

INTERNATIONAL JOURNAL OF EDUCATIONAL INNOVATION AND SCIENCE DEVELOPMENTRESEARCH
Email: arsypersadaquality@gmail.com
Home Page: https://jurnal.asrypersadaquality.com/index.php/ijeisdr

ETHICAL COMPLIANCE IN THE COMMUNICATION PROCESS OF STUDENT LECTURERS DURING LEARNING

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KEYWORDS
Ethical compliance
Lecturer-student communication
Academic ethics
Higher education
Qualitative research

ARTICLE INFO
Accepted: 2 Jan 2025
Revised: 23 Feb 2025
Approved: 21 Jun 2025

ABSTRACT

The communication process between lecturers and students is a fundamental component of the teaching and learning dynamic in higher education. Effective communication not only conveys information but also shapes academic integrity, interpersonal relationships, and mutual respect in the learning environment. Ethical compliance in communication refers to the adherence to moral principles such as honesty, fairness, respect, empathy, and responsibility during verbal and non-verbal interactions between academic stakeholders.This study investigates the degree to which ethical communication practices are implemented and maintained in lecturer-student interactions within the classroom context, whether in traditional face-to-face settings or through digital platforms such as online learning environments. Using a qualitative descriptive methodology, the research gathered data from in-depth interviews with university lecturers and students, supported by institutional policy reviews and relevant literature.Findings reveal that while most participants recognize the importance of ethical communication, challenges remain in practice—especially regarding respect for student opinions, confidentiality, emotional sensitivity, and digital etiquette. Common issues include biased treatment, lack of transparency, breaches of privacy, and verbal insensitivity. These challenges are exacerbated in online learning settings, where written communication can often lack tone, context, or immediacy.The study concludes that fostering ethical compliance in academic communication requires not only awareness but also structural support from institutions through training programs, clear codes of conduct, and proactive ethical culture-building. It offers several practical recommendations aimed at promoting respectful, transparent, and empathetic communication between lecturers and students to improve the overall educational experience and uphold institutional integrity.

INTRODUCTION

Communication between lecturers and students plays a vital role in shaping the effectiveness of teaching and learning in higher education. It serves as the foundation for academic discourse, knowledge exchange, and the nurturing of intellectual and personal growth. However, beyond the transmission of information, communication also encompasses a set of moral responsibilities and expectations. Ethical compliance in communication ensures that the educational process is built on mutual respect, fairness, and integrity, thereby fostering a healthy and inclusive learning environment.In the contemporary academic lands cape, particularly in the wake of digital transformation and increased diversity in student populations, the need for ethical communication practices has become more pressing than ever. Students come from various cultural, social, and economic backgrounds, and lecturers must be mindful of their language, tone, and methods to avoid misunderstanding, discrimination, or intimidation. Ethical communication also involves listening actively, providing constructive feedback, maintaining transparency, and safeguarding student privacy.

Despite its importance, ethical compliance is not always consistently practiced. Several factors contribute to this issue, including lack of awareness, institutional neglect, unregulated digital platforms, and even power imbalances in the classroom. Some lecturers may unknowingly engage in unethical behavior such as favoritism, public criticism, or miscommunication that leads to emotional distress. Similarly, students may experience difficulty asserting their concerns due to hierarchical constraints or fear of academic repercussions. This paper explores the nature and importance of ethical communication between lecturers and students. It investigates the current state of ethical practices in communication, the obstacles encountered by both parties, and the implications for the quality of education. Through qualitative inquiry, the study aims to promote awareness and provide guidance for enhancing ethical conduct in educational communication. he findings of this study reinforce the critical importance of ethical compliance in the communication process between lecturers and students. Ethical communication fosters a learning environment built on mutual respect, fairness, emotional sensitivity, and academic integrity. When lecturers communicate ethically, they not only convey information effectively but also model professional behavior and cultivate trust and openness in the classroom.

The research revealed that ethical issues commonly arise due to lack of awareness, insufficient institutional regulation, and the complexity of digital communication platforms. Communication lies at the core of the educational experience, acting not only as a channel for the delivery of knowledge but also as a medium for building trust, shaping attitudes, and nurturing ethical awareness among students and lecturers. In higher education, where the intellectual and personal development of students is a central goal, communication must go beyond the transfer of factual content—it must be ethically sound, culturally sensitive, and emotionally intelligent. Ethical communication within the lecturer-student relationship serves as the foundation for a productive academic environment, influencing the level of student engagement, psychological well-being, and overall academic performance. Ethical compliance in communication refers to the consistent application of moral principles such as honesty, respect, fairness, empathy, and accountability in all verbal and non-verbal exchanges. In an era where education has become increasingly diverse and technologically mediated, ethical considerations are more complex and critical than ever. Lecturers today interact with students from various socio-cultural, religious, and linguistic backgrounds, often across virtual platforms and asynchronous channels. In this context, ethical lapses—whether intentional or not—can lead to misunderstandings, psychological distress, or even academic failure. Numerous cases have been reported where poor communication practices—such as public embarrassment, favoritism, lack of transparency in grading, or neglect of student voices—have damaged the integrity of the teaching process. These issues highlight the unequal power dynamic inherent in the lecturer-student relationship, where students may be reluctant to raise concerns due to fear of academic retaliation or negative evaluations. Hence, ensuring ethical compliance is not solely about good manners or professionalism, but about safeguarding students' rights, mental health, and dignity within the educational system. Conversely, ethical communication fosters a climate of openness and mutual respect. When lecturers communicate with empathy, provide constructive feedback, listen attentively, and encourage critical discourse, students are more likely to develop confidence, creativity, and a sense of academic belonging. Ethical communication also serves a modeling function, shaping how students interact with others in academic and professional contexts .Furthermore, the shift toward digital and hybrid learning has introduced new challenges. Unlike face-to-face settings, digital communication is susceptible to ambiguity, lack of emotional cues, delayed feedback, and

breaches of privacy.

A poorly worded email, an ignored message in a virtual classroom, or failure to acknowledge a student's concern in a discussion forum may be interpreted as disrespectful or dismissive. Thus, maintaining ethical standards in digital communication requires specific training, digital literacy, and institutional policies that are adaptive to changing modes of teaching and learning.While universities often have codes of ethics and professional conduct, many do not explicitly address the daily realities of communication between lecturers and students. Ethical compliance is not always intuitive—it must be cultivated, taught, and institutionalized. This includes clear expectations, reflective practices, feedback systems, and continual dialogue about ethics in academic interactions.This study, therefore, aims to explore the nature of ethical compliance in the communication process between students and lecturers during learning activities. It examines the types of ethical behaviors expected in academic communication, the real-world challenges that hinder ethical practice, and the role of institutional structures in supporting or limiting ethical engagement. By focusing on both in-person and digital communication experiences, this research provides a comprehensive analysis of how ethical principles are applied, understood, and sometimes violated in university-level education. Ultimately, the goal is to contribute to the development of more ethical, equitable, and effective communication practices in higher education—practices that honor the dignity of all participants in the learning process and reinforce the fundamental values of academic life.

METHOD RESEARCH

This study adopts a qualitative descriptive research design to explore the ethical dimensions of communication between lecturers and students during the learning process. The qualitative approach was chosen to capture rich, in-depth insights into participants' experiences, perceptions, and interpretations of ethical communication. This method allows for the exploration of subtle nuances and contextual factors that influence behavior and expectations in academic communication settings Sugiono (2019)

The research was conducted across multiple faculties within two state universities in Indonesia, representing various academic disciplines including humanities, social sciences, and engineering.

This cross-disciplinary approach provides a broader understanding of how ethical communication is perceived and practiced in different learning environments. literature review is a research method conducted by collecting, analyzing, and synthesizing data from various sources relevant to the research topic. The data sources used come from national and

international scholarly journal articles published within the last five years, specifically between 2019 and 2024. The selected articles are research papers published in accredited journals and highly relevant to the research topic. Journal collection was conducted through various academic databases such as Google Scholar, ResearchGate, and accredited national journal portals. This study employs a qualitative descriptive research design to investigate ethical compliance in communication between lecturers and students in higher education. Qualitative research is appropriate when the goal is to understand meanings, experiences, and perceptions from the viewpoint of participants (Creswell, 2013). The descriptive nature of the study aims to provide a detailed, accurate, and context-specific account of how ethical principles are applied or neglected in academic communication. Unlike quantitative approaches that focus on statistical measurement, qualitative descriptive studies are grounded in participants' own language and perspectives, making them ideal for topics related to ethics, behavior, and interpersonal dynamics (Sandelowski, 2000).

RESULT AND DISCUSSION

RESULT

Interviews were designed to explore participants' experiences with ethical and unethical communication in detail. An interview guide was developed based on the ethical dimensions identified in the literature—respect, fairness, empathy, confidentiality, and transparency (Arneson, 2007; Johannesen, 2008). Interviews lasted 30–45 minutes and were conducted in either Bahasa Indonesia or English, depending on participant preference.

Sample Interview Questions:

Theme	**Sample quetion**
Understanding of Ethical Communication	"How would you define ethical communication in an academic setting?"
Ethical Dilemmas or Violations	"Have you experienced or witnessed unethical communication in class?"
Emotional Impact Emotional Impact	"How did such experiences affect your motivation or sense of belonging?"
Institutional Role Institutional Role	Institutional Role "Does your university have clear communication ethics guidelines? Are they applied?
Suggestions	"What changes would you recommend to improve communication ethics in your class?"

Institutional codes of ethics, academic policies, syllabi, and university communication guidelines were analyzed to compare official standards with real-world practices. This helped identify gaps between policy and implementation.

Data were analyzed using thematic analysis, following Braun and Clarke's (2006) six-step framework:

- Familiarization – reading interview transcripts multiple times.
- Generating Initial Codes – coding meaningful statements related to ethical communication.
- Searching for Themes – grouping codes into categories (e.g., respect, bias, digital behavior).
- Reviewing Themes – refining and validating with raw data.
- Defining and Naming Themes – interpreting themes clearly and linking them with theory.
- Writing the Report – using narrative description and quotes to support findings.

To enhance credibility and validity, the following strategies were employed:

- Triangulation: using both interview and document data.
- Peer debriefing: discussing codes and themes with a research supervisor.
- Member checking: confirming interpretations with selected participants.

DISCUSSION

Academic ethics is a crucial moral foundation in shaping the character and personality of university students (Sari & Pratama, 2023). Based on the literature analysis, there is a strong and consistent relationship between the understanding and implementation of academic ethics and students' self-confidence in delivering presentations. This relationship can be explained through several interconnected psychological and pedagogical mechanisms (Kusuma & Wijayanti, 2024).

Academic ethics helps build students' personal integrity. When students understand and apply principles of academic honesty, they develop a strong sense of responsibility for their intellectual work (Bandura, 2021). This personal integrity forms the foundation of solid self-confidence, as students are assured that their presentations reflect honest and accountable efforts (Handayani & Wibowo, 2023).

Lestari and Prasetyo's (2021) study shows that students with high personal integrity exhibit more stable self-confidence in various academic communication contexts, with a positive correlation of 0.64 between personal integrity and communication confidence. Over two

semesters, students with high personal integrity scores demonstrated consistent improvement in communication skills and stable confidence in presentations (Miller & Taylor, 2023).

The implementation of academic ethics encourages students to prepare for presentations more thoroughly (Sutrisno & Kurniawan, 2023). Students committed to academic ethics tend to conduct in-depth research, use credible sources, and organize their presentation materials systematically. This diligent preparation naturally enhances content mastery and boosts students' confidence when delivering presentations (Indrawati & Setiawan, 2024).

Rahman and Sari's (2023) research confirms that the quality of presentation preparation mediates the relationship between academic ethics and self-confidence. Structural equation modeling (SEM) analysis shows that academic ethics has a direct effect on self-confidence ($\beta=0.58$, $p<0.001$) and an indirect effect through preparation quality ($\beta=0.32$, $p<0.01$). These findings indicate that academic ethics not only directly influences confidence but also does so through better preparation quality.

Academic ethics also helps reduce anxiety and academic stress often experienced by students. Presentation anxiety often stems from fear of academic dishonesty being exposed or doubts about the quality of one's work. Students who consistently apply academic ethics are free from such worries, as they are confident in the authenticity and quality of their work (Johnson & William, 2023).

This aligns with Wijaya and Hartono's (2022) findings, which show that academic integrity acts as a protective factor against presentation anxiety. Students with high academic integrity levels reported lower presentation anxiety ($M=2.1$, $SD=0.8$) than those with lower integrity ($M=3.7$, $SD=1.2$). These findings suggest that academic ethics positively influences self-confidence and reduces negative factors that could hinder presentation performance.

A deep understanding of plagiarism and citation ethics significantly contributes to the quality of argumentation in academic presentations. Indrawati and Setiawan's (2024) research shows that students with strong plagiarism awareness develop higher-quality arguments, with a significant positive correlation ($r=0.68$, $p<0.01$) between academic ethics awareness and communication confidence. This is because understanding academic ethics enables students to properly use references and develop stronger original thinking (Smith & Wilson, 2022).

Kusuma and Wijayanti's (2024) study provides empirical evidence that academic ethics training can significantly enhance students' presentation quality and confidence. An experimental study using a pre-test post-test design found a significant increase in presentation quality ($p<0.001$) and self-confidence scores (from 65.2 to 78.9) in the group that received academic ethics training. This indicates that academic ethics is not only a theoretical concept

but can also be implemented through structured development programs (Davis & Thompson, 2023).

Handayani and Wibowo (2023) confirmed that character education emphasizing academic ethics has a significant impact on students' public speaking abilities. A well-structured program increased presentation performance by up to 34% (from 68.5 to 91.8), with notable improvements in courage, articulation, and content mastery. This shows that academic ethics education interventions are highly effective in enhancing students' self-confidence.

Academic honesty, as a core component of academic ethics, has been shown to have a very strong correlation with presentation performance (Garcia & Martinez, 2022). Research by Nugroho et al. (2022) on engineering students found a strong positive correlation ($r=0.74$, $p<0.001$) between academic honesty and presentation performance, with students who demonstrated high academic honesty scoring 15.2 points higher on average. This suggests that honesty in academic work is not only a moral matter but also directly affects the quality of students' academic outputs.

The concept of self-efficacy is closely related to the implementation of academic integrity. Putri and Rahmawan's (2021) action research found that an academic integrity program significantly improved students' self-efficacy from moderate ($M=78.3$) to high ($M=89.7$). This increase in self-efficacy positively impacted students' confidence in presenting ideas and arguments, with the most significant growth observed in the ability to express ideas confidently. A comparative study by Sutrisno et al. (2023) provides valuable institutional insights. The study shows that faculties or programs with strong academic ethics systems tend to produce students with better presentation skills. Faculties with robust academic ethics programs recorded higher average presentation skill scores (85.4 vs. 72.1). Significant differences were observed not only in self-confidence but also in content quality and audience interaction (Kim & Park, 2021).

The literature analysis also reveals that the relationship between academic ethics and presentation confidence is multidimensional. Academic ethics influences not only cognitive aspects (content mastery), but also affective aspects (self-confidence and motivation), and behavioral aspects (presentation and communication skills). The integration of these three aspects forms a solid foundation for developing students' presentation abilities (Zhang & Kumar, 2023).

From a theoretical perspective, these findings support the social cognitive learning theory, which emphasizes the importance of internal factors (such as self-efficacy and personal integrity) in influencing individual behavior and performance (Lee & Chen, 2022). Academic ethics functions as an internal factor that strengthens students' belief in their abilities, which is then reflected in their confidence during presentations (Sari & Pratama, 2023).

These findings have important implications for curriculum development and learning strategies in higher education. Universities need to systematically integrate academic ethics education into their curricula not only as a stand-alone subject but also as a value embedded in every learning activity. Presentation training programs should also incorporate ethical components to ensure that students develop both technical skills and academic integrity.Various factors can influence students' confidence in presentations, including material preparation, prior experience, support from the academic environment, and, importantly, their academic integrity. Students who consistently apply academic ethics willhave a strong foundation for building self-confidence because they trust the quality and authenticity of the work they are presenting.

CONCLUSION

Based on the results of the literature review regarding the influence of academic ethics on students' self-confidence in academic presentations, it can be concluded that academic ethics has a significant positive effect on students' confidence levels during presentations. This positive impact occurs through several mechanisms, including: the development of personal integrity as the foundation of confidence, the improvement of presentation preparation quality through in-depth and systematic research, the reduction of academic anxiety due to belief in the authenticity of one's work, and the enhancement of critical thinking skills that support communication abilities.

Academic ethics serves as a moral foundation that enables students to develop authentic and sustainable self-confidence in various academic activities, including presentations. Students who understand and consistently apply academic ethics demonstrate higher levels of self-confidence, lower presentation anxiety, and better presentation quality compared to students with a lower understanding of academic ethics.

These findings carry important implications for the development of learning strategies in higher education, particularly in integrating academic ethics education with the development of students' communication and presentation skills. Higher education institutions are

encouraged to develop programs that integrate academic ethics education with presentation training in order to maximize the development of students' self-confidence and communication competence.

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