

Exploring Academic Integrity in Online Assessment: Perspectives from EFL Teachers

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A B S T R A C T

Four years have passed since the pandemic situation forced us to adapt in order to continue our education. This adaptation extends to the way we administer learning evaluations through the online assessment. Certain schools and universities continue to utilize these adaptations in education to this day. Furthermore, the online assessment raises several issues, one of which is the academic integrity. Thus, this paper explores the issue of academic integrity in online assessment from the perspective of EFL teachers. This study explores the teachers' views of academic integrity in online assessments, their experiences with academic integrity violations, and approaches to administering academic integrity. This study employed a survey method, using an online questionnaire distributed to EFL teachers across Indonesia and involving forty-two participants. The data collected from the questionnaire was analyzed using descriptive statistics to interpret the findings and draw conclusions. The results show that most teachers acknowledge the principle and significance of academic integrity, but they admit to having difficulties administering and monitoring academic integrity in their class. Furthermore, not all teachers are able to effectively manage their experiences with academic integrity violations. Therefore, further study considering this issue is suggested.

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Introduction

Four years have passed since the pandemic situation forced us to change our daily routines, including our approach to education. Teachers and students are compelled to adapt to the best adjustment in order to continue the teaching and learning process, despite the unsupportive environment. Due to the past pandemic situation, many teachers in Indonesia have struggled with online student assessments. However, online learning has become necessary to bridge the gap between face-to-face interactions between teachers and students (Sumaharani et al., 2023). Up until this day, those adaptations in education employed in pandemic situations are still used by certain schools and universities. This adaptation extends to the way we administer learning evaluation, through the online assessment. Nowadays, online assessment has become an alternative way to conduct students' evaluations, whether at the school or university level. With online assessment, teachers use various methods to assess students as objectively as possible, including the use of technological advancements. Then, several online assessment issues arise, one of which is academic integrity. Various fields can interpret and apply academic integrity in different ways (Bretag, 2016). This paper (Holden et al., 2020) discusses the adherence to core principles such as the values of integrity, trust, fairness, respect and responsibility in conducting online assessments. Academic integrity is associated with the condition where the students can be confident that they complete their work without trying to get an unfair benefit from the ethical environment of their peers (Gynnild & Gotschalk, 2008). Academic integrity is surely necessary for teaching, learning, research, and knowledge development. Indeed, it is required for all aspects of educational practice

(Fisman, 2015). Academic integrity is a fundamental principle that institutions must uphold. This fundamental idea underpins students' accomplishments and progress. Considering the growth of technological devices, students now have a better chance of plagiarizing and cheating on their exams due to the extensive availability of the internet (Rodchua, 2017). Furthermore, the growing concern about the challenges to academic integrity may indicate a failure to adequately adapt approaches to academic integrity in a world where information is easily accessible but difficult to handle. The benefits of online assessments were more temporal and spatial versatility for students, cost savings, and a lessened regulatory burden on institutions (Reedy et al., 2021). However, if schools and teachers fail to address this issue, it can also result in a loss of students' academic integrity.

Academic Integrity in EFL Online Assessment

Academic integrity is difficult to maintain in traditional classrooms, but it is even more challenging in distance learning, where the use of technology is a necessary component of learning and instruction (Spaulding, 2009). It is particularly relevant in distance education courses, where students take courses on their own and are subject to significantly less direct instructor supervision of their behavior. As the standards for verifying students' integrity and authenticity tighten, academic dishonesty could be a high-stakes concern in remote education. Academic integrity is a concern for online instruction in particular because there is no direct interaction between instructors and students, and the internet provides opportunities for academic dishonesty (McGee, 2013; Holden et al., 2020). The number of students who admit to cheating is fairly surprising and this dishonest behavior can have a detrimental effect on schools' reputations and students' educational experiences (Fishman, 2015; Rodchua, 2017). In order to enhance learning quality and academic integrity policies, educate faculty and students on ethical learning and assessment procedures, ensuring that all individuals within the educational system have access to common understandings and practices by providing resources and courses and intervening for those who are at risk of academic integrity violations (Bretag & Mahmud, 2015).

Academic Integrity Violation

When discussing academic integrity, it is critical to consider the violations committed by students. In addition to addressing academic dishonesty, this paper employs the term "academic integrity violation" to distinguish it from the interchangeable use of the two terms. This paper discusses four categories of academic violations, namely collusion, deception, plagiarism, and identity misrepresentation, as outlined by McGee (2013) and Reedy et al. (2021). Teachers' understanding of academic integrity violations can assist them in formulating a strategy for promoting academic integrity so that students willingly complete their assignments honestly and without coercion in their distance learning environment.

Strategies in Promoting Academic Integrity

This paper addresses the challenges and limitations teachers face when administering online assessments, exploring various strategies to ensure all students adhere to academic integrity and prevent academic violations. The strategies that can be implemented to foster academic integrity include making academic integrity expectations clear, utilizing pedagogical strategies, designing a thoughtfully appropriate online assessment model, enhancing the monitoring system in the online assessment environment, building an academic integrity culture, and implementing an honor system

(Gamage et al., 2020; McGee, 2013; Paullet et al., 2015; Peterson, 2019; Piascik & Brazeau, 2010).

Teachers should clearly communicate academic integrity expectations to students and regularly remind them of the importance of honesty and ethics when completing assignments and taking online exams (McGee, 2013). Furthermore, teachers should utilize pedagogical strategies. The term "pedagogical strategies" refers to the level of learner engagement and self-awareness that can be fostered through discussions with students about the crucial significance of academic honesty. These interactions can help form and reshape a student's perception of cheating, thereby diminishing their capacity to excuse academic violation behavior (McGee, 2013; Holden et al., 2020). Moreover, one critical intervention strategy is to provide multiple assessment methods (Gamage et al., 2020). Teachers must purposefully select the most suitable assessment method in order to significantly reduce the possibility of academic integrity violations while also promoting academic integrity. Given the recognition of a lack of monitoring during online tests as a significant source of cheating, studies suggest improving online proctoring as a solution to address academic integrity violations (Reedy et al., 2021). Teachers must be aware of the situation during the online assessment, and strategies include asking students to turn on their cameras, always using a timer when administering online exams, keeping the online class small, proctoring the synchronous online assessment thoughtfully, and enlisting colleagues to assist in supervising the synchronous online exam as needed.

Several studies have discussed the importance of academic integrity, as it covers all subjects and fields of education. However, the discussion that involves EFL teachers is still limited. Thus, this paper aims to address this gap by delving into the topic of academic integrity in online assessments from the perspective of EFL teachers within an Indonesian context. The objectives of this study are to explore the EFL teachers' perspectives on academic integrity in online assessments, their experiences with academic integrity violations, and procedures for administering academic integrity in online assessments.

Research Method

The aim of this study is to investigate teachers' perspectives on academic integrity in online assessments, how they dealt with academic integrity violations, and the procedures for maintaining academic integrity. This study employed a survey methodology, as suggested by Pinsonneault & Kraemer (1993) to quantitatively portray certain characteristics of a particular group.

The participants in this research are EFL teachers, both of whom teach in junior high or senior high school, in relation to the study's topic. This study uses random sampling to select participants from highly homogeneous populations (Bhardwaj, 2019). Every junior and high school English teachers across Indonesia can participate in this study as long as they meet the criteria, which include a minimum of 1 year of teaching experience and having conducted some online assessments. Salant and Dillman (1994) proposed that the selection of participants in the sample must be random and ensure equal chances of selection.

For the data collection technique, an online questionnaire was utilized incorporating several question items related to academic integrity in the online assessment. The rationale for using an online questionnaire is that it reduces costs, has faster response times, and increases response rates (Lazar & Preece, 1999); as a result, an online questionnaire is more convenient to conduct. After designing the online questionnaire in accordance with Spaulding's (2009) framework for academic integrity,

the questionnaire was distributed online. The online questionnaire was organized using Google Forms and disseminated across various teachers' forums and groups via link sharing on diverse social media platforms such as WhatsApp, Telegram, and Instagram. The duration of data collection spanned 3 weeks, with 42 teachers filling out the questionnaire. Following that, the gathered data were analyzed using descriptive statistics to interpret the findings and draw conclusions. According to Kaur et al. (2018), descriptive statistics organize data by describing the relationship between variables in a sample or population.

Result and Discussion

1. Teacher's Perceptions of Academic Integrity in Online Assessments

Table 1. Teachers' perceptions of academic integrity in online assessments

Theme and Statements (N=42)	Percentage (%)			
	SD	D	A	SA
Understand the concept of academic integrity	-	4.8	52.4	42.9
Perceive academic integrity as a crucial matter in the instructional process	-	2.40	23.80	73.80
Can describe the concept of academic integrity clearly to the students	-	4.8	47.6	47.6
Can clearly explain the types academic integrity violations to the students	-	7.1	45.2	47.6
Highly concerned about academic integrity in the online assessment	-	4.8	45.2	50
It is more difficult to administer academic integrity in online assessments than in face-to-face assessments	-	7.1	11.9	81

Table 1 displays the results of Teachers' perspectives on academic integrity in online tests. Most of teachers strongly believe that academic integrity is crucial during the instructional process, and they express high concern about it in their online assessments (73.80%). The majority of teachers also understand and are capable of explaining to students the principle of academic integrity and various kinds of academic integrity violations. Moreover, it is fairly obvious that 81% of teachers agreed that it is more difficult to foster academic integrity in online assessments rather than in traditional assessments conducted in a real classroom setting. As such, it is the primary focus of this paper. As a result of the limitations associated with conducting online assessments, the issue of promoting academic integrity also arises.

2. Teacher's Experiences Regarding Academic Integrity Violations Committed by Students

This section is divided into three subsections: the first discusses teachers' perceptions and experiences with students committing violations of academic integrity the second elaborates the academic integrity violations that were frequently discovered in online assessments and the third examines teachers' responses to students who violated academic integrity.

Table 2. Teachers' perceptions and experience regarding academic integrity violations

Theme and Statements (N=42)	Percentage (%)			
	SD	D	A	SA
Aware of various types of academic integrity violations	-	16.7	45.2	38.1
Understand the definition of Plagiarism practice in class	-	2.4	35.7	61.9
Understand the definition of Collusion practice in class	-	7.1%	40.5	52.4
Understand the definition of Deception practice in class	-		26.2	73.8
Understand the definition of Misrepresentation of identity practice in class	-	2.4	40.5	57.1
Can identify dishonesty committed by the students; Encounter some academic integrity violations committed by the students during online assessments	-	2.4	42.9	54.8
Confront students who violate the academic integrity	-	4.8	45.2	50

Table 2 shows that most teachers are aware of various types of academic integrity violations, although 16.7% admitted to not fully understanding them. Additionally, when asked about their understanding of the four types of academic integrity violations: plagiarism, collusion, deception, and misrepresentation of identity, the majority of teachers stated that they understood all of them, despite the fact that 7% of teachers did not fully comprehend the collusion practice definition in class. The majority of teachers encounter academic integrity violations committed by students during online assessments. Additionally, they are capable of identifying student dishonesty and confronting students who violate academic integrity.

Table 3. The Academic Integrity Violations Frequently Found in Online Assessments

Theme and Statements	(%)
Searching the answer on the internet while taking an online test.	83.3
Organized Cheating: copying answers from other students with their permission.	81
Copying material from any source, almost word for word, and submitting it as their own.	66.7
Exchanging information: take notes on answers, text, and snapshots of the exam, which subsequently distribute to peers via instant chats or email.	64.3
Copying ideas straight from internet sites without attributing or acknowledging a direct quotation	59.5
Receiving assistance during the examination without permission, presumably from a non-classmate.	57.1
Stealing work from another student and submitting it as their own without getting permission.	38.1
Hiring someone else to participate in an online class or to take the online exam.	33.3
Send the answers through phone call during an online exam.	28.6
Turning in work from a previous year, finished by someone else.	23.8
Preparing ahead of time to assist other students in cheating on a test.	21.4
Making up or altering a list of references; Purchasing papers or other writing assignments from an individual or a company.	19
Using senior notes, possibly from previous semesters.	9.5

Moreover, Table 3 revealed that the most common academic integrity violation during online assessments was searching for exam answers on the internet, with 83.3% of teachers, or approximately 34, reporting frequent encounters with this issue. The following academic integrity violation is intentional cheating or copying answers from other students with permission from the peer. According to McGee's (2013) findings, students most frequently use collusion as a method of cheating, both online and in the classroom. Students seek additional help from their peers in order to cheat and help one another in exchanging their answers. It is easier now because they can easily

communicate with their peers during tests via instant messaging without the consent of the teachers in online assessments. Additionally, as technology advances, the act of plagiarism emerges and spreads in online assessments. Students' preferred methods of resolving problems and easing their workloads are searching for the answer on the internet and copying material from any source without paraphrasing. Additionally, deception occurred quite frequently, as 57.1% of teachers discovered their students receiving assistance from friends, seniors, or even parents during the assessment without teachers' permission.

Table 4. Teachers' responses to students who violated the academic integrity

Theme and Statements	Percentage (%)
Verbal warning	87.8
Require to re-take the test or complete a new assignment	80.5
Zero scores for the work or test	31.7
Formal warning letter	19.5
Fail the subject	12.2
Repeat the whole year of study	7.3
Fine or financial penalty	4.9
No action would be taken	4.9
Expose the student to the school committee	2.4
Temporary suspension from the institution	2.4
Expelled from the institution	2.4

When teachers are confronted with difficult situations, such as discovering their students have violated academic integrity, they should make a thoughtful decision. Table 4 summarizes the results related to this concern. When teachers catch their students cheating, especially during the online assessment where they are unable to interact with their students, 87.8% of them believe that a verbal warning is the best course of action. Requiring students to retake the test or complete a new assignment may also be a way to get them to reconsider their fault and enhance their performance on the next exam. The results demonstrated that 80.5% of teachers would make the decision. 31.7% of teachers selected the option of assigning a zero grade for work or a test as a potential remedy for academic integrity violations. Despite the low percentage of 2.4%, the results suggest that some teachers have the authority to impose severe disciplinary measures on academic violators, such as exposing the student to the school committee, temporarily suspending the student, or even expelling the student from the institution. Of course, these serious actions were also taken in cases of serious misconduct. Meanwhile, 4.9% of teachers indicated they would take no action in response to the academic integrity violation. Those teachers' responses are notable because, as Bretag and Mahmud (2015) point out, teachers and institutions must intervene against academic integrity violations in order to improve learning quality, implement academic integrity policies, and educate students about ethical learning and appropriate assessment procedures.

3. Teachers' Approaches in Administering Academic Integrity in Online Assessments

There are four sub-topics to be discussed regarding Teachers' Approaches in Maintaining Academic Integrity in Online Assessments which are academic integrity

awareness, utilize pedagogical strategies, appropriate online assessment design and monitoring the system and procedure in the online assessment.

Academic Integrity Awareness

Table 5. Emphasizing the importance of academic integrity

Theme and Statements (N=42)	Percentage (%)			
	SD	D	A	SA
Set the academic integrity expectation in the online assessment	-	7.1	47.6	45.2
Regularly remind the student about the importance of honesty and ethics when completing assignments and taking online exams	-	2.4	26.2	71.4
Inform the academic integrity expectations clearly to the students	4.8	9.5	35.7	50
Assess the students' ethical and moral attitudes toward cheating at the beginning of a course	-	7.1	52.4	40.5
Convey an academic integrity pledge that students must sign before taking online exams	11.9	31	28.6	28.6

Table 5 shows the result of one strategy to maintain the academic integrity in online assessments, which emphasizes the importance of academic integrity. 71.4% remind students on a regular basis about the importance of honesty and ethics when completing assignments and taking online exams. Concerning the most important matter in this section, approximately 47.6% agree with the statement that they set the academic integrity expectation for online assessments, while the remaining 45.2% strongly agree. Moreover, 7.1% of them did not set an academic integrity expectation in the online assessment. In addition, the results show variations in the communication of academic integrity expectations to students. Half of the teachers strongly agreed that they do inform students, but 9.5% and 4.8% of them, respectively, stated that they did not inform students about academic integrity expectations. An interesting discovery was made concerning the academic integrity pledge that students must sign prior to taking online exams. Half agreed to convey it, while the other half expressed reservations about signing the academic pledge.

Utilize Pedagogical Strategies

Table 6. Utilize pedagogical strategies (learner engagement and self-awareness)

Theme and Statements (N=42)	Percentage (%)			
	SD	D	A	SA
Occasionally discuss the importance of academic integrity with students	-	16.7	42.9	40.5
Explain and examine types of academic integrity violations that should be avoid to the student	-	4.8	40.5	54.8
Discuss the consequences of violating academic integrity to the students	-	2.4	35.7	61.9

As shown in Table 6, the results vary significantly, with 42.9% agreeing and 40.5% strongly agreeing that they frequently discuss the importance of academic integrity with students. In contrast, 16.7% of teachers rarely do that. Additionally, the majority of teachers explain and examine the various types of academic integrity violations that students should avoid. They also discuss the consequences of academic integrity violations with the students. This is in line with Holden et al.'s (2020) claim that the discussion can help form and reshape a student's perception of cheating.

*Appropriate Online Assessment Design***Table 7.** Design a thoughtfully appropriate online assessment model.

Theme and Statements (N=42)	Percentage (%)			
	SD	D	A	SA
Conduct various types of assessments	-	2.4	42.9	54.8
Only give multiple-choice tests to the students	21.4	40.5	19	19
Make an effort to change the test items every semester	-		26.2	73.8
Create test questions that allow students to answer by using their own sentences	-	7.1	50	42.9
Give students multiple test versions by randomizing the order of questions and response options	4.8	2.4	31	61.9
Design questions that require students to write on personal experience or current events	-	9.5	50	40.5
Disallow the use of dictionaries - printed, electronic and digital dictionaries	9.5	33.3	23.8	33.3
Use 'video recording' to assess students' speaking skills	4.8	7.1	42.9	45.2
Assess students' writing skills using collaborative writing apps such as Google Docs	11.9	31	31	26.2

Table 7 presents the results of teachers' behavior in creating thoughtfully appropriate online assessments. It indicated that the majority of teachers administer various types of assessments. Over 60% of respondents confirmed that they administer more than just multiple-choice tests to their students, reinforcing this fact. Although some teachers do not create test questions that allow students to respond using their own sentences, distribute multiple test versions to students by randomly ordering the questions and response options, or design questions that require students to write about personal experience or current events, the majority of teachers do. Three statements about the EFL assessment elicited a range of responses. Almost 45% of teachers permitted the use of dictionaries, both printed and digital, while the remaining prohibited their use. Additionally, approximately 42% of teachers did not use the collaborative application when assessing students' writing abilities, while the rest did.

*Monitoring the System and Procedure in the Online Assessment***Table 8.** Monitoring the system and procedure in the online assessment

Theme and Statements	Percentage (%)			
	SD	D	A	SA
Always double-check the students' work to avoid academic integrity violations	-	2.4	35.7	61.9
Routinely compare the students' answers	-	11.	42.9	45.2
Always double-check the start and end times of assignments/tests	-	9.5%	47.6	42.9
Utilize software(s) to catch dishonest students e.g. Turnitin	23.8	35.7	23.8	16.7
Always ask the students to turn their cameras on in synchronous online exams	9.5	11.9	38.1	40.5
Proctor the synchronous online assessment thoughtfully	2.4	16.7	40.5	40.5
Keep the online class small when administering online exams.	4.8	28.6	42.9	23.8

Table 8 revealed that most teachers consistently double-check students' work to prevent academic integrity violations, regularly compare students' answers, and verify the start and end times of assignments and tests. On the other hand, approximately 55% of teachers, or half, stated that they did not use software to catch dishonest students. Additionally, 20% of teachers did not always require the students to turn on their cameras during synchronous online exams. Furthermore, 80% of teachers stated that they thoughtfully proctored the synchronous online assessment, while the remaining 20%

appeared to pay little attention to this issue. Besides that, nearly 34% of teachers reported administering online assessments in larger classes, while the remainder maintain a small online class size when administering online exams.

Conclusion

Although the majority of teachers agreed that academic integrity is important and are concerned about it in their online exams, they also stated that administering and maintaining academic integrity in online assessments is more challenging than in face-to-face assessments. Additionally, teachers are aware of the many sorts of academic integrity violations, including plagiarism, collusion, deception, and misrepresentation of identity. The majority of teachers claimed that they understood all four types of academic integrity violations. Teachers encourage academic integrity awareness by reminding students about the importance of honesty and ethics when completing assignments and taking online exams, as well as including the academic integrity expectation in online assessments. However, some students expressed their lack of knowledge about these expectations.

Following that, the majority of teachers employ pedagogical strategies such as constantly discussing the value of academic integrity with students, as well as explaining and examining the various sorts of academic integrity violations that students should avoid. Concerning the design of online assessments, the majority of teachers deliver a variety of evaluations to their students, not just multiple-choice tests. Concerning system and monitoring procedures in online assessment, the majority of teachers always double-check students' work to avoid academic integrity violations, compare students' answers on a regular basis, and always double-check assignment and test start and end timings.

The outcome of this study is expected to enrich the literature on academic integrity in online assessment and increase teachers' awareness of the topic. Furthermore, the researcher recommends expanding the discussion of academic integrity in online assessments by incorporating actual classroom observations, which will provide additional validation and proof of teachers' adherence to academic integrity in these assessments.

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