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CASE STUDY VIOLATION OF ACADEMIC ETHICS AND ITS IMPACT ON STUDENT ACHIEVEMENT

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ABSTRACT

Academic ethics violations among university students are a serious issue that threatens the quality of higher education and the integrity of graduates. Various forms of misconduct such as plagiarism, cheating, and data manipulation are still commonly found in students' academic activities. This study aims to analyze the forms, causes, and impacts of academic ethics violations on student performance. The method used is a descriptive qualitative approach through literature review and analysis of case studies from various academic journals. The findings show that academic misconduct reflects a lack of moral understanding and has direct consequences, including decreased academic performance, reduced motivation to learn, and a damaged student reputation. In contrast, students who uphold academic integrity tend to achieve better results and demonstrate stronger character. Therefore, the systematic and contextual cultivation of academic ethics is essential to shaping students who are both high-achieving and morally groundedissue that can threaten the quality of higher education and the integrity of graduates. of ethics reflect weak moral understanding, and have a direct impact on declining academic achievement, loss of learning motivation and damage to students' reputations. On the other hand, students who uphold the value of integrity tend to have better achievements and stronger characters. The instillation of academic ethics in a real way plays a role in forming students with character and achievement

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INTRODUCTION

In higher education, academic integrity and ethics are fundamental pillars in creating a healthy, fair and character-oriented learning environment for students as a whole. However, technological advances and academic pressures often trigger widespread violations of academic ethics committed by students, both consciously and unconsciously. Actions such as plagiarism, cheating on exams, manipulation of research data and also copying friends' assignments are increasingly found in today's higher education practices. This phenomenon reflects a moral crisis among students but also has a significant impact on academic achievement and the quality of college graduates (Etik, 2018).

Violations of academic ethics actually tarnish the reputation of educational institutions, and hinder the development of student character which should be directed to become honest, responsible and professional intellectuals. In a number of universities where efforts to implement a student code of ethics have been carried out as a preventive and curative effort to instill the values of honesty, discipline and respect in the learning process. However, the implementation of this code of ethics is often not optimal due to the lack of student understanding of the importance of academic ethics, weak supervision and inconsistent sanctions. Even in some cases, ethical violations are carried out collectively which shows that academic norms have not been fully internalized in student culture (Hasanah & Rowanda, 2024).

The high number of ethical violations also has a direct impact on the low quality of learning and student achievement. Students who are accustomed to cheating or manipulating academic assignments tend not to develop the critical and reflective thinking skills needed in the professional world. This can result in the formation of graduates who are not ready to face the challenges of the world of work ethically and responsibly (Aji, 2024).

The problem underlying this research is the still high number of academic ethics violations committed by students in various universities. This raises crucial

questions about the extent to which students understand and apply the academic code of ethics in their learning activities, and also what factors drive these violations that need to be understood as well as the concrete impact of these ethical violations on student achievement in academic aspects such as grades and accuracy of study completion as well as in aspects of character development and self-integrity. So the research question that wants to be answered is "what are the forms and causes of academic ethics violations that occur among students, and also how do these violations affect student achievement and character?"

METHOD

The research method used in this study is a descriptive qualitative approach with library study and case study methods. This research was not conducted directly in the field but rather relied on in-depth analysis of various secondary sources such as scientific journals, previous research reports, institutional documents and relevant articles regarding violations of academic ethics and their impact on student achievement. This was chosen to gain a comprehensive understanding of the forms of ethical violations that occur in the university environment, the factors that cause them and the consequences they cause. By utilizing case studies from institutions that have been documented in the literature, this study attempts to compile a theoretical and reflective picture of the urgency of enforcing academic ethics as a pillar of character formation and student academic achievement (Fauziah, 2023).

RESULT AND DISCUSSION

The results of a review of various studies show that violations of academic ethics among students are still a serious problem in higher education in Indonesia. Based on data from research conducted at the Faculty of Social and Political Sciences, Universitas Graha Nusantara (UGN), it was found that the average student awareness of the code of ethics was at 70.71%. This shows that in general, students' understanding of the principles of academic ethics is quite good but still leaves room for improvement. For example, only 67% of students understand the general principles of the code of ethics and 67% demonstrate

ethical behavior while the implementation of obligations as students reaches 79%, and awareness of academic rights is 77%. Although these figures reflect positive efforts in building an ethical culture in the campus environment, in reality various forms of violations such as cheating, plagiarism, data manipulation and collaboration during exams are still often found in everyday practice.

Data from research at IAI Hasanuddin Pare also confirms that violations of the academic code of ethics are caused by ignorance, and by weak sanctions and low internalization of moral values. Although institutions have established a clear code of ethics, its implementation still faces challenges such as lack of understanding from students and the perception that some rules are too strict. However, students who comply with the code of ethics have been shown to have higher levels of discipline, learning motivation, and responsibility. This is directly proportional to the improvement in the quality of learning and also the formation of positive characters such as honesty and work ethic. Campuses that do not actively enforce the code of ethics risk creating a learning environment that is permissive of unethical behavior which ultimately reduces academic integrity and the quality of graduates (Selviana & Irwansyah, 2024).

Similar results were also found in a study that focused on developing academic integrity through case study-based learning. In a study conducted by Latifah and Hery Yanto The (2025) it was explained that students often commit ethical violations due to a lack of understanding of correct citation techniques, academic pressure, and also minimal guidance from lecturers regarding the importance of academic honesty. Concrete examples of violations found include copying assignments without citing sources (plagiarism), data manipulation in research reports and also misuse of artificial intelligence technology to complete academic assignments unethically. To prevent this, a learning approach that emphasizes case study analysis and ethical reflection has proven effective in increasing students' awareness and skills in dealing with academic dilemmas. Cases such as compiling reports based on fictitious interviews or omitting data that does not match the hypothesis are real lessons about the dangers of ethical violations and their impact on scientific credibility.

The results of observations on violations of academic ethics also show a direct impact on student achievement. Students involved in violations such as plagiarism generally experience a decrease in grades, lose the trust of lecturers and in certain cases are subject to academic sanctions such as repeating courses or canceling grades. Repeated ethical violations can affect learning motivation and create dependence on dishonest practices. On the other hand, students who show consistency in implementing the code of ethics such as taking exams independently, doing assignments with originality and appreciating the learning process, tend to have more stable academic achievement and improvements in critical thinking skills and scientific writing (Maemunah et al, 2024).

Based on the results of the literature study and the data analyzed, violations of academic ethics among students take various forms, namely from minor violations such as being late for class and disrespecting lecturers to serious violations such as plagiarism, cheating on exams, manipulating research data and illegal collaboration in completing assignments. One of the most common forms of violation found is plagiarism, which is the act of copying someone else's work without citing the source. This violation occurs either intentionally due to academic pressure, or unintentionally due to students' lack of understanding of correct scientific writing techniques. In the case studies studied, many students used sources from the internet without including citations, and also compiled research reports by changing data to suit their expectations or hypotheses, which is clearly a form of violation of academic integrity (Rambu, 2022).

The causes of these violations can be traced to several internal and external factors. Internal factors include students' lack of understanding of academic ethics values, weak individual morals and also low motivation to learn independently. Some students also view academic tasks as administrative formalities rather than as a learning process that must be carried out honestly and responsibly. External factors include high academic pressure, poor time management and a learning environment that does not support an honest academic culture. In some cases where there are no strict sanctions from educational institutions for violations of academic ethics, this also strengthens

this negative habit. When violations are not dealt with consistently, the message that ethics is an important aspect of learning becomes unclear and is ignored by students.

The impact of violations of academic ethics on student achievement is very significant in both the short and long term. In the short term, students who commit violations tend to experience a decline in the quality of learning outcomes, because they do not develop critical, analytical and original thinking skills that should be obtained from the academic process. Reliance on dishonest actions such as cheating or using assignment-making services also hinders students' personal intellectual growth. In the long term, violations of academic ethics can reduce students' credibility in the eyes of lecturers, institutions, and even the world of work. Students who are accustomed to violating ethics tend to be less prepared to face professional challenges because they do not have integrity, adequate problem-solving skills and a good work ethic (Wibowo et al, 2024).

Answering the problem formulation regarding the influence of ethical violations on achievement, it was found that students who consistently implement the academic code of ethics show better academic results. They excel in achieving grades, and are more active in class discussions, have a sense of responsibility for assignments and are also able to develop original ideas. Students who comply with academic ethics are proven to be more disciplined, honest and have high intrinsic motivation, which directly impacts their achievements in curricular and co-curricular activities. Students who are accustomed to violating ethics often experience obstacles in completing their studies on time and also have minimal contributions to academic and social development. This shows that academic integrity is a norm and foundation for successful learning and the formation of quality student character (Saragih et al, 2025).

From these results it can be concluded that violations of academic ethics cannot be separated from academic culture. To overcome this, universities must position the code of ethics as a written rule but as an integral part of learning that is instilled through the curriculum, lecturer role models and a fair evaluation

system. Strengthening ethical awareness through discussions, case study simulations and real experience-based learning needs to be a strategy to foster academic integrity in students. Only in this way, the academic achievements obtained truly reflect a meaningful and moral learning process.

CONCLUSION

Based on the results of the analysis of previous studies on violations of academic ethics and their impact on student achievement, it can be concluded that violations of academic ethics are a serious problem that still occurs in higher education environments. Forms of violations such as plagiarism, cheating, data manipulation and lack of discipline are a reflection of the less than optimal internalization of moral values and academic responsibility in students. These violations have a real impact on the decline in the quality of learning, weaken character and also reduce students' academic achievement in the short and long term. Students who uphold integrity and academic ethics tend to have better achievements, are more disciplined, and are ready to face academic and professional challenges responsibly.

To overcome the problem of violations of academic ethics, higher education institutions need to take a sustainable approach, namely first, intensive socialization of the contents of the academic code of ethics to all students from the beginning of the study period as an administrative formality and as part of the campus academic culture. Second, lecturers need to be role models in behaving and acting ethically and also actively guiding students in understanding and implementing the principles of academic integrity. Third, the application of sanctions for violations must be carried out consistently and fairly in order to provide a deterrent effect without ignoring the educational aspect. Finally, the use of technology such as artificial intelligence must be directed ethically and responsibly, not to facilitate cheating but as a tool to improve the quality and originality of students' scientific work.

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