

Analysis of the Perception of English Department Lecturers on the Development of Integrity Zones

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Abstract. Integrity Zone is an Indonesian government program that aims to build a bureaucratic culture with integrity that is free from corruption, collusion, and nepotism. Higher education is one of the institutions encouraged to implement integrity. This study aims to determine the lecturers' perception of integrity zone in the English Department, Faculty of Languages and Arts Universitas Negeri Medan. The participants in this study were three lecturers in the English and Literature Department, State University of Medan. Data was collected by interviewing participants to explore their perceptions of integrity zone. This study investigated integrity which categorized into: personal integrity, professional integrity and integrity of teaching as the principles of teaching integrity.

Keywords : integrity zone, personal integrity, professional integrity, integrity of teaching

1 Introduction

Nilsen emphasizes the three aspects of integrity personal, professional, and teaching integrity that affected the choices made by conscientious objectors in the field of education [1]. My goal in handling these aspects independently is to analyze these concepts in their uniqueness rather than to compartmentalize ideas that frequently overlap, to emphasize how important it is to take into account all three kinds when addressing conscientious objectors in the teaching profession [1]. Teachers can find both personal and professional fulfillment from "good work" when personal integrity, professional integrity, and teaching integrity are all in harmony [1]. Despite how helpful they may be, technical rules and procedures cannot generate integrity; it is a cultural construct [2]. Viewing things in their organic actuality rather than their mechanical reality is necessary for integrity [3]. Integrity is an internal, all-encompassing state that originates from a culture rather than merely adhering to external norms and regulations or using an instrumental rationality that is separated from both the reason's object and the person using it [4].

The Government of Indonesia has responded to corruption as a strategic issue that must be resolved to achieve success in government development planning. In this context, the Ministry of State Apparatus Empowerment and Bureaucratic Reform issued Regulation No. 52 of 2014, which was updated in 2019 with Ministerial Regulation No. 10 of 2019, concerning Zone Development Guidelines for Integrity Towards a Corruption-Free Area and a Clean and Serving Bureaucratic Area (Ministry of State Apparatus Empowerment and Bureaucratic Reform, 2019). The regulation prepared by the ministry of state apparatus empowerment and bureaucratic

reform further explains the mechanism for implementing the construction of work units that have built Integrity Zones.

The Indonesian government has issued various policies to build a bureaucratic culture with integrity, one of which is by implementing the Integrity Zone. This program aims to foster a clean, accountable, and high-performing bureaucracy, free from corruption, collusion, and nepotism [5]. The Integrity Zone is not just a regulatory requirement but a strategic initiative to institutionalize ethical values and good governance across public sectors. Higher education is one of the institutions that is strongly encouraged to implement Integrity Zones. This is because universities serve as critical agents in shaping the character, knowledge, and civic responsibility of future leaders [6]. Through the development of academic environments grounded in integrity, it is expected that universities can become institutions that are not only free from corruption, collusion, and nepotism but also capable of producing quality human resources with strong ethical foundations. Moreover, the implementation of Integrity Zones in higher education aims to improve institutional credibility, enhance public trust, and ensure the quality of education and research outcomes [7].

Universities in Indonesia have an important role in fostering the community for the progress of the nation. Producing quality human resources is one of the goals of the university. The problem that occurs is that the hope for universities to become a forum for producing quality natural resources has not been realized. This is evidenced by the many corruption cases in Indonesia committed by university graduates [8],[9]. Universities in Indonesia, as an important pillar in educating the nation, are not spared from various problems, one of which is the integrity crisis. This manifests itself in various forms, such as corruption, collusion, nepotism, abuse of authority, and violations of the code of ethics [10]. This crisis is fatal, hindering the progress of universities in achieving their vision, damaging the image of the institution, and even triggering a loss of public trust [11].

A study of the integrity implementation argues that Integrity Zones encourage loyalty among human resources, prevent corruption, and improve the quality of employee performance in providing honest and responsible public services. The Integrity Zone is expected to enhance service efficiency, employee performance, discipline, and honesty, and to increase institutional integrity by reducing opportunities for corruption, collusion, and nepotism [12].

Realizing this urgency, the government launched the Integrity Zone program as an effort to build a clean and integrity bureaucratic culture in various agencies, including universities, aiming to realize transparent, accountable, and free from corruption, collusion, and nepotism practices. The implementation of this program is expected to rebuild public trust in universities and encourage the creation of a conducive learning environment for students. Although integrity has been encouraged in universities, there is still a gap in its understanding and implementation. On the one hand, there are still many academics who do not fully understand the meaning and purpose of the integrity zone. On the other hand, the implementation of integrity in the field is sometimes hampered by various factors, such as complicated bureaucracy, lack of resources, and an unsupportive organizational culture.

Some of the benefits of research on integrity in higher education are as follows: (1) Understanding the perception of the academic community towards ZI: This research can reveal how the academic community views integrity, what they expect from this program, and what obstacles they face in its implementation. (2) Compiling improvement recommendations: The research findings can be used to formulate recommendations for improvement in the implementation of the integrity zone, so that this program can run more effectively and achieve its goals.

2 Method

This study uses a qualitative method with a case study approach [13]. Data was collected through in-depth interviews with 10 lecturers in the Department of English Language and Literature, Faculty of Languages and Arts Universitas Negeri Medan. The data was analyzed using thematic analysis techniques. Thematic analysis is a qualitative research method that aims to identify, analyze, and interpret themes that emerge from. Several instruments were used in this study: (1) Conducting in-depth interviews with informants who have knowledge and experience related to the research topic; (2) Directly observing phenomena related to the research topic; (3) Collecting relevant documentation, such as text, images, videos, and audio; and (4) Reviewing secondary data such as scientific articles, books, and research reports.

The data that has been collected was analyzed using thematic analysis, which was carried out in stages, namely: (1) Reading the data carefully to understand its meaning and context; (2) Marking the parts of the data that are considered important and relevant to the research topic; (3) Grouping codes that have the same meaning into certain categories; and (4) Analyzing the categories that have been created to identify themes that emerge from the data. After the themes are identified, the data and findings are interpreted logically, systematically, and objectively by connecting them with the theory, concepts, and context of the research [14].

3 Result and Discussion

The results of the study show that lecturers' perception of the integrity zone in the Department of English Language and Literature is categorized as positive. The lecturer's response to the integrity zone that this program can help build a bureaucratic culture with integrity in higher education. They are also of the view that this program can improve the quality of educational services in higher education.

Integrity is a very important quality in the teaching profession. A teacher who has high integrity will be a role model for students and create a positive learning environment. The following are the results of the data collected in this study:

A. Example

Participant 1: Lecturers with high integrity will be a good example for their students. They will show honest, fair, and responsible behavior in every action. This will inspire students to imitate these behaviours. Lecturers not only play the role of material teachers, but also as figures who shape the character of students. Integrity, as a reflection of honesty, consistency, and commitment to noble values, is a very important trait that a lecturer has. When a lecturer shows high integrity, he indirectly sets a strong example for students.

Participant 2: Lecturers have an important role as role models for students, not only in academic aspects but also in character building. By demonstrating integrity and ethics in every action, lecturers teach the importance of honesty and moral values. The discipline applied by lecturers in carrying out their duties and obligations can inspire students to manage their time and responsibilities better. In addition, the openness and empathy of lecturers creates a positive learning environment, teaching students to respect each other and understand other people's perspectives. Lecturers who constantly develop themselves and show a love for science motivate students to always thirst for knowledge and make learning a lifelong process. Involved in social activities and community service, lecturers give examples of the importance of contributing to the community and developing social awareness. Thus, lecturers not only

educate academically, but also form important characters and values that students will bring in their lives.

Participant 3: If lecturers are unable to set an example for students, the impact can be very bad for the development of students' character and attitudes. Without a good example, students may lose their way in understanding the ethical and moral values that should be the foundation of their lives. The absence of discipline and responsibility from lecturers can cause students to consider this as a natural thing, which can lead to an indifferent attitude towards duties and obligations.

In addition, a lack of openness and empathy from lecturers can create a negative learning environment, where students feel unappreciated or neglected. This can lower motivation to learn and increase frustration. If lecturers are not active in self-development and social engagement, students may also not see the importance of continuing education and contribution to society.

Overall, the lack of role models from lecturers can cause students not only to be less prepared academically, but also to experience difficulties in forming positive attitudes and behaviours in society.

B. Belief

Participant 1: Students will more easily trust teachers who have integrity. They will feel safe and comfortable to ask questions, share ideas, and learn in class. This trust is very important to build a good relationship between teachers and students. Lecturers who have integrity play an important role in building student trust. When lecturers show consistency between words and actions, students will see them as reliable role models. Integrity in teaching, such as honesty in judgment and transparency in communication, creates a safe and open learning environment.

This trust encourages students to participate more actively in discussions and express their opinions, because they feel valued and heard. In addition, lecturers with integrity also teach students about the importance of ethics and responsibility, which can shape their character in the future. Thus, the integrity of lecturers not only builds trust, but also creates a strong foundation for students' academic and personal development.

Participant 2: Lecturers with high integrity are able to give confidence to students to achieve achievements in both academic and non-academic fields. When lecturers show a commitment to honesty and ethics, students feel motivated to follow in their footsteps. They will be more courageous to take the initiative and take responsibility for learning, because they feel that there is a positive example that supports them.

This trust also encourages students to actively participate in activities outside the classroom, such as organization, research, and community service. Lecturers who prioritize integrity often create an environment conducive to self-development, so that students feel valued and encouraged to explore their potential. With the trust of lecturers, students are more likely to work hard, not only in achieving academic achievements, but also in contributing to society and developing interpersonal skills that are important for their future.

Participant 3: Without integrity, it is difficult for students to give trust to lecturers. When lecturers do not show an honest and ethical attitude, students may feel doubtful about their ability and intention in educating. This uncertainty can create distance between lecturers and students, hinder effective communication, and reduce student motivation to learn.

If students see lecturers who are inconsistent or not transparent, they can lose respect and desire to actively participate in the learning process. In the long run, this lack of trust can result in students not committing to their education, which negatively impacts academic achievement and personal development. Therefore, the integrity of lecturers is essential to build healthy and productive relationships in an academic environment.

C. Motivation

Participant 1: A lecturer with high integrity can significantly influence students' behaviour by modelling ethical standards, transparency, and dedication. When students observe a lecturer's commitment to honesty, respect, and fairness, they are more likely to emulate these values in their own behaviour. For instance, a lecturer who treats every student fairly, maintains clear boundaries, and upholds consistent academic standards demonstrates respect for both the educational process and the students themselves. This builds a sense of trust and creates a positive learning environment where students feel valued. In turn, students are encouraged to maintain similar standards of respect and honesty. Moreover, such a lecturer's actions go beyond enforcing rules—they actively inspire students to adopt positive behaviours. When students see integrity in action, they understand its importance not just in academics but in life as a whole. This influence is especially meaningful in a classroom setting, where students are developing their own personal and professional values.

Participant 2: A lecturer with good integrity motivates students primarily through their actions rather than words. When students witness a lecturer consistently acting with honesty, fairness, and respect, it sets a powerful example that speaks louder than any lecture on ethics or behaviour. For example, a lecturer who consistently meets deadlines, grades fairly, and acknowledges their own mistakes shows students the importance of reliability, accountability, and humility. This silent influence often has a stronger impact on students because they see these values lived out in real time, not just spoken about. It communicates that integrity is something practiced daily, not just talked about in theory. This kind of role modelling builds respect and inspires students to mirror these values naturally, creating a classroom culture of self-motivation, responsibility, and ethical behaviour—all without the need for lengthy discussions on the subject.

Participant 3: Lecturers with integrity inspire students to be diligent in learning because they model a genuine commitment to education and the pursuit of knowledge. When a lecturer demonstrates integrity whether by consistently coming prepared, showing respect for each student's learning journey, or holding everyone, including themselves, to high academic standards they show students that learning is a valuable and honourable pursuit.

This authenticity and dedication encourage students to take their studies seriously and approach learning with commitment. For example, a lecturer who values fairness ensures that each student is assessed honestly, which makes students feel that their hard work and diligence are truly valued. As a result, students are more motivated to engage actively, knowing that their efforts will be respected and recognized.

Moreover, integrity-driven lecturers foster an environment of trust, where students feel safe to take intellectual risks, ask questions, and seek help when needed. This support reinforces the idea that learning is a continuous, honest effort. Consequently, students often become more diligent in their studies, inspired by the lecturer's own passion for teaching and commitment to helping them succeed.

D. Justice

Participant 1: Lecturers with high integrity show justice in their appreciation of students by recognizing achievements and efforts fairly and without favouritism. When a lecturer values integrity, they understand the importance of being impartial and acknowledging students based on merit rather than personal preferences, background, or biases. This kind of fair appreciation fosters an environment where all students feel valued and motivated, knowing that their hard work will be recognized honestly.

For instance, if a lecturer gives praise only when it is genuinely earned—such as for improvement, diligence, or outstanding performance—students can trust that the recognition is sincere and based on real achievement. This practice of justice not only builds trust but also encourages all students to strive for excellence, as they know their efforts will be assessed fairly.

Such fair treatment also reinforces students' sense of self-worth and belonging, as they understand that their individual strengths and progress are appreciated without partiality. This inspires students to value integrity themselves and fosters a positive classroom culture where mutual respect, hard work, and justice are prioritized.

Participant 2: Lecturers who have integrity are committed to providing equality for all their students. This means they strive to ensure that every student has access to the same learning opportunities, resources, and support, regardless of individual differences. By valuing integrity, these lecturers treat each student with the same respect and consideration, fostering a classroom environment that is inclusive and fair.

For example, a lecturer with integrity will give each student equal attention, making sure that no one is left out or favoured based on background, abilities, or personal relationships. When grading, they apply consistent criteria to all students, ensuring that each student's work is evaluated fairly and transparently. This kind of impartiality helps students feel that they are on a level playing field, where their achievements are judged solely on their own merits.

This commitment to equality instils confidence in students and motivates them to engage fully, as they know that they have an equal opportunity to succeed. Moreover, by modelling equality, lecturers teach students the value of treating others with fairness, helping them to carry this principle into their own relationships and future careers.

Participant 3: Lecturers with integrity treat all students with respect and fairness, without regard to social status or background. They believe that every student deserves the same level of respect, support, and opportunity to succeed. By not allowing factors like family background, financial status, or social standing to influence their behaviour toward students, these lecturers create a classroom atmosphere where everyone feels valued equally.

For instance, a lecturer with integrity will offer the same level of guidance and encouragement to every student, regardless of their social circumstances. They listen to each student's needs and challenges with empathy, responding thoughtfully to individual situations without showing favouritism. In assessments, they focus purely on each student's performance and effort, not on external factors, so every student is judged on their own merits.

This impartial treatment teaches students the importance of respect and fairness beyond societal biases. It helps build a supportive learning environment where students feel empowered to focus on their education, knowing that they will be treated equitably based on their actions and efforts alone. This practice models a powerful life lesson for students about the importance of integrity, empathy, and inclusivity.

E. Transparency

Participant 1: Lecturers with integrity are motivated to evaluate students transparently, which is key to promoting fairness and trust in the academic environment. Transparent assessment practices allow students to clearly understand the criteria they're judged by, making the process seem fairer and reducing the likelihood of bias. For example, transparent grading rubrics and feedback help students see where they excelled and areas they can improve, fostering a constructive learning atmosphere.

Transparency in evaluation also encourages students to engage more actively with their learning. By clarifying expectations and being open about how grades are determined, lecturers uphold academic integrity, ensuring that the assessments accurately reflect students' efforts and

understanding rather than external factors. Such approaches align with the principles of academic integrity, making both educators and students co-responsible for maintaining a trustworthy learning environment where progress and feedback are based on merit rather than personal bias.

Ultimately, transparency supports students' growth by prioritizing learning outcomes and ethical evaluation practices over punitive measures, encouraging students to develop as responsible and self-motivated learners. This approach benefits both the educational experience and the integrity of academic assessments as a whole.

Participant 2: Integrity encourages lecturers to evaluate their students with transparency, ensuring that assessment processes are open, fair, and understandable. When a lecturer values integrity, they prioritize honesty and clarity in grading, so students know exactly how their performance is measured. This approach helps students feel that their work is assessed impartially and that they have a clear understanding of what is expected.

For example, a lecturer who practices transparent evaluation will explain grading criteria in advance, provide detailed feedback, and be open to discussing a student's grade if questions arise. They may also use consistent rubrics for all students, making it clear how each aspect of a student's work contributes to the final grade. By doing so, they eliminate any confusion or sense of favouritism, giving each student a fair opportunity to succeed based on their own effort.

This transparency builds trust between the lecturer and students, as they know that evaluations are conducted ethically and without bias. It also motivates students to take responsibility for their own learning, knowing they will be assessed honestly. By promoting fairness and openness, lecturers with integrity set an example for students to value honesty and accountability in their own lives.

Participant 3: Integrity leads lecturers to be accountable, as it commits them to a high standard of responsibility and reliability in all aspects of their role. When lecturers have integrity, they hold themselves accountable to their students, colleagues, and the academic institution, ensuring they follow through on promises, meet deadlines, and adhere to ethical standards. This accountability is essential in building trust and credibility, as students rely on lecturers to provide a consistent and fair educational experience.

For example, a lecturer who is accountable due to their integrity will take responsibility for their actions, including admitting mistakes and addressing them openly. They will ensure their lectures, materials, and assessments are well-prepared and that they are available to support students. If a student raises a concern about grading or course content, an accountable lecturer will take it seriously, review the issue, and make adjustments if needed.

This sense of accountability demonstrates to students the importance of owning one's actions and being reliable in commitments. By modelling accountability, lecturers encourage students to be responsible, reinforcing the idea that integrity is not just a value but an everyday practice of being answerable to oneself and others.

F. Consistency

Participant 1: Integrity leads to consistency because it anchors a person's actions to a stable set of values, making their behaviour reliable and predictable. For lecturers, integrity ensures that they approach each aspect of their role—teaching, grading, and interacting with students—with the same fairness, honesty, and dedication every time. This consistency is crucial for creating a trustworthy and dependable learning environment.

For example, a lecturer whose values integrity will maintain consistent grading standards, apply the same rules to all students, and deliver well-prepared lectures regardless of external pressures or challenges. They won't shift expectations based on personal preferences or

situations, ensuring that students always know what to expect. This consistency builds students' confidence in their lecturer and promotes a learning atmosphere where everyone feels secure, knowing they will be treated with fairness and respect.

By demonstrating consistent integrity, lecturers show students the importance of reliability in both professional and personal life. It teaches students to be steadfast in their values and actions, reinforcing the principle that consistency is key to building trust and credibility.

Participant 2: Consistency is a valuable character trait for lecturers because it establishes a stable, predictable, and trustworthy learning environment. When lecturers are consistent, students know what to expect in terms of teaching style, grading, and behaviour, which allows them to focus fully on learning without uncertainty or confusion. This predictability fosters trust and respect, as students see that their lecturer adheres to the same standards and expectations at all times.

For instance, a consistent lecturer will apply grading criteria fairly for each student, respond to questions with the same level of openness, and maintain regular office hours or availability. This consistency reassures students that they will be supported equally and treated with fairness. Inconsistent behaviour, on the other hand, can lead to misunderstandings, favouritism, or confusion, which hinders student motivation and engagement.

Consistency also shows students the importance of commitment and reliability, setting an example that can positively influence their own behaviour. By observing a lecturer's steady dedication, students learn the value of being dependable and taking responsibility—qualities essential for their academic and personal. Consistency is a natural outcome of integrity because integrity involves adhering to a set of moral principles and values in all situations. When individuals, including lecturers, commit to being honest, fair, and ethical, they cultivate a stable foundation for their actions and decisions. This adherence to core values leads to predictable and uniform behaviour, which is the essence of consistency.

For instance, a lecturer who values integrity will consistently apply the same grading standards for all students, ensuring that each individual is evaluated fairly based on the same criteria. This practice not only reinforces the lecturer's credibility but also helps students trust that their efforts will be recognized and valued equitably. When students see this consistent approach, it strengthens their confidence in the educational process.

Moreover, integrity compels lecturers to communicate openly and transparently with their students. When they consistently provide clear expectations, feedback, and support, they foster a learning environment where students feel safe and respected. This predictable behaviour encourages students to engage more fully in their learning, knowing that their lecturer will always uphold the same principles development.

Participant 3: Lecturers should have consistency for several compelling reasons that significantly enhance the educational experience for students. First and foremost, consistent behaviour builds trust between lecturers and students. When students know they can rely on their lecturers to maintain the same standards and expectations, it fosters a sense of security and respect within the learning environment. This trust is crucial for creating a supportive atmosphere where students feel valued and understood.

In addition to building trust, consistency enhances learning by allowing students to focus on the material rather than navigating fluctuating expectations. When teaching methods, assessment criteria, and classroom management practices are consistent, students can engage more deeply with the content, leading to a more productive learning experience. Clear and predictable guidelines about assignments, participation, and behaviour reduce confusion, helping students understand how to succeed.

Based on the opinion [9] there are three dimensions of integrity, namely: personal integrity, professional integrity and integrity of teaching. These three dimensions are related to the findings of this study, namely example, trust, motivation, fairness, transparency and consistency. If categorized it can be described as follows

Table 1. Integrity Dimension

NO	Integrity Dimension
1	Personal Integrity
	Motivation
	Consistency
2	Professional Integrity
	Justice
	Transparency
3	Integrity of Teaching
	Belief
	Example

4 Conclusion

The conclusion that example, trust, motivation, fairness, transparency, and consistency are the results of integrity development is very relevant in the context of education. Exemplary reflects how an educator displays integrity values in his every action and attitude, which students will follow as examples. Trust arises when educators can be relied upon in carrying out their duties honestly and fairly, creating a positive learning environment.

Students' motivation can also increase when they feel that educators treat them fairly and value their efforts and achievements consistently. Fairness, as one of the pillars of integrity, ensures that all students are treated equally and that no one is overlooked, providing encouragement for students to try harder.

Transparency in the teaching and assessment process allows students to understand criteria and expectations, which in turn increases their sense of responsibility towards learning. Consistency, as a result of integrity, provides certainty and stability in the educational environment, so that students feel safe and motivated to learn.

Thus, integrity development not only serves as an ethical foundation for educators, but also creates an atmosphere that supports the growth and development of students. Role model, trust, motivation, fairness, transparency, and consistency are all intertwined and mutually supportive in creating an effective and inspiring learning environment.

Based on the conclusions above, here are some suggestions to improve the development of integrity in education:

- a. **Improving Role Model:** Educators must commit to being a good example for students. This can be done by displaying behaviours that reflect integrity values, such as honesty, responsibility, and a professional attitude in every aspect of teaching.
- b. **Building Trust:** To build trust, educators need to be open and communicative with students. This includes providing constructive feedback and actively listening to concerns and input from students.
- c. **Provide Motivation:** Educators must create a learning atmosphere that encourages students to actively participate. Using interactive teaching methods and rewarding students' achievements can increase their motivation to learn.

- d. Upholding Justice: It is important for educators to apply the principles of justice in every interaction and assessment. This includes giving equal treatment to all students and ensuring that there is no discrimination in the learning process.
- e. Prioritizing Transparency: Educators need to clearly explain the assessment criteria and expected of students. Transparency in the teaching and assessment process helps students understand how they can achieve academic success.
- f. Ensuring Consistency: Consistency in the implementation of rules, policies, and expectations is essential. Educators should commit to maintaining the same standards in all situations, so that students can feel safe and know what is expected of them.
- g. Holding Trainings and Workshops: Schools and educational institutions can organize trainings and workshops for educators on the importance of integrity, fairness, and consistency in teaching. This can help them develop the skills necessary to apply these values in their daily practice.

By implementing these suggestions, it is hoped that integrity in education can be built properly, which in turn will create a positive learning environment and support the growth and development of students optimally. Integrity is not just about compliance with rules but involves cultivating a culture of honesty, responsibility, and accountability among all members of the academic community. In educational institutions, this means that both lecturers and students must commit to ethical standards in teaching, learning, and research activities. When integrity is prioritized, students learn to value truth, fairness, and transparency. This moral foundation helps shape their character and prepares them to become responsible citizens and professionals. A learning environment rooted in integrity promotes trust between teachers and students. It reduces incidents of academic dishonesty such as cheating, plagiarism, and manipulation of research data. Moreover, when students observe ethical behavior from their educators, they are more likely to emulate these values in their own conduct. Teachers who model integrity serve as powerful role models, reinforcing the importance of ethics in daily academic life.

A school or university that is perceived as upholding high ethical standards gains greater credibility and trust from the public. This trust, in turn, encourages stronger collaboration with stakeholders and enhances the institution's reputation. Integrity also plays a critical role in academic decision-making, such as grading, admissions, and evaluations, ensuring that these processes are fair and merit-based. Such fairness boosts student motivation and satisfaction, creating a more inclusive and respectful learning environment. When students feel that they are treated justly, their sense of belonging and engagement increases. This leads to improved academic performance and stronger emotional well-being. Furthermore, integrity strengthens teamwork and collaboration among students by promoting respect and mutual accountability. It also prepares them to face real-world ethical challenges, equipping them with the moral reasoning necessary for professional and civic life. Educational integrity thus contributes not only to academic success but also to personal development and lifelong learning. Policies and programs that support integrity—such as integrity zones, ethics training, and transparent academic procedures—are essential to institutional success. Without integrity, educational institutions risk losing credibility, damaging student potential, and undermining the broader mission of education. Therefore, fostering integrity is not a peripheral goal but a core responsibility of every educational institution. As supported by Lickona [15], character education—including integrity—must be intentionally integrated into the curriculum and school culture to truly shape ethical, competent, and caring individuals.

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