Potret Pemikiran

Integration of Faith, Knowledge, and Charity: A Novel Framework for Combating Academic Contract Cheating in Indonesian Universities

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A B S T R A C T

Academic contract cheating has become a significant concern in Indonesian higher education, with a 2024 Populix survey revealing 19% of students admitting to using such services, indicating a decline in academic integrity. To analyze the effectiveness of integrating faith, knowledge, and charity concepts in strengthening academic integrity and combating contract cheating practices in Indonesian higher education institutions. A qualitative descriptive study was conducted with five participants selected through purposive sampling who had previously engaged in contract cheating. Data collection involved in-depth interviews and comprehensive literature review from 2014-2024 academic databases. The study revealed that academic pressure, lack of self-confidence, and inadequate mentoring were primary motivations for contract cheating. The integration of faith as moral foundation, knowledge as truth-seeking medium, and charity as practical implementation demonstrated effectiveness in reinforcing academic integrity and reducing contract cheating tendencies. A holistic approach combining faith, knowledge, and charity creates a comprehensive framework for addressing academic contract cheating while fostering an environment that promotes both academic excellence and moral values.

A R T I C L E   I N F O

1. INTRODUCTION

The pursuit of knowledge constitutes a fundamental foundation in human development. As stated by Putra (2016), Islam places great emphasis on knowledge, encouraging its followers to continue learning. In the learning process, Ab et al. (2023) emphasize the importance of strong commitment in pursuing knowledge based on responsibility and integrity, as good knowledge is knowledge that can be accounted for. Arifin (2023) also affirms that one of the aspects that must be prioritized in learning is maintaining sincere intentions, as good intentions will lead to achievement and success.

The importance of seeking knowledge is reinforced by a hadith narrated by Abu Hurayrah radhiyallahu'anhu, as quoted by Wirian (2017): "The Prophet SAW said: 'Whoever takes a path in pursuit of knowledge, Allah SWT will ease for them a path to Paradise. And no servant takes steps on that path except that a good deed is recorded for them and a bad deed is erased from them'" (HR. Muslim). Hidayati et al. (2024) emphasize that in this hadith, the Prophet affirms that seeking knowledge is a very noble act. This hadith contains the message that in the learning process, one must be honest and work hard. Xoshim (2021) adds that in Islam, cheating in learning is prohibited as it can harm oneself and others, and contradicts the values of honesty and truth taught by religion.

Niels in Elain (2024) defines academic integrity as ethical behavior demonstrated by respecting the value of words, thoughts, images, and ideas. However, the current state of academic integrity in Indonesia faces serious challenges. Lubis (2024) reveals that the practice of online ghostwriting has become a widespread phenomenon in Indonesian academic communities, where someone substitutes for another in completing assignments or taking examinations. Surahman and Wang (2022) explain that this ghostwriting practice involving third parties creates inequity and damages the image of educational institutions, indicating weaknesses in the supervision system and reinforcement of ethical values among academic community members.

Survey data from Populix shows concerning facts: 19% of 1,912 respondents admitted to using ghostwriting services for certain assignments. This survey, conducted online through PopPoll channel on July 26-29, 2024, was then narrowed to 346 respondents who claimed to have used ghostwriting services (Nabilah, 2024). More concerning still, Krismantari (2024) reports that based on a 2023 investigation, several senior lecturers at various Indonesian universities were found involved in ghostwriting academic papers for professorship promotions.

Several previous studies have attempted to examine this phenomenon. Nasriah et al. (2023) discuss the impacts caused by students and concrete steps to prevent the use of ghostwriting services in strengthening academic integrity in higher education. Yansi et al. (2024) explain the influence of individual morality, academic regulations, and academic integrity on student cheating ethics. Meanwhile, Ritonga et al. (2024) analyze factors influencing students to use ghostwriting services in completing academic tasks.

Despite these various studies, there has been no research comprehensively describing the revitalization of academic integrity pillars through the integration of

faith, knowledge, and practice concepts amid the prevalence of ghostwriting in Indonesian education. The novelty of this research lies in its approach that integrates three fundamental concepts - faith as a moral foundation, knowledge as a means of seeking truth, and practice as practical implementation - to rebuild the moral and ethical foundation in education.

This research aims to: (1) comprehensively explore the impact of ghostwriting practices on academic integrity pillars; (2) analyze the integration of faith, knowledge, and practice concepts as a holistic approach in strengthening academic integrity; and (3) explain the implementation strategy of integrating faith, knowledge, and practice in revitalizing academic integrity.

Theoretically, this research enriches the literature on academic integrity by integrating the concepts of faith, knowledge, and practice, providing a new perspective in understanding the relationship between religious principles and academic behavior. Practically, the results of this research can be utilized by educational institutions and government to formulate more effective policies in addressing ghostwriting practices and strengthening academic integrity. Furthermore, this research is expected to contribute to instilling values of honesty and responsibility in students, thereby creating an educational environment with high integrity and morality.

2. METHODS

This study employs a qualitative descriptive approach to examine the integration of faith, knowledge, and charity in combating academic contract cheating in Indonesian higher education. Following Moleong's framework as cited in Saharuddin et al. (2022), this approach enables deep understanding of phenomena experienced by research subjects, including their behaviors, perceptions, motivations, and actions. The methodology aligns with our research objectives through a systematic seven-stage process illustrated in Figure 1 (Flow of Research), ensuring comprehensive coverage while maintaining methodological rigor.

The research process begins with simultaneous collection of primary and secondary data. Primary data collection, as emphasized by Scott (2014), involved in-depth interviews with five participants selected through purposive sampling based on specific criteria: previous experience with contract cheating services, willingness to participate with effective communication ability, and current enrollment in higher education institutions. Secondary data collection encompassed an extensive literature review using leading academic databases including Google Scholar, SINTA, ProQuest, and ResearchGate, focusing on publications from 2014 to 2024, with search keywords including "contract cheating practices," "academic integrity," and "faith, knowledge, charity integration."

Following data collection, the process moves to systematic data tabulation, where collected information is organized to facilitate analysis. This organization proves crucial for identifying patterns and themes in qualitative data, as noted by Sabina et al. (2019). The subsequent examination of background and issues focuses on contextualizing academic integrity challenges in Indonesian higher education,

particularly analyzing the prevalence of contract cheating evidenced by recent surveys (Nabilah, 2024).

The literature review stage builds the theoretical foundation while identifying research gaps, particularly regarding the integration of faith, knowledge, and charity concepts in addressing academic integrity. This theoretical grounding leads to qualitative descriptive analysis, connecting empirical findings with conceptual frameworks. The analysis particularly focuses on how the integration of faith, knowledge, and charity concepts could address academic integrity challenges, aligning with similar studies by Nasriah et al. (2023) and Yansi et al. (2024) while uniquely incorporating the faith-knowledge-charity framework.

To ensure research validity and reliability, several quality control measures were implemented, including triangulation of data sources, member checking with participants, and peer review of analysis and findings. Interview data were cross-referenced with literature findings to ensure consistency and reliability of conclusions. As highlighted by Ritonga et al. (2024), such methodological rigor proves crucial when examining sensitive topics like academic integrity violations.

The research adhered to strict ethical guidelines, including informed consent and confidentiality protection. Following Surahman and Wang's (2022) recommendations, particular attention was paid to maintaining participant anonymity given the sensitive nature of contract cheating discussions. All participants were informed of their right to withdraw from the study at any time, and data handling procedures followed institutional ethical guidelines.
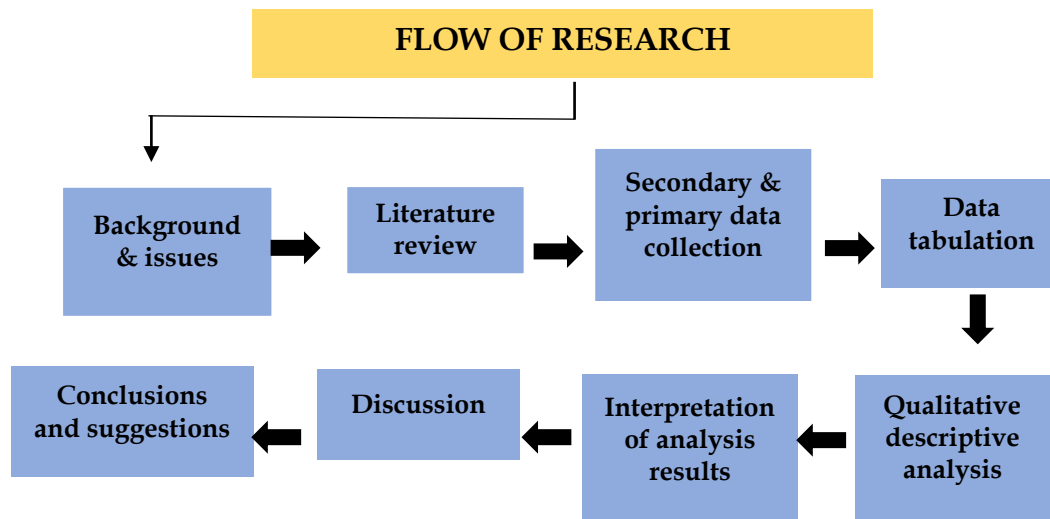

Figure 1. Flow of Research

Source: researcher

While acknowledging certain limitations in sample size and geographical scope, the study benefits from focused, in-depth analysis rather than broad sampling, as noted by Lubis (2024). This comprehensive methodological approach, guided by the systematic flow illustrated in Figure 1, ensures that research objectives are addressed thoroughly while maintaining academic rigor and ethical standards. The integration of multiple data sources and analytical techniques provides a solid foundation for

understanding both the challenges of contract cheating and potential solutions through faith, knowledge, and charity integration.

3. RESULTS AND DISCUSSION

The Impact of Jockeying Practices on the Pillars of Academic Integrity

Jockeying has become one of the most serious problems facing Indonesian education today. This practice occurs when students pay someone to complete assignments or take exams on their behalf, which directly violates the principles of academic integrity. Academic integrity includes the values of honesty, trust, respect, fairness and responsibility as well as hard work in the teaching-learning process. (Hafizha, 2021). However, the practice of jockeying systematically undermines the values of academic integrity and creates an unhealthy and unfair academic culture (Komeni et al., 2024).

Based on the results of interviews with five respondents, the researcher found several factors that influence the occurrence of assignment jockeying, namely the motivation driven by the desire to achieve academic achievement quickly and easily (interview, juwita, 2024). Then, the process of selecting an assignment jockey is generally based on recommendations from friends or seniors, or through online searches (interview, Hafidz, 2024). Some respondents also mentioned that they chose an assignment jockey who had an equivalent educational background or who had successfully worked on similar assignments before. The interview results show that the use of assignment jockeys has a significant impact on students' learning process. Some respondents admitted that they became less active in attending lectures and doing independent assignments. In addition, they also feel worried about the risk of being caught and the sanctions that might be given by the campus.
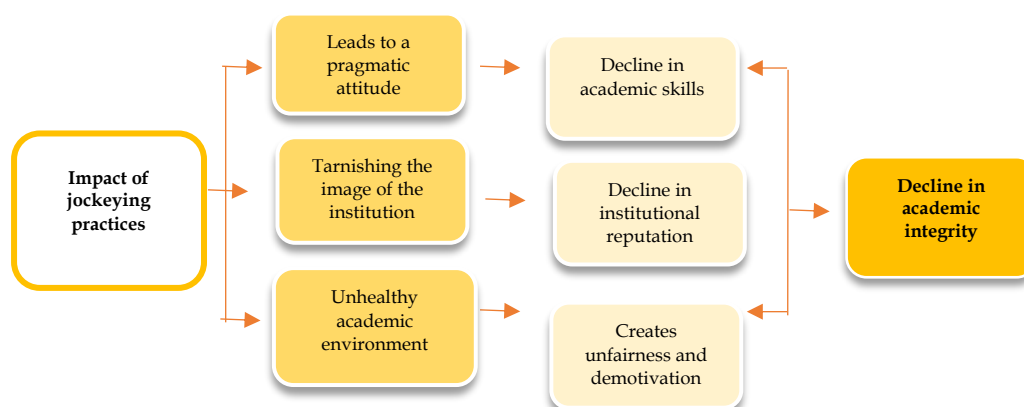

Figure 2. Impact of jockeying practices on Academic Integrity

The Figure 2, illustrates the interconnected negative consequences of academic jockeying practices. These impacts form a domino effect chain beginning with the emergence of pragmatic attitudes among students, leading to deterioration of academic skills, institutional image tarnishment, decline in educational institution reputation, erosion of academic integrity, creation of inequity and demotivation among honest students, ultimately resulting in an comprehensively unhealthy academic environment.

Existence of jockeying practices indicates a failure in the internalization of moral and ethical values among students (Rahmat, 2017). Many students see education only as a means to get a degree, without caring about the process and quality of learning. This leads to a dangerously pragmatic attitude, where achieving grades is considered more important than the learning process itself. As a result, students lose the opportunity to develop true intellectual and moral abilities, which should be the main goal of education.

In addition, the practice of jockeying has a significant impact on the credibility of educational institutions (Resti et al., 2020). The practice of jockeying can also tarnish the image of educational institutions and create injustice among students who try to achieve honestly. Moreover, this practice shows a weak understanding and application of moral values among students. Institutions that fail to enforce rules and allow jockeying practices to flourish will experience a decline in reputation. The public will lose trust in educational institutions that are unable to maintain academic integrity standards (Utomo & Agustin, 2024). Worse still, graduates from such institutions may be perceived as unfit and incompetent by the world of work, which could ultimately damage their career prospects.

The long-term impacts of jockeying also include a decline in the overall quality of education (Desi 2024). When students do not follow the learning process properly, they lose the opportunity to gain a deep understanding of the material being taught. This not only impacts their academic ability, but also hinders the development of critical, analytical and creative skills that are indispensable in the world of work. Education, which is supposed to be a means to form intelligent and moral individuals, has instead become a tool to pursue grades without substance. The practice of jockeying also creates injustice among students (Aisya 2023). Those who try hard and are honest in their studies feel disadvantaged when they see their peers who use jockeying services get the same or even higher grades. This unfairness can lead to frustration and demotivation, which in turn can damage the learning spirit of students who really try. A healthy academic environment should encourage fair and effort-based competition, not manipulation and cheating.

This research found that the practice of academic ghostwriting has systemically damaging effects across all pillars of academic integrity. Based on in-depth interviews with respondents, it was revealed that the use of ghostwriting services not only undermines academic honesty but also creates a domino effect that erodes trust among academic community members, diminishes respect for the learning process, compromises evaluation fairness, and weakens students' responsibility for their personal development. These findings reinforce the argument that ghostwriting practices pose a serious threat to the entire foundation of academic integrity, not merely to the aspect of honesty alone.

Furthermore, the practice of jockeying reflects a larger issue related to morality and ethics in society. (Yansi et al., 2024). This phenomenon shows that there are some individuals who are ready to sacrifice moral values for short-term gains. This attitude is not only detrimental to education, but can also spread to other aspects of life. In the long run, if such practices are allowed to continue, it will be difficult to build a society based on honesty, responsibility and ethics.

Overall, the practice of jockeying is a serious threat to academic integrity that requires comprehensive handling. By revitalizing the pillars of academic integrity through the integration of the concepts of faith, knowledge, and charity, it is hoped that a healthier, fairer, and more moral academic environment can be created, which in turn will produce graduates who are not only competent, but also have high character and integrity. According to empirical data obtained by researchers related to the phenomenon of task jockeys in the field of education in Indonesia refers to the practice of an individual being paid to complete other people's academic tasks such as homework (Heriyati et al., 2023), exams, and coursework. Assignment jockeying occurs at various levels of education in Indonesia, including primary, secondary, and tertiary levels. Sutrisno's (2016) research revealed that the practice of assignment jockeying is quite fundamental among teenagers, especially students who often use assignment jockeys in completing final assignments, skipsies, and exams.
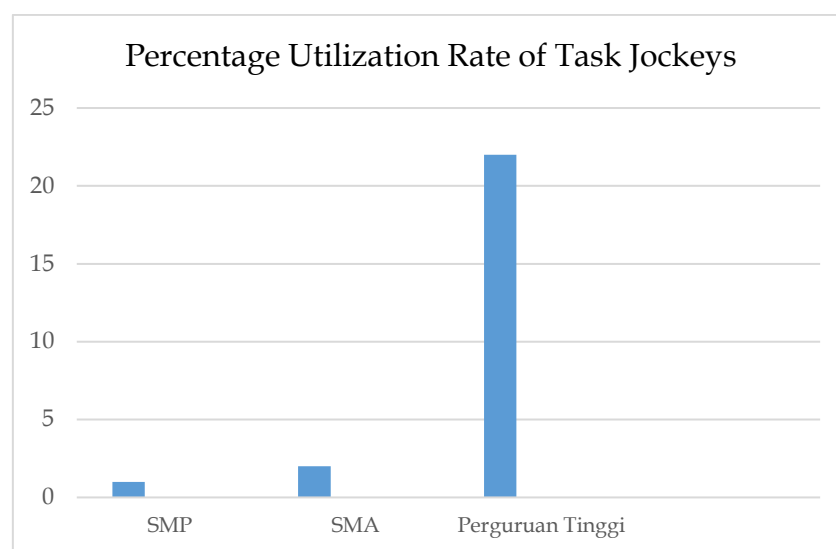

Figure 3. Percentage of Utilization Rate of Task Jockey Services

Figure 3 presents concerning statistical data regarding the prevalence of jockey service utilization across various educational levels in Indonesia. The data indicates that this practice is most prevalent at the university level, with over 30% of students admitting to using jockey services, followed by high school level at 15-20%, and junior high school at approximately 10%, suggesting a positive correlation between educational level and jockey service utilization rates.

Researchers found data analysis from literature findings that the phenomenon of assignment jockeying is increasingly widespread not only among students and school students but also teachers as educational actors who also take part in the practice of assignment jockeying. The first literature study, namely the University of Indonesia (UI) Education Research Center, found that more than 30% of students in Indonesia had used the services of assignment jockeys to complete academic assignments. This phenomenon has rapidly spread to high school students, with many advertisements for assignment jockey services found on social media. The second study showed that around 15-20% of high school students in Indonesia reported using assignment jockeys, especially for homework and midterm exams. The third study, the

phenomenon of assignment jockeys at the junior high school level tends to be small due to the less pressing academic system, but several reports from teachers and principals mention that in some areas, especially in schools, the perpetrators of assignment jockeys are students who often commit school violations, from the data analysis found that as many as 10% of junior high school students are involved in the practice of assignment jockeys in doing school assignments and school exams.

Integration of the Concepts of Faith, Science, and Charity as a Holistic Approach in Strengthening Academic Integrity

Academic integration is an important concept in education, especially in the context of maintaining integrity and ethics in the academic environment. According to experts, academic integrity is the foundation of a responsible educational process, where honesty, fairness, and responsibility are the main pillars (Macfarlane et al., 2014). In the interviews, many students felt burdened with too much and complex coursework, so they looked for shortcuts to complete it (interview, Savira, 2024). Some other factors mentioned were lack of understanding of the course material, lack of time, and pressure from the social environment (interview, Syaffa, 2024). In this case, the integration of the concepts of faith, knowledge, and charity becomes important as a holistic approach to strengthen academic integrity. Academic integrity is a commitment to uphold ethical and moral principles in the process of education, research, and other academic activities. Academic integrity is influenced by various factors, both from within the individual (such as motivation and personal values) and from outside (such as the social environment and institutional policies).

Education on the importance of academic integrity should begin early in education, including an understanding of what constitutes a breach of integrity. This includes honesty, responsibility, fairness, and respect for the intellectual work of others. Academic integrity ensures that all academic work is conducted with honesty and transparency, avoiding any form of fraud, such as plagiarism, misuse of data, or manipulation of research results. Academic integrity involves a number of important values that every academic should uphold. There are five key values in building and maintaining integrity in academia:

Figure 4. Pillars of Academic Integrity

1. Honesty: Honesty is the main foundation of academic integrity, where lecturers must always be honest in all situations, including in intellectual contributions and scientific collaboration. Honest lecturers will put their names correctly in publications and not put their names if they do not contribute.
2. b) Trust: Trust includes the lecturer's belief in his/her academic ability and the support of the academic environment. Lecturers who believe in honesty will always be honest in their academic duties, with the belief that campus policies support their integrity.
3. Respect: Lecturers must respect the work and thoughts of others, by always listing the source when using other people's work. Respecting the work of others is a form of integrity that prevents plagiarism.

4. Fairness: Lecturers must be fair in carrying out academic duties, including in providing assessments and reprimanding ethical violations, regardless of personal relationships. Fairness ensures integrity is maintained in every situation.

5. Responsibility: Responsibility means upholding integrity in carrying out duties, and protecting oneself and others from actions that damage academic integrity. Responsible lecturers will not engage in any ethical violations. Thus, academic integrity is the foundation of credibility and trust in the world of education and research (Saddam et al., 2016).

Figure 3 delineates five fundamental values that serve as pillars in establishing and maintaining academic integrity. These pillars comprise Honesty as the primary foundation, Trust that builds relationships among academic community members, Respect for others' work and thoughts, Fairness in academic task execution, and Responsibility in upholding academic integrity standards.

The Concept of Faith as an Ethical Foundation

Faith acts as a spiritual and ethical foundation in education. A strong faith leads individuals to have high moral values, including honesty, responsibility and justice in every aspect of life, including in the academic world. A person with faith will tend to uphold the truth and stay away from all forms of cheating, such as plagiarism and data manipulation. In this case, faith has a very important role as an ethical foundation that directs individual behavior in the academic environment (Istianah et al., 2021). This article discusses how faith can serve as a foundation for ethics, particularly in education. The concept of Faith in Ethics is the context of a religion and spirituality, referring to intellectual beliefs, but also involving emotional and spiritual commitments that guide a person in living his or her life.

In education, faith serves as a driving force that leads individuals to practice ethics and morality in all aspects of their lives, including in academic activities. Faith as a source of ethical values also provides a foundation for ethical values such as honesty, responsibility, justice, and concern for others. These values are very important in building academic integrity. Honesty, for example, is highly emphasized in religious teachings, and a strong faith will encourage a person to stay away from all forms of academic fraud, such as plagiarism or data manipulation. Similarly, responsibility and fairness are principles that people of faith uphold, encouraging them to act fairly and responsibly in their academic interactions.

The role of Faith in shaping Academic Character is not only on individual behavior, but also on one's academic character. A faith-driven individual is likely to have greater motivation to study honestly and contribute positively to the academic community. In addition, faith provides a higher sense of purpose in the pursuit of knowledge, where the learning process is not only seen as an effort to achieve academic achievement, but also as part of a moral responsibility to use knowledge for the good of society. To maximize the role of Faith as an ethical foundation in education, integration of spiritual and moral values into the curriculum and learning environment is required. Religious and moral education does not have to be a separate subject, but can be integrated in all aspects of the curriculum, so that students can

develop a holistic understanding of the relationship between faith and ethics. In addition, educational institutions should create an environment that supports the development of faith and ethics, by providing adequate spiritual and moral guidance (Habibah, 2015). For example, lecturers insert faith values in teaching, for example by emphasizing the importance of honesty and integrity as part of religious teachings. In the context of exams or assignments, lecturers can remind students of the principles of honesty in religion, such as the prohibition of cheating or cheating. That way, students not only understand academic concepts but also understand the spiritual values that encourage them to be honest.

The Concept of Science as a Means of Enlightenment

Science is one of the main pillars in education and is the key to the progress of individuals and society. However, science is not just an accumulation of theoretical knowledge, but science must be realized in the form of real implementation that has a positive impact on life. This article discusses how science functions as a form of implementation in the context of education, as well as the importance of applying science ethically and responsibly. Science, when based on faith, is not only a tool for obtaining information, but also a means of enlightenment and deep understanding of reality. Science with faith encourages individuals to seek the truth in the right way, avoid misusing knowledge for personal gain, and contribute to the advancement of science that benefits society. Science gives us a deeper understanding of the world around us and opens up opportunities to change it. In education, knowledge becomes a tool for students to solve problems, make innovations, and contribute to the development of society. However, science only has real value if it is applied in concrete actions. The implementation of this knowledge can take many forms, from technological applications in industry, innovations in health, to decision-making based on scientific data in government.

The application of science must be done with ethics and social responsibility in mind. Science applied without ethical considerations can cause negative impacts, such as environmental damage or social injustice. Therefore, it is important for scientists, educators and students to understand that any action based on science must be in line with moral and ethical values. This includes the responsibility to use science for the common good, not for personal or group benefits. Education has a central role in directing how science is implemented. Educational curricula should be designed not only to provide theoretical knowledge, but also to teach how that knowledge can be practically applied in everyday life.

In addition, education should emphasize the importance of ethics in the application of knowledge, so that students not only understand knowledge cognitively, but also have a commitment to use the knowledge responsibly. Science should also be implemented by taking into account the social and cultural context in which it is applied. This means that solutions resulting from the application of science should be relevant and beneficial to the local community. In the context of education, students should be taught to see science as a tool that can be adapted to the needs and challenges faced by their communities. For example, in the learning process, lecturers can encourage students to do research-based assignments in the right way and respect sources of information (e.g. by citing appropriate references and avoiding plagiarism).

Through these activities, students are taught that science is not just about getting grades, but also about conducting honest and responsible research (Abidin, 2011).

The Concept of Charity as an Implementation

Charity is the implementation of knowledge based on faith. Charity in this context is the application of knowledge gained in a useful and responsible manner. In the academic world, charity can be realized through professionalism, ethics in research, and positive contributions to the academic community and society at large. Charity, in the context of religion and ethics, refers to concrete actions performed based on one's knowledge and beliefs (Rahman & Alias, 2015). Charity is not just good deeds, but a manifestation of deep understanding applied in daily life.

In education, charity as a form of implementation reflects how knowledge and moral values are applied to have a positive impact on individuals and society. This article explains the importance of charity as a form of implementation in the context of education and character development. Knowledge gained through education will have greater value when applied in the form of charity. Charity is the practical application of knowledge, which includes various forms of actions that benefit oneself and others. In education, charity can take the form of various activities such as community service, social service projects, or even teaching and mentoring for those in need. By making charity a part of the learning process, students learn to not only keep knowledge to themselves, but also use it for the common good.

Charity also reflects the social responsibility that every educated individual should have. Education not only aims to create intelligent individuals, but also individuals who are aware of their roles and responsibilities towards society. Knowledge-based acts of charity teach students to be part of the solution to existing social problems, such as poverty, injustice, and environmental imbalance. This makes charity a tool for practicing social responsibility that results from meaningful education. Charity that is based on knowledge and moral values not only impacts the individual doing the charity, but also has a positive impact on society. Students who engage in charity will develop stronger characters, including a sense of empathy, caring and responsibility. In addition, the community will experience direct benefits from the act of charity, such as improved social welfare, education, and health.

Thus, charity as a form of implementation of education can contribute to the creation of a better and harmonious society. mall as a form of implementation is the essence of applying knowledge and moral values in real actions. In education, charity plays an important role in teaching students to apply their knowledge practically and ethically, while developing character and social responsibility. Through charity, knowledge acquired in school can be translated into actions that benefit oneself and others, thus creating a broad positive impact on society. Charity, in this sense, is not only a form of implementing knowledge, but also a manifestation of the social and moral responsibility that results from the educational process.

The analysis reveals that the integration of three concepts - faith, knowledge, and practice - creates mutually reinforcing synergies in building academic integrity. Faith provides a solid moral foundation, knowledge supplies the necessary understanding

and skills, while practice ensures the concrete application of these values in academic life. This holistic approach proves effective based on respondents' acknowledgments that understanding these three aspects helps them resist the temptation to use ghostwriting services and motivates them to conduct their academic processes more responsibly.

In the holistic education approach, charity is an integral part of character development. Holistic education emphasizes the importance of spiritual, emotional, and moral development, in addition to cognitive aspects. Charity becomes a way for students to integrate all these aspects in concrete actions. For example, a student who understands the concept of environmental sustainability can apply it by organizing a recycling program in his or her school, or a student who learns about social injustice can engage in charitable activities that support human rights. Students are expected to not only understand the concept of integrity in theory, but also practice it in everyday life, both on campus and off campus. For example, students can be an example in student organization or community activities by always completing assignments independently without involving assignment jockeys, and inviting friends to maintain an honest attitude.

Holistic Approach to Education

This holistic approach integrates faith, knowledge and charity into a unified whole. By adopting this approach, education does not only focus on the cognitive aspect (mastery of knowledge), but also on character development and responsible action. This is expected to form individuals who are not only intellectually intelligent, but also have the integrity and commitment to apply their knowledge ethically. A holistic approach to education is a method that emphasizes the full and balanced development of every aspect of a student's self intellectually, emotionally, socially, physically, and spiritually. The main goal of this approach is to form a well-rounded individual, who not only excels academically but also has strong character, social skills, and moral and spiritual awareness. This article discusses the concept of a holistic approach in education, its underlying principles, and its benefits for student and community development. The holistic approach departs from the view that each individual is a complex and holistic being, where various aspects of life interact and influence each other.

In terms of education, a holistic approach means giving balanced attention to all aspects of student development, including cognitive (knowledge and intellectual skills), affective (emotions and values), social (interactions with others), physical (health and fitness), and spiritual (awareness and moral values). The principles of the holistic approach are student-centered learning that prioritizes the process, needs, interests, and potential of each individual, appropriate curriculum integration so that students can see the connection between science and their life experiences, value and character development, contextual learning, social and environmental involvement.

A holistic approach to education seeks to create individuals who are whole, balanced and ready to face life's challenges with strong integrity and morality. By integrating various aspects of development in the educational process, this approach not only creates students who are intellectually intelligent, but also have character, social awareness and the ability to contribute positively to society. Therefore, a holistic

approach is an important step in building a better generation and a more harmonious world (Hasmy, n.d.).

Implementation of the Integration Strategy of Faith, Science, and Charity in Revitalizing Academic Integrity

Factors that are taken into consideration in choosing an assignment jockey include reputation, price, and the level of trust in the ability of the assignment jockey to meet the criteria of academic demands (interview, adinda, 2024). To restore the dignity of education, we need to return to the principles of academic integrity. By emphasizing the importance of honesty, responsibility, and respect for intellectual work, we can create a healthier and more meaningful learning environment. In an effort to strengthen and revitalize academic integrity, the strategy of integrating faith, science, and charity becomes very relevant (Hafizha, 2021). This strategy not only aims to improve the quality of education, but also to form individuals who have a strong character, as well as being morally and socially responsible. This article discusses how the integration strategy of faith, science, and charity can be implemented to revitalize academic integrity in the educational environment.

Faith as a Moral and Ethical Foundation

Faith serves as a moral foundation that directs individual actions in the academic environment. In this context, the implementation of faith means instilling spiritual and ethical values in every aspect of academic life. The implementation steps include several things First, Integration of Religious and Ethical Education: The curriculum should include religious and ethical education that is not only taught as a subject, but also integrated into every aspect of learning. This aims to foster deep spiritual awareness and commitment to moral values. Second, the development of Spiritual Programs: Schools and universities can organize spiritual programs such as lectures, religious discussion groups, and social activities that aim to strengthen faith and morality among students and academic staff. Thirdly, the formation of Faith-based communities also encourages the formation of communities within the academic environment that support spiritual and moral development, such as prayer groups or religious study groups (Melasari, 2019). Indicators of achievement of academic integration in faith as ethics are seen from students and students always take exams independently, without using unauthorized assistance (for example, assignment jockeying or cheating) and in every decision taken, students or students try to consider moral values and faith, as well as the impact on others.

Science as a Means of Seeking Truth

Science serves as a means to understand the world and seek truth. In the implementation of this strategy, science is seen not only as a tool to achieve academic success, but also as a medium for character development and social contribution. The implementation steps include several things First, the application of the Interdisciplinary Learning Method, which encourages the application of science that is integrated with ethical and moral values, so that students understand that science cannot be separated from moral responsibility. Second, organizing ethical research: Cultivating ethical research practices by emphasizing the importance of honesty,

responsibility, and integrity in every stage of research, from planning to publication. Third, value-based curriculum development in designing a curriculum that not only emphasizes cognitive aspects, but also instills ethical values in every subject, so that the science learned has moral and social relevance. Indicators of the achievement of academic integration in science as a path of truth-seeking include Students or students always uphold honesty in undergoing the academic process, including in the preparation of assignments, exams, or research.

They do not plagiarize or manipulate data to achieve the desired results. Indicators of achievement for the theme of science as a means of seeking truth reflect how students apply science to seek objective and relevant truth, and how they maintain integrity in the process of seeking and disseminating knowledge. By prioritizing honesty, proper scientific methodology, and the application of knowledge for social good, students can ensure that the knowledge they learn and apply contributes to the achievement of truth that benefits themselves and society. The indicators of the achievement of this theme of faith as a moral and ethical foundation refer to attitudes and behaviors that show how one internalizes religious values and faith in their academic and social lives. By strengthening faith as a moral and ethical foundation, students are expected to be able to maintain integrity in every aspect of their lives, including in academic tasks, social interactions, and professionalism.

Charity as Practical Implementation

Charity is the real manifestation of faith and knowledge in the form of actions that benefit society. In the academic context, charity can be implemented as community service activities that encourage the active participation of students and academic staff in community service activities that use science to solve social problems and improve community welfare. Then the social service program is integrated through composing social service programs that become part of the curriculum, where students can apply their knowledge in real projects that have an impact on the local community. In addition, building a culture of charity in the campus environment by promoting and facilitating various activities that support real action, such as fundraising for charity, environmental projects, and other humanitarian activities. Indicators of achievement of academic integration in charity as a practical implementation for example Students or lecturers always apply the principles of honesty and integrity in all charitable activities they do. They avoid exploitation or self-image in charitable activities and always focus on the welfare of society. Indicators of achievement of academic integration in charity describe how academic knowledge and values are implemented in activities that benefit society, whether in the form of social service, social entrepreneurship, environmental development, or education. Thus, academic integration in charity not only encourages students or lecturers to contribute to society but also shows that higher education can play an active role in solving social and humanitarian problems, as well as forming characters with integrity and empathy.

Synergy of Faith, Science, and Charity in Revitalizing Academic Integrity

The integration of faith, science, and charity forms a holistic approach that is able to revitalize academic integrity. These three elements are interrelated and strengthen other aspects. First, the implementation of this strategy can be done through the establishment of policies and regulations that support educational institutions in

developing policies and regulations that encourage and support the integration of faith, science, and charity, and ensure that academic integrity is consistently enforced. Second, conducting periodic evaluations of the implementation of this strategy and continuing to develop programs that support the revitalization of academic integrity. Third, the involvement of the entire academic community in inviting the entire academic community including students, lecturers, staff, and management to actively participate in implementing this strategy, thus creating an academic culture of high integrity. The implementation of the integration strategy of faith, knowledge, and charity is an effective approach in revitalizing academic integrity.

Through strengthening moral foundations through faith, applying knowledge ethically, and embodying charity in real actions, academic integrity can be maintained and enhanced. This strategy not only creates an ethical academic environment, but also forms individuals who are strong in character, knowledgeable, and socially responsible. Indicators of the achievement of faith, science, charity in revitalizing academic integrity can be seen from research and academic projects carried out by students and lecturers that are not only useful in the academic world, but also have a broad positive impact on society, such as reducing social inequality or improving community welfare.

The implementation of an integrated strategy encompassing faith, knowledge, and practice in revitalizing academic integrity requires active commitment and engagement from all educational stakeholders. Based on research findings, the successful implementation of this strategy depends on three key factors: consistency in applying policies and regulations that support academic integrity, development of programs that facilitate the strengthening of moral and ethical values, and creation of an academic environment that promotes honest and responsible learning practices. These three factors must be executed simultaneously and continuously to achieve optimal results.

Indicators of achievement of the synergy of faith, science, and charity in revitalizing academic integrity illustrate how collaboration between the values of faith, scientific knowledge, and social action can strengthen and renew academic integrity in the world of education. With the integration of these three aspects, education not only produces intelligent individuals, but also has strong moral and social commitments, which benefit themselves, the academic environment, and the wider community.
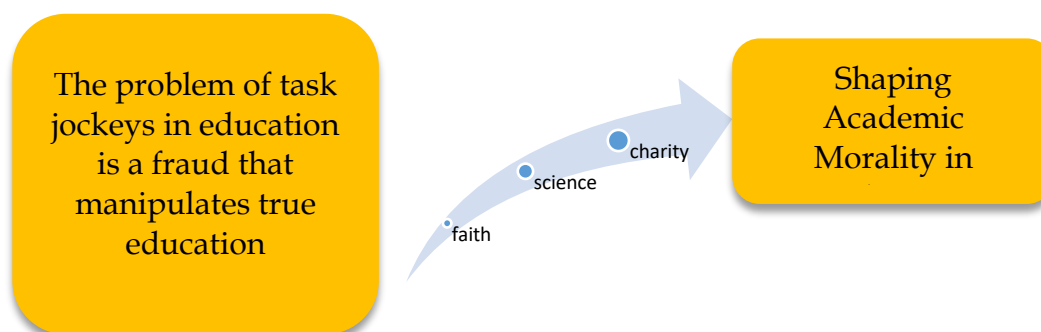

Figure 5. Integration of the concepts of faith, knowledge and charity as a solution

Figure 5 represents a visualization of the solution to address academic jockeying issues, which are considered forms of deception that manipulate genuine educational essence. This figure demonstrates that the formation of academic morality in Indonesia can be achieved through the integration of three crucial concepts: faith as the moral foundation, knowledge as the substance of understanding, and charity as the practical implementation of both concepts.

4. CONCLUSION

Based on the research findings, academic contract cheating in Indonesian higher education represents a severe threat to academic integrity that undermines moral and ethical values in education. This phenomenon emerges from the motivation to achieve academic performance quickly and easily, negatively impacting students' learning processes, including reduced active involvement in lectures and independent assignments. Interviews with five participants who had previously used contract cheating services revealed that their primary motivations were academic pressure, lack of self-confidence, and the absence of adequate mentoring. Furthermore, participants disclosed that contract cheating was considered an instant solution to meet academic demands without considering the moral and ethical implications.

To address this issue, revitalizing the pillars of academic integrity through the integration of faith, knowledge, and charity concepts is considered a holistic approach that needs to be implemented. This approach not only emphasizes the importance of honesty and responsibility in academics but also creates a healthier educational environment. Through education that integrates moral and ethical values, graduates are expected to be not only scientifically competent but also possess good character in facing various challenges in society.

The successful implementation of an integrated strategy encompassing faith, knowledge, and charity in revitalizing academic integrity requires active commitment and engagement from all educational stakeholders. Through the cultivation of spiritual values (faith), strengthening understanding and true knowledge (knowledge), and the application of real actions (charity) in the learning process, it is hoped that unethical practices such as contract cheating can be minimized. Thus, education in Indonesia can return to its original essence of producing a generation that is not only intellectually intelligent but also possesses strong character and high integrity in creating an academic culture of transparency, fairness, and collaboration, while avoiding harmful cheating practices. This comprehensive approach emphasizes the development of both academic excellence and moral character, essential components for sustainable educational reform and the cultivation of genuine academic integrity in Indonesian higher education institutions.

5. ACKNOWLEDGMENT

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