

## INFLUENCE OF UNDERSTANDING INTEGRITY AND PROFESSIONAL VALUES FOR ACADEMIC ETHICS PRACTICES AMONG LECTURERS IN ISLAMIC RELIGIOUS HIGHER EDUCATION

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**Abstract.** Education, The phenomenon of deterioration in academic ethics among lecturers, is alarming in Indonesia. That reflecting in decline in the value of integrity and the value of professionalism among lecturers. Therefore, this study focuses on the influence of understanding integrity and professional values on lecturers' academic ethics practices. The methodology of this study uses quantitative methods using descriptive survey studies. The data of this study were collected using questionnaire, where the understanding of integrity is measured with integrity according to the Hadith of the Prophet by Hanafi Hamdani (2014), professional values have measured using Wilson (2010) survey questionnaire on moral reasoning, and ethical decision making and academic ethics practices were measured using the College Teaching Behaviors Inventory (CTBI) developed by Braxton & Bayer (2003). The sampling method is to use a stratified sampling technique. Lecturers have randomly selected a total of 439 lecturers from five Universities of the Islamic Religious (PTKIN) in Aceh, Indonesia. Data were analyzed based on multiple regression. The findings showed that there was no significant effect of understanding of [ $p \geq .05$  (.085)] and professional values [ $p \geq .05$  (.140)] on lecturers' academic ethics practices. However, the findings of this study also show that a greater understanding of integrity contributes to the changing academic ethics of PTKIN lecturers than to professional values. This study implies that the aspect of understanding of integrity and professional value has enhanced through courses and training organized by the top management of PTKIN. The management of PTKIN should emphasize this aspect among the lecturers so that they can serve as role models for the younger generation.

**Keywords:** Understanding integrity, Professional values, Academic ethical practices

**INTRODUCTION** Academic ethics is a guide to the responsibilities, roles, and behaviors of a college lecturer. Therefore, academic ethics is suitable to be used as a guide in action and decision-making when faced with ethical dilemmas. According to the National Institute of Public Administration or INTAN (1991) defines ethics as a set of references to behaviors and procedures to be followed or any moral principles to be adhered to or a set of behaviors that every member of the organization should follow and observe.

Lecturers have also committed ethical violations in educational institutions by establishing intimate relationships with students, disrupting coursework or

coursework, and disobeying university regulations. Besides, there are cases where a university lecturer in Islam in Aceh has made corruption in 2007. Meanwhile, there were three lecturers, including the rector at one of the public universities in Aceh, Indonesia has made corruption by using funds for the benefit of student's private lecturer in 2010. The civil courts have sentenced all of this in Aceh, Indonesia. Therefore, this study has conducted to examine the influence of understanding integrity and professional values on academic ethics practice among lecturers. Through this study, the researcher will be able to look at the issues and problems that arise concerning the variables involved and discuss in more

detail the solution to addressing the problem. From this, the study also helps lecturers not to focus on negative things for the development and future of the nation

### **Research Objectives and Questions**

The objectives of this study are to: Identify the level of understanding integrity and professional value on the academic ethics practice of the lecturer; Identify significant differences in the academic ethics of lecturers based on age and gender; Identify the significant impact of the understanding integrity and

### **METHODS**

The researcher used the quantitative method using a descriptive survey method based on the questionnaire that the respondents answered. Quantitative research methods have used because this study involves the process of collecting respondents' data using a questionnaire and

involving a large number of respondents (Cohen, 2000). Among the advantages of using this method are that it allows more data to collect at a time, more cost-effective, and convenient use of the process (Creswell, 1997; Hofstede, Neuijen, Ohayv, and Sanders, 1990). Besides, the use of the questionnaire instrument in this study also makes the study more focused and in-depth and able to achieve the objectives of the study, which is better defined and perfect (Sachman, 1991).

The researcher used a stratified sampling method to determine the selected sample. The stratified sampling method is a sampling technique in which the study population is grouping into specific strata. This method was used by researchers to determine the sample consisting of lecturers at a State Islamic University (UIN),

professional values on the academic ethics practices of the lecturer.

The research questions are as follows: What is the level of understanding integrity and professional value on the academic ethics practice of the lecturer?; Are there significant differences in the academic ethics of lecturers based on age and gender?; 3. Is there a significant impact on the understanding of integrity and professional values on the academic ethics practice of the lecturer?

two State Islamic Religious Institutions (IAIN), and two State Islamic Religious High Schools (STAIN). All lecturers are in PTKIN in Aceh, Indonesia is of 1115 lecturers. Based on the population, the researcher has selected 439 lecturers has used as the study sample.

The questionnaire instrument used to measure aspects of comprehension of integrity consisted of 36 items with a reliability value of  $\alpha = .87$ , and a questionnaire of professional value consisted of nine items with a reliability value of  $\alpha = .73$ . Meanwhile, the questionnaire to measure lecturers' academic ethics practices contained 126 items with a reliability value of  $\alpha = .92$ .

### **FINDINGS**

#### **Level of Understanding Integrity and Professional Values in the Practice of Academic Ethics Lecturers**

An analysis of the level of understanding integrity and professional value of lecturers' academic ethics practices has based on mean values as well as the standard deviation values generated from the response of 439 respondents among lecturers at PTKIN. The amount of min obtained has reflected the level of

ethical practice among the lecturers.

High levels refer to mean scores of 3.67 to 5.00; medium levels refer to mean scores of 2.34 to 3.66, and low levels refer to mean scores of 1.00 to 2.33. Therefore, based on the analysis conducted, both aspects of the understanding of integrity ( $M = 4.27$ ,  $SP = .38$ ) and professional values ( $M = 3.90$ ,  $SP = .41$ ) were high.

#### **Differences in the Practice of Academic Ethics by Age**

One-way analysis of variance (ANOVA) has used to identify significant differences

in academic ethics practice among lecturers based on age. The results of the analysis showed that there was no significant difference in academic ethics practice among lecturers based on age,  $F(42, 396) = .906$ ,  $p > .05$  (.642). This finding indicates that there is no significant difference in academic ethics practice among lecturers between groups of respondents based on the age of the lecturers. Therefore, the findings support the null hypothesis that there is no difference in academic ethics practice among lecturers based on age.

Table 4.1: Results of the ANOVA of the Academic Practice of Academic Lecturers by Age

Source	SS	Df	MS	F	Sig.
Between Groups	12.713	42	.303	.906	.642
In Group	132.354	396	.334		
Totals	145.067	438			

\* $p < 0.05$

#### **Differences in the Practice of Academic Ethics by Lecturers**

Independent sample T-test analysis has used to identify significant differences in academic ethics practices among lecturers based on gender. The results of the analysis showed that the mean score and standard deviation for males were ( $\bar{X} = 3.49$ ,  $SD = .57$ ), and females were ( $\bar{X} =$

3.45,  $SD = .58$ ). T-test results found that the t value was .54, at a significant level of .59 ( $p > .05$ ). That indicates that there is no significant difference in ethical practice among lecturers based on gender. Therefore, this study has accepted the null hypothesis that there is no significant difference in academic ethics practice among lecturers based on gender.

Table 4.2: Results of the T-Test of the Academic Practice of Academic Lecturers by Gender

Gender	N	Min	SP	Df	t	P
Male	283	3.49	.57	437	.54	.59
Female	156	3.45	.58			

\* $p < 0.05$

#### **Influence of Understanding Integrity and Professional Values on Lecturer Academic**

#### **Ethics Practices**

Regression model analysis revealed that

there were two predictors of variables for academic ethical practice - namely, an understanding of integrity and professional values that have included in the regression model at  $\leq .05$ . The correlation between dependent variables and predictor variables of comprehension was .113. Then, the correlation between dependent variables and professional predictor variables was .105.

The  $R^2$  value of .013 indicates that 1.3 percent of changes in independent

variables (academic ethical practices) are due to changes in the understanding of integrity. The combination of understanding of integrity and professional value contributed (1.8-1.3) percent, which is 0.5 percent of the additional change in academic ethics practice. The linear combination of the two predictor variables accounted for 1.8 percent of the variance in academic ethics-dependent variables. That can be seen in Table 4.3 as follows:

Table 4.3: Multiple Regression Analyzes Understanding Integrity and Professional Values in Lecturer Academic Ethics Practices

	Model	R	R2	F	$\beta$	SE B	Beta	t	Sig.
1	Constant	.113a	.013	5.690	2.763	.302		9.155	.000
	Understanding Integrity				.168	.070	.113	2.385	.017
2	Constant	.133b	.018	3.946	2.523	.342		7.373	.000
	Understanding Integrity				.129	.075	.087	1.728	.085
	Professional Values				.103	.070	.075	1.479	.140

a. Understanding Integrity

b. Understanding Integrity & Professional Values

c. The dependent variable: Academic Ethics Practices

The results of the data analysis indicate that for the study population (sample size = 439), two predictor variables, namely understanding of integrity (a) and professional value (b) were predictors of academic ethical practice. That suggests in the results of the study researchers accept the assumption that understanding the variables and variable values of integrity and professional ethics is a predictor of academic lecturers PTKIN in Aceh.

Significantly, the comprehension score [F (1, 437) = 5.690,  $p < .05$ ] accounted for 1.3

percent of the variance ( $R^2 = .013$ ) in academic ethics practice. This means that an understanding of integrity ( $\beta = .168$ ,  $p < .05$ ) is a key indicator of why the lecturers at PTKIN are practicing academic ethics. The combination of understanding integrity ( $\beta = .129$ ,  $p > .05$ ) and professional values ( $\beta = .103$ ,  $p > .05$ ) increased by (1.8-1.3) percent or 0.5 percent to variance ( $R^2 = .018$ ) in ethical practice. academic [F (2, 436) = 3.946,  $p < .05$ ]. This situation indicates that predictor variables of integrity are more likely to contribute to changes in

academic ethics practice than professional predictor variables.

Table 4.3 shows a regression model analysis of the two predictors for the variables dependent on academic ethics, namely, understanding of integrity [ $p \geq .05$  (.085)] and professional values [ $p \geq .05$  (.140)] showing non-significant values. Significant. That indicates that both predictor variables did not affect the academic ethics of the lecturer. Therefore, the results of this study indicate that the null hypothesis that there is no significant influence on the understanding of integrity with professional values on academic ethics practice among lecturers is accepted. It is a whole show that the two variables are not significant and do not give any effect to the ethical practices of academic lecturer PTKIN in Aceh.

Overall, the understanding of the integrity of many variables contributes to and influences to change the practice of academic ethics among lecturers PTKIN in Aceh, Indonesia, compared with the professional variables. In contrast, professional value variables are not significant variables and at least contribute to the change in the academic ethics of lecturers.

## **Discussions, Implications, and Suggestions**

### **Understanding Integrity Level**

The researcher discussed the level of understanding integrity among the respondents, where the level of understanding the integrity of this study was high. The findings of this study are in line with a study conducted by Hanafi Hamdani (2014) in which they found that the level of understanding among the administrative staff of UiTM Shah Alam, Selangor was high. Similarly, a study

conducted by Zalinah Mohamed (2014) found that the level of integrity among primary schools in four schools around Tampoi, Johor Bahru, for the implementation of School-Based Assessment based on the Primary School Curriculum Standards (KSSR) was high.

### **Professional Value Level**

The researchers discussed the level of professional value among the respondents where the level of professional value for this study was also high. The findings of this study are in line with studies conducted by Mohamad Nizam Nazarudin, Nur Fatimah Luciana Benjamin Abdullah, and Zakiah Noordin (2017), who found that the level of professionalism of practicing teachers during the practicum at the Sabah Zone Teacher Education Institute is high. However, the findings of this study are also not in line with the study conducted by Noor Rosmawati Yusuf, Abdul Razak Ahmad, and Mohd Mahzan Awang (2017), who found that the level of professional practice of Malaysian Polytechnic lecturers is at a relatively high level.

The study conducted by Nur Hafizoh and Rohana (2013) is contrary to the findings of this study, where they found that the practice of teaching professionalism based on the Malaysian Teacher Standard among the University of Technology Technology Malaysian teachers shows that it is at a moderate level. That has been proven by analysis that shows that the level of interpersonal and intrapersonal skills is the highest practice, followed by belief in God as well as a leadership practice. Therefore, the overall decision making of the research findings on the level of practice of professionalism is only at a moderate

level.

### **Differences in the Practice of Academic Ethics by Age**

The findings of this study found that there was no significant difference in academic ethics practice among lecturers based on age ( $p = .642$ ). This finding is in line with a study conducted by Ainuddin Mohd Isa (2017), who found that there was no significant difference in academic ethics practice among the teachers of the Teacher Education Institute by age. That indicates that the age category does not make any changes to the academic ethics practices among the lecturers. In other words, the practice of academic ethics among lecturers is the same despite differences in age.

The findings of the study are also in line with the study conducted by Syaifulradzman Shaifuddin (2012), who found that there was no significant difference between age categories compared to an individual's academic ethics. That indicates that the older age category in which they have much experience and through the more extended service period is the same as the practice of academic ethics with the younger age group.

Therefore, researchers remain consistent with the results of this study as opposed to significant differences in academic ethics practices based on one's age. Although the theory has stated otherwise, these differences may have influenced by other aspects that may be beyond this study. Extremely different ages certainly make a significant difference when viewed based on the courses and seminars we have attended and the experience gained during the service. However, reality has shown that there is

no significant difference in one's academic ethical practices by age category.

### **Differences in the Practice of Academic Ethics by Lecturers**

The findings of this study found that there was no significant difference in academic ethics practice among lecturers based on gender ( $p = .589$ ). This finding is in line with Ainuddin Mohd Isa's (2017) study, which found no significant difference between a person's gender and the academic education practice of lecturers of the Teacher Education Institute. Ainuddin Mohd Isa's (2017) study showed that male lecturers did not find any significant differences in academic ethics compared to female lecturers. Thus, this proves that the practice of academic ethics among male and female lecturers is the same despite differences in gender.

However, this finding is also contrary to studies conducted by Shazaitul Azreen Rodzalan and Maisarah Mohamed Saat (2016). Researchers focus more on undergraduate students as respondents in their study where there is a significant difference in ethical practices among students based on gender. The study found that female students had higher levels of ethical practice than male students.

Therefore, it has concluded that each study has different findings. However, it should be that academic ethics do not make any difference by gender because individuals need to maintain a high level of ethics within themselves and continuously need to improve daily to achieve excellence in their personal, national, and national well-being.

### **Influence of Understanding Integrity and Professional Values on Lecturer Academic**

### **Ethics Practices**

The findings of this study found that there was no significant effect of understanding integrity and professional values on academic ethics practice among lecturers. According to the opinion expressed by Rashidi Abbas, Fakhrol Adabi Abdul Kadir and Ilhamie Abdul Ghani Azmi (2014) found that aspects of integrity and values such as persistence and sincerity in the individual do not matter that the individual or subordinate should always be implemented and enhanced. That is because these aspects influence the formation of ethical values in themselves. At the same time, the formation of quality students and workers from all aspects of Islamic values is of utmost importance and attention to the process of improving the progress of a nation and nation.

### **Implications of the Study**

Cases of misconduct or ethical violations among lecturers, as presented by the researchers in this study are indeed commonplace and indeed occur in any educational institution in any country. Therefore, the appreciation and cultivation of more ethical leadership values among lecturers is a jihad to ensure that repeated incidents of misconduct do not occur. Therefore, the Ministry of Education is expecting to take various actions to inculcate the ethical value of each lecturer and student. This endeavor is seeing as the best, right, and pure way. All aspects of programs, courses, briefings, and seminars need to be applied in these aspects so that these positive things remain fresh and fresh in their daily lives.

Based on the findings of this study, the researchers also suggested that the

university should conduct courses or training on academic ethics practices among the lecturers from time to time. That because, through these courses and training, we can further enhance the academic ethics in each of our lecturers while also learning more positive values in academic ethics, especially regarding university teaching and learning. At the same time, these courses and exercises can also help to make more ethical decisions among lecturers.

Furthermore, the university should also recommend that lecturers with lower academic qualifications compare to those with higher academic qualifications to attend training on academic ethics from time to time. It aims to close the gap between academic approvals that exist among lecturers based on academic ethics practices. At the same time, lecturers with high academic qualifications such as a Doctorate of Philosophy should also ensure that their academic ethics practices are maintained and strengthened so as not to diminish. By the way, the practice of academic ethics among lecturers does not present any gaps or differences despite having different academic qualifications.

### **Suggestions for Advanced Study**

The findings of this study have contributed to the researcher seeing the differences in the study based on the demographic aspects of the respondent's age and gender. Therefore, for further study, the researcher may extend the demographic aspects of the respondents such as religion, social environment, economic level, cultural dimension, and etcetera. As such, the researcher will come up with different findings and provide a more

comprehensive and detailed contribution to the readers. At the same time, the findings of this study can serve as the basis for studies related to academic ethics practices among lecturers.

Furthermore, future studies may also extend this study by using qualitative methods or by combining both methods quantitatively and qualitatively. According to Scott and Garner (2013), the use of the 'mixed method' has the advantage of providing a more explicit qualitative study and contextualization through quantitative studies. Besides, researchers using qualitative methods will find more accurate, comprehensive, reliable, quality, and meaningful research findings. At the same time, this study emphasizes on inductive reasoning to understand a particular situation or situation, including the history or experience of an individual. Because the findings of the study based on in-depth interviews. The observations and analysis of the document have been carrying out by the researcher in detail to strengthen the findings further. Therefore, this proposal is best applying by the next researcher.

Further research has expected to reach a more significant number of respondents as well as more cities in Indonesia. As this study only involves PTKIN available in the city of Aceh, the researchers suggest that future studies have expanded throughout the city that is in Indonesia by involving lecturers from every age group. Comparative studies of urban and rural universities on this topic are also encouraged.

## CONCLUSION

Overall, the researchers conducted by

researchers have opened up opportunities and opportunities as well as a starting point for other researchers to make or continue their research in related fields that have not fully explored. Of course, future studies can refine the same field from different points of view. However, the most crucial thing in a study is that each view or study can contribute as well as reference material to achieve something better.

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