



The Influence of Academic Integrity and Competency on Lecturer Performance in Higher Education

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ABSTRACT

Higher education is one of the national education subsystems which cannot be separated from other subsystems both inside and outside the education system. The existence of higher education in the overall life of the nation and state has a very big role through the Tridharma of higher education, namely education, research and community service. Therefore, universities are required to become reliable leaders in developing the progress and civilization of the nation and state. Universities have a national vision and mission. Higher education is the infrastructure for producing graduates or future leaders of the nation who are qualified and virtuous. Therefore, higher education must be organized with an orientation towards the quality of graduates. Integrity is a concept that refers to the consistency between a person's actions and words. In ethics, integrity is defined as honesty and correctness of one's actions. The issue of lecturer integrity also needs to be studied further. Not all lecturers have high integrity. Integrity relates to a person's professional competence. This is one of the factors that influences lecturer performance. The design in this research is semi-constructive, where a scale design will be carried out using collaborative theoretical studies with direct information obtained from field data. The results of the research show that factors that influence performance are knowledge, self-confidence, ability, perception, attitude (integrity), personality, motivation, commitment, and competence possessed by each individual. The two variables above, namely integrity and competence, are interesting to study further in relation to lecturer performance. The main task of lecturers is to carry out the tri dharma of higher education, namely carrying out education and teaching, research and community service. Quality lecturer performance is really needed by higher education organizations. There are several factors that can influence lecturer performance, including academic integrity and lecturer competence.

Keywords: *Academic Integrity, Competency, Higher Education, Lecturer Performance.*

1. INTRODUCTION

Integrity in the Oxford Dictionary (2000) in (Jahja, 2005), is defined as "the quality of being honest and having strong morality". This concept refers to the extent to which individuals think and act honestly and have strong morality. This character will direct individuals to carry out behaviors that are in accordance with the truth and norms that exist in society. The word integrity comes from the Latin word integrity which has the meaning of comprehensive, united, joined, untouchable, and mutually belonging [1]. Several recent discoveries were presented by Peterson and Seligman in their book "Character Strengths and Virtues: A Handbook and Classification", one of which is the difference in connotation between Integrity, Authenticity, and

Honesty. Integrity refers to moral compliance and self-unity, Authenticity to emotional sincerity and psychological depth, and Honesty focuses on factual and interpersonal [2]. Many other studies reveal how this integrity is a supporting force for individuals to maximize the choices they make and make them an authentic form of behavior. This is what makes the personality style more responsible and more selective in choosing behaviors that suit it. The character of integrity that can be built in an academic context will create a good higher education system, because it has maintained academic standards, is able to develop scientific progress, and can prepare the young generation to be responsible as part of a civilized society[3]. More specifically, Keohane determined five values that must be present in building

academic integrity, namely honesty, trust, fairness, respect, and responsibility [4]. People with integrity will tend to virtually have activities that lead to their long-term goals and all of their behavior is focused on future goals [5]. Individuals who are optimistic will have strong hopes for the future, while individuals who are pessimistic are unsure about the future, and this kind of behavior depends on the integrity of each individual. Higher education is one of the national education subsystems which cannot be separated from other subsystems both inside and outside the education system[6]. The existence of higher education in the overall life of the nation and state has a very big role through the Tridharma of higher education, namely education, research and community service. Therefore, universities are required to become reliable leaders in developing the progress and civilization of the nation and state.

Universities have a national vision and mission. Higher education is the infrastructure for producing graduates or future leaders of the nation who are qualified and virtuous. Therefore, higher education must be organized with an orientation towards the quality of graduates. To carry out these very strategic functions, roles and positions, professional lecturers are needed. In other words, high performing lecturers are needed in implementing the Tridharma of Higher Education. As stated by Ivancevich, Konopaske, and Matteson (2011: 182) that performance is The explanation above provides an illustration of the importance of integrity in individual self-development. So that in the end this character will lead to ethical behavior[7]. Although many measuring instruments have been created to measure individual integrity, such as the Experienced Authenticity Measure (1997), Locus of Causality (1989), Personal Value Scales from Robinson, Shaver, & Wrightsman (1991), no one has yet comprehensively developed a measuring instrument that suitable with academic culture in

Indonesia, especially in the university environment. So this research aims to semi-construct an integrity scale in an academic context and how it correlates with lecturer competence so that the performance of the tridharma of higher education lecturers can be of high quality..

2. METHODOLOGY

The design in this research is semi-constructive, where scale design will be carried out using collaborative theoretical studies with direct information obtained from field data. The advantage of using this semi-constructed design is that it strengthens existing theories and obtains as many behavioral indicators as possible. Then testing of the psychometric properties was carried out, including analysis of content validity, discriminating power, confirmatory factor analysis, and testing of external concurrent validity[8].

2.1 Procedure

A series of activities will be carried out to obtain significant data, so as to create a comprehensive measuring tool. The first activity is conducting an open-ended questionnaire which functions to explore aspects and indicators of the theory. Second, the construction of the academic integrity scale and professional competence of lecturers, and third is a series of psychometric property analyzes[9].

2.2 Measuring Tools

This research uses the concept of integrity presented by Keohane, where academic integrity in the form of honesty is a commitment held by individuals regarding the positive values they possess so that they are able to act and behave appropriately in creating a good academic situation (Keohane, 1999). There are 6 aspects in this integrity construct which can be seen in blue print table 1

Table 1. Blue print

Variable	Aspec	Indicator	Percentage(%)
Academic Integrity	Discipline	Make honesty the basis of the learning process	22
	Number of jobs	A sense of optimism in carrying out a certain amount of lecture assignments	24
		Able to build a strong academic situation	
	Quality of Work	Responsible for various academic activities carried out	14
	Timeliness of work	Validate all work on time	20
		Ready to contribute to creating good academic standards	20

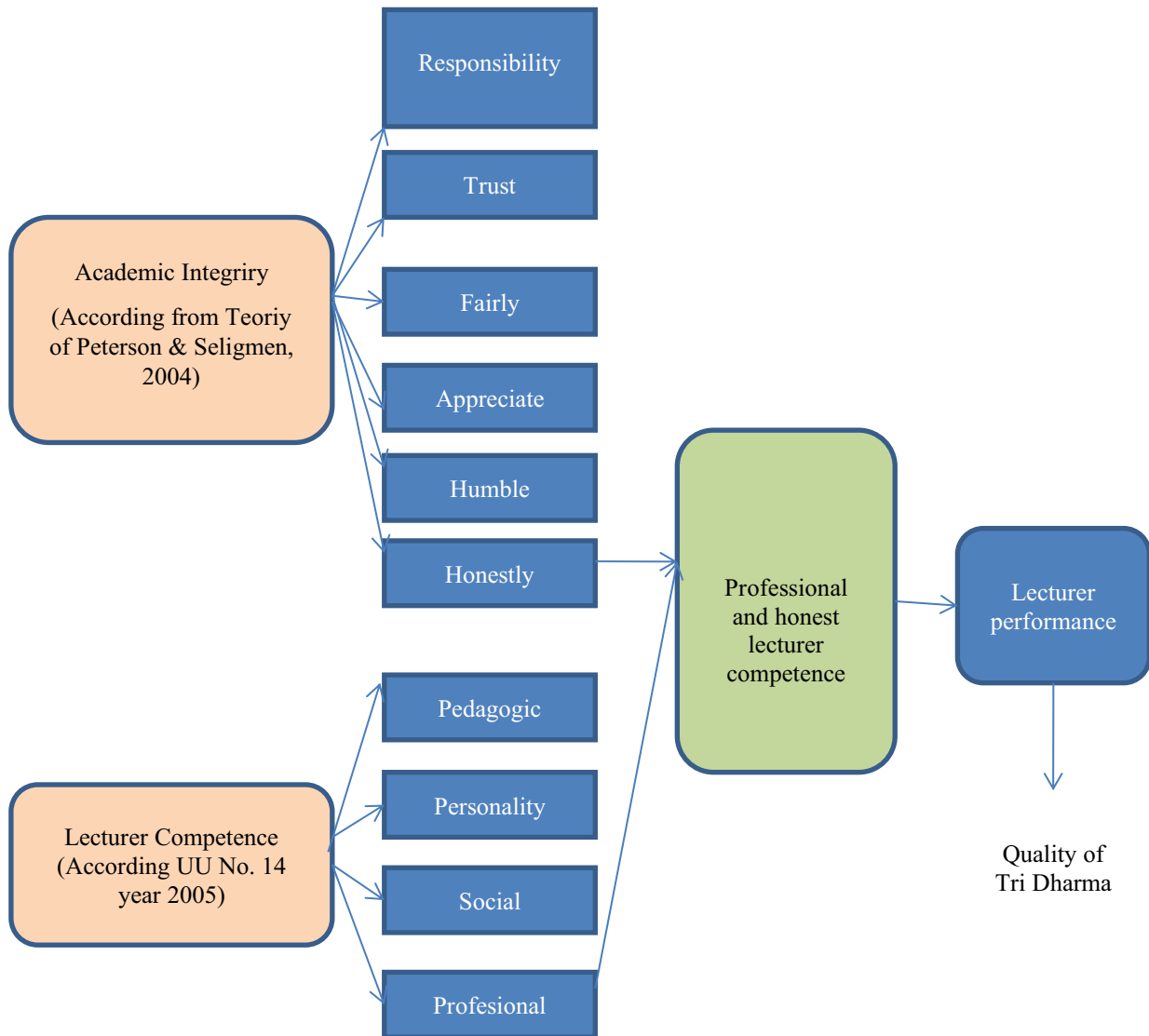


Figure 1 Framework

3. RESULT AND DISCUSSION

From the figure 1, Lecturers who have competence will be able to carry out their duties professionally. Relationship between Performance and Competency. According to Wirawan (2012: 9), performance has a causal relationship with competence (competency or ability). Performance is a function of competence, attitudes and actions[10]. Competencies describe the characteristics of knowledge, skills, behavior and experience to perform a particular job or role effectively. The main task of lecturers is to carry out the tri dharma of higher education, namely carrying out education and teaching, research and community service[11].

The history of the emergence of the concept of integrity was adopted from various consensuses obtained as a result of critical thinking about psychological theories which only focused on issues of the unconscious, mentality and environmental domination (Darwinism),

which then created a new, more humane movement and one of them produced the construct this integrity [12]. This concept was first developed by Rogers (1961, in (Peterson & Seligman, 2004), as a feeling experienced, realized and recognized by individuals and able to communicate it if necessary[13]. The understanding proposed by Rogers about integrity emerged as a reaction to dissatisfaction with Kohlberg's theory of moral development in accepting the roles of the self. Kohlberg (1976) revealed that his theory, which explains that moral understanding is guided by logical development, is unable to answer why moral understanding does not guarantee that individuals carry out moral actions These problems then led to the concept of integrity increasingly developing in various domains of individual life[14]. Another opinion was added by Yukl and Van Fleet by conducting various experiments related to a person's integrity, so that they gave a definition of integrity as "a person's behavior is consistent with espoused values and

that the person is honest and trustworthy"[15]. It was this research that led other experts to express their interest in integrity. Miller and Schlenker (2007) in (Mauler, 2006), found several findings related to integrity issues; (1) Integrity is related to important principles in an individual's self-concept; (2) generate behavior that is consistent with their principles, and (3) be stronger as a unit of character. Explanation of these dimensions brings progress in the development of integrity measurement tools[16].

Robbins (2001: 37) calls competency "ability, namely the capacity of an individual to carry out various tasks in a job". Furthermore, Robbins (2001: 38) explains that "Individual abilities are formed from two sets of factors, namely intellectual ability factors and physical ability factors. Intellectual abilities are the abilities needed to carry out mental activities, while physical abilities are the abilities needed to carry out tasks that require stamina, dexterity, strength and skill." According to Law Number 14 of 2005 concerning Teachers and Lecturers, and according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Competency for Teachers and Lecturers, there are four competencies that must be possessed as a lecturer in carrying out their duties. These four competencies include pedagogical, professional, personality and social. These four competencies are integrated in the performance of teachers and lecturers. Pedagogical competence includes teachers' and lecturers' understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Personality competency is a personal ability that reflects a personality that is steady, stable, mature, wise, and authoritative, being a role model for students, and having noble character. Social competence is a teacher's ability to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Professional competence is broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance that covers the material, as well as mastery of scientific structure and methodology[17]. The four competencies mentioned above are holistic and integrative in the performance of teachers and lecturers. Therefore, the overall competency figure for teachers and lecturers includes:

1. In-depth introduction to students;
2. Mastery of the field of study, both scientific disciplines (disciplinary content) and teaching materials in the school curriculum
3. Organizing educational learning which includes planning and implementing learning, evaluating learning

processes and outcomes, as well as follow-up for improvement and enrichment; And

4. Continuous personality and professional development.

Lecturer performance is designing, teaching and evaluating the learning process. PP No. 60 of 1999 article 3 paragraph (1), states that universities provide higher education and research as well as community service or better known as the Tri Dharma of Higher Education.

So it can be concluded that the performance of a lecturer is not only teaching, but also carrying out research and various scientific studies as well as community service (PP RI No. 60 of 1999: 3-4). Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Chapter I article 1 emphasizes the duties, profession, providers of formal education, qualifications and competencies of lecturers as follows[18]:

- 1) Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service.
- 2) Professional is a job or activity carried out by a person and becomes a source of income for life which requires skills, skills or abilities that meet certain quality standards or norms and requires professional education
- 3) Education providers are the government, regional governments, or communities that provide education through formal education.
- 4) Academic qualifications are academic education certificates that teachers or lecturers must have according to the type, level and unit of formal education at the place of assignment.
- 5) Competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties" (RI Law No. 14 of 2005 concerning Teachers and Lecturers).

4. CONCLUSION

Integrity is a concept that refers to the consistency between a person's actions and words. In ethics, integrity is defined as honesty and correctness of one's actions. The issue of lecturer integrity also needs to be studied further. Not all lecturers have high integrity. Integrity relates to a person's professional competence. This is one of the factors that influences lecturer performance. As stated by Mahmudi (2005: 21) that one of the factors that influences performance is knowledge, self-confidence, ability, perception, attitude (integrity), personality, motivation, commitment, and competence possessed by each individual. Quality lecturer performance is really

needed by higher education organizations. There are several factors that can influence lecturer performance, including academic integrity and lecturer competence.

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