

Qualitative or quantitative which allows the case of academic dishonesty?

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Abstract

Academic dishonesty is always interesting to be studied, the phenomenon is increasingly increasing even though regulations related to academic integrity have been made by each institution, including religious-based colleges. This study examines how academic dishonesty occurs in students studying in a religion-based college. Research focuses when working on thesis courses. The situation of working on a thesis is important because it is one of the final assignments of students and it has the highest credits. The phenomenological qualitative method is used to reveal more deeply the phenomenon. As many as 32 psychology students were respondents in this study. Data collection techniques using an open questionnaire form vignette and focus group discussion. Data is analyzed by interactive techniques. The results of the open questionnaire showed that 28.1% of students did academic dishonesty at the time of data collection, 18.8% at the time of data analysis and 3.1% when searching bibliography. While the results of the FGD stated that academic dishonesty was more in the quantitative rather than qualitative type of research with the form of changing data and making their own data according to the wishes of the supervisor without being known. Academic dishonesty was motivated by a number of factors including supervisor who did not direct the problem of finding library resources, following the demands of the supervisor, and not getting practical knowledge in analyzing research data. The implications of this research can be used as a background for making special academic integrity rules when working on a thesis.

Key words: *academic dishonesty; essay; qualitative; quantitative*

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Introduction

Academic dishonesty in universities is one of the most serious problems in the world of education. These problems occur not only in certain countries, but occur in many countries in the world. In East Asia, dishonesty happens most in Hong Kong and Taiwan (Yang, 2016), which is why Da-sark has given the title "Republic Plagiarism". In addition to the East Asian countries, in the European, American and African states there have also been many academic dishonesty (Pupovac, Bilic-Zulle & Petroveck, 2008; Vasconcelos, Leta, and Costa; 2009).

Turning to a deeper scope, dishonesty occurs in various majors such as nursing students (Krueger, 2014), Engineering (Carpenter, Harding & Finelli, 2006), economics (Teixeira & Rocha, 2010) even in prospective teachers (Herdian & Wulandari, 2018). In Indonesia several studies have been conducted at the education level, dishonesty is found in primary schools (Martiarini, 2016), Junior high schools (Lestari & Asyanti, 2015) and upper secondary schools (Kasmaningsih, 2016). The results of the study add to the empirical study of how deeply concerning the condition of education in the world today.

Academic dishonesty seems undeniable can occur at all levels of education, majors and across countries. This will continue to improve and become an interesting research issue for further research. Therefore the challenge of future research is how to decide the path of academic dishonesty that is entrenched in education. as in China (Yang, 2016) which has increased efforts to build academic norms and combat academic dishonesty through developing standards, raising awareness through public forums and programs, and encouraging collaboration among universities; so that several universities in East Asia build units to overcome academic dishonesty on their respective campuses.

Switch to content in research conducted by researchers. As we know there are 2 types

of research approaches, namely quantitative and qualitative. They both examine empirically problems that require fact data that occurs in the field. Based on a preliminary study before this research was conducted, academic dishonesty can be analyzed based on 2 types of approaches. Students provide information based on self-reports related to dishonesty carried out when working on a thesis. The report said that quantitative research had a lot of fraud at the time of data input, while qualitative researches were used in making transcripts of interviews. The preliminary study became the basis for the importance of conducting academic dishonesty research on two different approaches.

Indonesia is famous for its Eastern nuances which are rich in cultural values and local wisdom. This adds to the importance of conducting academic dishonesty research in Indonesia. Some of the research results of Yukhymenko-Lescroart (2014) say that culture is very influential on dishonesty. Like the investigation conducted by Lescroart and Maria (2014) on ethical views on academic fraud seen from cross-cultural comparisons of undergraduate students in Ukraine and the United States. The results state that, in general Ukrainian students view academic cheating as something that is not too wrong when compared to US students. Ukrainian students also have a different understanding of what is categorized as academic cheating and what is not. Yang (2016) concluded that academic dishonesty actually depends on academic culture, which refers to the attitudes, beliefs, and values held by academics in relation to various aspects of their work.

Based on this background, this study examines how academic dishonesty occurs in students studying in religious-based colleges. Research focuses when working on thesis courses based on qualitative and quantitative research types. The situation working on the thesis is important because it is one of the final assignments of students and it has the highest credits.

Method

This study uses a phenomenological qualitative approach. Data collection tools using 2 methods, namely open questionnaire in the form of vignette and focus group discussion.

Vignette is a brief depiction of a typical scenario intended to obtain responses that will reveal the values, perceptions, impressions, and social norms that are received (Azman & Mahadzir, 2017). The use of Vignette as a data elicitation technique to encourage the articulation of perceptions, opinions, beliefs, and attitudes of participants when they respond or comment on scenarios and concrete situations described (Wilks, 2004). The advantage of vignette is being able to reveal topics that are very difficult because

they are personal and are considered less threatening (Barter & Renold, 1999). Besides that, the use of vignette is acknowledged to be the most useful / valuable for qualitative design as a substitute for the naturalistic research approach made through observation (Wilks, 2004; Mahanita, Nor Fariza & Hazita, 2016; Azman & Mahadzir, 2017). Vignette's story tells about NN which is a picture of students in a vignette scenario. The vignette is made containing 3 situations that really allow students to do academic dishonesty when working on a thesis, which is when searching for library sources, retrieving data and data analysis. Each situation has 2 questions, namely what will be done and its purpose. The following is a snippet questionnaire:

Tabel 1. Vignette Questionnaire Scenario

No	Situation	Scenario	Questions
1	looking for library sources/ introduction	Currently NN is looking for a theory (grand theory) of the characters suggested by the mentor. But, NN had difficulty getting the theory even though NN had tried to go to the library and asked for a book that DJ needed for his friend.	
2	take data	<p>qualitative> NN is currently making verbatim, in the middle of verbatim typing it turns out there are questions that have not been asked by respondents. while NN saw his friends almost finished working on their thesis</p> <p>quantitative> when the process of inputting data is rough, it turns out that NN sees there are several numbers on a scale that has not been filled in by the respondents. While NN saw her friends almost finished working on their thesis.</p>	<p>What will NN do next?</p> <p>What is NN's purpose to behave like that?</p>
3	data analysis	currently NN is analyzing the data which has been taken in the field. when analyzing, it turns out that the results of the analysis are invalid / reliable (quantitative) or the results are not in accordance with the research objectives (qualitative). whereas tomorrow DJ must discuss the results of the analysis with the supervisor.	

Respondents in this study were 32 students of the Faculty of Psychology, one of the universities in Central Java, Indonesia. The student is a respondent who has done a thesis consisting of 27 women and 5 men. After the respondent filled out the Vignette questionnaire, then 5 respondents were

selected who did academic dishonesty to become informants in data extraction using the Focus group discussion method. Following are the characteristics of FGD informants:

Tabel 1. Characteristics of participants in Focus Group Discussion

Informan	Age	GPA	Semesters	Research method
1	22 years	3,40	8	Quantitative
2	22 tahun	3,26	8	Quantitative
3	23 tahun	3,42	8	Quantitative
4	22 tahun	3,26	8	Qualitative
5	22 tahun	3,39	8	Qualitative

Informants are given questions related to the practice of academic dishonesty when working on the thesis and discussing it. Some questions include:

1. What are the form of academic dishonesty at Quantitative and Qualitative?
2. What are the forms of academic dishonesty during the introduction, data collection and data analysis?
3. What are the drivers and factors of dishonesty when working on the thesis?

The data obtained from the FGD then being analyzed using interactive analysis which included several processes, namely

data collection, data presentation, data reduction and drawing conclusions.

Result

Vignette Questionnaire Results

Based on Vignette questionnaire data, the results show that the most dishonesty is done by students when doing data collection, it showed 28.1%, then in data analysis, it showed 18.8% and looking for library sources showed 3.1%. More clearly described in table 2.

Table 2. Honest and dishonest based on the results of the Vignette questionnaire

Situation	Academic Behavior			
	Honest	%	Dishonest	%
looking for library sources/ introduction	32	96,9	1	3,1
take data	23	71,9	9	28,1
Data analysis	26	81,3	6	18,8

The vignette questionnaire reveals how the behavior will be carried out by the respondent in a situation that requires respondents to behave honest or dishonest. The vignette results state that in the data retrieval situation many respondents do dishonesty. Basically taking data is a process of meeting directly with the respondent, it is done based on an agreement made by the researcher and respondent together. When the data collection is done is still lacking, the researcher must meet again and arrange the schedule to do additional data collection as needed. In this case 28.1% of respondents prefer to do dishonesty. In Quantitative research dishonesty is done by manipulating rough data answers and in Qualitative research is done by estimating the general answers to questions from interviews.

In other situations, the process of analyzing data obtained results that require respondents to choose honest or dishonest. As it is known that analyzing data is a process that determines results based on research

objectives. In this case the research objectives must be answered based on the analysis of data that has been collected. The situation in vignette is made based on conditions where the results of the analysis are not in accordance with the objectives of the study, as many as 18.8% of respondents did dishonesty. Dishonesty in the situation of analyzing data only occurs in Quantitative research by manipulating raw data to fit the research objectives and changing the data so that the data has a relationship and influence in accordance with the desired hypothesis.

Results of Focus Group Discussion

This study was deepened by using focus group discussion technique conducted on 5 participants representing all respondents. Questions and problems are given for discussion in the discussion to find answers to this research question.

Table 3. Academic Dishonesty at Qualitative and Quantitative

Section	Form of dishonesty	
	Qualitative	Quantitative
looking for library sources/ introduction	Research conducted is not based on real problems, problems are created / manipulated by researchers, copy and paste theory without making the correct paraphrase even though the source is written in the reference list	
taking data	Verbatim / interview transcripts are made / manipulated by the researchers themselves	Some questionnaires that were not returned were filled by the researcher themselves, the statement items that were not / had not been filled in by the respondents were filled in by the researchers themselves.
Data analysis	It is more difficult to be manipulated so participants said there is no manipulation in data analysis	Data is created / added / changed so that invalid results become valid, unreliable results become reliable and results that have no relationship / influence will have a relationship / influence. Another form for rough data remains, but the results written are not in accordance with rough data. On the contrary, the rough data was changed to have the results that the

The factors behind academic dishonesty

Based on the results of the FGD, the factors behind the academic dishonesty are because the theory is difficult to be obtained, especially in making a theoretical background. In addition, in terms of data analysis, participants did not conduct an independent analysis because they could not operate the application to process data so that they asked for the services of others to analyze it. Another factor behind academic dishonesty is the dishonest habit of college, fulfill the demands of a mentor which cannot be fulfilled such as finding a theory that is difficult to be found, the results of an analysis that has no relationship / influence and a supervisor who does not supervise directly when working on a thesis.

Discussion

The results of this study say that the types of Qualitative and Quantitative research are not much different in terms of methods and which parts are vulnerable to be manipulated. This study examines which parts are very risky of the occurrence of academic dishonesty carried out by final year students in the process of working on the thesis. The results of this study state that the introduction, data collection and data analysis have the same form of academic dishonesty, namely making, manipulating, adding or changing data that should be based on empirical data obtained from the field. Murphy and Bannas (2009) say that dishonesty includes one form of falsification of information made by researchers. This activity is carried out by falsifying inappropriate information. Another term as a form of academic dishonesty is known as Fabrication which is defined as a form of falsification of data, information or quotations in any formal academic practice (Sarita & Dahiya, 2015). Fabrication was clarified by Robert (2002) that researchers

might be tempted to counterfeit information so that the results of research conducted would impress the reader and make them surprised by the results of his research. In addition, the other forms found in the introduction are copy and paste the theory without making the correct paraphrase even though the source is written in the reference list. As we know that paraphrasing is a way of expressing the same things in different ways (Kesuma, 1998). Paraphrasing means expressing the meaning of a sentence into a different sentence. when viewed from the type of academic dishonesty, students do not do paraphrase, but copy paste according to the sentence even though the source is still written in the bibliography. This remains part of academic dishonesty. The same sentence will appear in the plagiarism test, one of them using turnitin which aims to examine similarities with text data in the turnitin database (talib, 2017). The results of this study mention that there are two parts of thesis research that do more academic dishonesty when taking data and analyzing data, especially in Quantitative research. In general, data collection and data analysis were carried out by researchers directly without any field supervision carried out by the supervisor. It also triggers researchers to do academic dishonesty if what is expected is not found in the research results. In this case, supervision is very important in ensuring whether it is done correctly or not. Mujahidah (2009) explained that supervision is one of the situational factors that cause academic dishonesty to occur. Data collection in thesis research conducted by students is carried out independently. This makes supervision very difficult for supervisors.

Academic dishonesty conducted in thesis research is motivated by many causes. The results of this study mention the theory is difficult to be found and not directed by counselors, the inability of analyzing data independently (asking for analytical services),

dishonest habits during college, the demands of supervisors and supervision.

The inability of students to analyze independently related to how to process rough data to find the results of the hypothesis is not balanced with its ability to use the application system. This causes them to request data analysis services for others. The results of the analysis that turned out to be not in line with expectations (for example, the validity and reliability of a poor measuring instrument) then the results could be changed in accordance with student requests. This study found another thing, namely data analysis services participated in conducting academic dishonesty.

Interesting things found in this study are the dishonest habits during college which impact on the work of thesis research. Herdian (2017) found the same thing that academic dishonesty behavior that was carried out before entering college (elementary school / junior high school / high school) will be carried out again at the time of lecture. This shows that the habits carried out are common things to do again at the next level of education. The important thing to be studied further is how transmission of honesty values fail when school students are at the most basic level.

The demands or pressure of the supervisor become one of the reasons why students do academic dishonesty in their

thesis research. as found in other studies which say that one of the causes of academic dishonesty behavior is pressure from the surrounding environment (Montuno, Davidson, Iwasaki, 2012; Saana, Ablordeppey, Mensah & Karikari, 2016; Dewi, Sulidawati & Sujana; 2017, Eriskawati & Januarti, 2017, Widianto & Sari, 2017). The results show that students are required to get a theory without direct guidance from the supervisor. Besides, this also happens because students feel the results of their research are demanded to be good, so that in the Quantitative research the research hypothesis must be in accordance with what is expected.

Conclusion

Academic dishonesty has penetrated the work of thesis research at the tertiary level. Dishonesty is distinguished according to the type of research they use namely Qualitative and Quantitative. Academic dishonesty is found more frequently in Quantitative research than in qualitative research. The parts that are at risk for academic dishonesty are the introduction, data collection and data analysis. Specifically for qualitative the academic dishonesty is difficult to occur when analyzing data.

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