Qualitative Survey of Academic Dishonesty on Higher Education: Identify the Factors and Solutions

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Abstract

This study aims to identify academic dishonesty committed in universities in online and face-to-face classes. Researchers identify the factors that cause academic cheating and the solutions offered to prevent acts of academic cheating from various countries. This study uses a systematic literature review method. The data used is secondary data in the form of journal articles related to academic cheating during the 2015-2021 period. This study is based on 35 relevant articles sourced from the Google Scholar databases accessed on October – December 2021. The data analysis of this study used Nvivo to classify the data and draw conclusions. The results of the review show that academic dishonesty occurs in almost all countries in the world. The identification results show that there are many factors that cause academic dishonesty which is divided into two, namely internal and external factors. Internal factors are related to students' attitudes, personality, and talents. External factors are more directed to environmental influences. As for the solution, solutions were identified for institutions, lecturers, and students.

Keywords: Academic Dishonesty, Academic Fraud, Academic Misconduct, Higher Education

I. INTRODUCTION

Education is the need of every human being. Education does not only teach subject matter, but must also teach character to form a good personality in students. One of the important attitudes and must be taught is honesty. The issue of honesty in education has become a polemic that questions the credibility of education itself. One of the global phenomena in education related to dishonesty is academic dishonesty or academic fraud. Academic dishonesty is the most important and most highlighted problem because it has occurred consistently over the years at all levels of education (Harding et al., 2004). Especially in higher education, academic dishonesty is on the rise, making it a serious challenge (Clegg & Flint, 2006). Therefore, the problem of academic dishonesty is a serious problem faced by the world of education (Koul et al., 2009; Orosz et al., 2016).

Academic integrity requires a commitment to the basic values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2018). These values define an academic ethic that will create a highly dedicated community for learning and exchanging information. Educational institutions must strengthen their reputations by enhancing their academic integrity so that students' academic grades, degrees, and skills demonstrate their true abilities (Holden et al., 2020). In this case especially colleges or universities. Usually educational institutions provide assessments or academic degrees based on student performance in the form of exams or tests. Good grades are of course the main goal of students, so there is considerable pressure on students to achieve them in various ways that lead to academic

cheating, one of which is cheating (McCabe et al., 2001). Therefore the issue of academic dishonesty is increasingly being investigated. Academic dishonesty is the seed of unethical actions in various industries, the most famous of which is corruption (Marques et al., 2019).

In connection with the prevalence of academic dishonesty, many studies have been conducted regarding this matter. There are many studies that show that academic dishonesty occurs in the world of education. Academic cheating occurs in face-to-face and online classes.

Table 1. Cases of academic dishonesty

Name, Year	Cases
(Whitley, 1998)	70.4% of students cheated during lectures
(McCabe et al., 2006)	As many as 86% of students cheated
(DuPree & Sattler, 2010)	In the last 12 months at Texas Tech University, about 74% of students admitted that they cheated on exams
(Ledesma, 2011)	Research in Korea, 69% of participants admitted that they had committed academic dishonesty such as cheating, plagiarism, and facilitation
(Arshad et al., 2021)	Students perceive cheating behavior as normal and they do not feel that it is wrong
(Mustapha et al., 2017)	Research at four state universities in Malaysia showed that in 2014, 47% of students had committed academic dishonesty, 51% of students in 2015 and 49% in 2016
(Patrzek et al., 2015)	A study in Germany, 75% of students committed at least one type of academic dishonesty in the last 6 months.

Everything that is done must have a reason behind it, not to mention the act of academic cheating committed by students. There are various reasons why many students commit academic dishonesty. In this study, we will discuss the factors that cause academic dishonesty based on literature reviews from various countries. In addition, it will also discuss how to solve academic dishonesty. Research questions were proposed:

What are the factors that influence academic dishonesty and what are the alternative solutions that can be used to reduce the occurrence of academic dishonesty?

II. ACADEMIC DISHONESTY

Academic dishonesty is also known as academic fraud. In this study, the term used is academic dishonesty. The meaning of these two terms is almost the same from various experts. Academic dishonesty is an act of fraud that violates the ethics of academic honesty in schools and will damage public trust in educational institutions (Yang et al., 2017). Eriksson and McGee define academic dishonesty as cheating, creating information (fabrication), helping others commit academic fraud (facilitation), using other people's work or ideas and being recognized as one's own (plagiarism) (Eriksson & McGee, 2015). Academic dishonesty is a serious act that affects not only the person who commits it, but also the institution and the people closest to it, causing incompetence, declining ethical norms, and distrust (Tabsh et al., 2017). Academic dishonesty is categorized as plagiarism behavior, cheating on exams, exchanging answers, falsifying documents, assisting academic violations (Olafson et al., 2014). Academic dishonesty consists of various activities, namely: Fraud, plagiarism, invention or falsification of authors and bibliography, use of other people's works, citation of information without reference to the source, etc. (Mccabe & Trevino, 2002).

III. RESEARCH METHOD

This study uses a qualitative approach to describe the results of the study. The method used is a systematic literature review. Systematic literature review is used for various

purposes such as identifying, reviewing, evaluating, and interpreting various research topics of interest to be discussed. This study uses a literature review to identify the influencing factors of academic dishonesty and alternative solutions that can be used to overcome them.

1. Search Process

Researchers used secondary data in the form of research journal articles taken from the Google Scholar database. Journal articles used in the 2015-2021 period. Articles searched using the keywords 'academic dishonesty, 'academic fraud, 'academic misconduct', and 'higher education'. More than 2000 articles were found, which were then selected 74 articles that met the criteria and published in reputable publisher (Elsevier, Emerald Insight, Springer, Taylor & Fancis). The articles used have been filtered based on the following criteria:
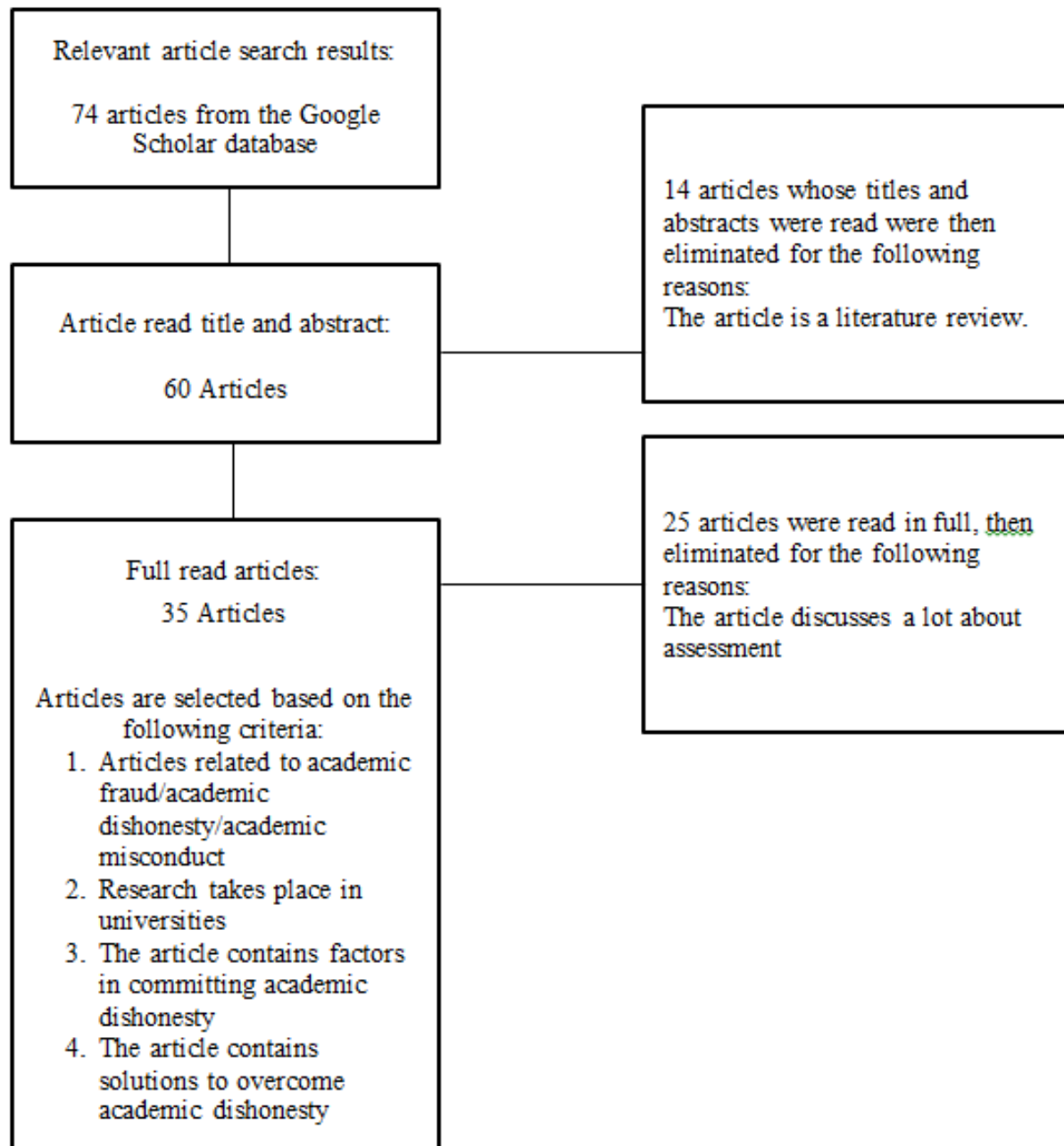
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┌─────────────────────────────┐
│ Relevant article search     │
│ results:                    │
│                             │
│ 74 articles from the Google │
│ Scholar database            │
└─────────────────────────────┘
              │
              │              ┌──────────────────────────────┐
┌─────────────────────────────┐  │ 14 articles whose titles and  │
│ Article read title and      │  │ abstracts were read were then │
│ abstract:                   │──│ eliminated for the following  │
│                             │  │ reasons:                      │
│ 60 Articles                 │  │ The article is a literature   │
│                             │  │ review.                       │
└─────────────────────────────┘  └──────────────────────────────┘
              │
              │              ┌──────────────────────────────┐
┌─────────────────────────────┐  │ 25 articles were read in full,│
│ Full read articles:         │  │ then eliminated for the       │
│ 35 Articles                 │──│ following reasons:            │
│                             │  │ The article discusses a lot   │
│                             │  │ about assessment              │
│ Articles are selected based │  └──────────────────────────────┘
│ on the following criteria:  │
│ 1. Articles related to      │
│    academic fraud/academic  │
│    dishonesty/academic      │
│    misconduct               │
│ 2. Research takes place in  │
│    universities             │
│ 3. The article contains     │
│    factors in committing    │
│    academic dishonesty      │
│ 4. The article contains     │
│    solutions to overcome    │
│    academic dishonesty      │
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Figure 1. *Article selection criteria*

Data Analysis

The analysis of this research is also assisted by using Nvivo software to classify data and make conclusions, with the following steps:

1. Import the selected articles into Nvivo.
2. Make coding, and do the coding of each article.
3. Create a project map for visualization of results.

IV. RESULTS AND DISCUSSION

There are 35 reviewed articles in this study. It should be emphasized that this study focuses on 35 related journals and articles with the following criteria: related to academic dishonesty, research subjects in higher education, containing causal factors and alternative solutions to overcome academic fraud.

There are various countries that are the subject of this article. Given that academic dishonesty is a global phenomenon that is problematic in the world of education, (Oran et al., 2016), Then an analysis of articles with various subjects is carried out to get conclusions that can represent in general. The following are the countries that are the subject of the article:

Table 1. *Grouping of countries from the results of the review*

Research Subject	Name, Year
Australia	(Birks et al., 2018; Brown et al., 2018)
China	(Zhang et al., 2018)
Colombia	(Jaramillo-Morillo et al., 2020)
GCC Country	(Ahmed, 2018)
Indonesia	(Juliardi et al., 2021)
Israel	(Friedman et al., 2016; Peled et al., 2019)
Jordan	(Shbail, 2021)
Mainland China and Taiwan	(Yang et al., 2017)
Malaysia	(Mustapha et al., 2017)
Nigeria	(D. Nwoye et al., 2019; Okoroafor et al., 2016; Onu et al., 2021)
Pakistan	(Arshad et al., 2021)
Philippines	(Balbuena & Lamela, 2015; Diego, 2017)
Rome, Italy	(Ives et al., 2017)
Russia	(Bylieva et al., 2019; Maloshonok & Shmeleva, 2019)
Slovenia	(Šprajc et al., 2017)
South Korea	(Costley, 2019)
Spain	(Cuadrado et al., 2019)
Swedish	(Witmer & Johansson, 2015)
Thailand	(Thomas, 2017)
Turkey	(Oran et al., 2016; Uzun & Kilis, 2020)
United States	(Bluestein, 2015; Dyer, 2020; Lucky et al., 2019; Minarcik & Bridges, 2015; Smith et al., 2021; Tabsh et al., 2017; Tatum et al., 2018)
United States, United Kingdom, and Canada	(Amigud & Lancaster, 2019)

The results of the review of these articles will discuss the factors influencing the occurrence of academic dishonesty and the solutions to overcome them according to the research question that has been formulated. Based on the results of the review, it was found that there are various factors that influence the occurrence of academic dishonesty which have been grouped into internal and external factors. The alternative solutions offered also vary and have been grouped starting from solutions for institutions, lecturers, and students.

1. Factors Influence Academic Dishonesty

The factors that influence academic dishonesty from the results of the review are described in

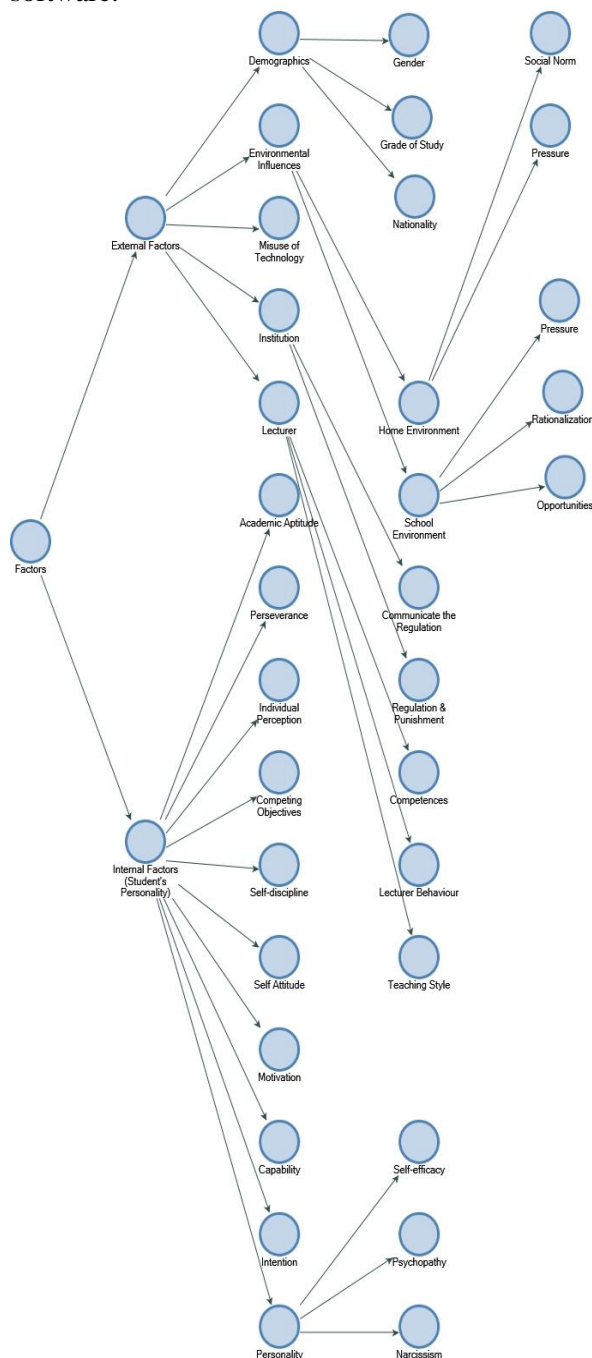the following chart with the help of Nivo 12 software.

Figure 2. *Mapping of factors that influence academic dishonesty*

Academic dishonesty is committed by students for various reasons. Many factors influence this unethical act. In this discussion, the influence factor of academic dishonesty will be divided into two factors, namely internal and external.

a. Internal Factors

Internal factors are all things that come from within a person that affect their actions, in this

case are students. This factor is related to the individual's perception, attitude, and personality. Based on the results of the review, it was found that ten internal factors that influence acts of academic dishonesty are:

Table 2
Internal factors that affect academic dishonesty

Internal Factors	#	%
Academic aptitude	6	13,95
Perseverance	2	4,65
Individual perception	9	20,93
Competing objectives	1	2,33
Self-discipline	4	9,30
Self-attitude	10	23,26
Motivation	4	9,30
Capability	2	4,65
Intention	1	2,33
Personality	4	9,30

Academic aptitude is a natural talent that students have. Students enter study programs at universities with different levels of preparation and abilities, the absorption of material in learning is also different (Amigud & Lancaster, 2019). This includes students' learning styles that differ from one another. Learning style will be an indicator of how students respond to their learning environment (Diego, 2017). The existence of these differences makes students have different abilities in each subject, there are those who prefer mathematics while other students do not like it, depending on their interests and level of effort (Bluestein, 2015). The inability of students in certain fields makes them unable to meet the established standards of success, so they have no other choice but to commit academic dishonesty to achieve these standards (Balbuena & Lamela, 2015; Oran et al., 2016).

Perseverance, students have their own efforts in doing assignments and exams. Sometimes students feel that the assignment or exam given is quite difficult and they are not able to do it (Tabsh et al., 2017). So they decide to ask someone else to do the work, because they feel

they are not capable. This, of course, is a form of academic dishonesty. Perseverance is an important factor whether students will commit academic dishonesty or not (Amigud & Lancaster, 2019). It's their laziness and lack of preparation that really needs to be fixed (Arshad et al., 2021; Tabsh et al., 2017). Careful preparation and perseverance will keep students from academic dishonesty.

Individual perception that will be discussed is subjective norm. Subjective norm is very influential and becomes the strongest predictor of whether students will commit academic dishonesty or not (Maloshonok & Shmeleva, 2019). Subjective norms are not only influenced by the environment but from the individual himself whether he wants to do it or not. So it is the individual who decides for himself what he wants to do, in this case committing academic dishonesty. Subjective norms can also be conceptualized as social pressures that are obtained, both pressure from the environment and parents to always get good grades (Uzun & Kilis, 2020). So from this pressure it will form academic anxiety in students (Diego, 2017). Students will also think that assignments and exams are a heavy burden (Brown et al., 2018). In addition, it will also form a mindset that committing academic dishonesty is indeed necessary and is a natural thing. Therefore, it is necessary to improve students' mindset and self-confidence regarding academic dishonesty (D. Nwoye et al., 2019; Thomas, 2017).

Competing objectives are more about how students can prioritize their educational goals. In addition to pursuing education, students may have other activities to do such as working part time, organizing, and others. So that students find it difficult to balance school with other activities (Amigud & Lancaster, 2019). For this reason, students will commit academic dishonesty in doing their assignments such as asking and paying others to do them.

Self-discipline is more about self-control to be consistent and motivated to do the tasks. An important problem that arises in the form of self-discipline is the inability of students to start work. The main reasons for this are procrastination and laziness (Amigud & Lancaster, 2019). Lack of self-commitment is one factor (Tabsh et al., 2017). In addition, students must also control themselves, which activities are beneficial and detrimental for them (Maloshonok & Shmeleva, 2019; Uzun & Kilis, 2020). For example, students already know that if they commit academic dishonesty, they will get punished, so they choose to avoid it so that they are not punished.

Self-attitude describes one's feelings towards something, in this case how students behave towards academic dishonesty. Attitude is an important factor in studying ethical decision making. People decide what is right based on their beliefs and attitudes (Uzun & Kilis, 2020; Zhang et al., 2018). Integrity emphasizes the conformity of individual actions with selected principles (Juliardi et al., 2021). From a psychological point of view, an important element of academic dishonesty is the ability to maintain a self-image despite dishonesty. (Friedman et al., 2016). Individuals who are highly goal-oriented will pursue these goals by breaking the rules, lying, cheating and damaging interpersonal relationships (Smith et al., 2021). Including relationships with friends and even lecturers, how much respect do students have for lecturers (Bluestein, 2015). This relates to students' attitudes towards lecturer responses and the factors that students take into account when faced with evidence of academic dishonesty. (Peled et al., 2019). If the attitude, moral integrity, and self-esteem of students are good, then there is no problem with academic dishonesty (Mustapha et al., 2017).

Motivation is the impetus for someone to do something. There are intrinsic (internal) and extrinsic (external) motivations. Intrinsic motivation tends to affect students' memory in learning (Peled et al., 2019). Student motivation will be influenced by their mindset (Thomas, 2017). For example, students have a mindset

that mathematics is difficult and cannot do it without the help of others, so they will justify that mindset. So that students will be motivated to cheat when doing assignments or exams in order to achieve graduation standards. Various reasons are used by students in committing academic dishonesty (Smith et al., 2021). The results of the study say that if students' learning motivation is low, the possibility (motivation) to commit academic dishonesty is higher (Šprajc et al., 2017).

Capability is the ability of an individual to influence the decision to commit fraud (Smith et al., 2021). In terms of academic dishonesty, capability relates to a student's ability to act on his knowledge and skills to acknowledge the results of others as his own. Students also have the ability to use their friends to do assignments/exams in return (Costley, 2019).

Intention relates to something that underlies a person to do everything. Intention is determined from a person's attitude towards the behavior. This attitude stems from their beliefs about the consequences, behavior and control of various situations, which are directly related to various contextual factors. (Smith et al., 2021).

Personality is how a person reacts and interacts with other people. Everyone has their own personality. Personality is thought to influence academic dishonesty (Cuadrado et al., 2019). In this case, three personalities were identified that are associated with academic dishonesty, namely narcissism, psychopathy, and self-efficacy.

1. Narcissism, a person who has a narcissistic personality will always overestimate their abilities, even though they do not have these abilities (Smith et al., 2021). So that students with narcissistic personalities will do anything to make their self-image look good, when in fact they are not able to do it.
2. Psychopathy, a person who has a psychopathic personality is

characterized by a lack of empathy and does not care about the consequences of his actions (Smith et al., 2021). So in this case, students with psychopathic personalities will commit academic dishonesty even though they already know the consequences, and they do not feel guilty for doing so.

3. Self-efficacy is an individual's belief in his ability to do something. People with low efficacy in a behavior are less likely to engage in it, but those who believe they are capable are more enthusiastic about participating. (Onu et al., 2021).

b. External Factors

External factors are influences that come from outside of an individual. Based on the results of the review found five external factors that affect academic dishonesty, namely:

Table 3. External factors that affect academic dishonesty

External Factors	#	%
Demographics	5	8,93
Environmental influences	28	50,00
Institutions	10	17,86
Lecturers	6	10,71
Misuse of Technology	7	12,50

Demographics are individual factors that are predicted to be likely to commit academic dishonesty. Based on the results of a review of the shared literature, several demographic factors that may influence the behavior of academic dishonesty have been obtained, namely:

1. Gender is a widely studied demographic factor in academic dishonesty research (Dyer, 2020; Zhang et al., 2018). Various studies have shown that male students are more involved in academic dishonesty than girls (Witmer & Johansson, 2015; Yang et al., 2017; Zhang et al., 2018)
2. Grade of study, students with low grades will be more motivated to do

academic dishonesty with reasons to improve their grades (Ives et al., 2017; Zhang et al., 2018).

3. Nationality, every country has a different cultural background, and their views on academic dishonesty are different (Okoroafor et al., 2016; Peled et al., 2019)

Environmental influences that will be discussed based on the results of the review are the home and school environment. The mindset and what is exemplified in the environment will affect students' actions, in this case academic dishonesty.

1)   The school environment has an important role in shaping students' mindsets about academic dishonesty. The role of lecturers and peers is very dominating. Factors in the school environment that affect academic dishonesty include:

a) Pressure, pressure factor is a situation where a person is under pressure to commit fraud to gain value and the person closest to them is a big influence (Juliardi et al., 2021). Peer pressure is the main factor for students to cheat (Brown et al., 2018; Diego, 2017; Minarcik & Bridges, 2015; Tabsh et al., 2017). If one of his peers chooses to commit academic dishonesty, then other students are likely to do so too. Apart from peers, students claim to be under pressure from the many assignments given, so they cheat to get the task completed (Costley, 2019; Shbail, 2021). Actually this can happen because of the lack of students' effort in doing their assignments (Bluestein, 2015)

b) Opportunity, The opportunity factor emphasizes that academic dishonesty can occur because of opportunities or situations that use positions that operate in secret (Juliardi et al., 2021). Opportunity is an important and integral part of the thinking process that leads to academic mistakes (Smith et al., 2021). The existence of an opportunity to cheat will make students

think whether to do it or not. Several studies have shown that there are many opportunities for students to cheat in online classes, due to lack of supervision (Jaramillo-Morillo et al., 2020; Lucky et al., 2019; Shbail, 2021)

c) Rationalization is a condition where students already know that dishonesty is unethical, but they still do it because it is considered normal. (Juliardi et al., 2021). This is because in their environment they consider academic dishonesty to be a common thing in education, so students do not feel guilty for doing it (Arshad et al., 2021; Costley, 2019; Dyer, 2020; Shbail, 2021). Rationalization is the final step for students to make a decision to commit fraud or not (Smith et al., 2021).

2)   The home environment is the place where the individual first interacts, namely with his family and the surrounding environment. Their mindset and behavior will be imitated (Diego, 2017). Factors in the home environment that affect academic dishonesty include:

a. Pressure, the pressure referred to here comes from external, namely the family and the surrounding environment (Juliardi et al., 2021; Okoroafor et al., 2016)

b. Social norms are general guidelines for behavior in society. Social norms are the extent to which a person feels that it is important to take certain actions, in this case dishonest actions (Shbail, 2021)

Institution in question is a university institution. The occurrence of academic dishonesty is inseparable from the role of higher education institutions. Lack of strict regulation and punishment is a factor causing academic dishonesty (Balbuena & Lamela, 2015; Birks et al., 2018; Tatum et al., 2018; Witmer & Johansson, 2015; Zhang et al., 2018). In addition, the university also does not communicate the importance of academic integrity and its regulations to students (Bylieva et al., 2019). So that students feel that academic dishonesty is not a problem to do.

Lecturers become role models for students and as facilitators in learning. However, academic dishonesty can also occur because of the incompetent lecturer factor in class management (Balbuena & Lamela, 2015). Poor classroom management allows students to cheat. In addition, teaching style is also the cause of academic dishonesty (Bluestein, 2015), because students do not understand the material presented and end up cheating to do assignments and exams. Not infrequently lecturers do not question the act of academic dishonesty, even though lecturers and students should be committed not to do it (Bylieva et al., 2019).

Misuse of technology, along with the times, technology is also growing. The existence of technology has positive and negative sides. The positive side of technology will greatly facilitate our work. But the negative is that technology is used as a tool to commit fraud (Ahmed, 2018; Dyer, 2020; Mustapha et al., 2017). Misuse of technology to cheat in the form of searching, sending, and receiving answers from others during exams (Juliardi et al., 2021). In addition, technology is used for plagiarism, because it is easy to copy and paste from various sources (Šprajc et al., 2017). Especially in online learning, there are more opportunities for students to cheat, due to lack of supervision (Jaramillo-Morillo et al., 2020; Lucky et al., 2019)

2. *Alternative Solutions to Reduce Academic Dishonesty*

The alternative solutions offered based on the results of the review can be seen in Figure 3. Various solutions are offered to overcome academic dishonesty. The solutions offered are divided into three parts, namely for students, lecturers, and institutions.
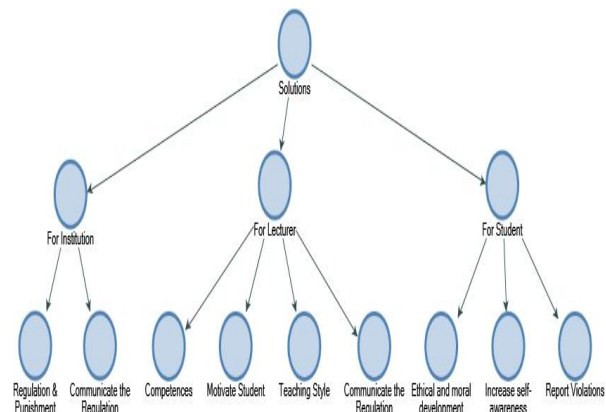

Figure 3. *Mapping solutions to reduce academic dishonesty*

a. *Solutions for Institution*

Regulation and Punishment, institutions should take comprehensive action against academic dishonesty by establishing a clear academic integrity policy to define acceptable and unacceptable behavior (Cuadrado et al., 2019; Lucky et al., 2019; Maloshonok & Shmeleva, 2019; Oran et al., 2016; Yang et al., 2017; Zhang et al., 2018). Policy making can also involve parents, the public, and the business world, as academic cheating extends beyond the walls of the classroom (Ahmed, 2018). The institution must also determine the sanctions or penalties that students will receive if they violate academic integrity (Balbuena & Lamela, 2015; Maloshonok & Shmeleva, 2019; Minarcik & Bridges, 2015; Oran et al., 2016). Sanctions must be zero tolerance and provide a deterrent effect so that it doesn't happen again (Arshad et al., 2021; Birks et al., 2018; Peled et al., 2019). Giving equal punishment between male and female students for academic cheating committed (Witmer & Johansson, 2015).

In online learning, universities must consider and choose a platform that can minimize cheating and increase supervision (Costley, 2019; Dyer, 2020; Jaramillo-Morillo et al., 2020; Oran et al., 2016; Shbail, 2021). In addition, you must also make a new policy regarding academic dishonesty in online learning (Juliardi et al., 2021). This must be done to increase the trust and credibility of online learning.

Apart from making an honor code and determining punishment, other solutions related to policy are:

1. Make academic integrity a prerequisite for university entry, such as language and math skills (Amigud & Lancaster, 2019).
2. Academic planners and policy makers seeking to address student academic misconduct should also be aware of the beneficial effects of religious involvement in achieving this goal (Onu et al., 2021).
3. Hold a program to strengthen ethical and moral values such as honesty (Arshad et al., 2021; D. Nwoye et al., 2019; Mustapha et al., 2017; Oran et al., 2016; Uzun & Kilis, 2020).

Communicate the Regulations, the rules regarding academic integrity that have been made must be notified to students when they first enter the university to remind them of their obligations and responsibilities (Okoroafor et al., 2016; Oran et al., 2016; Tabsh et al., 2017). The existence of regulations without being communicated will make it useless. The declaration of this academic integrity regulation will of course make students consider a lot of academic cheating, for fear of the punishment that will be given.

b. Solutions for Lecturer
Competences, in this case related to the professional competence of lecturers. The most important professional competence is mastery of the material. Lecturers must be creative in developing material and giving unique assignments for students so that it is not easy to copy answers from the internet (Bylieva et al., 2019; Diego, 2017; Mustapha et al., 2017; Tabsh et al., 2017). No less important now is the mastery of technology by lecturers, especially regarding fraud detection software (Bluestein, 2015).

Motivate student, motivation is needed to encourage students not to commit academic dishonesty. Lecturers can provide an explanation of the importance of ethics and morals as well as the losses if they are not ethical and moral (Bluestein, 2015; Mustapha et al., 2017; Šprajc et al., 2017; Thomas, 2017). Moreover, if there are international students, lecturers must motivate those who of course have different cultures and views regarding academic dishonesty (Brown et al., 2018). In addition to motivation, lecturers must also set a good example through their actions (Ives et al., 2017). Forming a mindset about academic integrity is also needed to get a positive outlook on students' lives (D. Nwoye et al., 2019; Diego, 2017).

Teaching style, every lecturer must have their own way or style to teach in class. However, sometimes the teaching style of lecturers cannot be understood by students, so students tend to cheat during exams. Lecturers as facilitators should deliver the material in a way that is easy to understand (Diego, 2017). There should also be more discussion and problem solving, so that students are active in higher-order thinking (Thomas, 2017). The assignments given should also be in the form of projects enriched with literature, not only sourced from the internet (Oran et al., 2016; Tabsh et al., 2017).

Communicate the regulation, It is not only the duty of university institutions to provide information regarding academic integrity, but lecturers must also convey it. Lecturers must make an agreement with students regarding sanctions if they commit academic dishonesty (Diego, 2017). Lecturers should apply zero tolerance in their academic environment, so as to provide a deterrent effect (Arshad et al., 2021; Diego, 2017; Minarcik & Bridges, 2015).

c. Solutions for Student
Ethics and morals are two important aspects that must be developed. Both of these aspects must be considered in students, because they are the next generation who will educate future

generations (Mustapha et al., 2017). Moral and ethical development can be done by attending workshops, seminars, and other programs.

Increase self-awareness, Students should be aware of their strengths and weaknesses. For example, students are not very good at a material, so these students must be aware of themselves to study harder in order to achieve graduation standards without being involved with cheating. Students must study actively and think critically in class (Thomas, 2017). Students must also realize that dishonest actions will harm themselves. So students must support the honor code at the university (Okoroafor et al., 2016).

Report violations, Academic violations should indeed be reported to the university so that it does not happen again. Consistent reporting is a strategy to prevent academic dishonesty (Minarcik & Bridges, 2015). However, students tend not to report for fear of being shunned by their friends. Therefore, there must be agreement and support for academic integrity.

V. CONCLUSION

Academic dishonesty is a worldwide educational phenomenon. Many studies have been conducted and show various cases of academic dishonesty at various levels of education, in various countries. Therefore, the main purpose of this article is to discuss the causal factors and alternative solutions offered to overcome academic dishonesty. The results of our review found that the factors causing academic dishonesty can be grouped into internal and external factors. Internal factors are related to the personality and attitudes of students, while external factors are related to the environment.

Alternative solutions offered vary depending on the root of the problem. Problems stemming from the lack of strict regulations or regulations and punishments that do not provide a deterrent effect, it is the institution's obligation to review regulations and their implementation. All elements of the university must support the implementation of these regulations, especially lecturers and students who are the main elements of education. Lecturers must also supervise the giving of assignments and exams, apply zero tolerance for academic dishonesty actions, in order to have a deterrent effect on students. Students themselves must also support academic integrity, reporting if they know of fraud. All elements of education play an important role in efforts to combat academic dishonesty. Future research can be focused on testing various alternative solutions to overcome academic dishonesty.

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