



Sarah Elaine Eaton
Editor

Handbook of Academic Integrity

Second Edition



Springer

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Second Edition

With 68 Figures and 80 Tables

 Springer

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Preface to the Second Edition

Academic integrity, research integrity, research ethics, and the ethical conduct of students, academics, and administrators continues to be a complex and pressing problem across all levels of education worldwide.

The first edition of this *Handbook* was led by Professor Tracey Bretag, whose contributions to the field of academic integrity continue to have an impact. Not only did Professor Bretag conduct original empirical research, in 2005 she launched the *International Journal for Educational Integrity*, published by BMC Springer. She mentored and inspired hundreds of graduate students, early career scholars, and established scholars who wanted to research academic integrity. The first edition of this *Handbook* established this major work as the most prestigious and authoritative work in the field.

This second edition of *Handbook of Academic Integrity* shares some fundamental characteristics with the first edition and brings forward new topics that have grown in importance in recent years. Academic and research integrity are complex and transdisciplinary fields of research, and scholars from across the disciplines have taken up the call to provide a substantive evidence base for the field.

The *Handbook of Academic Integrity* (2nd ed.) continues to bring together diverse views from around the world. It provides a comprehensive overview of traditional topics such as plagiarism, student conduct, and how to address breaches of integrity. In addition, in this edition, authors have contributed chapters on artificial intelligence, equity, diversity, inclusion, accessibility, decolonization, and Indigenization.

The *Handbook of Academic Integrity* (2nd ed.) is divided into 11 parts based on key discussions in the field. These are introduced by Section Editors who are internationally recognized scholars and experts in the field of academic integrity. Open peer review was conducted by the Section Editors, and I conducted an additional round of review, reading every chapter myself during the development of the *Handbook*, to ensure its quality and rigor. The *Handbook of Academic Integrity* (2nd ed.) remains the definitive work on academic integrity, providing value to readers around the world.

Calgary, Canada
November 2023

Sarah Elaine Eaton

References

Bretag, T. (Ed.). (2016). *Handbook of academic integrity*. Springer Singapore.
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Preface to the First Edition

Since the 1990s, academic integrity has become a central preoccupation for all stakeholders in education. What may have seemed like a relatively easy topic to address has, in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers, and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, until now there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary, and at times contradictory body of literature.

The *Handbook of Academic Integrity* brings together diverse views from around the world and provides a comprehensive overview, beginning with different definitions of academic integrity through how to create the ethical academy. The *Handbook* also engages with some of the vigorous debates in the field such as the context and causes of academic integrity breaches and how best to respond to those breaches. For established researchers/practitioners and those new to the field, the *Handbook* provides both a one-stop shop and a launching pad for new explorations and discussions.

The *Handbook of Academic Integrity* is divided into 10 sections based on key discussions/themes in the field, introduced by Section Editors who are internationally recognized researchers and writers on academic integrity. Double-blind peer review of every chapter has added to the rigor of the *Handbook* as the definitive work on this subject.

The *Handbook* is available as a print edition and as a fully searchable online version.

Adelaide, South Australia
January 2016

Tracey Bretag

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I express my appreciation to the hundreds of people who have contributed to this book in direct and indirect ways. First and foremost, I thank the Section Editors, who took on the challenge and responsibility of overseeing the development and delivery of chapters in their respective sections: Brenda M. Stoesz, Silvia Rossi, Joseph F. Brown, Guy Curtis, Irene Glendinning, Ceceilia Parnter, Loreta Tauginienė, Zeenath Reza Khan, and Wendy Sutherland-Smith. You are the experts who provided leadership, commitment, and guidance to authors in your sections. Your critical eye as open peer reviewers ensured that contributions met the highest standards of scholarly contributions. You pushed the authors to do their best work and your efforts are a testament to our collective commitment to scholarship that meets the most exacting standards.

I am grateful to the authors from all over the world who contributed to this *Handbook*. You brought new insights, while drawing from previous literature. Your many hours of drafting, revising, and refining your work has been invisible work, usually in addition to a busy and unrelenting day job. Your efforts have been worth it, as the quality of the contributions is unparalleled.

We remain grateful to those giants in the field on whose shoulders we stand. In particular, I will forever appreciate Tracey Bretag who served as the editor of the first edition of this *Handbook*. You continue to inspire so many of us in our daily work and long-term commitment to the field.

I would also like to thank the team at Springer whose work behind the scenes for the past two years made this work a reality. Special thanks to Nick Melchior who initially brought me into the project; to Astrid Noordermeer, who provided editorial leadership and guidance; and to Neha Thapa, whose superior project management skills are beyond compare. Additional thanks are due to the production team who work in the background and without whom books like this would not happen.

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Sarah Elaine Eaton

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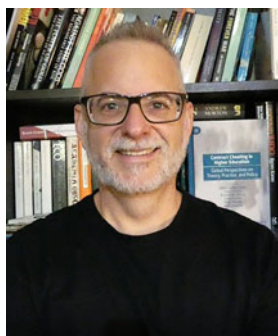


Sarah Elaine Eaton, PhD, is an associate professor at the Werklund School of Education, University of Calgary, Canada. She has received research awards of excellence for her scholarship on academic integrity from the *Canadian Society for the Study of Higher Education (CSSHE)* (2020) and the *European Network for Academic Integrity (ENAI)* (2022). Dr. Eaton has written and presented extensively on academic integrity and ethics in higher education and is regularly invited as a media guest to talk about academic misconduct. Dr. Eaton is the editor-in-chief of the *International Journal for Educational Integrity* (Springer). Her books include *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021), *Academic Integrity in Canada: An Enduring and Essential Challenge* (Eaton & Christensen Hughes, eds.), *Contract Cheating in Higher Education: Global Perspectives on Theory, Practice, and Policy* (Eaton, Curtis, Stoesz, Clare, Rundle, & Seeland, eds.), *Ethics and Integrity in Teacher Education* (Eaton & Khan, eds.), and *Fake Degrees and Fraudulent Credentials in Higher Education* (Eaton, Carmichael, & Pethrick, eds.). She is also the editor-in-chief of the *Handbook of Academic Integrity* (2nd ed., Springer). Eaton leads a transdisciplinary research project, “Understanding the Impact of Artificial Intelligence on Higher Education,” funded by the Social Sciences and Humanities Research Council of Canada (SSHRC).

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Improving Academic Integrity in Indonesia: Proposed Recommendations for Managing Alleged Misconducts

5

Ide Bagus Siaputra and Dimas Armand Santosa

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Abstract

This chapter has been written to communicate two key points. The first message conveys the present condition of dealing with plagiarism, which has shifted from identifying and addressing academic misconduct to fostering academic integrity in Indonesia. This was motivated by the issuance of the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 39 of 2021 on Academic Integrity in Producing Scientific Works. This modification resulted in a reclassification of academic infractions, namely, violations committed in an attempt to produce scientific works and personal violations in the academic settings.

The second message is sharing best practices that have been promoted since 2012 in an effort to combat plagiarism more effectively. In the new normal period, the differentiation between plagiarism, imitation, and copyright infringement and

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efficient ways to avoid plagiarism has been consistently pushed and has grown increasingly widespread online. In addition, it is believed that attempts to generate key indicators (breach of the truth, trust violation, and potential risks) as diagnostic aids are more effective for anticipating changes in methodologies and technical improvements in the production of scientific works for the domains of education, research, and community service.

Keywords

Academic integrity · Academic misconduct · Authorship manipulation · Conflict of interest · Fabrication · Falsification · Multiple publication · Plagiarism · Research integrity · Indonesia

Introduction

Plagiarism, multiple submissions, self-citations, and citation manipulation are just some of the things that should be avoided and watched out for in scientific publishing. Even the threat of sanctions and harsh punishments can't stop people from doing things that aren't good. In the same way, corruption seems to still be popular even though many people have been caught doing it.

Resnik et al. (2015) researched international research policies and found this information. Resnik et al. study the relationship between research policy and funding rankings for R&D. Indonesia was one of 40 countries with the largest research budgets studied. Cross-border research shows that Indonesia is one of 22 countries with national research ethics policies. Eighteen countries have not yet developed national research codes of conduct policies.

Resnik et al. (2015) found a link between the existence of a research code of ethics and the ranking of countries based on how much money they spend on research and development (higher ranking) and how much of their gross national income (GNP) goes to research (the greater the percentage). Countries that pay more attention to research and give more money to it tend to have a national research code of conduct. In other words, the national research code of conduct is usually only owned by countries with big budgets for research.

In this situation, Indonesia is a unique case that needs to be looked at. Indonesia is ranked last out of 40 countries, and its gross national product (GNP) has the lowest amount and percentage compared to other countries. Indonesia has a research code of ethics, even though it has the smallest research and development budget (both in terms of money and as a share of GNP). This could mean how serious our country is compared to other big countries like France, India, and Russia (included in the ten countries with the largest budgets).

Indonesia has more than ten legal regulations about academic misconduct (see Table 1). Some legal documents regulate one thing, like plagiarism and copyright. Others regulate educational standard or research in general. This table contains only documents from Directorate General or Ministry agencies. Many other legal

Table 1 Collection of State documents on cheating and academic conduct

No	Year	State documents	Subject
1	1999	Circular Letter of the Director General of Higher Education Number 3298/D/T/99 (Brodjonegoro, 1999)	Efforts to Prevent Plagiarism
2	2002	Law of the Republic of Indonesia 19 of 2002	Issue of Copyright
3	2003	Law of the Republic of Indonesia Number 20 of 2003	National Education System
4	2010	Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 (Minister of National Education, 2010)	Prevention and Control of Plagiarism in Higher Education
5	2010	Circular Letter of the Director General of Higher Education number 1311/D/C/2010	Prevention and Control of Plagiarism
6	2011	Circular Letter of the Director General of Higher Education Number 190/D/T/2011	Validation of Scientific Papers
7	2012	Law of the Republic of Indonesia number 12 of 2012	Higher Education
8	2013	Decree of the State Minister of Research and Technology of the Republic of Indonesia Number 25 /M/KP/III/2013	Guidelines for Preparing a Code of Ethics for Research Actors
9	2014	Law of the Republic of Indonesia Number 28 of 2014	Copyright
10	2016	Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 57 of 2016	Guidelines for the construction of integrity zones towards WBK ^a and WBMM ^b within the Kemristekdikti
11	2021	Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 31 of 2021 (Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, 2021)	Academic integrity in producing scientific works

^aWBK: Wilayah Bebas Korupsi (Corruption-Free Area)

^bWBMM: Wilayah Birokrasi Bersih dan Melayani (WBBM) (Clean and Serving Bureaucratic Area)

documents are derivatives of educational and professional associations' issuances. All kinds of legal documents show that the government and institutional leaders in Indonesia are concerned about academic fraud.

Since 1999, the Ministry has raised legal documents or policies to stop fraud or academic violations. At that time, the Director General of Higher Education detected incidences of applying shortcuts in producing scientific work by way of plagiarism. Facts revealed these academic crimes occurred among students and teachers and even professors and college presidents. The Director General of Higher Education appealed to each college for the strict prevention and control of plagiarism.

To prevent a breach of academic standards, the Director General of Higher Education set a norm, related to normal faculty workload in producing academic

reports. The main logic is that quality work takes time to process and finish. If there are people who are able to produce a lot of work in a short time, it will be classified as “unnatural.” These irregularities can only occur if the individual either has a special ability to produce many quality works in a relatively short time or the works produced are relatively poor due to unsystematic and messy operation. An even worse alternative is that the work produced is of a relatively high quality but done illegally, such as by the act of plagiarism.

Unfortunately, the circular from the Director General of Higher Education was considered ineffective because it does not provide details of the definition and range of academic misconduct. In addition, there is no unanimity on sanctions for violations. The rules were applied according to the local policy of each university, resulting in weak enforcement, ambiguity, fraud, and abuse.

The following regulation and guidelines seem to consist of many forms of prohibitions. Plagiarism is strictly forbidden, which resulted in campaigns with slogans such as “Stop plagiarism” and “Anti-plagiarism.” The Regulation of the Minister of National Education No. 17 of 2010, on higher education plagiarism prevention and control, is the most obvious. This regulation was issued to ensure that each student/lecturer/researcher/educator will always uphold academic honesty and ethics, including avoiding plagiarism in producing scientific papers.

The ministerial regulation contains related terms such as plagiarism and plagiarist (or plagiarator – a unique Indonesian terminology). This regulation also serves as an official definition regarding the “what,” “who,” “where,” and “when” elements of plagiarism. The MNER also details various ways to prevent and control plagiarism, including providing detailed categories of sanctions. However, such rules and sanctions lead to new violations. Many people deliberately find loopholes and change their behavior to stay in violation but avoid punishment. Self-plagiarism is an example of a new type of violation that is becoming more common.

This made people think that rules for scientific publications that only say what can't be done are not enough. The reason for this is that if there are no things that are not against the rules, it might be seen as acceptable. The problem is that there are things that did not exist or had not been thought of when the rules were made that also need to be avoided. On the other hand, there are some things that can't be completely banned or thought of as breaking the law. Some things are allowed, but only under certain or limited circumstances.

In 2016, there were instructions and directives from the Ministry of Research and Technology about how to set up integrity zones. This is one way in which the way cheating or wrongdoing is dealt with has changed and become more interesting. No longer did the government only try to stop bad behavior (like fraud or breaking the law), but it also started to do things to encourage or improve good behavior (signing of pacts of integrity, openness, and public services). This is done to make sure that a Ministry that is clean and free of corruption, collusion, and nepotism is put into place.

In the 2021 Ministry regulation (Permendikbudristek Number 31 year 2021), there is a new way of thinking about academic integrity. This is different from the previous legal documents, which paid more attention and tried to stop problems by using threats and supervision. Just by looking at the name, we can tell that this

version of the Permendikbudristek is more proactive and optimistic. This rule not only addresses reducing infractions; it also talks about building a culture of academic integrity. More people are aware of and care about academic integrity's core values, such as honesty, trust, fairness, responsibility, respect, and courage.

The Permendikbudristek addressed fundamental values and proposed the use of learning, training, and coaching approaches. Fortunately, Indonesia don't have to start from scratch with educational activities and teaching students to be honest in school. When it comes to academic integrity, we need to learn from the International Center for Academic Integrity (ICAI), which has 30 years of experience in developing policies and evaluating academic integrity for individuals or higher education institutions. For the ethical aspects of publication, the main source of reference is the document produced by the Committee of Publication Ethics (COPE).

Ministerial Regulation on Academic Integrity in Indonesia

The Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 39 of 2021 on Academic Integrity in Producing Scientific Works consists of five chapters. It contains regulation about the general provisions until the statement of implementation of the ministerial regulation. The contents of each chapter are as follows.

Chapter I (General provisions) includes a glossary of terms and their definitions (article 1), the academic integrity values (article 2), and the purposes of these regulations (article 3).

Chapter II (Development of academic integrity value in producing scientific works) includes a list of people who are involved in coaching (article 4) and the differentiation of roles between universities and ministries until the variety of coaching activities (article 5). This chapter also contains regulation about the content and process of establishing academic integrity regulations (article 6), the requirement that socialization be conducted every semester (article 7), and the role of the ministry in conducting guidance (article 8).

Chapter III (Violations and procedures for reporting, investigation, and imposition of sanctions) contains the greatest number of chapters. It contains 13 articles, starting from description regarding 6 different violations (article 9) and the definition of each type of violation and its specification (article 10). The following are description about the level of violation, its use in determining sanctions (article 11), and procedures for reporting, starting with who can report until procedures for handling reports (article 12). The next articles contain follow-up of reports by higher-education leaders (article 13) and by ministries (article 14), followed by guidelines and procedures for investigating alleged violations (article 15) and regulations about actors and sanctioning procedures for academics and university leaders (article 16). The last articles contain information about various administrative sanctions for students and lecturers (articles 17 and 18), prohibition for reporting back on the same alleged violation (article 19), opportunity to file written objections (article 20), and examination site or venue (article 21).

In Chapter IV (Transitional provisions), it is explained what will happen to people who violate before (article 22) and after different ministerial regulations are put into place (article 23).

Lastly, Chapter V (Closing provisions) requires higher-education institutions to compile or harmonize their institution regulations within 1 year (article 24), repeal the previous regulation (article 25), and implement the new regulation (article 26).

Comparison of 2010 and 2021 Ministerial Regulations on Academic Integrity

There are several major differences between the ministerial regulations from 2010 and the ministerial regulations from 2021. For example, the most recent regulations are more complete and have more details. Five new types of violations were added: fabrication, falsification, authorship manipulation, conflict of interest, and multiple publication or submission. In terms of depth, the 2021 ministerial regulation gives more fundamental specification about plagiarism so that it covers the issue of self-plagiarism.

Self-plagiarism has always been controversial, and people who break the law often use it as an excuse. The main reason is that the idea of plagiarism always has to do with someone else. This problem has been fixed by giving more accurate details so that the definition of plagiarism is more in line with the proposed academic integrity glossary from the European Network on Academic Integrity or ENAI (2018), which says that plagiarism is “presenting work or ideas taken from other sources without giving credit.”

This definition expands the kinds of things that can be considered plagiarism to include both other people’s and one’s own work, as well as collaborative efforts involving oneself and other people (Meuschke & Gipp, 2013). This definition is more accurate because it focuses on how people plagiarize, not on the wrongdoers or the people they victimized. With this understanding, the definition of plagiarism still applies, even if the one doing the stealing and the one being stolen from are not people but robots, computers, or artificial intelligence (► Chaps. 91, “Ethics of Artificial Intelligence in Academia,” and ► 92, “Academic Integrity and Artificial Intelligence: An Overview”). This is very important as we are able to see in the present day works that were created by using artificial intelligence (GPT Generative Pretrained Transformer, et al., 2022; Hutson, 2022; O’Connor & ChatGPT, 2023; Tauginienė et al., 2018).

Transformation from Academic Misconduct to Academic Integrity Policies

Decades of experience in various countries that have seriously tried to tackle the problem of violations of academic integrity (Kalichman, 2016) make us realize how difficult it is to find the right recipe. Especially if academic cheating is only interpreted as fabrication, falsification, and plagiarism (FFP), which will actually foster other actions such as the emergence of ghost writers (Ross et al., 2008), data

omission (Doshi, 2009), false statements (Psaty and Kronmal, 2008), and gift authorship Dyer (1999). If these things are not taken into account, there's a chance that data will be faked or made up (Gerber, 2006). This could waste grant money and create a climate where fraud is more common (Braunack-Mayer & Street, 2016). Smith (2013) and Nuwer (2014) say that research fraud is even worse than financial crime and should be considered a crime because of how bad it is.

Eaton and Edino (2018) examined research that adds to general knowledge about academic integrity and ideas like cheating, plagiarism, and bad academic behavior. In addition to the harsh punishments, there have also been efforts that focus on prevention and education instead of punishment (Bretag, 2014; Busch & Bilgin, 2014; Carroll & Duggan, 2005, as stated in the next paragraph). Eaton et al. (2017) agree with what many researchers have said and suggest, creating a learning culture based on academic integrity. This policy is put into action in a planned, step-by-step way with the help of formative evaluations and both verbal and written feedback (► Chap. 20, "Integrating Academic Integrity: An Educational Approach").

East (2016) suggests that when students move from secondary education to tertiary education, they need to be aware of the academic integrity and good academic practice skills that will help them throughout their studies. All of this can be done by working together (with all the people who have a stake in the institution).

Thomas and Scott (2016) think that a proactive approach to stop bad behavior is better than a reactive approach as a way to punish bad behavior. This is because a proactive approach can come up with new ways to evaluate students' work that don't encourage copying. As a strategy, it can be said that preventing problems and being proactive are more likely to work than punishing people.

Eaton and Edino (2018) conclude that approaches to dealing with academic misconduct or cheating can be categorized into a *punitive* versus *restorative approach*. Both approaches have their own characteristics and benefits and need to be integrated to have an optimal impact. Cooperation between various stakeholders is needed to build a better work and learning climate or culture. In addition, it is also necessary to have and use a complete approach and cover an overarching area of activity.

It's important to develop awareness by cultivating shame as a healthy "internal voice" or "the tendency to feel ashamed" (moral emotion proneness) when a person faces an ethical dilemma that could lead him to act dishonestly, not as a social punishment (Abraham & Giovani Pea, 2018). Shame is still an important moral emotion because it keeps people from breaking the rules of integrity by affecting their moral judgement.

Academic Integrity Campaign in Indonesia

Siaputra (2012) suggested that plagiarism is a learned behavior (both actively and passively). Considering that plagiarism is a result of learning, it should also be possible to unlearn it. Siaputra has proposed a simple approach that is deemed to be

accurate and efficient, called AK.SA.RA. This AK.SA.RA. approach suggests a more optimistic and positive point of view. With the right knowledge, avoiding plagiarism should not be a big hurdle or a taxing problem.

Another problem with plagiarism is the similarity and conceptual overlapping of plagiarism with imitation and copyright infringement. One important thing to handle this issue is providing clear definition to discriminate plagiarism, imitation, and copyright infringement. Furthermore, when looking into claims of plagiarism, one of the most important things to remember is that plagiarism is different from textual similarity. The two frequently occur together and share a number of conceptual similarities, but they are not the same thing. The ABC of similarity report serves as the basis for this attempt to differentiate between the two options.

AK.SA.RA: AcKnowledge, ParaphrAsE, integRAtion

In Indonesia, the term AK.SA.RA. (“aksara”) means “letter.” In this context, the term AK.SA.RA. is used as an acronym of *Ac*Knowledge, *paraphrAsE*, *integRAtion*. The purpose of creating acronyms is to make it easier to remember important principles. A brief explanation of the three ideas in AK.SA.RA. are as follows.

The first step to avoid the presumption of plagiarism is to acknowledge. Acknowledge is about the importance of recognizing the owner of the basic or original idea and/or the foundation of the argument or idea used. This step is the most essential foundation of anti-plagiarism. By acknowledging previous work clearly and firmly, one cannot be considered to be a copier or a plagiarist. It is important to understand that acknowledgment is about using a source, not a sign of weakness.

The second step is to paraphrase, as in rewriting in the author’s own words. A paraphrase is the reformatting of an idea or thought into a different context that is more appropriate for the intended audience. Even though the original idea or thought is reformed using different words, the basic idea is still the same or even more effective and efficient in conveying the original message. When an author is paraphrasing an idea, he/she is trying to understand an idea and rewrite it using their own words. The easy way to do this is by reading and understanding an idea well, so the author is able to rewrite the results in their own words.

Integration is the third and last step. Integration is the use of the direct quote in the written piece. There are some things that can’t be changed, such as sentences from the law, the Bible, and other similar documents. In many situations, the source must stay the same. This is usually done with sources like definitions or other important statements that are easy to misunderstand or whose meaning can change when they are adapted. In these situations, it’s usually best to leave the words as they were written.

By conducting these three easy and simple steps, an author cannot be considered to be a plagiarist: acknowledging the reference source (name and publishing year), rewriting in their own words (paraphrasing), and direct quoting by using quotation marks and including the page number (formulation of sentences). These three steps are very easy to remember and carry out, so there is no reason for anyone in the

academic field to be anxious about writing, especially due to the fear of being presumed to be copying or plagiarizing.

The three-step approach is a promising solution for avoiding plagiarism. Mistakes in writing may still happen, but by acknowledging, paraphrasing, and formulating properly, the author will not be considered to be plagiarizing. In other words, by implementing AK.SA.RA., the basic steps in the process of developing academic integrity have been initiated.

ABC of Similarity Report

In reading similarity reports produced by various types of text similarity detection software, the existence of textual similarities is usually characterized by colorful highlights. If there are textual similarities, the examiner needs to pay close attention to the similarities including similarities that need to be acknowledged or do not need to be acknowledged. The term “ABC of similarity report” summarizes good practices that have been developed to address the reading of textual similarity results wisely.

Letter “A” refers to *similarities that are necessary to acknowledge*. The first category refers to textual similarities discovered with previous works in the database. Not all of those outcomes should be classified as plagiarism. Plagiarism occurs when there are significant textual similarities (unique words and phrases) that are not attributed to the source. If the author acknowledges the source but does not do so correctly, it could be considered plagiarism. However, if the author already adequately acknowledges the source using the appropriate citation style, the similarity can be concluded to be non-plagiarism. Contrary to plagiarism, it should be considered an appropriate integration of information.

The second letter, “B,” refers to similarities that are unnecessary to acknowledge. It can consist of similarity with common information (words, phrases, and sentences) or archived information. Common information can take the form of scientific (i.e., academic phrasebanks) or non-scientific expressions (i.e., quotes, common knowledge). Archived information may refer to documents that have been published (original issue or post-publication) or works that have yet to be published (pre-prints or pre-publication documents). In general, this category refers to the similarity of text with the documents on the original website, repository, indexing agency, academic social networks, social media, or other storage services.

The last letter, “C,” refers to no textual similarities. If the results of the similarity check show that there is no textual similarity, then a check with other languages needs to be done. For example, for a script in Indonesian, when there is no textual similarity, it can be checked in the English version. A two-language examination is done because there is the possibility of the author plagiarizing and then translating it so that it is not detected. If the results of examinations in other languages show no textual similarities, then there is no indication of plagiarism in the work. If the results of examinations in other languages show there are textual

similarities, then it is necessary to perform similar examinations by paying attention to similarities that need to be acknowledge or do not need to be acknowledged.

Improvements to Academic Integrity and Misconduct Taxonomies

Academic misconduct or academic dishonesty is every activity conducted by members of an academic group who try to obtain benefits which are not rightfully theirs to claim or to reduce the benefits of other members of the same or another academic group, by using methods or ways that are against the standard integrated rules in the academic community (Berkeley University of California, 2012; Florida State University, 2012; University of Tasmania, 2010).

Since 2021, when the most recent ministerial regulation on academic integrity was issued and put into place in Indonesia, the way academic violations are handled and reported has changed. In general, there are two broad categories of academic misconduct: (a) scientific misconduct and (b) personal misconduct.

Types of Academic Misconduct

Scientific Misconduct

The first category contains violations that occurred during the process of producing scientific work (as stipulated in ministerial regulations).

1. **Fabrication.** Fabrication is a form of academic misconduct whereby non-existent data or literature references are added or created, with the goal of illegally supporting or giving benefits to the author. The created data or literature has the goal of supporting the author's work, often being data or a literature reference that is very beneficial to the author's work. One of the most prominent cases in Indonesia, reported by the media in November and December 2013, involved an Indonesian university president alleged of fabrication in their dissertation work (Tribun Jakarta, 2013). There are three types of fabrication: fabrication of data, visual objects, and references.
2. **Falsification.** Falsification is a form of academic misconduct whereby existing data or literature reference are changed or modified, with the goal of illegally giving benefits to the author. The basic difference between falsification and fabrication is whether the original data or literature exists or not in the first place. Nurdin's (2014) recent research into falsification has resulted in a compilation of facts regarding alleged plagiarism and data manipulation on the papers of students. Similar to fabrication, there are three types of falsification: falsification of data, visual objects, and references.
3. **Plagiarism.** Plagiarism can be defined as the act of (1) making use of part or all of other author(s)' publication without proper citing; (2) rewriting, without the use of paraphrasing, part or all of another author(s)' publication without proper citing;

and/or (3) making use of part or all of one's own published work without proper citing. Plagiarism can be a form of impersonation because plagiarists/plagiators often avoid citing the source of data or literature reference, acting as though the data or literature reference is their own. Plagiarism itself can be divided into two types: (1) self-plagiarism (also known as recycling fraud), which is conducted by using the author's own existing work without any proper acknowledgement, and (2) plagiarism conducted by using other authors' works without any proper acknowledgment.

One case of plagiarism involved a high-level government official from the Ministry of Religion and a lecturer from a well-known university. They were accused of plagiarism in one of their most recent newspaper articles and subsequently resigned as a lecturer as a form of taking responsibility for their actions (RMOL, 2014). Unfortunately, despite the increasing attention regarding plagiarism, usually, only the second type of plagiarism (plagiarism conducted by using other authors' works without any proper acknowledgement) is considered to be plagiarism in Indonesia, while the first type of plagiarism (plagiarism conducted by using the author's own existing work without any proper acknowledgement) is often overlooked, despite it also being unethical. This is also caused by the limitations in the definition of plagiarism in national or official rules or statements.

4. **Authorship manipulation.** Authorship manipulation refers to the act of (1) adding one's self as an author in a publication despite having no contribution; (2) redacting other contributing author(s)' name; and/or (3) ghostwriting (using another party's service to produce a publication and admitting it as one's own despite it being false).
5. **Conflict of interest.** Conflict of interest refers to the publication of a scientific manuscript with the specific intended target of another party's benefit or disadvantage. This is considered to be unethical as it often involves the tampering of data and results, instead of publishing the data and results in its truthful form. Conflict of interest can relate to another form of academic misconduct, which is the professorial misconduct.
6. **Multiple submissions.** Multiple submissions refers to submitting the same manuscript to multiple publication outlets simultaneously, which inadvertently results in the same manuscript being published in multiple outlets. The act of multiple submissions in itself (regardless of it resulting in multiple publications or not) is considered to be unethical, despite many reasoning that it is done due to the desperation in getting their manuscript published.

Personal Misconduct

The second category consists of various violations in academic setting. Personal misconduct consists of (1) cheating, (2) sabotage, and (3) professorial misconduct.

1. **Cheating.** Cheating refers to another form of academic misconduct that is not directly related to scientific misconduct (despite being quite similar and related to

one another). In general, this type of academic misconduct/academic dishonesty consists of bribery/extortion and impersonation.

Bribery is a form of cheating by giving items of material value (commonly in the form of currency) in order to obtain illegal academic benefits. While there is no well-known case of bribery in education in Indonesia, the misconduct itself is commonly conducted. Extortion is a form of cheating by forcing a party to act for the benefit of others regardless of their own will. Impersonation refers to acting as if the data, literature reference, or academic work of the author belongs to the author.

In relation to ghostwriters and paper/essay mills, also known as “contract cheating,” this particular misconduct could be one of the most blatantly available. It is common to find advertisements for ghostwriters and paper/essay mills in Indonesia, ranging from pamphlets and text messages to websites, blogs, or other social media. Some even dare to provide information to the media, justifying their existence by pointing out that articles from their paper/essay mills are written to order instead of simply changing the author’s name and information of an already existing article (Kompas, 2010).

2. **Sabotage.** Sabotage refers to the actions conducted by authors in obtaining academic benefits by reducing the legal benefits of other members of the academic group or community. For example, in order to score higher than other members of the same academic community, the author deletes the data files of the other members, making it so that only the author’s data is complete and ready for scoring.
3. **Professorial misconduct.** Professorial misconduct refers to unprofessional actions conducted by members of the academic community or group. This can be in the form of pressuring others into giving higher scores by using the author’s position or by making use of the author’s position to get other illegal benefits from other members of the academic community. There are no well-known cases, either for sabotage or professorial misconduct, reported by the media in Indonesia.

The Proposed Recommendations for Managing Alleged Misconducts

The 2021 ministerial regulations are not intended to be detailed and rigid technical guidelines, so that everything that already exists must be followed and everything that is not prohibited may be performed. The Indonesian government seeks to decentralize authority and make room for contextualization of regulations. Procedures for preventing, coaching, and overcoming violations are left to the discretion of each institution of higher education. In addition, universities are entrusted with descriptions and specific details regarding the types and levels of violations, procedures, and sanctions.

This trust must be addressed with discretion. Each agency is responsible for examining and approving its own customs and developing pertinent regulations. Instead of providing a detailed list, this ministerial regulation should serve as a basis

for observing and anticipating changes in how scientific work is produced. The goal is that this guideline can be used as the primary guideline even if a new situation or condition arises that has never been encountered or even imagined.

One contribution and use of ministerial regulations is to make sure that the different types of violations match up with the different classifications and taxonomies that have been suggested. The proposed change is meant to make room for behavior that is unthinkable right now and could be seen as questionable, inappropriate, or even blatant misconduct. There are several major signs or components, including breach of the truth, trust violation, and potential risks.

1. The initial indication is a breach of the truth. This occurs when there is a discrepancy between what has been reported and what is actually occurring. This may include references, images, data, and various other types of information. Any attempt to alter information so that it differs from what actually occurred may be considered an indication of a violation.
2. The second indicator is a trust violation. This occurs when the academic community violates the fundamental values of academic integrity, namely, trust, responsibility, fairness, courage, respect, and honesty (Eaton et al., 2021; International Center on Academic Integrity, 2021), thereby abusing the trust that has been placed in it. Even though the term proposed by Kuroki (2018) is “trust,” this term can be broadened to encompass all the fundamental values of academic integrity.
3. The third indicator is the existence of potential risk for safety of manufactured goods and provided services. Initially, Kuroki (2018) only applied the term “potential risk” to products and stated that it was only applicable to health and industry. In fact, the term “potential risk” can also be applied to potential service delivery risks. In addition to health and industry, the term “potential risk” should be avoided in fields such as education, economics, and technology.

These three indicators do not contradict one another and are highly likely to occur concurrently. Thus, a behavior can be considered a violation if one or more indicators are met. In addition, it is inappropriate to restrict a behavior to a particular category. It seems more appropriate and useful to convey that a behavior meets the criteria to be considered a violation of certain indicators, as opposed to limiting the behavior to specific categories.

In addition to the various kinds of indicators that should be used, it is essential to come up with a classification or taxonomy that is founded on the extent to which the problem is present or the degree to which it is severe. In a summary, the classification and taxonomy of academic integrity and academic misconduct should range from appropriate conduct all the way down to questionable, inappropriate, and blatant misconduct (Hall & Martin, 2019).

Observing behavior based on the six fundamental values of academic integrity is one method for determining the severity of a violation. Appropriate conduct or best practice is conduct that adheres to the six academic integrity values (Eaton, et al., 2021; International Center on Academic Integrity, 2021). In contrast, violations, or at

least deviations, can be considered to have begun when at least one academic integrity value is deviated from. If the values that are being violated are increasing, the severity of the violations may increase.

To have an accurate understanding of the fundamental values of academic integrity, we briefly describe the essential components of each value, which was originally proposed by the International Center for Academic Integrity (ICAI). ICAI is a global organization whose mission is to promote integrity in academic communities (ICAI, 2021). The organization commits to collaborating and partnering with academic institutions and organizations from around the world to create a network of integrity allies. The Fundamental Values of Academic Integrity was developed as a declaration of the organization's core beliefs.

In order to preserve Tracey Bretag's legacy and ensure that her contributions to academic integrity are not forgotten, it was once proposed that the six fundamental values of academic integrity be incorporated into her name (Eaton et al., 2020). TRACEY is an acronym for trust, respect, fairness, courage, and responsibility. When we talk about the fundamental values of academic integrity, we should remember her "...because TRACEY is really the fundamental values of academic integrity" (Eaton et al., 2020). Thus, the six fundamental values of academic honesty (International Center for Academic Integrity, 2021) will be explained in the same order as the letters in Tracey's name.

1. **Trust.** Trust is important because it allows academic communities to believe in the importance and value of scientific activities and education levels. When people trust each other, they work together to create an environment where everyone hopes to be treated fairly and with respect and where everyone else hopes to be treated the same way. The teaching staff builds their students' confidence by outlining specific guidelines and parameters for the assignments to be completed by the students as well as the criteria to be used in grading the students' work. The students, who have prepared their work in an authentic manner, also contribute to an increased sense of mutual trust.
2. **Respect.** Academics will be able to consider themselves a successful group if they are able to accept and value one another even while expressing differing and even conflicting perspectives. Learning environments that encourage thorough examination, inspirational debate, and lively disapproval about ideas while also respecting those who voice them are perhaps the most productive. Lecturers who value their students' perspectives and ideas demonstrate this respect by listening to them, getting to know them as individuals, providing thorough honest feedback to their work, and encouraging students to pursue their own interests and passions. Those who are part of the academic community demonstrate their appreciation for the work of their peers by giving credit where credit is due. Creating a community where mutual respect can be shown and experienced is a shared and individual duty.
3. **Fairness.** When it comes to the development of ethical communities, fairness is an essential component. Predictability, transparency, clarity, and reasonable expectations are four essential elements that contribute significantly to fairness.

Evaluations that are true to form, accurate, and conducted without bias play an essential part in the learning process. In addition, for there to be a sense of trust between the teaching staff and the students, there needs to be fairness accompanied by respect for the assessment and measurement processes. All members of the academic community, including faculty, students, administration, and staff, have a right to expect fair treatment and a duty to treat others fairly.

4. **Courage.** Courage is much more of a capacity than it is a value, therefore distinct from the other fundamental values. Fearlessness is often mistaken for courage, while actually, courage is defined as the capacity to act in accordance with one's values despite the presence of fear. Members of the academic society have a duty to learn not only how to make decisions based on correct information but also how to have the courage to put those decisions into action. Courage is the only way to build and keep a community of integrity that is strong enough to be responsible, respectful, trustworthy, fair, and honest no matter what.
5. **Responsibility.** Every member of academic community bears some responsibility for safeguarding the integrity of academic activities, whether via teaching, research, or community service. Sharing power and resources is a part of shared responsibility. By working together to reach these goals, responsible communities can take steps to fight apathy and get others to uphold standards of academic integrity. Being responsible requires not only putting up with negative peer pressure but also standing up to misconducts and acting as a positive example for others. Developing a sense of responsibility requires first becoming aware of the urges to engage in unethical behavior and then developing the ability to resist those urges. To be a responsible member of an academic community also means to hold other people accountable when they do not uphold the values that are held by the community.
6. **Honesty.** The foundation of teaching, learning, research, and public service is honesty. Academic policies and community practices must be capable of sending a clear message that data falsification, lying, deception, theft, or other dishonest behavior is unacceptable. Dishonest behavior not only jeopardizes the academic community's welfare and violates the rights of the parties involved, but it can also tarnish the institution's reputation and reduce the value of the degree(s) one has.

After learning the numerous taxonomies of research misconduct and how they are classified, as well as the fundamental values of academic integrity, it will be easier to identify whether academic irregularities have occurred. We present examples of how to address specific behaviors (Table 2). Some of these are already governed by ministerial laws, but others are examples of questionable conduct that are not categorized as misconduct. The rank of severity is presented for illustrative reasons only. The severity level might be interpreted differently by various evaluation teams and under various circumstances and settings. This highlights the need of establishing generic criteria for judging the severity of infractions.

Table 2 Illustrations of some types of violations and their indicators

Ways in producing scientific work	Breach of the truth	Violation of fundamental values of academic integrity					Honesty	Potential risk
		Trust	Responsibility	Fairness	Courage	Respect		
Types of scientific violations regulated in ministerial regulations								
Fabrication	***	**	**	**	*	**	***	**
Falsification	***	**	**	**	*	**	***	**
Plagiarism	*	***	*	*	*	*	***	*
Authorship manipulation	*	**	**	***	*	**	**	*
Conflict of interest	*	*	*	*	*	*	*	**
Multiple submission	*	***	**	***	*	**	***	*
Examples of behaviors that are not classified as misconduct but are questionable								
Self citation	*	*	*	***	*	**	*	*
AI-assisted paraphrasing	*	*	**	**	*	*	**	*
Computer as co-author	*	*	*	*	*	*	*	*

Symbols
* = mild, ** = moderate, *** = severe

Summary

It's easier to build a strong child than to repair a broken adult. –Anonymous

The aphorisms are often attributed to Frederick Douglass, a black American statesman who was also a survivor of slavery (Douglass, 2014). The quote implies the belief that a damage is very, very difficult to repair. Therefore, damage or mistakes are avoided as much as possible so as not to occur. The aphorisms we hear more often are “It is better to prevent than to cure.” Both quotes imply a message about the importance of a preventive and mitigation or *preventive mitigation* approach.

However, on many occasions, the violations that occur are often immediately followed by the provision of penalties that are commensurate with the level of violations raised. One of the reasons behind or justifying such actions is for the pursuit of efficiency. Limited resources, both time, effort, and cost, are often the main reasons for the punishment. There is a belief or at least hope that strict sanctions and severe penalties can eliminate violations and have a deterrent effect. Unfortunately, efforts to achieve and maintain efficiency sometimes occur at the expense of the reduction of the effectiveness of punitive behavior (Kara & MacAlister, 2010). Sentencing often changes the form of offense from familiar to new forms that are not recognized or even never thought of before.

The relationship between policies and procedures, community standards, and day-to-day conduct should be congruent, consistent, and compatible with the institutional mission, vision, and values. Successful culture change requires patience and the ongoing involvement of students, faculty, staff, administration, institutions, and society at large. Transformation of an entire culture is difficult work that takes place gradually over time. A patient approach and the continuous engagement of students, faculty, staff, and society as a whole are necessary ingredients for a successful effort to alter a culture.

As a closing remark, the methods of prevention are more in line with the philosophy of character education in Indonesia (semboyan Ki Hajar Dewantoro): *Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani!* “Ing Ngarso Sung Tulodo” signifies that in order to be a leader, one must be able to set an example. “Ing Madyo Mangun Karso” means that a person must be able to arouse or inspire enthusiasm despite his busy lifestyle. Someone must provide moral encouragement and morale from behind, according to “Tut Wuri Handayani.”

Cross-References

- [Academic Integrity and Artificial Intelligence: An Overview](#)
- [Ethics of Artificial Intelligence in Academia](#)
- [Integrating Academic Integrity: An Educational Approach](#)

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