

DEVELOPING STUDENTS' ACADEMIC INTEGRITY THROUGH CASE STUDY LEARNING PRACTICES

Latifah¹, Hery Yanto The²

¹*Sekolah Tinggi Agama Buddha Kertajarasa, Kota Batu-Malang, Jawa Timur, Indonesia*

²*Institut Nalanda, Jakarta Timur, DKI Jakarta, Indonesia*

efi.latifah@gmail.com

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Abstrak

Etika akademik seharusnya ditaati oleh komunitas akademik, tetapi beberapa individu melakukan praktik-praktik yang bertentangan dengan peraturan dan etika ini. Mahasiswa dapat dengan mudah dipengaruhi oleh para pelaku pelanggaran ini untuk melakukan tindakan yang sama. Pendekatan yang lebih tepat diperlukan untuk meningkatkan integritas akademik di kalangan mahasiswa. Tujuan dari penelitian ini adalah untuk merancang teknik pembelajaran berbasis studi kasus yang dapat meningkatkan integritas akademik di kalangan mahasiswa untuk membiasakan bersikap jujur, adil, dan beretika dalam menjalankan tugas-tugas akademiknya. Integritas akademik terkait dengan adanya keteladanan dari dosen, moralitas mahasiswa, dan penerapan ajaran agama, seperti yang ditunjukkan oleh penelitian sebelumnya. Penelitian ini akan mengkaji desain instruksional dengan model instruksional Merrill dan menggunakan kecerdasan buatan untuk menghasilkan kasus pembelajaran yang dapat menanamkan nilai-nilai integritas akademik pada mahasiswa. Hasil awal dari penelitian yang sedang berlangsung menunjukkan bahwa penggunaan pendekatan berbasis kasus dengan kecerdasan buatan dapat meningkatkan pemahaman dan penerapan integritas akademik pada mahasiswa. Tercapainya integritas akademik di kalangan mahasiswa dapat diwujudkan melalui praktik pembelajaran berbasis kasus yang didukung dengan kecerdasan buatan. Mahasiswa dapat menginternalisasi nilai-nilai integritas akademik dan menerapkannya dalam kegiatan akademik mereka melalui integrasi model desain instruksional Merrill.

Kata Kunci: Desain Pembelajaran; Integritas Akademik; Model Merrill

Abstract

Academic ethics are supposed to be followed by the academic community, but certain members are engaging in practices that are against these rules and ethics. Students can easily be influenced by these violators to commit the same act. A more efficient approach is necessary for instilling academic integrity among students. The purpose of this study is to analyze case-study-based learning techniques that can enhance academic integrity among students. The role of academic integrity is crucial in shaping individuals to be honest, fair, and ethical when carrying out their academic duties. Academic integrity is linked to the presence of faculty role models, student morality, and the incorporation of religious teachings, as demonstrated by similar research. This study will examine instructional design using Merrill's model and artificial intelligence to generate learning cases that instill academic integrity values in students. Preliminary results from ongoing research suggest that utilizing a case-based approach with artificial intelligence can enhance students' understanding and application of academic integrity. Achieving academic integrity among students can be achieved through case-based learning practices that are powered by artificial intelligence. Students can internalize academic integrity values and apply them in their academic activities through the integration of Merrill's instructional design model.

Keyword: Learning Design, Academic Integrity, Merrill Model

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INTRODUCTION

Academic integrity is a fundamental moral principle in education, especially in higher education (Sbaffi & Zhao, 2022; Waghid & Davids, 2019). Academic integrity is not only related to honesty in the teaching and learning process, but also includes respect for intellectual property rights, the responsibility to present original work, and ethical attitudes in the use of information (Čalović Nenezić et al., 2023; Gallent-Torres et al., 2023; Luniachek et al., 2020; VanDeGrift et al., 2017). Instilling the values of academic integrity in students is becoming increasingly important in today's digital era to avoid the increasing risk of plagiarism and violations of academic ethics (Gallent-Torres et al., 2023). Teaching about academic integrity needs to be an integral part of the curriculum in various fields of study, including in religious education study programs, which are expected to be able to produce graduates with high moral and ethical values.

At the higher education level, especially in Indonesia, several studies have been conducted to examine the importance of academic integrity, but generally these studies pay more attention to aspects of supervision and prevention of academic fraud (Hafizha, 2022; Syarif, 2023). These studies are often in the form of case studies that review academic integrity practices in various educational institutions (Hafizha, 2022; Nurul Usna & Alfin Siregar, 2023; Paramitha et al., 2023). To review the teaching of academic integrity more practically, this study presents the development of a case study-based learning design specifically designed for education students taking Indonesian Language and Research Methods courses. The main focus of this study is not only on case studies of academic integrity, but also on how to develop students' critical and reflective thinking skills in dealing with ethical considerations, especially those related to academics, through a case-based learning design approach.

This study also offers a new perspective on the development of instructional design. In Indonesia, the most frequently used instructional design development models are the ADDIE model (Cahyadi, 2019; Zulkarnaini et al., 2022), the Dick & Carrey model (Safitri & Ridwan Aziz, 2021), and the ASSURE model (Iskandar & Wahab, 2023; Muzakki et al., 2021). These three models have a systematic approach and have been proven in various educational contexts. However, it is very rare to find the use of other instructional design models, such as the model proposed by David Merrill (Pappas, 2023). In fact, Merrill's model, which emphasizes task-based learning theory, has many advantages, especially in the context of learning that requires active student involvement and direct application in real-world situations, such as case studies on academic integrity (Truong et al., 2019).

In line with the task-based learning suggested by Merrill (Truong et al., 2019), this researcher introduces an example of the application of a learning design model based on the main principles of the designer's instructional design theory. Merrill's model has the advantage of facilitating learning that is more centered on real activities (Kurt, 2022; Pappas, 2023). Students can be directly invited to engage in scenarios or tasks that reflect real challenges in the world of education, including ethical challenges related to academic integrity (Salehi et al., 2020). By using this learning design model, students are expected to develop skills to analyze the situations they face wisely, take ethical actions, and understand the impact of the decisions they make. This approach is very relevant in Buddhist religious education which not only emphasizes mastery of academic material, but also the moral and spiritual development of its students.

An innovative aspect that is no less important in this learning design is the integration of artificial intelligence (AI) in learning. Artificial intelligence is currently unavoidable in its application to facilitate education (Harry, 2023). However, its use needs to be properly controlled so that it does not have the potential to damage academic integrity (Popkhadze, 2021). In this

learning design, students are not only taught to utilize AI technology optimally, but also ethically, namely by understanding how to use AI as a learning tool without violating the principles of academic integrity (Kazim & Koshiyama, 2021). Thus, this learning design aims to instill awareness of the potential and risks of using AI in an academic context and how to avoid its misuse, such as plagiarism or data manipulation.

The main objective of this study is to present a learning design model that not only focuses on delivering lecture material, but also on building student character. Through the integration of academic integrity values into Indonesian Language and Qualitative Research Methods courses, it is hoped that students can have a deeper understanding of the importance of ethics in the academic world and have the skills to apply them in their future professional lives. In addition, the application of the Merrill model-based learning design (Kurt, 2022; Pappas, 2023) is expected to be an applicable example for the development of learning in other fields, especially in teaching ethical and moral topics to students.

In facing the challenges of the digital era and rapid technological developments, teaching about academic integrity and ethical use of technology is becoming increasingly crucial. This research seeks to make a real contribution to the development of teaching methods that are relevant to the development of the times, while maintaining the essence of education itself, namely producing individuals who are not only intellectually intelligent, but also have high integrity in every aspect of their lives

METHOD

This study uses a research design for developing a learning design to integrate academic integrity values through a case study approach in Indonesian Language courses and Qualitative Research Methodology. The focus of the study is the development of learning designs that effectively integrate academic integrity values through the application of steps from the instructional design model proposed by David Merrill (Kurt, 2022; Pappas, 2023).

The specific target of this learning design is students of the Buddhist Religious Education study program who are taking the Indonesian Language and Qualitative Research Methods courses. Students of this study program were chosen because of the hope that the foundation of students' religious education can be strengthened by students' understanding of the importance of moral values, including academic integrity.

In this study, the first author acted as the instructional designer and lecturer of Indonesian Language and Qualitative Research Methods courses. The first author was responsible for the overall design of the instructional design, including compiling case studies related to academic integrity, designing learning activities, and ensuring that the learning materials were following the needs of the students. The second author acted as the instructional designer who evaluated the instructional design. The second author evaluated the design that had been developed by the first author, provided feedback, and ensured that the resulting instructional design was effective and under pedagogical principles.

The learning design developed in this study follows the steps set out by the Merrill model (Kurt, 2022; Pappas, 2023). The first step is to analyze the problems and needs of students, especially related to their initial understanding of academic integrity. At this stage, the researcher identified the challenges faced by students related to violations of academic ethics, such as plagiarism, as well as a lack of understanding of the importance of original work in the academic world. Once the problems were identified, the second step was to activate the knowledge that

students already had. The researcher designed activities that allowed students to reflect on their previous knowledge of academic integrity and relate it to the material they had just learned.



Figure 1. Steps for Implementing Learning Design

The third step is a demonstration of how to do it. Researchers provide real examples of the application of academic integrity in writing assignments and theses. At this stage, students are shown how to cite sources correctly, avoid plagiarism, and use technology ethically, including utilizing artificial intelligence without violating academic ethics. The fourth step is to provide time for students to practice applying the knowledge and skills they have learned. In this context, students are asked to practice what they have learned by working on assignments involving case studies of ethical dilemmas in the academic world.

The final step in this learning design is to integrate all of these learnings into practical applications that are relevant to writing assignments and theses. Students are expected to be able to apply the principles of academic integrity that they have learned in every academic work they create. At this stage, the learning design also includes guidance on how students can use artificial intelligence ethically to assist in writing assignments and theses while maintaining the originality of their work.

Overall, the learning design proposed in this study aims to provide a holistic and sustainable approach to teaching academic integrity. Through the application of the Merrill model, it is expected that students can develop a deep understanding of the importance of ethics in the academic world and how they can apply it in the context of learning..

RESULT

The needs analysis revealed six major challenges related to academic integrity faced by students, including incorrect referencing, plagiarism, use of secondary references without verification, and ignorance of proper citation techniques. These problems are often caused by lack of understanding, time pressure, and minimal training in academic writing. Implementing learning practices through case studies can help students understand and apply the principles of academic ethics in real contexts. Table 1 presents three cases that students can study in the Indonesian Language course related to academic integrity, especially how to prevent violations.

Table 1. Example of Academic Integration Case Study in Indonesian Language Course

No.	Case Description	Violation and Impact	Prevention
1.	RK sedang menulis makalah tentang "Pengaruh Media Sosial terhadap Perilaku Remaja" dan menyalin beberapa paragraf dari artikel jurnal tanpa memberikan kutipan atau referensi karena merasa kesulitan merumuskannya dengan kata-kata sendiri.	RK melakukan plagiarisme dan berisiko menerima sanksi akademik seperti pengurangan nilai atau tidak dinilai, dan tindakan ini dapat mengakitkannya harus mengulang mengerjakan tugas atau bahkan mengulang mata kuliah.	RK dapat menggunakan kutipan langsung untuk bagian yang dijadikan rujukan. RK juga dapat memanfaatkan kecerdasan buatan (AI) untuk membantu melakukan parafrasa.
2.	BPT sedang menulis laporan penelitian tentang "Pengaruh Pembelajaran Daring terhadap Prestasi Akademik Mahasiswa." Selama proses penulisan, BPT mengubah beberapa pernyataan dosen yang diambil dari wawancara untuk menyesuaikan dengan hipotesis yang ditetapkannya.	BPT melakukan interpretasi keliru terhadap data. Dia berisiko menerima sanksi karena menggunakan informasi yang tidak akurat atau dianggap manipulasi data, yang dapat mengakibatkan tugasnya dibatalkan.	BPT harus mencantumkan hasil wawancara seperti pada temuan. Ketidakselarasan dengan hipotesis perlu dijelaskan dengan argumen yang dapat didukung dengan teori-teori yang sesuai.
3.	Dalam tugas kelompok, salah satu anggota menyalin sebagian besar isi makalah dari internet tanpa memberi tahu anggota lain dan tanpa mencantumkan referensi.	Tindakan ini dikategorikan sebagai plagiarisme kelompok dan berisiko nilai untuk satu kelompok diturunkan atau bahkan dibatalkan.	Anggota kelompok harus saling mengecek pekerjaan anggota tim dan proses pengeditan perlu dilakukan secara teliti sebelum tugas dikumpulkan.

Case studies of violations of academic integrity, such as plagiarism, need to be analyzed to help students understand the impact and how to prevent it. Class discussions and simulations of ethics board hearings can be conducted to increase awareness and critical thinking skills. These simulations involve students in important roles and deciding cases of violation. Utilization of writing tools, such as Mendeley and Google Scholar, as well as evaluation through mini-tests, are also important. Discussions can be conducted by referring to the following questions: (1) What type of violation was committed in the case? (2) What are the potential sanctions and impacts on students' academic studies due to these actions? (3) How can similar incidents occur in your case? In addition to discussions, learning videos can also be used. Learning videos (See Table 2.) can make the concept of academic integrity more interesting and easier to understand, with guided discussions afterward.

Table 2. Types of Academic Integration Learning Videos in Indonesian Language Lectures

No.	Video Type	Suitable Learning
1.	Animation	Visualizing the plagiarism process in a simple and interesting way will help students understand the concept better..
2.	Tutorial	A short tutorial on how to create a bibliography using Mendeley, Zotero, or AI applications.
3.	In-depth investigative report	A case of plagiarism by a prominent researcher resulted in his dismissal from his job and loss of academic reputation..
5.	Micro Video	A 1-2 minute video containing tips on writing an abstract, paraphrasing, or developing an interesting opening sentence for a piece of writing..

Through real-life case studies (See Table 3.), students can learn to recognize academic integrity violations, such as plagiarism or data manipulation, and understand their impact on research and how to prevent them. The module also includes practical guidance for maintaining integrity during each stage of research. Data management applications and plagiarism checking applications are introduced to ensure students are up to date with technological developments in

research (Muzammil et al., 2023; Nketsiah et al., 2023; Temesvari et al., 2022; Zainuddin et al., 2023). Group discussions, journal article analysis, and ethics board simulations will be used to deepen students' understanding. This module aims to enable students to develop credible, ethical, and high-integrity research, and contribute to creating an honest and responsible academic culture.

The case study-based learning observation and evaluation guide covers several important aspects, from clear learning objectives to specific indicators of success. Learning objectives can include improving conceptual understanding, critical thinking skills, or decision-making abilities. To measure these achievements, evaluation instruments such as observation sheets and questionnaires are needed. Observation sheets are used to record the active participation of students, the relevance of the questions asked, and the quality of their contributions (Setiawan et al., 2021; Swaffield, 2011). Evaluation questionnaires are useful for determining students' perceptions of the material, learning methods, and the relevance of the case study, as well as providing an opportunity to provide suggestions for improvement (Box et al., 2015; Larenas et al., 2021). Students' final products, such as written analyses or presentations, are also assessed based on the depth of their thinking and the quality of their analysis (Allman et al., 2021; Setiawan et al., 2021). These evaluation aspects include conceptual understanding, critical thinking skills, communication, collaboration, and academic ethics. Data collection instruments, such as observation sheets and evaluation questionnaires, were used to record students' activeness in discussions, the relevance of questions, and the quality of their contributions.

Table 3. Example of Academic Integration Case Study in Subjects Qualitative Research Method

No.	Case Description	Violation and Impact	Prevention
1.	SS melakukan penelitian kualitatif tentang pengalaman hidup anak jalanan. Dalam proses pengumpulan data, SS memberikan imbalan berupa uang kepada beberapa informan dengan tujuan mendapatkan data yang lebih mendalam. Informan lainnya yang telah dirasakan memberikan cukup data tidak diberi imbalan.	Eksploitasi terhadap informan dan data yang diperoleh berpotensi bias. Selain itu, tindakan ini dapat merusak kepercayaan antara peneliti dan informan, dan validitas hasil penelitian diragukan.	Apabila informan akan diberi imbalan, maka semuanya harus mendapatkan imbalan yang sama. Imbalan tersebut juga harus disampaikan secara transparan kepada semua informan.
2.	Pada saat proses analisis data, BB menghilangkan beberapa data yang dianggapnya dapat menyebabkan hipotesis yang diajukannya tidak akan terbukti. Sebagian data lain diubah untuk mendapatkan tingkat akurasi yang lebih baik.	BB melakukan manipulasi data dan rekayasa hasil penelitian. Hasil penelitiannya tidak akurat dan kredibilitasnya tidak dapat dipercaya.	Melakukan audit terhadap prosedur untuk memastikan dilakukan dengan benar. Jika ada prosedur yang salah maka data dapat dikumpulkan ulang. Jika prosedur sudah benar, maka hasil perlu dijelaskan secara kritis mengapa tidak sesuai dengan hipotesis yang ditetapkan.
3.	Saat menulis laporan penelitian, peneliti CC menggunakan sebagian besar data dari penelitian sebelumnya tanpa memberikan kredit yang sesuai. Data itu justru dinyatakan sebagai hasil kegiatan penelitian lapangannya.	CC melakukan plagiarisme dan tindakannya dapat menyebabkan hasil penelitiannya dibatalkan. CC bahkan dapat diajukan ke pengadilan akibat tindakannya mencuri karya intelektual orang lain.	Sitasi dan referensi terhadap bagian yang dikutip perlu dilakukan sesuai dengan gaya selingkung yang menjadi acuan penelitian.

The potential of case study-based learning is very large to improve the quality of learning, but it still requires further efforts to optimize its implementation, especially in terms of improving the knowledge of lecturers teaching related courses (Mostert, 2007). Many lecturers need professional training to be more skilled in using case studies as a learning strategy (Ulvik et al., 2022). Holding special training and sharing good practices among educators can improve lecturers' skills and confidence in integrating case studies into learning (Mostert, 2007; Ulvik et al., 2022; Zhang et al., 2023).

On the other hand, students often have difficulty analyzing cases, especially if this method is new to them. To overcome this, lecturers need to provide support such as scaffolding, trigger questions, and procedural instructions (Dewi et al., 2022). Simple cases and effective time management also help overcome this challenge (Fatimah et al., 2023).

DISCUSSION

In addressing the academic integrity issues faced by students, David Merrill's design principles (Kurt, 2022; Pappas, 2023) can be the basis for designing more effective learning. Merrill's learning design principles emphasize that effective learning occurs when learners engage in tasks that center on real problems and when new knowledge is directly connected to prior experiences or knowledge (Badeleh et al., 2021; Merrill & Frick, 2020; Salehi et al., 2020). Using this approach, learning can be designed to address academic integrity issues faced by students, such as referencing errors, plagiarism, and lack of understanding of academic ethics (Alalwan et al., 2019; Luniachek et al., 2020; Waghid & Davids, 2019).

Challenges in academic integrity can be addressed through structured learning design. First, it is important to educate students about the importance of citing sources and how to write proper citations (Temesvari et al., 2022). This knowledge can be transferred by providing practical training that focuses on academic ethics and reference writing formats, such as APA or MLA. Second, students need to be guided to conduct independent research rather than copying friends' answers. This can be achieved through socialization of the consequences of plagiarism and development of individual research skills, which is in line with the principles of active learning (Nketsiah et al., 2023; Temesvari et al., 2022).

Furthermore, there needs to be an approach that encourages students to prepare well for exams and reduce dependence on friends during exams. Lecturers can design exams with a variety of questions to reduce opportunities for cheating and increase supervision during the exam. This supports Merrill's principle which emphasizes the importance of student involvement in the learning process (Pedler et al., 2020; Truong et al., 2019). In this case, training on integrity in exams is very important to build students' awareness of academic ethics.

Students also need to be given assignments that require personal analysis and synthesis, so that they are encouraged to think more critically. Thus, learning designs that involve real case studies can help students understand the impact of plagiarism and the importance of originality of ideas in scientific writing (Temesvari et al., 2022).

It is also important to educate students about the importance of checking the source when citing references (Jadhav & Lihitkar, 2021; Nketsiah et al., 2023). Training in finding and verifying sources of information is essential so that students can use credible sources (Temesvari et al., 2022). In addition, students need to understand the importance of marking direct quotations. Education about the rules of writing citations will help them avoid academic violations that are often caused by ignorance (Nketsiah et al., 2023; Temesvari et al., 2022).

Teaching modules designed with Merrill's principles can also be directed at developing students' understanding of scientific writing and instilling the value of academic integrity. Students not only need to understand the technical aspects of writing, but also value honesty in research (Čalović Nenezić et al., 2023; Luniachek et al., 2020; Sbaffi & Zhao, 2022). An introduction to the stages of writing, from topic selection to bibliography, is essential in this context. The use of relevant case studies will increase student engagement and provide them with the opportunity to apply the principles they have learned in real situations.

To enrich the learning process, it is also recommended to involve students in class discussions and simulations of ethics board hearings. Simulations can provide practical experiences that support learning and emphasize the importance of direct involvement in the learning process.

As part of the learning design, the use of writing aids such as Mendeley and Google Scholar can be introduced to assist students in managing references and checking for plagiarism (Muzammil et al., 2023; Temesvari et al., 2022). Discussions that refer to questions related to cases of academic integrity violations will encourage students to think more deeply about their actions and the potential consequences they may face.

Learning videos can also be an effective method of conveying the concept of academic integrity. By utilizing various types of videos, such as in-depth investigations of plagiarism cases, animations, and tutorials, teaching can be more interesting and easy to understand. Guided discussions after watching the videos can strengthen students' understanding of the importance of academic ethics and the application of integrity principles in their writing.

Clear observation and evaluation guidelines should include learning objectives, success indicators, and data collection instruments to record student engagement in discussions. By evaluating conceptual understanding, critical thinking skills, and collaboration, lecturers can gain insight into the extent to which learning objectives have been achieved. Evaluation results that are delivered systematically will provide valuable feedback for future improvements to learning designs.

By applying design principles and learning design theories, the academic integrity issues faced by students can be effectively addressed. A comprehensive approach, emphasizing real-life experiences, and strengthening the understanding of academic ethics will help students not only achieve good writing skills, but also build an honest and integrity academic culture.

This study can be related to the study of Zaghu, Kuswandi, and Wedi (2023), which highlighted the importance of problem-based learning in improving learning skills through relevant and contextual activities. Although their study used concept maps as a tool, the basic principles of real-world problem-based learning can be applied in the context of developing academic integrity. In this learning design, the emphasis on case study practices can provide similar benefits, especially in building students' awareness of the values of academic honesty. Through case studies that reveal various violations of academic ethics, students not only understand the impact of unethical actions, but also develop critical thinking skills, problem analysis, and responsibility for scientific work. Thus, the application of case studies as a learning strategy can be an effective step in instilling academic integrity while improving the quality of students' learning skills as a whole.

This study can also be related to the findings of Aisyah, Adi, and Wedi (2021), which revealed that academic procrastination is a significant problem experienced by students, especially in completing complex tasks such as theses. Academic procrastination is often caused by lack of time management, low motivation, and a tendency to do other activities that are more enjoyable

than completing academic tasks. In the context of developing academic integrity through case studies, this learning practice can be designed to encourage students to complete assignments on time while internalizing values such as responsibility, honesty, and commitment. Case studies that are relevant to violations of academic ethics, such as plagiarism or dishonesty in reporting research results, can provide students with direct experience to understand the consequences of unethical actions. Thus, case study-based learning not only improves academic understanding but also helps students reduce procrastination behavior by building a sense of responsibility and discipline in completing academic tasks.

The development of academic integrity through case study-based learning is closely related to the concept of adolescent self-development, as shown in the research of Hidayat, Istikomah, Andriani, and Trilisiana (2023). Their research on the use of self-cards as an educational medium to increase self-confidence in late adolescents highlights the importance of character values such as self-confidence, responsibility, and respect for others in forming a strong personality. In the context of academic integrity, attitudes such as honesty, a sense of responsibility, respect for the work of others, and the confidence to work independently and collaboratively are also important elements. Through case study practice, students can be involved in scenarios that encourage them to internalize these values. Thus, this approach not only improves academic skills but also builds a strong sense of self-confidence, which serves as a foundation for broader self-development.

In closing, the application of learning design principles that prioritize real-world problem-based practices, such as case studies, offers a strategic solution to addressing academic integrity issues among students. By involving students in relevant and contextual learning, they not only gain theoretical understanding, but also real experience in dealing with the consequences of unethical actions. This learning design also encourages character development, such as responsibility, honesty, and respect for the work of others, which are important foundations in building an academic culture of integrity. Thus, this study contributes to improving the quality of learning and strengthening academic ethics that have a positive impact on the sustainability of higher education.

CONCLUSION

Students' academic integrity often faces challenges, such as incorrect referencing, plagiarism, and lack of understanding of academic ethics. A case study-based learning design that refers to David Merrill's design principles can be an effective solution. This approach not only improves students' understanding of academic writing, but also forms an awareness of ethics and integrity in the learning process. Educational institutions need to adopt a more interactive and case-based learning approach to address academic integrity issues. The application of effective learning design principles can help students better understand the importance of ethics in writing and research. The contribution of this design is to the formation of an academic culture of honesty and integrity, as well as reducing academic misconduct. This study shows that the problem of students' academic integrity can be overcome with a structured case study-based learning design. This finding is in line with previous studies that highlight the importance of real-world problem-based learning to improve students' learning skills and character. However, challenges such as the lack of motivation of lecturers to participate in academic capacity building training still need more attention. In the future, further research can explore the effectiveness of this learning design by involving various disciplines, as well as integrating technologies such as AI-based data analysis to improve the effectiveness of case study-based learning evaluation. This effort is expected to not only build academic integrity, but also form a more honest, responsible, and competitive academic culture.

Based on the findings and implications of the study, several important recommendations can be provided to support the development of academic integrity through case study-based learning. Regular training for lecturers needs to be carried out to improve understanding and skills in implementing case study-based learning, especially through guided exercises that focus on learning design on academic ethics and interactive teaching techniques. In addition, the development of seminars and tutorials for students is very necessary to provide an understanding of academic integrity, how to avoid plagiarism and correct writing techniques. The use of real case studies can encourage students to think critically and be aware of the impact of academic violations, while group discussions and simulations offer practical experiences that help them understand the context of academic ethics in more depth. To support the learning process, the use of technology such as reference management applications and anti-plagiarism software also needs to be improved to ensure the authenticity and academic integrity in scientific writing. Finally, the implementation of evaluations that involve feedback from students and lecturers is an important step to ensure continuous improvement in learning design and its implementation.

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