false information or quotation. For example, padding references in a paper or fabricating experiment results. Facilitating academic dishonesty involves deliberately assisting others involved in

dishonest activities. Moreover, Whitley and Keith-Spiegel (2002) also argue that misrepresentation could be added to the types of academic dishonesty. They have indicated that misrepresentation involves the act of giving false information regarding academic exercise by students. Examples of this include intentionally lying about submitting anassignment or providing a false excuse to skip a test.

Accordingly, Comas–Forgaset al. (2010) classifies actions of academic dishonesty consist of cheating, collaborating on doing assignments that require individual work, plagiarizing other ideas without proper attribution, copying and fabricating another work and purchasing assignments. Similarly, Hughes, Julia, and McCabe (2006, as cited in Rahman&Waheed, 2014) state that many activities such as cheating (seeking help from peers) on examination, copying another student assignment, plagiarism, collaborating with others on individual assignments and using unauthorized material during examination are the form of academic dishonesty behaviors.

Based on the researchers' opinions above, as the purpose of this study, the researcher outlined 4 components like the form of academic honesty engaged by students in task completion which can be broadly classified as follows:

a. **Plagiarism**

The word "plagiarism" means "the act of using another person's work or ideas without giving credit to that person" (Merriam-Webster dictionary, 2015). In other words, according to Pavela (1978, as cited in Whitley & Keith-Spiegel, 2002), the word plagiarism refers to deliberate adoption or reproduction of

another as one's own, it may be a form of ideas, words, or statements without acknowledgment.

The scope of plagiarism in an academic institution is higher than in other fields. In academics, plagiarism involves many activities, According to Park (2003), students are involved in plagiarism activities in the following four main ways:

1) "Stealing material from another source and passing it off as their own for example:
    i. Buying a paper from a research service, essay bank or term paper mill (either pre-written or specially written),
    ii. Copying a whole paper from a source text without proper acknowledgment,
    iii. 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 categories academic dishonesty as Normal part of life" (Park, 2003, p. 475).

b. Cheating

According to Robinson et al. (2004), Cheating is an attempt to use illegal means or to use resources, data or some kind of study aid to gain academic credit.

There are five types of cheating, it involves (Mellar et al.,2018):

1) "Copying from the work of other students
2) Receiving hints from other students
3) Copying from materials (on paper, on a mobile device, etc).
4) Using a device with headphones to receive assistance from someone outside the room
5) Giving an excuse to leave the exam room temporarily, and then gaining access to outside help" (Mellar et el.,2018, p. 11).

c. Multiple submission

According to Virginia Tech (n.d), multiple submissions mean the submission for getting credit without authorization from the educator who getting the work-of generous portions of any work (eg. oral reports) recently submitted for credit at any scholastic organization or things related.

Example of multiple submission includes:

1) "Submitting the same paper for credit in more than one course in the same semester without the instructor's permission.
2) Making revision in a paper or report (including oral presentations) that has been submitted and graded in a previous semester and, without the instructor's permission, submitting it for credit in another course.
3) Representing group work produced in one course as one's own work and using it in another course.
4) Submitting in a course being repeated the same paper, work, or assignment produced during original enrollment in the course" (Virginia Tech, n.d).

d. Collusion

Collusion is the act of collaborating with someone else on anassessment exercise which is intended to be wholly your own work, or the act of assisting someone else to commit plagiarism' (Maguire, 2003).

The term collusion brings such confusion to be understood. The reason for this confusion is discussed by Culwin and Naylor (1995, cited in Culwin and Lancaster n.d) that is due to failure to differentiate between collaboration and collusion. Collaboration is acceptable but Collusion is unacceptable acts.

The understanding of what is being assumed as accepted practices, it further classified as:
1) "Talking about books or lecturer with another student
2) Comparing essays and feedback after the assignment has been marked
3) Working in the library together

4) Including ideas that another student expressed in the seminar, including a reference and in text-citation

However, it will become unacceptable (Collusions), when

1) Writing an essay structure with another student for work that is submitted individually
2) Asking another student to edit your work
3) Rewriting a friends conclusion for them so that can submit in on time
4) Showing another student your essay before the assignment is due" ("Avoiding Collusion", n.d).

3. Understanding of Academic Dishonesty at PBI Ar-Raniry

The problem of academic dishonesty doesn't begin in college. A study carried out by the Josephson Institute of Ethics found that at least once in the past year, 74 percent of the 12,000 high school students surveyed had cheated on an exam. Another study also showed that out of 35% of high and middle school students agreed with the statement ''I would be willing to cheat on a test if it would help me get into college" (Gomez, 2001). The results showed the evidence of the academic integrity conducted in higher education which students only recognize cheating as the only unaccepted behavior at school but in fact, was not able to classify what constitutes cheating behavior.

At the college level, there is no clear definition of academic dishonesty that might such confusion for students. The creation of academic misconduct of institutions is very important for student's academic honesty. Some colleges even print it out in the form of an academic calendar which is assumed as an effective to get warn students on conducting academic dishonesty. Studies indicate that student perceptions of right and wrong, community responsibility and personal integrity of students are influenced by institutional responses to academic

dishonesty (Cole, Swartz, & Shelley, 2014). A study by McCabe and Trevino (2002) also report that cheating is less in practice at institutions with strong academic honor codes. Moreover, McCabe, Trevino, and Butterfield (2001) conducted a study comparing honor-code and no code campuses, and it shows that 54% of students on honor-code campuses committed one or more practices of serious cheating and surprisingly 71% on campuses with no code.

At PBI UIN Ar-Raniry, there is still no clear policy manner regarding academic misconduct behavior that should be avoided by all of the institution staff, especially for students. However, some lecturers have warned about the existence of the policy by giving some print out the paper while discussing syllabus or warning students while delivering the material lesson and giving a test. This way has been done by a few instructors but most of them didn't pay so much attention to student's academic dishonesty behavior.

B. Factors InfluencingStudent Academic Dishonesty

Many studies have been done exploring the factors influencing students conducting academic dishonesty. Kwong, Hing-Man, and Wong (2010) found that no explicit instruction from the teacher of what forms of academic misconduct, student workloads, time pressures, and desire to achieve good grades are some reasons involving student's academic misconduct. Situational factors also encouraged students practicing these acts, those factors involve students assumed their work is boring and challenging, unconfident with their own work, and lack of time to study and of training of the work they are concentrating on (Razer,

Verhagen, Pargman, &Ramsberg, 2010 as cited in Diego, 2017). Additionally, Yeo (2007) also explains that the reasons students conducting academic misconduct include of the task are beyond the student's capability, the convenience of copying, the ignorance of what is acceptable and unacceptable collaboration, and having to cite, reference, or acknowledge help from sources.

Moreover, Whitley and Keith-Spiegel (2002) cite several factors that contribute to academic practices. The factors include:

1. Peer pressures

Students can commit academic dishonesty by the pressure of other students. A study by Whitley and Kost (1999, as cited in Levy and Rakovski, 2006)) showed that students would frequently help other students to cheat (considered as passive and less serious) than to do cheating by themselves (more active and more serious). It can be assumed that students may be involved in academic honesty due to the opportunities to cheat by peers is highly supporting them. Pressure from peers can be formed as working together or split the assignment together when the instructor requires individual assignment, joining with others when seeing others cheating, or committing academic misconduct with group or friends.

2. Performance anxiety

The anxiety of academic performance can influence students involving in unethical behavior in academics. Students may commit academic dishonesty, such as cheating, as the cause of their focus on receiving higher grades to pass courses or increase their grade point averages.

3. Excuse making

Students are making excuses to defend themselves for their unethical behavior in their academic lives. Some students blame the professor for unable and too difficult to understand the exam and claimed that was out of their major field. Additionally, students uttered that other students are cheating and can't report otherwise to do cheating either.

4. Inability to manage the demands of student life

One of the reasons students jump in unethical academic behavior is because of student's inability to fulfill academic demands in their academic lives. Students engage in academic dishonesty admit as unwillingness to do their academic work on time or time pressure and choose plagiarism or cheating as the solution.

5. Situations that encourage academic dishonesty

Several studies have shown that students are more likely to commit dishonest acts when there is no clear policy about that (McCabe et al., 2001; McCabe & Trevino, 2002). When students in a course where the policy is not specifically explained of what students allowed and not allowed to do, students use these situations to do dishonest acts. Moreover, when the penalties seemed not to be so worrisome, they tend to take risks to conduct the prohibited acts due to the caught is not an as big problem.

6. Self-justification habits

Students also commit justification to defend themselves for their occurrence on academic misconduct. For example, claiming that they only

commit it once, or making the justification for helping their friends, or they say that it is common that others also did the same.

7.   Unfamiliarity with what constitutes academic dishonesty

As mentioned earlier, students involved in academic dishonesty primarily because of their lack of understanding with what academic dishonesty covered. This reason is also what influenced the researcher in conducting this study. Frequently, students who unfamiliar with the policy do not know about what is right or wrong of their performance in their academic lives. As a result, students can unintentionally engage in a dishonest act.

C. Academic Honesty in Task Completion

The classroom is the spot of interaction between students and the lecturer in order to gain the goal of learning. Various evaluation methods are engaged by students to measure their learning outcomes from their learning process. As the purpose of achieving higher grades in a subject, students may take risks to admit academic dishonesty as the easy ways when their understanding of the subject matter is low. As a result, when students see other students getting much benefit from academic dishonesty, many are more inclined to take part in academic dishonesty in the classroom.

Nowadays, in completing the tasks, technology has taken part and making challenging for the lecturer. In a study conducted by McCabe (2005) at 23 public and private universities and colleges showed that 38% of undergraduate students admitted they had participated in internet academic dishonesty by using the

internet to copy submitted classroom materials. In conclusion, they might be involved in practicing plagiarism as one of academic misconduct behavior.

The most common term recognized well by students as one of the academic dishonesty types is cheating, yet they fail to understand the whole concept of it. In a study carried out by Whitley and Kost (1999) as cited in Levy and Rakovski (2006) thatpresented the cheating scenarios to the students, found that the students mostly perceive students who are giving unpermitted help to the other students as less negative behavior than they perceive the cheater.

Moreover, in a study carried out by Fridani and Yasnita (2018) in a state university of Jakarta, which has incorporated the values of honesty and integrity within the syllabus, showed that 24 % of 322 students "still think that copy-pasting others' writing without mentioning the source is a common thing". It further explains that the reason why these perspectives appeared is related to their lack of familiarity with the regulations regarding plagiarism and their limited knowledge with the western policy of cheating and plagiarism. Therefore, this study is carried out to know student's knowledge and their awareness of academic honesty of the university with no clear regulation of the policy.
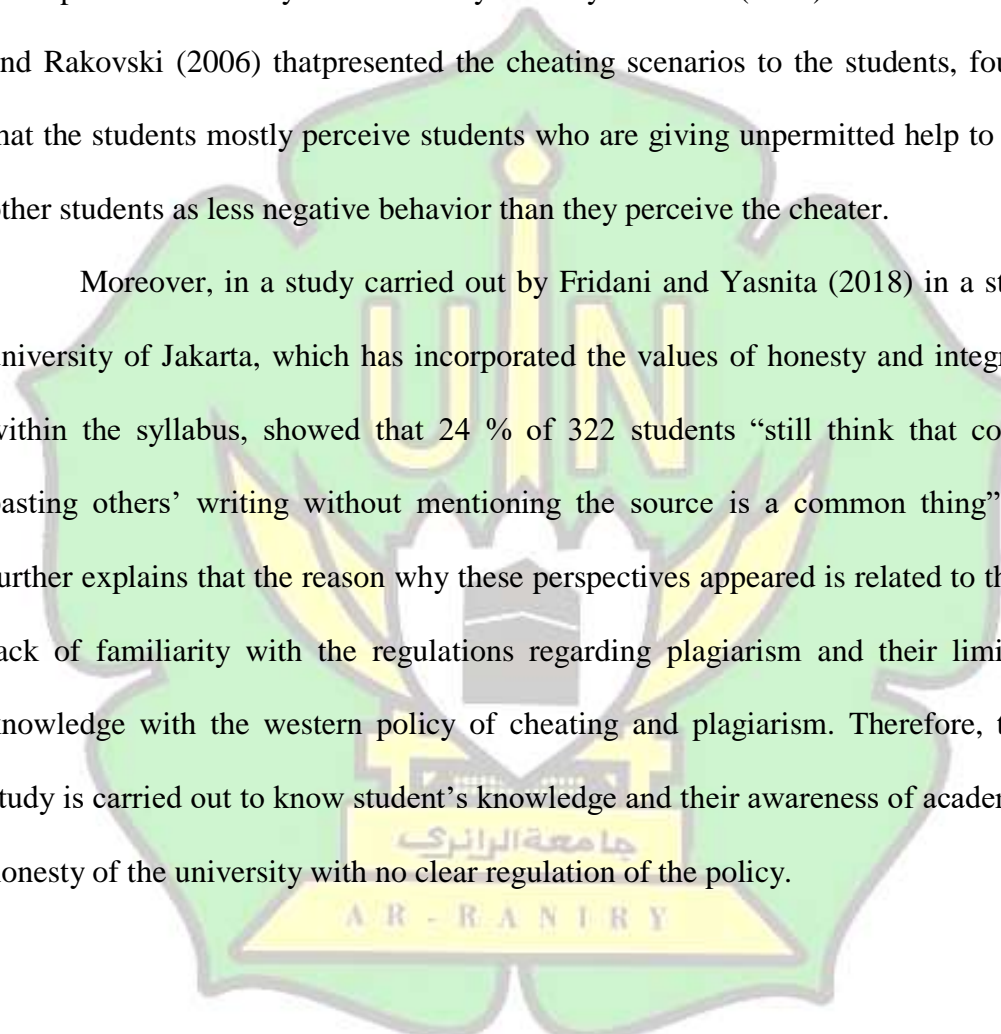
CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to present the research methodology employed in this study. The chapter includes a description of the research design, the population and sample, the data collection procedure, and the technique of analyzing the data.

A. Research design

The research was designed to accomplish two major purposes. First, the study was designed to find out the level of awareness of PBI Ar-Raniry students concerning academic honesty when completing tasks. Second, the study was conducted to investigate the students' knowledge of academic misconduct in task completion.

The quantitative study was used to generalize students' perceptions of academic honesty in completing tasks. According to Aliaga and Gunderson, 2002 (as cited in Essays, 2018), "Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics".

The survey research design was conducted in this study. The collected data using this survey design allowed the researcher to apply statistical analysis to investigate the student's perception concerning academic honesty. Creswell (2003) described a survey research design as "providing a quantitative or numeric

description of trends, attitudes, or opinions of a population" (p. 153). Therefore, it was suitable to be used for the study.

B. Research Sites and Participants

This study was conducted at the English Department of UIN Ar-Raniry Banda Aceh. The population of this study is all the students of the English Department of UIN Ar-Raniry. They were the students of first to fourth enrolled year students. The total population was 778 students of all the academic year. The number of students from the English Department is as follows:

Table 3.1

The number of students of English Department of UIN Ar-Raniry

No	The enrolled year	Number of students
1	2019 (1st year)	180
2	2018 (2nd year)	221
3	2017 (3rd year)	196
4	2016 (4th year/last year)	181
	Total	778

The sample of this study was 100 students from the range 2016-2019 enrolled years. According to Cresswell (2014), a sample is a subgroup of the

target population that the researcher is going to be studied to generalize the finding from the target population. However, Arikunto (2005) added that if the total number of the population is less than 100, the sample of study should be all of them, but when the number population is more than 100 then it would be best taking 10-25 % or more. Therefore, the sample taking was compatible based on research.

The sampling technique used for selecting respondents is stratified random sampling. Using this technique, the population was divided into subpopulations or subgroups. This sampling technique allowed the researcher to get a sample that is the representative sample from a different subgroup of heterogeneous populations. Therefore, the greater precision of the data can be obtained..
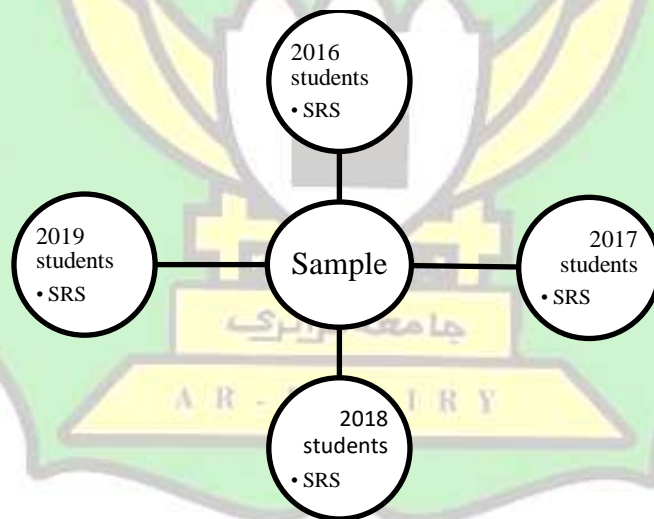
Figure 3.1Stratified Random Sampling

C. Method of Data Collection

According to Hackett (1981) as cited in Ferguson (2010), there were ways of collecting survey data: face-to-face interviews, telephone interviews, and mail

questionnaires, or questionnaire surveys. This research involved the use of a questionnaire that was formed as an e-survey. It was suggested that the advantages of questionnaire surveys included: an ability to obtain a large sample to reduce sampling error to acceptable levels, no interviewer bias, and respondents can be anonymous. The type of survey carried out for this study is a descriptive survey. It focuses particularly on the "who, what, when, and how" types of questions" (Calder, 1998 as cited in Lodico, Spaulding, &Voegtle, 2006). Lodico et al. (2006) also added that descriptive survey research "aims to describe behaviors and gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education" (p. 12).

There are 25 students randomly chosen from each year of study will be invited to complete a questionnaire to know their level of awareness and knowledge about academic honesty when completing their tasks. The questionnaire was originally developed by Bowers (1964, as cited in Ferguson, 2010)that was modified and used properly for the importance of this study. The questionnaire consists of 19 questions with 4 statements deemed as acceptable behaviors.

The survey questions were divided into 3 sections. The first section requesting demographic data such as initial, gender, and student's enrolled year at PBI Ar-Raniry. The second section is for collecting student's responses to how often the students engage in the listed behavior with the answer of 5 Likert scales

of *Never, Rarely, Sometimes, Often,* and *Always.* The Likert scales are classified below:

Table 3.2

The Likert scale score of each response

Likert scale	*Score*
Never	5
Rarely	4
Sometimes	3
Often	2
Always	1

The last section consisted of the same listed behavior which is used to know student's knowledge by responding it with the choice of *acceptable* and *unacceptable*.

D. Method of Data Analysis

For the purpose to obtain result of RQ1, the data outcomes are analyzed statistically of the researcher by quantifying the answer of the students in the questionnaire. The researcher referred to MetodaStatistika which was written by Sugiono (2012) . The formula was:

$$The\ Range\ Scales\ (Rs) = \frac{n\ (m-1)}{m}$$

Explanation:

RS = the range of scales

n = the total of participants

m = the total alternatives answer of each item number

Based on the explanation above, the range of scales for the response of the statement in the study were: RS = 100 (5-1)/5 = 80. Therefore, the range score for the listed behavior based on each response can be seen as follows:

Table 3.3

The range scales of participants

No	The range of scale	Likert scale
1	100-180	Not at all aware
2	181- 261	Slightly aware
3	262-342	Somewhat aware
4	343-423	Moderately aware
5	424-504	Extremely aware

To percentages the rating of Likert scales, it is formulated with : the total score/highest score x 100 %. In this study, the highest and lowest scores for each items was: The highest score= 5x100= 500, the lowest score= 1x100=100

To obtain the data or Rq2, The researcher referred to MetodaStatistika which was written by Sudjana (2008) to count the percentage of the answer. The formula was:

$$P = \frac{f}{N} \times 100\%$$

Explanation:

P: Percentage

F: Frequency of respondents

N: Number of samples

100% : Constant value

Due to the categorical nature of the data, descriptive statistics procedures were undertaken to determine proportions for the students' responses.
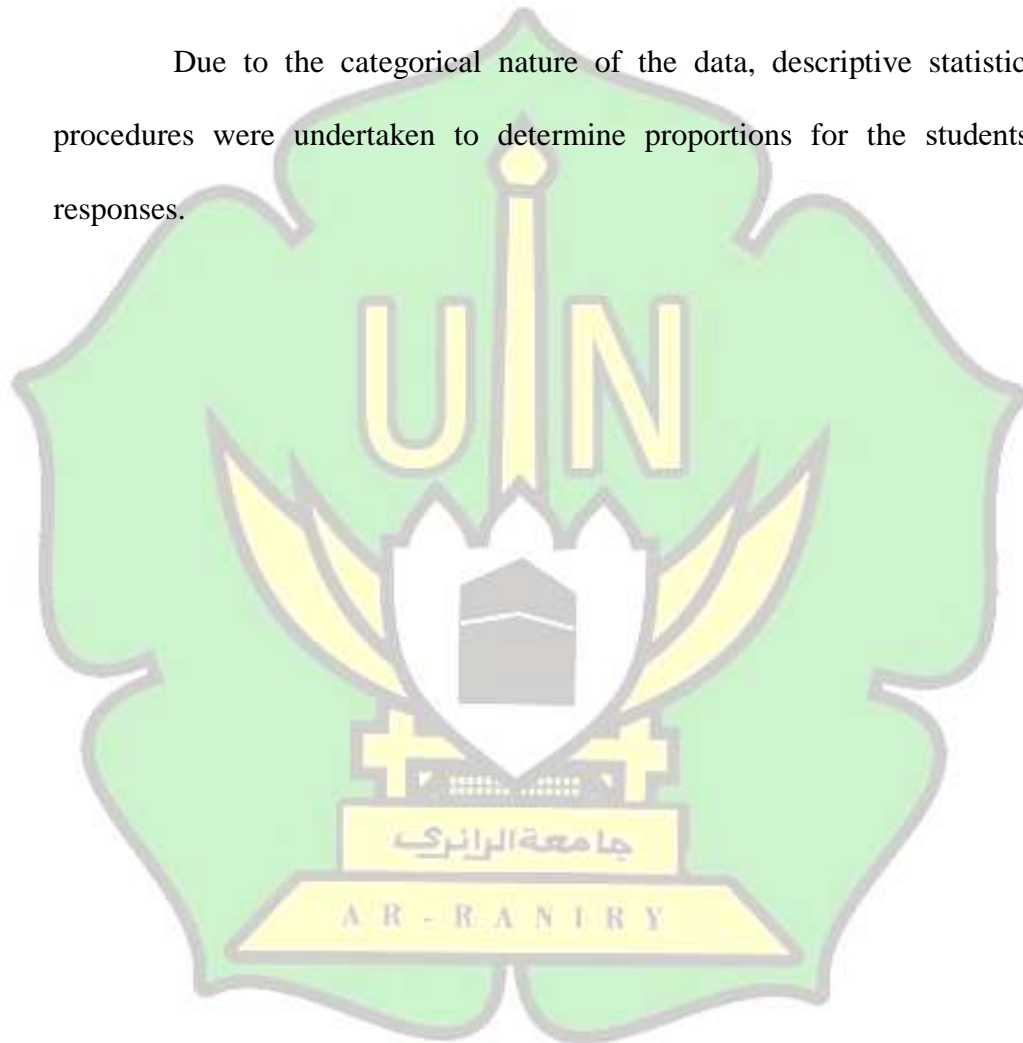
CHAPTER IV

FINDING AND DISCUSSION

This chapter thoroughly discussed the research findings as a result of data collection from the survey analysis. This chapter summarized the research findings based on the purpose of this research in order to answer related research questions.

A. Research Findings

Sets of questionnaires were distributed to the students of PBI Ar-Raniry to gain the data for this study. There are 25 students of each academic year were participated in the research survey. To gather the data, "Google Form' was used as the media to get the integrated data from the survey. Moreover, the use of this media makes the researcher easy in designing the survey question. Hence, it helped the researcher in analyzing the data because the result of each response had been recorded well.

1. Student's level of awareness regarding academic honesty in tasks completion at PBI UIN Ar-Raniry

Nineteen questions which were related to the behavior are provided in the questionnaire. To get the answer to the first research question, the researcher did not collect all the responses to the questions. There are 4 of 19 behaviors mentioned that are deemed as acceptable behaviors that the responses would not be needed in this part for RQ1. Therefore, only 15 responded behaviors as claimed as misconduct behavior in tasks completion will be analyzed and tabulated below.

Table 4.1

Student's perception of how often they engaged in the listed behavior

	List of behaviors	Ne	Ra	So	Of	Al	Total score
1.	Turning in work done by someone else	32	28	37	2	1	388
2.	Working on an assignment with others (in person) when the instructor asked for individual work.	14	26	46	11	3	337
3.	Receiving unpermitted help on an assignment.	18	32	46	2	2	362
4.	Providing a previously graded assignment to someone to submit as their own work.	46	19	29	4	2	403
5.	Sharing an assignment with another student so they have an example to work from.	1	31	46	19	3	325
6.	Getting questions or answers from someone who has already taken a test.	9	32	38	18	3	326
7.	Helping someone else cheat on an assignment.	32	34	26	5	3	387
8.	In a course requiring computer work, copying another student's program rather than writing your own.	45	29	20	3	3	410
9.	Copying from another student in working tasks with his or her knowledge.	41	30	25	4	-	404
10.	Copying from another student in working tasks without his or her knowledge	58	23	14	5	-	434
11.	Copying material, almost word for word, from any written source and turning it in as your own work	39	28	30	2	1	402

12.	Paraphrasing few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.	12	31	36	18	3	331
13.	Paraphrasing a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.	10	32	39	16	3	330
14.	Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.	53	18	24	4	1	418
15.	Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	41	29	25	4	1	405

Based on the table above, the data that has been collected was calculated to know the range scale of each response of the question. All of the questions were then analyzed using descriptive statistic procedures. To make it easy to analyze, the questions are differentiated based on the types of academic honesty that has been mentioned in the previous chapter. It will be classified as follow: Plagiarism (behaviors no.8, 12, and 13); Cheating (behavior no. 6, 7, 9, 10, 11 and 15); Multiple Submission (behaviors no. 4 and 14); Collusion (behavior no. 1, 2, 3 and 5).

a.   **Analysis of Plagiarism behavior**

1)   In a course requiring computer work, copying another student's program rather than writing your own.

Forty-five students indicated that they had never engaged in this behavior. There were 29 students perceive they had rarely committed this behavior, while 20 students were sometimes conducted this behavior when completing the task. However, out of 3 students claimed that they often committed this behavior and 3 other students said they always conducted the behavior mentioned in completing tasks. The analysis of the Likert scale in percentage was: (410/504) x 100 % = 81.34 %. In conclusion, 81.34 % of students are somewhat aware of this behavior.

2) Paraphrasing few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.

Twelve students pointed out that they had never engaged in this behavior. Thirty-one students perceived they had rarely committed this behavior, while 36 students were sometimes conducted this behavior when completing the task. However, out of 18 students claimed that they often committed this behavior and 3 students said they always conducted the behavior mentioned in completing tasks. The analysis of the Likert scale in percentage was: (331/504) x 100 % = 61.29 %. In conclusion, 61.29 % of students are somewhat aware of this behavior.

3) Paraphrasing a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.

Ten students state that they had never engaged in this behavior. Thirty-one students said they had rarely committed this behavior, while 36 students were

sometimes conducting this behavior when completing the task. Nevertheless, 18 students claimed that they often committed this behavior and 3 students said they always conducted the behavior mentioned in completing tasks. The analysis of the Likert scale in percentage was: (330/504) x 100 % = 61.11 %. In conclusion, 61.11 % of students are somewhat aware of this behavior.

b.   Analysis of Cheating behavior

1)   Getting questions or answers from someone who has already taken a test

Nine Students state that they had never engaged in this behavior. Thirty-two students said they had rarely committed this behavior, while 38 students were sometimes conducting this behavior when completing the task. Eighteen students claimed that they often committed this behavior and 3 students said they always engage in the behavior. In percentage, 60.37% of students are somewhat aware of the concerning behavior.

2)   Helping someone else cheat on an assignment.

Thirty- two of 100 respondents indicated they had never engaged in this behavior. Thirty-four students said they had rarely committed this behavior, while 26 students were sometimes conducting this behavior when completing the task. It also demonstrated that 5 students often committed this behavior and 3 students said they always engage in the behavior. In percentage, 32.40 % of students are extremely aware of the concerning behavior.

3)   Copying from another student in working tasks with his or her knowledge.

Forty-one students indicated they hadnever engaged in this behavior. Thirty students said they had rarely committed this behavior, while 25 students were sometimes conducting this behavior when completing the task. It also demonstrated that 4 students often committed this behavior. However, there was no student confirmed they always engage in the behavior. In short, 74.81 % of students are moderately aware of the concerning behavior.

4)   Copying from another student in working tasks with his or her knowledge.

There were out of 58 from 100 respondents indicated they had never engaged in this behavior. Twenty-three students said they had rarely committed this behavior, while 14 students were sometimes had conducting this behavior when completing the task. It also demonstrated that 5 students often committed this behavior. Nevertheless, there was no student confirmed they always committed this behavior in task completion.In percentage, 80.37% of students are extremely aware of the concerning behavior.

5)   Copying from another student in working tasks without his or her knowledge.

Surprisingly, 39 students indicated that they had never engaged in this behavior. Twenty-eight students perceived they had rarely committed this behavior, while 30 students were sometimes conducting this behavior when completing the task. However, out of 2 students claimed that they often

committed this behavior and 1 student said he/she always did that in completing their task. The analysis of the Likert scale in percentage was: (402/504) x 100 % =74.44 %. In conclusion, 74.44 % of students are moderately aware of this behavior.

6)   Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.

Forty-one students claimed they had never engaged in this behavior. Twenty-nine students said they had rarely committed this behavior, while 25 students were sometimes had conducted this behavior when completing the task. It also demonstrated that 4 students had often committed this behavior and 1 student said she/he had always engaged in the behavior. In conclusion, 75 % of students are moderately aware ofthis behavior.

c.   **Analysis of Multiple Submitted Behavior**

1)   Providing a previously graded assignment to someone to submit as their own work

There were 46 respondents indicated they had never engaged in this behavior. Nineteen students said they had rarely committed this behavior, while 29 students were sometimes conducting this behavior when completing the task. It also demonstrated that 4 students often committed this behavior and 2 students said they had always engaged in the behavior. The analysis of the Likert scale in

percentage was: (403/504) x 100 % = 74.62 %. In conclusion, 74.62 % of students are moderately aware of this behavior.

2)   Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.

There were 53 students indicated they had never engaged in this behavior. Eighteen students said they had rarely committed this behavior, while 24 students were sometimes conducting this behavior when completing the task. It also demonstrated that 4 students often committed this behavior and 1 student said she/he had always engaged in the behavior. The analysis of the Likert scale in percentage was: (418/504) x 100 % = 77.40 %. In conclusion, 77.40% of students are moderately aware of this behavior.

d.   Analysis of Collusion

1)   Turning in work done by someone else.

Thirty-two students stated they had never engaged in this behavior. Twenty-eight students said they had rarely committed this behavior, while 37 students were sometimes conducting this behavior when completing the task. It also demonstrated that 2 students often committed this behavior and only 1 student said she/he had always engaged in the behavior. In short, 71.85 % of students are moderately aware of the concerning behavior.

2)   Working on an assignment with others (in person) when the instructor asked

        for individual work

Fourteen students stated they had never engaged in this behavior. Twenty-six students said they had rarely committed this behavior, while 46 students were sometimes conducting this behavior when completing the task. It also demonstrated that 11 students often committed this behavior and 3 students said they had always engaged in the behavior. In short, 62.40 % of students are somewhat aware of the concerning behavior.

3)   Receiving unpermitted help on an assignment.

Eighteen students stated they had never engaged in this behavior. Thirty-two students said they had rarely committed this behavior, while 46 students were sometimes conducting this behavior when completing the task. It also demonstrated that 2 students often committed this behavior and 2 students said they had always engaged in the behavior. In short, 67.03 % of students are moderately aware of the concerning behavior.

4)   Sharing an assignment with another student so they have an example to

        work from.

Surprisingly, only one student stated she/he had never engaged in this behavior. Twenty-one students said they had rarely committed this behavior, while 46 students were sometimes conducting this behavior when completing the task. It also demonstrated that 19 students often committed this behavior and 3

students said they had always engaged in the behavior. In short, 60.18 % of students are somewhat aware of the concerning behavior.

2. Student's knowledge about academic honesty issues in terms of tasks management at PBI UIN Ar-Raniry?

In the last part of the survey, the respondents are required to respond to the same listed behavior as the previous part but with different choice responses. They were all asked to respond to the *acceptable* and *unacceptable* according to what they perceived it was. 19 questions are all used to know the student's knowledge regarding this concerning policy in completing tasks. All of the students' responses are tabulated in table 4.2.

Table 4.2

The frequency of response by students

| Behavior in completing tasks	How do you respond to the listed behavior?	
	Unaccept able	Accept able
1. Discussing a task with friends[A]	3	97
2. Turning in work done by someone else	73	27
3. Working on an assignment with others (in person) when the instructor asked for individual work.	44	56
4. Comparing essays and feedback after the assignment has been marked[A]	6	94
5. Receiving unpermitted help on an assignment.	60	40

6.	Providing a previously graded assignment to someone to submit as their own work.	63	37
7.	Sharing an assignment with another student so they have an example to work from.	20	80
8.	Sharing source material with a friend who is working on the same assignment topic.[A]	9	91
9.	Getting questions or answers from someone who has already taken a test.	39	61
10.	Helping someone else cheat on an assignment.	74	26
11.	In a course requiring computer work, copying another student's program rather than writing your own.	74	26
12.	Copying from another student in working tasks with his or her knowledge.	71	29
13.	Copying from another student in working tasks without his or her knowledge	87	13
14.	Copying material, almost word for word, from any written source and turning it in as your own work	79	21
15.	Paraphrasing few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.	62	38
16.	Paraphrasing a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.	60	40
17.	Quote an important passage by copying the exact words with quote marks and in-text acknowledgment and include the full reference in your list at the end of the assignment.[A]	27	73
18.	Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.	75	25
19.	Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.	64	36

A: This statement is deemed as acceptable by the researcher

Table 4.2 shows the frequency of student's responses. 4 of 19 behaviors; no. 1,4, 8, and 17; deemed as acceptable are mentioned to see the comparison response of the students. The finding showed that most of the students could recognize the acceptable behavior as well. 3 of 4 statements deemed as acceptable could recognize well by most of the respondents. No more than 9 % of students consider the 3 listed behaviors as unacceptable. Nevertheless, 27% of students still failed to recognize the behavior "Quote an important passage by copying the exact words with quote marks and in-text acknowledgment and include the full reference in your list at the end of the assignment" as the acceptable one.

There are 15 unacceptable listed in the survey question. Without providing the acceptable behavior, it can be seen the comparison of the response clearly. It is shown in figure 4. 1.
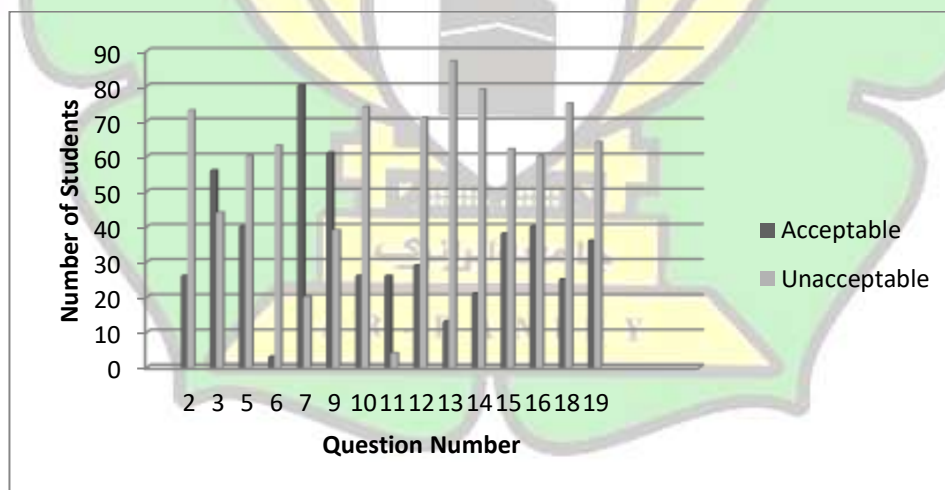
Figure 4.1 Student's response of acceptable against unacceptable behavior

Figure 4.1 showed the clearly significant result obtained from each listed behavior. The most surprising result was that 80 % of students considered that "Sharing an assignment with another student so they have an example to work from" as one of the accepted behavior during completing tasks or assignments. Additionally, 61 % students still consider "Getting questions or answers from someone who has already taken a test" as permitted to do and "Working on an assignment with others (in person) when the instructor asked for individual work." is also recognized as one of the accepted behavior by 54 % students in the survey.

Nevertheless, when response to all the acceptable behavior, the result suggest that 555/1500x 100 % = 37 % perceive that it was accepted to conduct in completing tasks and the result also showed that 945/1500 x 100 % = 63 % suggest that it was unaccepted as the behavior also deemed as academic misconduct by researcher. In short, most of the students have the knowledge to recognize the behavior. However, there were still many of the students fail to recognize the behavior.

B. Discussion

There are two research questions of this study that have been raised in the first chapter. The first research question was "what is the student's level of awareness regarding academic honesty in tasks completion at PBI UIN Ar-Raniry". The researcher shared questionnaires to the students of PBI Ar-Raniry to find out how aware they are about this issue. Students were asked to select in the questionnaire on how often they practice the mentioned behavior. The questionnaire was formed in 19 questions but the purpose of the RQ1 is to find out

the student's level of awareness, so 15 questions will be the primary focus since 4 questions are not the form of academic misconduct and the data will be excluded. The result showed most of the students were somewhat aware-based on their overall range score- to the statement *"Paraphrasing a few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted"* with the percentage of 61.22 % students. 61,11 % also showed a similar response when *"Paraphrasing a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted"* while 60.37% practice the same (*Getting questions or answers from someone who has already taken a test*). Next, there was also the similar response showed by 62.40 % students when *"Working on an assignment with others (in person) when the instructor asked for individual work"* and out of 60.18 % students were also somewhat aware when responded *"Sharing an assignment with another student so they have an example to work from"*. Moreover, most of the students were moderately aware when responding to "*In a course requiring computer work, copying another student's program rather than writing your own."* by 81, 34 % of students. *"Copying from another student in working tasks without his or her knowledge"* with 64.44 % of respondents, 74.81 % of students were also moderately aware when "*Copying from another student in working tasks with his or her knowledge"*. When "*Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course"*, 75 % of students were moderately aware of this behavior. 74,62 % of students showed the same result on *"Providing a previously graded assignment*

to someone to submit as their own work". Next, 77.40% were also moderately aware that they practice *"Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.* 71.85 % were moderately aware when practicing "*Turning in work done by someone else"* and 67.03 % respond the same to the behavior "*Receiving unpermitted help on an assignment"*.

However, most of the students were also shown extremely aware based on the response to the behavior "*Helping someone else cheat on an assignment*" with the percentages of 32.40 % students and 80.37 % also showed the same result to the behavior *"Copying from another student in working tasks without his or her knowledge".* Overall, the result suggested that students were moderately aware of the existence of the policy. This study were in line with a study conducted by by Ryan, G., Bonanno, H., Krass, I., Scouller, K., and Smith, L., (2009). It showed that students' level of awareness (in percentages) were very high against the policy.

Additionally, As Whitley and Kost's study (1999) as cited in Levy and Rakovski (2006) found that the students mostly perceived other student who is giving unpermittedhelp to the other students as less negative behavior than they perceive the cheater. The findings of this study showed that students more *moderately aware* -more often conducted the behavior- of "providing a previously graded assignment to someone to submit as their own work" which means that they perceived their behavior giving unpermitted help like this was less negative and they were *extremely aware* -less often engaged in the behavior-of "Helping

someone else cheat on assignment" which means that they perceived someone who cheats is more negative behavior that the previous behavior. Therefore, they would not do that for it was considered bad actions in academic life.

The second research question was to know the student's knowledge of this policy. They were asked to answer close questions or behavior related to unacceptable behavior. 4 of the listed behavior that is deemed acceptable by the researcher are also mentioned. The result showed that 37 % of students' response are yield result that the misunderstanding this behavior and 63 % of students could recognize the unacceptable behavior well. The most surprising result was 80 % of students consider that "Sharing an assignment with another student so they have an example to work from" was one of the accepted behaviors. Nevertheless, in response to the acceptable behavior, it showed that 11, 25 % of students were still misunderstanding that the behaviors were not acceptable when completing their tasks.

Moreover, a study conducted by Ryan, G., Bonanno, H., Krass, I., Scouller, K., and Smith, L. (2009), that showed whether the students know the existence of the policy can't be concluded that they understand what the meaning of the policy is. This is in line with the finding of this study which indicated the students still misleading in differentiating misconduct behavior. However, they are quite familiar with the terms such as cheating and plagiarism but they were unable to determine acceptable and unacceptable behavior.

The findings of this study will not likely come as a surprise for most readers. As was mentioned earlier, the incidence of academic dishonesty is widespread that the students nowadays are easily and freely can get access to the internet that is very hard to be identified especially when students completing their tasks. The unclear concept of academic misconduct stated by university makes it failed to be practiced in academic life. Nevertheless, the knowledge of this policy exists must be balanced with what should be done in practice and the awareness may be shaped by how often the academic activity is lying on academic honesty.
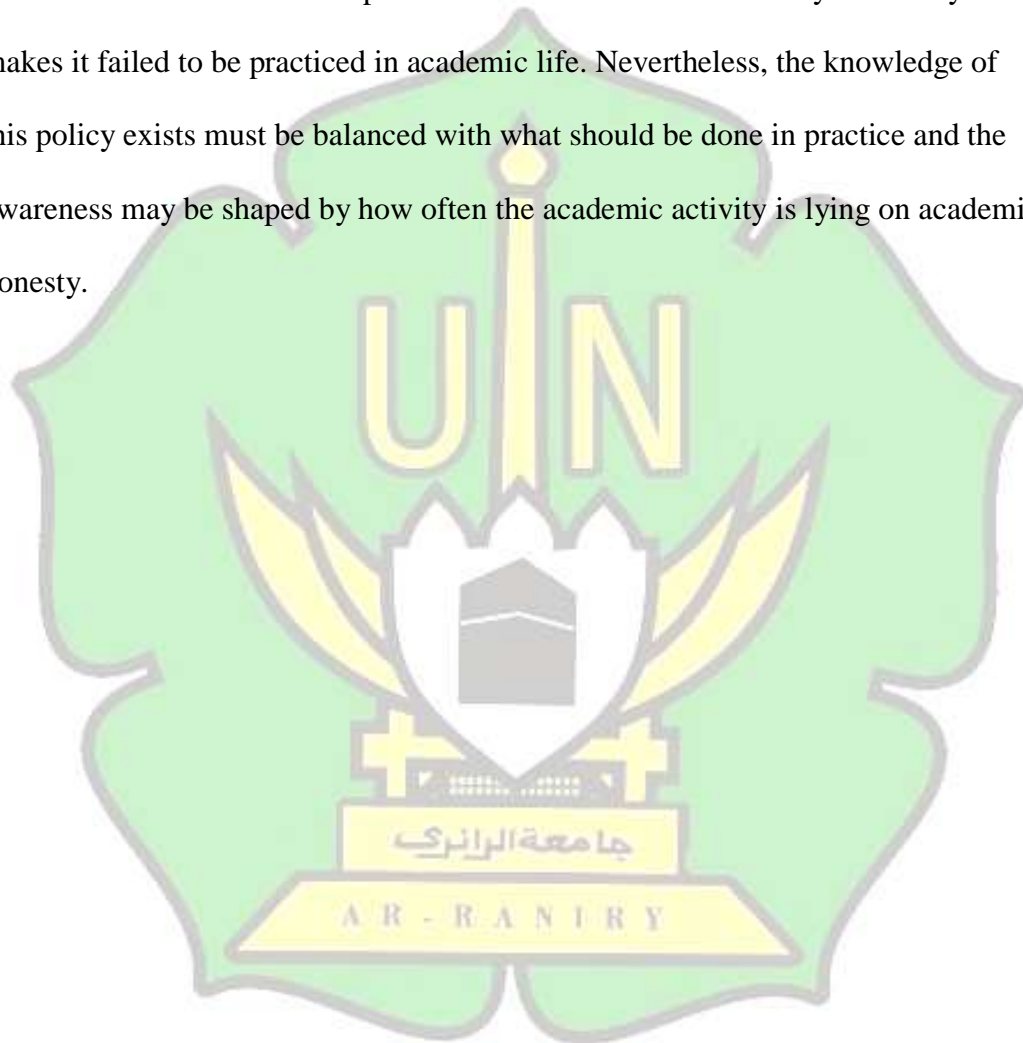
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and suggestions of the study. The conclusions are obtained based on the research finding of the previous chapter while the suggestions are proposed to provide following improvement of the study.

A. Conclusion

Based on the data analysis, there were some conclusions that can be inferred about the students' level of awareness and knowledge concerning academic honesty at PBI UIN Ar-Raniry. First, students were aware of the existence of Academic Honesty policy. However, their level of awareness was different from each of academic misconduct behavior listed in the survey. Most of the responds showed moderately aware, one third of the responds indicated somewhat aware and the very least responds yielded students are extremely aware to this policy.

Second, students were still lack of understanding academic honesty policy. The students are familiar with some terms related to academic misconduct such as plagiarism and cheating behavior but they are misconception of what the policy covers. The researcher found that 36.93 % of all responses show students still misleading of interpreting the unaccepted behavior. Moreover, one of the behaviors that deemed as unacceptable by the researcher was claimed as one of accepted behavior by 80 % students of the respondent.

B. Suggestions

In line with the finding of this thesis, the writer would recommend several suggestions for the students at English Department, the lecturers and further researcher as follows:

1. For the students

The students should understand academic honesty policy and practice it in completing their tasks. Also,they should avoid academic misconduct behavior in academic life.

2. For the Lecturer

The lecturers should apply and warn academic honesty appropriately for the students regarding their knowledge of the policy. Therefore, students who get warned of the policy will pay more attention to the rules. In other words, they will be encouraged to avoid mistaken behavior and obey the academic honesty policy.

3. For further researcher

Future researchers should do more focused research on other aspects related to academic honesty and academic misconduct. It is also important to study and clarify strategies that can be best to address this problem.

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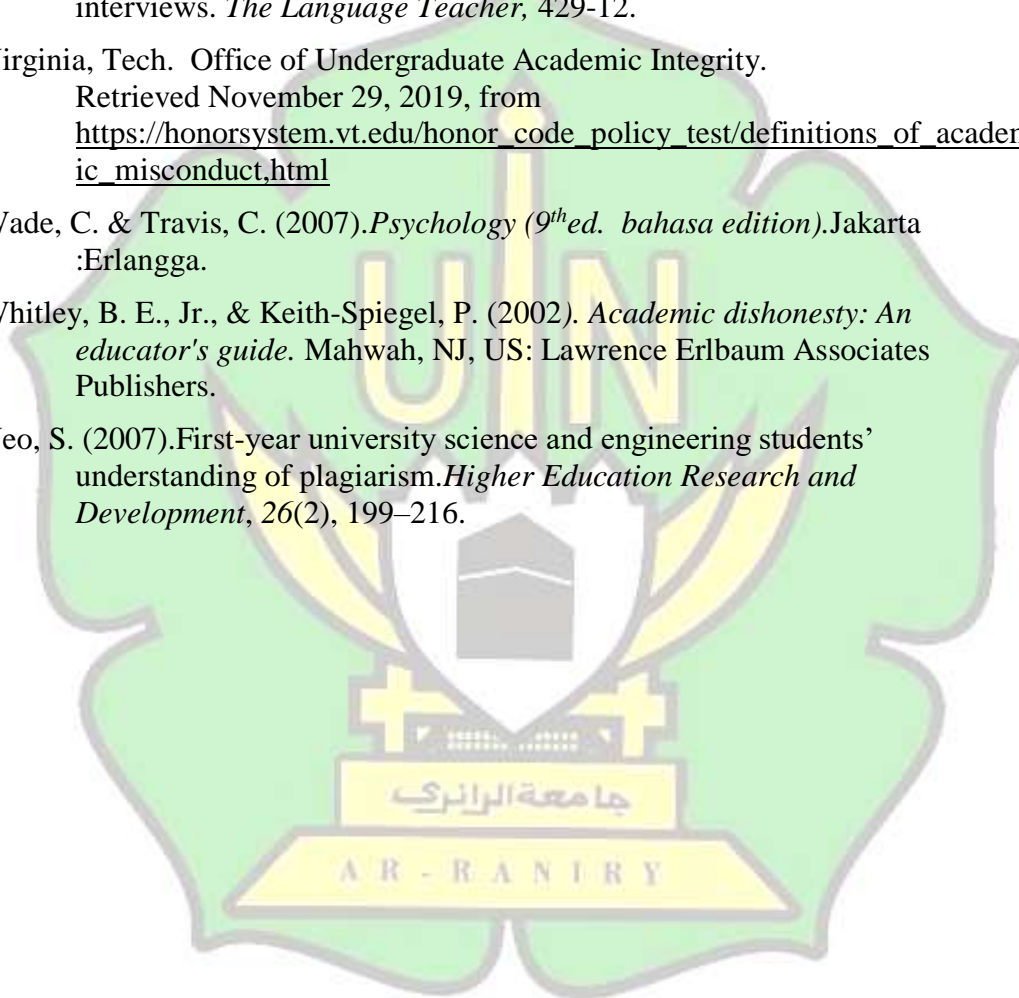
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15095/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019

MEMUTUSKAN

Menetapkan :
PERTAMA
Menunjuk Saudara:
1. Dr. Muhammad AR, M. Ed   Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M. Ag.,M. Ed.,Ph. D   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Neli Irnanda Sari
NIM : 150203211
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Student's Perception on Academic Honesty in Tasks Completion

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor   : B-3950/Un.08/FTK/TL.00/03/2020
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Penyusun Skripsi

Banda Aceh, 05 March 2020

Kepada Yth

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada
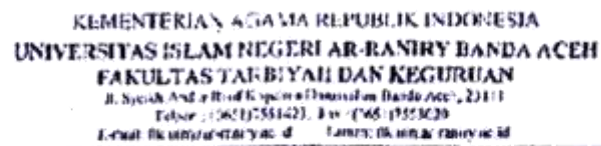
Nama   : NELI IRNANDA SARI
NIM   : 150203211
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : X
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry
Alamat   : Gampoeng Lamkleng Kec. Kuta Cot Glie Kabupaten Aceh
                   Besar

Untuk mengumpulkan data pada:

Kampus Uin Ar - Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh yang berjudul:

Student's Perception on Academic Honesty in Tasks Completion

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Kepala Bagian Tata Usaha,

Syamsul Hadisyah

SURAT KETERANGAN
Nomor: B-213/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-3680/Un.08/FTK.I/TL.00/03/2020 tanggal 05 Maret 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Neli Imanda Sari
NIM   : 150 203 211
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perception on Academic Honesty in Tasks Completion"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Juli 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

QUESTIONNAIRE FOR STUDENTS OF PBI AR-RANIRY

Initial :

Gender :

Your enrolled year at PBI Ar-Raniry?

2016   **2017**   **2018**   **2019**

Behaviors	How often do you engage in any of the following behavior?					How do you respond to the listed behavior?	
	Never	Som etim es	Alw ays	Usua lly	Ofte n	Una ccep table	Acce ptabl e
1. Discussing a task with friends							
2. Turning in work done by someone else							
3. Working on an assignment with others (in person) when the instructor asked for individual work.							
4. Comparing essays and feedback after the assignment has been marked							
5. Receiving unpermitted help on an assignment.							
6. Providing a previously graded assignment to someone to submit as their own work.							
7. Sharing an assignment with another student so they have an example to work from.							

8.	Sharing source material with a friend who is working on the same assignment topic.							
9.	Getting questions or answers from someone who has already taken a test.							
10.	Helping someone else cheat on an assignment.							
11.	In a course requiring computer work, copying another student's program rather than writing your own.							
12.	Copying from another student in working tasks with his or her knowledge.							
13.	Copying from another student in working tasks without his or her knowledge							
14.	Copying material, almost word for word, from any written source and turning it in as your own work							
15.	Paraphrasing few sentences from a book, magazine, or journal (not electronic or Web-based) without footnoting them in a paper you submitted.							
16.	Paraphrasing a few sentences of material from an electronic source - e.g., the Internet - without footnoting them in a paper you submitted.							

17.	Quote an important passage by copying the exact words with quote marks and in-text acknowledgment and include the full reference in your list at the end of the assignment.							
18.	Turning in a paper from a "paper mill" (a paper written and previously submitted by another student) and claiming it as your own work.							
19.	Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the same course.							