

Research Article

Analysis of the Integrity of Prospective Teachers

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Abstract.

Integrity is an essential character requirement for becoming a civics teacher. One can be known through his work for finding reliable prospective teachers. Every prospective civics teacher in junior and senior high school must complete the final lecture while attending lectures. The final project must be the work of the future teacher who meets the plagiarism assessment with a certain percentage (maximum 30%). Through a qualitative study of 79 prospective civics teachers in junior and senior high schools in the Quantitative Research course, it aims to answer the problem of plagiarism assessment as an indicator of the integrity of the prospective teacher. Researchers used qualitative analysis to analyze all data acquisition. The results showed that 54 (68.4%) future teachers had more than 30% similar abilities, and 25 people (31.6%) had less than 25% similarity. All prospective teachers responded positively to using the plagiarism assessment as a medium for detecting integrity. Through such tests, they are motivated to study more carefully and earnestly to make themselves worthy of being prospective civics teachers who meet the integrity requirements.

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Published 16 May 2023

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the ICLIRBE Conference Committee.

Keywords: integrity, plagiarism, final project, prospective teachers

1. INTRODUCTION

Integrity is a significant part of the existence of a teacher in school [1], [2], [3]. Moreover, for teachers who organize Civics learning activities. Civics subjects, in principle, are subjects responsible for managing learning activities that contain knowledge, attitudes, and behaviors that are one part of promoting Pancasila values [4], [5]. With this principle, it is not surprising that, in general, people in Indonesia affirm that Civics teachers have a responsibility to maintain the morale of their students. Civics teachers must ensure that each student has knowledge, attitudes, and skills from the values of Pancasila [6]. Civics teachers are responsible for ensuring that every student commits to having values of Pancasila as the nation's philosophy, both from the cognitive, affective, and psychomotor aspects.

To ensure that Civics teachers can carry out their roles appropriately in schools when they take lectures at universities, they are accustomed to strengthening Pancasila's

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values, norms, and morals. Prospective Civics teachers who teach Civics in junior and senior high schools must familiarize themselves with good behaviors based on Pancasila values [1], [7]. In this section, integrity as a prospective teacher occupies an important role. Since attending lectures, prospective Civics teachers must have integrity. The importance of honesty, independence, creativity, and responsibility are part of the integrity that appears in the daily life of prospective Civics teachers in universities [8]. In lecture activities, every lecture activity, assignment, and exam always contains these values, which are indicators of integrity. These learning activities require that prospective Civics teachers be able to do it responsibly, independently, honestly, and creatively.

Each course implementation always demands that students, as prospective Civics teachers, be able to demonstrate values that reflect their integrity [9]. Based on the author's observations on several courses in the Civics Study Program, there is information that for every student who attends lectures, there are three mandatory activities: lectures, assignments, and exams [10]. Lectures are face-to-face activities between lecturers and students to discuss lecture material. A project is an effort to deepen the lecture material through student activities in completing specific tasks from the lecturer [11]. An examination is a vehicle to determine the extent of student mastery of all lecture concepts. All of these activities require a charge of integrity [12]. Completing assignments is a medium for students to demonstrate their integrity while attending a lecture. Through projects, students carry out all activities correctly based on existing provisions.

Given the importance of the role of coursework in tertiary institutions, the main problem is whether students have completed coursework correctly. That is, have students independently completed lecture assignments according to their thoughts? Did the student fulfill the integrity requirements when completing the task without copying and pasting? To ensure this, the researcher conducted a plagiarism assessment on the course's final project. Why the choice in the final project? Lecturers, when doing lectures, need to use case studies and project base learning as the primary approach to learning. In the final project design, students contain these two things. The final assignment for student lectures has an assessment weight of 50% of the overall assessment. Based on these problems, the purpose of this study was to describe the results of the plagiarism assessment on the final assignment for prospective Civics teachers. Based on the trial results, the researcher will simultaneously describe student responses to the application of the plagiarism assessment as a requirement for determining the integrity

of prospective teachers as well as essential things as a follow-up to efforts to fulfill the integrity of future Civics teachers.

2. THEORETICAL FRAMEWORK

Unfortunately, not all students are currently able to complete lecture assignments based on high integrity [13], [14]. Several lecturers who held courses admitted that some students were careless in completing tasks. Students often copy and paste actions in completing tasks [15], [16]. It is due to how easy it is for someone to gain access to sources of information freely. One can find sources of information and references freely through the internet [17]. This convenience can be a positive factor in increasing student creativity in completing lecture assignments [18]. However, the situation will be different when students instantly use the easy access to information to complete projects without proper thinking. As a result, students have been able to complete the task, but the person concerned does not get anything from completing the task.

Students completing courses without using their minds is a form of integrity violation [9], [19]. If students do this continuously, it will impact their weak capacity to understand the content of the lecture message [3]. The inadequate ability of students to know the concept of a subject, in the end, makes Civics teachers who do not have the feasibility of conducting learning in junior and senior high schools [20]. Course supervisors need to take serious action to resolve existing problems [21]. Lecturers must seek academic ways to prevent student behavior against integrity. Lecturers need to do something that places students as loyal subjects in class with educational activities based on integrity requirements.

For this reason, one of the academic activities to prevent acts against integrity is a plagiarism assessment in the final project. Through this method, the plagiarism assessment is a preventive measure to avoid student actions that violate integrity. If this is successful, efforts to create prospective Civics teachers with integrity can be successful.

3. METHOD

In this article, the researcher uses a case study type of qualitative research. This research takes place in the study of Quantitative Research Courses. Six classes from 2 universities attend this course. Five classes are from Universitas Mataram NTB, and 1 class is from Universitas Pendidikan Ganesha Bali. The total number of students

is 79 people. In the course of the lecture, there was a case of a course supervisor implementing a course assignment system as a final project. The final project is a manifestation of the implementation of learning that uses a case study approach and project-based learning. This final project weighs 50%. This weight will undoubtedly determine students' graduation after attending lectures. This weight encourages course lecturers to make provisions in the form of a plagiarism assessment for students' final assignments. This plagiarism assessment indicates integrity for students who meet the requirements. All students become research subjects and complete the final project [22], [23].

The researcher used the Turnitin test to determine the similarity percentage in the student's final project [24]. The researcher decided the maximum similarity brick for the final task was 30%. The researcher used online google forms to send a questionnaire instrument to obtain other data in the form of student responses and follow-up actions after knowing the results of the similarity test for the final project, the researcher used online google forms to send a questionnaire instrument [25]. To ensure data accuracy on student questionnaires, researchers conducted online interviews with the help of zoom meetings. Ultimately, the researcher used a qualitative test on all data acquisition. The stages of the qualitative analysis test include data collection, data presentation, and concluding [26], [27].

4. RESULTS AND DISCUSSION

Based on all the data findings in this descriptive study, the researcher describes the results found on the existing problems. This study has two main issues: the similarity test results and student responses to the similarity test results. The similarity test is an indication of plagiarism assessment. All data and analysis results are as follows:

4.1. Plagiarism assessment in a course

The lecturer of the Quantitative Research course conducted a similarity test on the final project. The results of the similarity test are an indication of their integrity in their participation in the class. Before implementing the similarity test, the lecturer distributed a list of questions to students. This list of questions helps determine their knowledge of the use of plagiarism assessment. There are six indicators in the distribution of these questions, including: (1) sources of knowledge in plagiarism assessments, (2) experience in plagiarism assessments, (3) responses to plagiarism assessments, (4) benefits of

using plagiarism assessments, and (4) follow-up and recommendations after plagiarism assessments.

TABLE 1: Students' responses to the use of plagiarism assessment in the final project.

No.	Indicators	Students Responses	
		Amount	%
1	Source of student knowledge about plagiarism assessment.		
	Books	23	29
	Youtube	31	39
	Internet	25	32
2	Student experience in using plagiarism assessment.		
	Academic	79	100
	Non-Academic	0	0
3	Students' responses to the plagiarism assessment.		
	Positive	79	100
	Negative	0	0
4	Benefits of plagiarism assessment for students.		
	Independence	79	100
	Self-confident	79	100
5	Student activities after attending a plagiarism assessment.		
	Independently improve the results of their work.	69	87
	Consult with lecturers to improve their work.	10	13
6	Students' expectations of the study program related to the plagiarism assessment policy.		
	All coursework finals use a plagiarism assessment.	25	32
	Only thesis that uses plagiarism assessment.	79	100
	The study program does not need to use a plagiarism assessment.	3	4

Table 1 above shows that all respondents (100%) claimed to have benefited from the plagiarism assessment. Through this activity, they feel confident and independent for the final task they have completed. This feeling indicates that self-confidence and independence are essential factors that encourage a person to believe in his abilities so that self-integrity will grow and develop optimally. It is in line with the respondent's acknowledgment that the plagiarism assessment has a positive value for students. Through a plagiarism assessment, students find indications that strengthen positive

values for their work on the final project of a course. In addition, students (87%) were encouraged to independently complete the revision of the final project based on the results of the plagiarism assessment.

Another exciting part of the question distribution data for respondents is that students use various ways to obtain information about the importance of plagiarism assessment. Based on different details, 29% of students receive plagiarism assessment information from books, 39% from YouTube, and 32% from the internet. With the increasing availability and need for information technology, students have proven to use various sources to obtain information. Students no longer use a single source but have been able to use multiple sources to get information on the importance of plagiarism assessment.

At the end of the distribution of questions, there is an essential student's expectation on the use of plagiarism assessment. 32% of students expect the plagiarism assessment to apply to all courses. All course lecturers use plagiarism assessments to assess the extent of student integrity through the completion of the final project. All students also submitted suggestions that the plagiarism assessment applies to the thesis evaluation. However, 4% of students do not agree with the use of plagiarism assessment, both for coursework and thesis. This student's disapproval is on the basis that they do not believe in themselves to carry out activities independently to complete a course assignment.

4.2. The results of the plagiarism assessment in the final project course

The Civics Study Program has determined a student's final project similarity level of 30%. The absolute tolerance limit for students' final assignments is 30%. If students have a final project with a similarity percentage that exceeds these provisions, the final project in the category does not meet the requirements. Researchers conducted a similarity test on the Final Project of the Quantitative Research Course using Turnitin software. The results in Figure 1 show that at least two people (2.3%) have a similarity level of 0-10%, and at most, 30 people (34.9%) have a similarity level of 31-40%. Overall, 32 students (41%) met the maximum limit requirements on the final project, free of plagiarism. The rest, 47 people (59%), have not been free from plagiarism attempts. This data certainly needs serious attention for course lecturers and students as prospective Civics teachers who should have high integrity by freeing themselves from plagiarism.

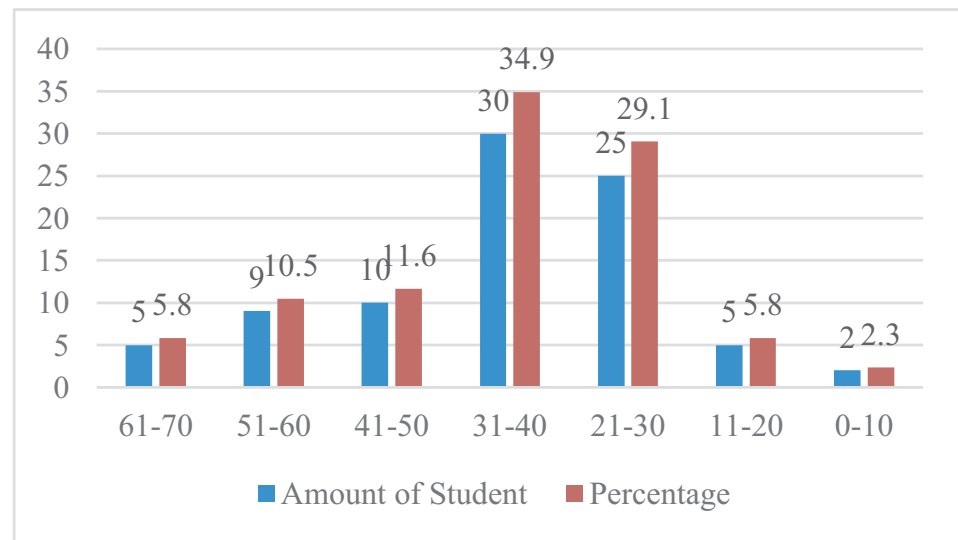


Figure 1: Similarity Test Results Using Turnitin in the Final Project of the Quantitative Research Course.

4.3. Why do students plagiarism when completing a final project course?

Candidates for undergraduates in the Civics Study Program have a high responsibility to maintain integrity. It is in line with the aim of the study program, which is to create Civics graduates who can support self-integrity based on the values of Pancasila as the Indonesian philosophy of life [28]. All courses play an essential role as a vehicle for strengthening the self-integrity of prospective teachers. The Quantitative Research course is one of the courses that have a deep concern for being a medium for developing integrity. All students must realize their integrity by completing the final project [29]. Independently completing course final assignments indicates the integrity of students in a course [8]. Students who complete the final task alone will get a small percentage of similarity when participating in the plagiarism assessment. On the other hand, if a student completes the final project as a result of copy-pasting someone else's work, then the plagiarism assessment will show a large percentage of the similarity test results.

As the data in Figure 1 shows, most students (62.8%) have a similarity level that exceeds the maximum prerequisite of 30%. These data indicate that students indicate did plagiarism in completing a final project. The researchers explored this data further by conducting interviews with these students. The results show that 30% of students take these actions based on compulsion due to time constraints in completing the final project. It prompted him to take shortcuts by copying and pasting other people's work.

On the other hand, 60% of students admit their limitations in literacy. They do not yet have an active habit of reading references, so they have difficulty developing narratives

when completing their final project. Of the rest, 10% of students do not have a specific reason for the act of plagiarism. It's just that they admit that this plagiarism occurs due to seeing other people who have previously plagiarized other people's work. When the action happens, the lecturer ignores the action, making the student perform the same action on another final assignment.

In the academic field, students do not allow plagiarism [30], [31]. This behavior can contaminate the self-integrity of prospective Civics teachers [32], [27]. They realize that the behavior of plagiarism is a wrong fit. Based on the results of this plagiarism assessment, students admitted that they were under pressure to do better things in the future. Through independent completion, they will try to complete the final project in the next course according to their abilities.

5. CONCLUSION

The plagiarism assessment is one way to see how far the results of a student's final project have a high or low level of similarity, as stated in the existing provisions. If someone has a high similarity percentage, the student concerned is indicated to be plagiarizing. Conversely, if the level of similarity is low, it suggests that the student's work is the result of his work. This study shows that most prospective Civics teachers (68.4%) are still at the maximum threshold of the 30% similarity level. It means that most of the students still exaggerate quotes from other people's work in their final project. The student's work has indications of a lack of integrity.

Integrity for prospective Civics teachers is a must. It implies that they must be able to demonstrate actions that show an indication of integrity. This research shows their integrity in the final project results, meeting the 30% similarity maximum requirement. The high number of respondents with a similarity of more than 30% indicates that students still need independent efforts so that each time they complete their final project, they need to avoid excessive citing of references. Students need to practice citing references and formulating appropriate sentences and paragraphs continuously so there is no plagiarism indication.

Students as prospective Civic teachers realize that their habit of fully quoting other people's work can be indicated as an act of plagiarism. Their habit of doing this is still due to their weak reading habits, limited time to complete assignments, and other reasons that are not specific. Based on these findings, respondents submitted progressive proposals to be used as recommendations for research results. They propose at least two important things, and namely, if possible, all supervisory lecturers use plagiarism

assessment to determine the level of plagiarism in a final project. However, if this is not possible, all respondents suggest that the Civics Study Program use a plagiarism assessment to test the plagiarism level of a thesis. If these two things can go hand in hand, then at least efforts to improve the integrity of prospective Civics teachers can be realized.

ACKNOWLEDGEMENTS

The researcher would like to thank the students from Universitas Mataram and Universitas Pendidikan Ganesha Singaraja-Bali who have attended the Quantitative Research course. Their contribution was significant in the completion of this research. This research is helpful for lecturers and students as information on the detection of the final project. This effort is early detection to prevent a decrease in integrity demands through completing the final project due to independent and responsible work.

6. RECOMMENDATION

An important recommendation based on the results of this study is the need for plagiarism assessment as an alternative to the prospective civics teachers' integrity test. This plagiarism assessment should generally apply to courses in the Civics Study Program. Through implementation like this, all parties have the same responsibility to create teacher candidates with integrity.

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