

Social Work & Education

©SW&E. 2023

UDC 378

DOI: 10.25128/2520-6230.23.1.3

Dwi Yuwono Puji SUGIHARTO,
Professor, Universitas Negeri Semarang
Semarang, Indonesia;

ORCID ID: <https://orcid.org/0000-0002-7997-1373>

Abdul KHOLIQ,
Lecturer, Universitas Negeri Semarang,
Semarang, Indonesia;

abdulkholiq@mail.unnes.ac.id
ORCID ID: <https://orcid.org/0000-0002-4985-2656>

Boby Ardhian NUSANTARA,
Lecturer, Universitas Negeri Semarang,
Semarang, Indonesia;
ORCID ID: <https://orcid.org/0000-0003-4335-0660>

Anwar Sutoyo,
Lecturer, Universitas Negeri Semarang,
Semarang, Indonesia;
ORCID ID: <https://orcid.org/0000-0002-8071-4243>

Lenia Nawang ARUM,
Student, Universitas Negeri Semarang,
Semarang, Indonesia;

Article history:

Received: January 26, 2023

1st Revision: March 15, 2023

Accepted: March 30, 2023

Sugiharto, DYP., Kholiq, A., Nusantara, BA., Sutoyo, A., Arum, LN. (2023). The effect of guidance and counselling services based on an ecological approach to academic integrity. *Social Work and Education*, Vol. 10, No. 1. pp. 27-34.
DOI: 10.25128/2520-6230.23.1.3

THE EFFECT OF GUIDANCE AND COUNSELLING SERVICES BASED ON AN ECOLOGICAL APPROACH TO ACADEMIC INTEGRITY

Abstract. The purpose of this study was to determine how the influence of ecological approach-based counselling services on academic integrity. The population of this study were all students in the school while the sample amounted to 398 students. This research uses ex post factor design. Data analysis techniques used were descriptive analysis and simple linear regression analysis. The results of the descriptive analysis showed that the level of student perceptions of approach-based counselling services was in the high category ($M = 70.01$) and the level of academic integrity was in the high category ($M = 58.51$). The results showed that the ecological approach-based counselling services affect academic integrity with the coefficient of determination ($R^2 = 0.365$). This means that counselling services based on an ecological approach contribute 36.5% to increasing academic integrity. Therefore, it is necessary to develop an ecological approach-based counselling service model to develop students' academic integrity.

Keyword: counselling services; ecological approach; academic integrity.

INTRODUCTION

The development of education in the modern era is very rapid, characterized by the influence of technology in the world of education (Lestari, 2018). The existence of technological developments in the world of education makes it very easy for students to access learning resources. However, the rapid development of technology is a challenge for students to foster academic integrity. Academic integrity is a big challenge for students to develop in avoiding academic fraud activities with all the ease of existing technology, especially when learning is carried out online (Mastin, 2009). Academic integrity is closely related to honesty in the learning process and is an indispensable characteristic because education without developing integrity will fail to achieve character development so that it will trigger unethical behaviour (Boehm, et al., 2009; Bretag, 2016).

According to Macfarlane et al. (2020) integrity is influenced by ethical standards on norms and behaviours related to the culture of educational organizations. Academic integrity according to Eaton & Turner (2020) is a broad term used in addressing issues related to student academic misbehaviour, especially in secondary and higher education. Academic integrity is often associated to deal with academic dishonesty, namely activities carried out by members of academic groups (students/staff) who try to obtain benefits that are not their rights, using methods or means that are contrary to the standard integrated rules in the academic community (Fishman, 2016). In this case, there are five violations committed, namely fabrication, falsification, cheating, sabotage, and professorial misconduct that need to be aware of during the learning process (Forgas et al., 2021).

Furthermore, the International Center of Academic Integrity (2021) defines academic integrity as a commitment to six values, namely honesty, trust, fairness, responsibility, and respect. By applying these fundamental values to all students, it will increase capacity and more ethical behaviour. Furthermore, this research takes the concept of academic integrity from ICAI with aspects of honesty, trust, fairness, respect, responsibility, courage which are used as a reference for making adaptation instruments that are relevant to the culture in Indonesia (Chukanova, S., 2018; Ramdani, 2018). Learners who have academic integrity will produce consistent behaviour and their activities and activities will tend to lead to good values, create happiness, peace and well-being and increase optimism regarding their success in school (Ramdani & Prakoso, 2019). With the behaviour shown, learners avoid plagiarism behaviour which is one of the types of academic dishonesty (Greer et al., 2012; Cheong, 2021).

Recent phenomena show that the academic integrity of students in Indonesia still needs to be improved as evidenced by the many cases of plagiarism and dishonesty in doing the assigned tasks. In the long run, the problem of academic integrity needs to be addressed seriously because it is closely related to the process of developing the characteristics of students. Cases of low academic integrity in Indonesia occur in various academic sectors and are still a challenge to overcome (Hs, 2017).

Observations and FGDs conducted with administrators, teachers, and staff along several schools, generally describe the condition of academic integrity of students as moderate. This condition is important to be improved and optimized so that the negative impact of low academic integrity can be reduced. Improving academic integrity can be done through guidance and counselling services in schools. As stated by Wibowo (2015)

that guidance and counselling through its services builds the character of students. So far, guidance and counselling services in the field have focused on developing students' developmental tasks and handling problems that occur in students. Meanwhile, in theory, the development of learners is dynamic and influenced by their living environment.

To support the achievement of the goal of increasing the character of academic integrity, an ecological approach-based counselling service is needed which includes an understanding of the learner's environment so that understanding of the individual becomes integrated (Cook, 2015). According to Bronfenbrenner (2005), the process of learner development is influenced by the systems that surround them, namely the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Bronfenbrenner's ecological approach model quickly became very attractive and accepted as a framework for psychologists, sociologists, and teachers to help students develop mental health (Kelly & Coughlan, 2019). Ecological counselling services are holistic, encompassing all systems involving learners and their families that reflect the dynamic nature of learner relationships (Hayes, O'Toole, & Halpenny, 2017).

Everything that happens within and between the five ecological systems is believed to affect learner development, but this approach has not examined how mesosystems affect learner development (Leventhal & Brooks-Gunn, 2000). The ecological approach is a method that utilizes the reciprocal relationship between individuals and the environment will have a significant influence on the formation of learner character and affect individual well-being (Mujahidah, 2015; Summers et al., 2018)). In line with this, research conducted by Lippard et al. (2018) found that the school environment has a significant relationship with academic achievement and student behaviour in the classroom. In addition, several studies have shown positive results on how the ecological approach model can be an answer in developing the behaviour of students or adolescents (Cala & Soriano, 2014; Yunansah & Herlambang, 2017). In addition, the application of the ecological model is also able to provide a positive direction of change in the development of an Islamic religious curriculum at the education level (Salsabila, 2018). Based on the explanation above, this study aims to determine how the effect of counselling services based on an ecological approach on increasing students' academic integrity.

METHOD

The type of research used is quantitative research with an ex post facto design that reviews the dependent variable to be the main problem of the researcher (Widarto, 2013; Sudaryono; 2019). The population of this study were Indonesian high school students. The sample used was 398 students. The data collection method used in this study is the psychological scale method to measure psychological attributes consisting of four answer choices, namely very suitable, suitable, not suitable, and very unsuitable (Saifuddin, 2020). The instruments used to collect data are the academic integrity scale with 17 statement items and the student perception scale of ecological approach-based counselling services with 21 statement items. The data analysis techniques used were descriptive analysis and simple linear regression. Descriptive analysis is used to determine the level of academic integrity and perceptions of counselling services based on an ecological approach. Meanwhile, simple linear regression was used to measure the effect of the

independent variable (X) on the dependent variable (Y). The research data were normally distributed with a sig value. (2-tailed) of $0.279 > 0.05$ which was analysed using Kolmogorov-Smirnov.

RESULT AND DISCUSSION

The data from the research results of the academic integrity scale given to 398 students showed that it was in the high category ($M = 70.01$). 39.20% or 156 respondents have very high academic integrity. Furthermore, 58.54% or 233 respondents had high academic integrity. The remaining 2.26% or 9 respondents had moderate academic integrity. The description of the level of academic integrity can be seen in Figure 1.

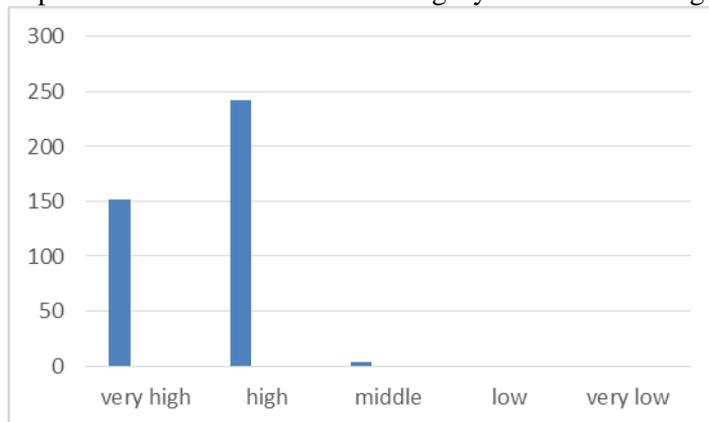


Figure 1: Academic Integrity Level of Students

Furthermore, based on the analysis of each aspect in academic integrity, it is known in detail that the honesty aspect has the highest score compared to other aspects with ($M=4.43$ and $SD=0.68$), followed by the fairness aspect ($M=4.32$ and $SD=0.68$), responsibility aspect ($M=4.24$ and $SD=0.76$), respect aspect ($M=3.84$ and $SD=0.76$), and finally the trust aspect ($M=3.83$ and $SD=0.81$). The analysis of each aspect in the academic integrity of students can be seen in Table 1.

Table 1: Analysis of Academic Integrity Aspects

Aspect	M	SD	Category
Honesty	4.43	0.68	Very High
Trust	3.83	0.81	High
Fairness	4.32	0.68	Very High
Respect	3.84	0.76	High
Responsibility	4.24	0.76	Very High

Based on the analysis of the above aspects, it is known that students have shown good academic integrity characteristics. In the aspects of honesty, fairness, and responsibility are in the very high category, meaning that students are fully able to behave and behave honestly in all matters by presenting themselves as they are, behaving fairly in accordance with applicable rules, and having feelings and a humble attitude to accept responsibility for the various risks taken. In line with this, the aspects of trust and respect are in the high category, meaning that students have confidence in their abilities and can

respect ideas and ideas regarding the rules that apply at school. Ramdani & Prakoso (2019) explained that students who have academic integrity will produce consistent behaviour and their activities and activities tend to lead to good values, create happiness, peace, well-being and increase optimism related to success at school. Integrity development is important to achieve ethical behaviour character development (Boehm et al., 2019; Bretag, 2019). Looking at the level of academic integrity of students who are already in the very high and high categories, it is still strived to be maintained.

Furthermore, it is known that the data from the research results of the ecological approach-based counselling service scale show that it is in the high category ($M = 58.51$) 9.05% or 36 respondents are in the very high category, 83.67% or 333 respondents are in the high category, and the remaining 7.54% or 30 respondents are in the low category. The description of counselling services based on an ecological approach can be seen in Figure 2.

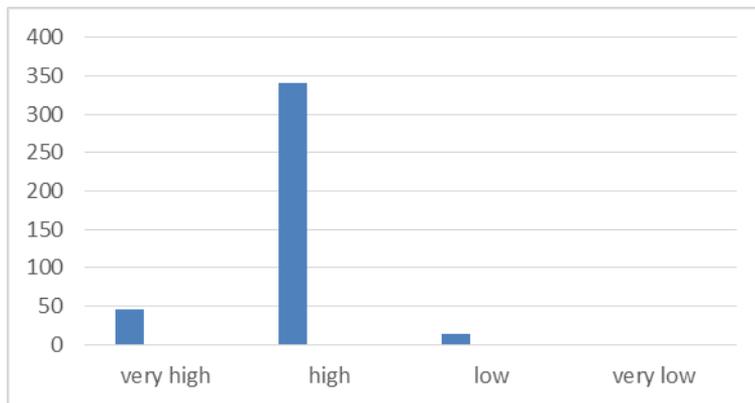


Figure 2. Level of Perception of Ecology-Based Counselling Services

It is known that ecology-based counselling services at school have been implemented well, as seen by the respondents who filled in the high and very high categories. It means that the school has formed a structured learning environment by developing an opportunity structure that allows students to try and develop behaviour towards success, a support structure that encourages students to support learning success, and a reinforcement structure that provides rewards for students who are able to support learning success (Kartadinata, 1998). Seeing the importance of implementing ecology-based counselling services, it is necessary to help counselling teachers understand the development of students and the environment, help improve the quality of the environment, and play a role as a psycho-educator who understands the complexity of individual and environmental interactions.

Furthermore, to determine the effect of ecology-based counselling services on academic integrity, a simple linear regression test was carried out which is described in table 2.

Table 2: Simple Linear Regression Test Results

Variable	F	Sig.	R Square
Ecology-based counselling services	227.597	0.000	0.365

Referring to the data described in table 2, it is known that the sig. (2-tailed) of 0.000 <0.05 means that there is an effect of ecology-based counselling services on academic integrity. Furthermore, it is known that the coefficient of determination (R square) of 0.365 means that the effect of ecology-based counselling services on students' academic integrity is 36.5%. Judging from these results, to improve students' academic integrity, it is necessary to develop ecology-based counselling services. Through efforts to develop an ecology-based counselling service model, it is hoped that students will have good academic integrity so that they can have a commitment to the positive values they have to create a good academic situation.

CONCLUSION

Based on the results of the study, it is known that academic integrity and perceptions related to counselling services based on an ecological approach are in the moderate category. The most prominent aspect of academic integrity is responsibility, which means that students have shown an attitude of accepting responsibility for the risks taken. Ecological approach-based counselling services influence the increase in students' academic integrity by 36.5%, while the rest is influenced by other variables. Seeing a high enough contribution in improving academic integrity, an ecological-based counselling service model is needed to be applied. Recommendations for further researchers are to conduct research and development research to develop the counselling service model.

ACKNOWLEDGEMENT

The data collection process was carried out based on the respondent's agreement after being explained of the research objectives. There are no specific things or issues that are concerned in this study.

REFERENCES

- Boehm, P. J., Justice, M., & Weeks, S. (2009). Promoting academic integrity in higher education Introduction and review of literature. *The Community College Enterprise, Spring*, 45–61.
- Bretag, T. (2016). Handbook of academic integrity. *Handbook of Academic Integrity*, 1–1097. <https://doi.org/10.1007/978-981-287-098-8>
- Bronfenbrenner, U. (2005). Ecological systems theory (1992). In *Making human beings human: Bioecological perspectives on human development*. (pp. 106–173). Thousand Oaks, CA: Sage Publications Ltd.
- Cala, V. C., & Soriano, E. (2014). Health education from an ecological perspective. Adaptation of the Bronfenbrenner model from an experience with adolescents. *Procedia-Social and Behavioural Sciences*, 132, 49–57.
- Cheong, C., Coldwell-Nielson, J., Maccallum, K., & Luo, T. (2021). COVID-19 and Education: Learning and Teaching in a Pan-demic-Constrained Environment. *COVID-19 and Education: Learning and Teaching in a Pan-Demic-Constrained Environment*, 1–23.
- Chukanova, S. (2018). *Fundamental values of academic integrity Third Edition*. International center for academic integrity.
- Cook, E. P. (2015). *Understanding people in context: The ecological perspective in counselling*. John Wiley & Sons.
- Eaton, S. E. & Turner, K. L. (2020). Exploring academic integrity health during Covid-19: Rapid review. *Journal of Contemporary Education Theory & Research*, 4 (1), 35-41. DOI: 10.5281/zenodo.4256825

- Fishman, T. T. (2016). Academic integrity as an educational concept, concern, and movement in US institutions of higher learning. In *Handbook of Academic Integrity*.
- Forgas, R. C., Lancaster, T., Sastre, A. C., Negre, J. S. (2021). Exam cheating and academic integrity breaches during the COVID-19 pandemic: An analysis of internet search activity in Spain. *Heliyon*, 7(10).
- Greer, K., Swanberg, S., Hristova, M., Switzer, A. T., Daniel, S., Perdue, S. W. (2012). Beyond the web tutorial: development and implementation of an online, self-directed academic integrity course at Oakland university. *The Journal of Academic Librarianship*, 38(5), 251-258.
- Hayes, N., O'Toole, L., & Halpenny, A. M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Taylor & Francis.
- Hs, D. R. (2017). Plagiarisme Dan Korupsi Ilmu Pengetahuan. *Kordinat : Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 16(2), 271–292.
- Integrity, I. C. for A. (2021). *The Fundamental Values of Academic Integrity*. (3rd ed.).
- Kartadinata, S. (1998). Bimbingan di Sekolah Dasar. *Bandung. Maulana*.
- Kelly, M., & Coughlan, B. (2019). A theory of youth mental health recovery from a parental perspective. *Child and Adolescent Mental Health*, 24(2), 161–169.
- Lestari, S. (2018). Peran teknologi dalam pendidikan di era globalisasi. *Jurnal Pendidikan Agama Islam*, 2 (2), 94-100.
- Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: the effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 126(2), 309.
- Lippard, C. N., La Paro, K. M., Rouse, H. L., & Crosby, D. A. (2018). A closer look at teacher–child relationships and classroom emotional context in preschool. *Child & Youth Care Forum*, 47(1), 1–21. Springer.
- Macfarlane, B., Zhang, J., & Pun, A. (2014). Academic integrity: a review of the literature. *Studies in Higher Education*, 39(2), 339–358. <https://doi.org/10.1080/03075079.2012.709495>
- Mastin, D. F., Peszka, J., & Lilly, D. R. (2009). Online Academic Integrity. *Teaching of Psychology*, 36(3), 174–178. <https://doi.org/10.1080/00986280902739768>
- Mujahidah, M. (2015). Implementasi teori ekologi bronfenbrenner dalam membangun pendidikan karakter yang berkualitas. *Lentera*, 17(2).
- Ramdani, Z. (2018). *Construction of academic integrity scale*. 7(1), 87–97.
- Ramdani, Z., & Prakoso, B. H. (2019). Integritas Akademik: Prediktor Kesejahteraan Siswa di Sekolah. *Indonesian Journal of Educational Assesment*, 2(1), 29. <https://doi.org/10.26499/ijea.v2i1.14>
- Saifuddin, A. (2020). *Penyusunan skala psikologi*. Jakarta: Prenada Media.
- Salsabila, U. H. (2018). Teori Ekologi BronfenBrenner sebagai Sebuah Pendekatan dalam Pengembangan Kurikulum Pendidikan Agama Islam. *Journal Al-Manar*, 7(1).
- Sudaryono. (2019). *Metodologi penelitian: Kuantitatif, kualitatif, dan mix method*. Depok: Rajawali Pers.
- Summersm J. K., Smith, L. M., Fulford, R. S., Crespo, J. (2018). The role of ecosystem services in community well-being. *Ecosystem services and global ecology*, 145, 13.
- Wibowo, M. E. (2015). *Bimbingan dan Konseling di Sekolah Dasar Sebagai Upaya Membangun Peserta Didik Berkarakter*.
- Widarto, M.P. (2013). Penelitian ex post facto. *Fakultas Teknik: Universitas Negeri Yogyakarta*. <https://36432552-Penelitian-ex-post-facto>
- Yunansah, H., & Herlambang, Y. T. (2017). Pendidikan berbasis ekopedagogik dalam menumbuhkan kesadaran ekologis dan mengembangkan karakter siswa sekolah dasar. *EduHumaniora/ Jurnal Pendidikan Dasar Kampus Cibiru*, 9(1), 27–34.

ВПЛИВ КОНСУЛЬТАЦІЙНИХ ПОСЛУГ, ЗАСНОВАНИХ НА ЕКОЛОГІЧНОМУ ПІДХОДІ НА АКАДЕМІЧНУ ДОБРОЧЕСНІСТЬ

Дві Юовоно Пуджі СУГІХАРТО, професор, Державний Університет Семаранга, м. Семаранг, Індонезія;

Абдул ХОЛІК, викладач, Державний Університет Семаранга, м. Семаранг, Індонезія; abdulkholiq@mail.umnes.ac.id

Бобі Ардхіан НУСАНТАРА, викладач, Державний Університет Семаранга, м. Семаранг, Індонезія;

Анвар СУТОЙО, викладач, Державний Університет Семаранга, м. Семаранг, Індонезія;

Леня Наванг АРУМ, студент, Державний Університет Семаранга, м. Семаранг, Індонезія;

Анотація. У сучасну епоху освіта розвивається дуже швидко і характеризується технологізацією означеної сфери. Існування технологічних розробок в освіті робить студентам доступ до навчальних ресурсів досить легким. Проте стрімкий розвиток технологій є викликом для студентів, щоб розвивати академічну доброчесність. Академічна доброчесність є серйозною проблемою сьогодення. Складно уникати академічного шахрайства за наявності існуючих технологій, особливо коли навчання здійснюється онлайн.

Метою цього дослідження було визначити вплив консультаційних послуг, заснованих на екологічному підході, на академічну доброчесність. Проведно кількісне дослідження, респондентами якого склали всі учні школи: вибірка становила 398 учнів. В основі методології дослідження лежить пост факторний дизайн. Описовий аналіз і простий лінійний регресійний аналіз використано у процесі аналізу даних. Результати описового аналізу показали, що рівень сприйняття студентами консультаційних послуг, заснованих на екологічному підході, був високим ($M = 70,01$), і рівень академічної доброчесності – теж високим ($M = 58,51$). Результати показали, що консультаційні послуги, засновані на екологічному підході, впливають на академічну доброчесність з коефіцієнтом детермінації ($R^2 = 0,365$). Це означає, що консультаційні послуги, засновані на екологічному підході, сприяють підвищенню академічної доброчесності на 36,5%. Тому для розвитку академічної доброчесності студентів необхідно розробити модель консультаційної служби, яка б могла надавати послуги на основі застосування екологічного підходу.

Ключові слова: консультаційні послуги; екологічний підхід; академічна доброчесність.

Статус статті:

Отримано: січень 26, 2023

1-ше рецензування: березень 15, 2023

Прийнято: березень 30, 2023