

ACADEMIC INTEGRITY AMONG STUDENTS: A CONCEPTUAL MAP OF CHALLENGES OF CULTURE

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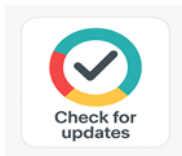
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Abstract

Keyword:

Academic integrity, school, literature, Cocept, Higher Learning, Malaysia



The study examines how the Theory of Variation (ToV) can formulate the design of grammar questions for online learning activities focused on teaching the Present Perfect and Present Perfect Progressive tenses. Building on earlier work involving digital grammar games, the study demonstrates how variation patterns—contrast, separation, generalization, and fusion—can be systematically incorporated into grammar task design to help learners notice and understand tense–aspect differences. To validate the principles used in developing these tasks, the study employed the Fuzzy Delphi Method (FDM) to obtain expert consensus. Five specialists in English Language Teaching evaluated a set of proposed elements using a seven-point Likert scale. Their responses were analyzed using triangular fuzzy numbers and defuzzification procedures. The overall expert consensus agreement exceeds 75%, the overall value of the threshold (d) is 0.2, and the a-cut is greater than 0.5. The approach supports the development of clearer, theoretically grounded grammar tasks and highlights how expert validation can strengthen the design of digital language learning tools. Recommendations for expanding FDM validation to broader tense aspect modules are provided. The study examines how the Theory of Variation (ToV) can formulate the design of grammar questions for online learning activities focused on teaching the Present Perfect and Present Perfect Progressive tenses. Building on earlier work involving digital grammar games, the study demonstrates how variation patterns—contrast, separation,



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Introduction (12pts)

Recent studies have shown that the creation of a culture that includes ethical values at all levels of higher education is central to maintaining academic integrity (Bretag & Mahmud, 2016; Gow, 2014; Morris & Carroll, 2016). Scholars such as Morris and Carroll (2016) contend that the greatest impact on student's behaviour is achieved if a culture of academic integrity is fostered through practical experiences in a supportive learning environment. This is within a learning environment that holistically addresses unethical practices and is relevant to the local context. While some research has explored institutional and national cultures and practices that are detrimental to academic integrity

(e.g. Kutieleh & Adiningrum, 2011), these studies have focussed on international students in western contexts. Little to date has

Literature Review

Recent studies have shown that the creation of a culture that includes ethical values at all levels of higher education is central to maintaining academic integrity (Bretag & Mahmud, 2016; Gow, 2014; Morris & Carroll, 2016). Scholars such as Morris and Carroll (2016) contend that the greatest impact on student's behaviour is achieved if a culture of academic integrity is fostered through practical experiences in a supportive learning environment. This is within a learning environment that holistically addresses unethical practices and is relevant to the local context. While some research has explored institutional and national cultures and practices that are detrimental to academic integrity (e.g. Kutieleh & Adiningrum, 2011), these studies have focussed on international students in western contexts. Little to date has

Methodology

Findings

Discussion

Conclusion

Co-Author Contribution

Author 1 carried out the fieldwork, prepared the literature review and overlooked the whole article's write up. Authors 2, 3 wrote the research methodology and did the data entry. Authors 4, 5, 6 carried out the statistical analysis and interpretation of the results.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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Data Availability Statement: All relevant data are within the manuscript and its [Supporting Information](#) files.