

Contract cheating in Z generation: Sociology of education review of academic fraud in Indonesia

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ABSTRACT

Today, Z Generation around the world including Indonesia have engaged in a form of academic fraud namely “contract cheating”. It is a phenomenon that occurred when students ask others to finished the assignments which is given by their teachers or lecturers. Contract cheating is a serious problem as it relates to educational norms and ethics. The research focuses on contract cheating that occurs on social media among generation Z in Indonesia by offering views that adopt the sociology of education. Technical data collection is carried out by means of documentation to social media such as Instagram, Twitter, and Telegram as well as reviewing book libraries, journals, and websites. The results of the research suggest that 1) contract cheating is a type of academic fraud; 2) students who engage in contract cheating are violating academic norms and ethics; and 3) improvements to the education system are needed to address the problem of contract cheating.

Keywords: *Contract cheating, Z generation, Sociology of education, academic fraud, social media*

INTRODUCTION

Researchers, organizations, journalists, and policymakers have been more aware of the rise in student academic integrity violations in recent years. While the types of infractions vary greatly, a new issue known as “contract cheating” has become more prevalent globally and in all academic fields (Erguvan, I. D., 2021). According to Clarke & Lancaster (2006), the term “contract cheating” refers to situations in which students pay other people to finished their tasks, which they then turn in as if they were their own (Baird, M., & Clare, J., 2017). It continues to be a precarious issue for not only but also higher education in general, about domestically orabroad (Groves, A. & Victoria Nagy, 2022). According to Bhinekaswathi, D. & Nurbayani, S. (2022) in Indonesia contract cheating known as “joki tugas”.

Contract cheating reflects a major academic fraud that jeopardizes the integrity of academics that related to grades and credentials of the students (Erguvan, I. D., 2021). It is probably more serious than other types of academic fraud because students who engage in such activities do not do so with an honest effort (Draper, M. et al., 2021). In the last ten years, more and more jurisdictions have used legal measures to ban or criminalize contract

cheating in an effort to uncover, punish, and discourage such misconduct. This has resulted in a relatively recent but paradigmatic shift in how contract cheating is conceptualized and addressed (Draper & Newton, 2017).

Determining the prevalence of contract fraud is quite challenging (Groves, A. & Victoria Nagy, V., 2022). Students can find essay mills, peer-to-peer websites, and companies that create custom assignments more easily than ever before because access to customized ads and simple Internet searches on popular platforms like social media (Clare et al. 2017 indicated quick increase). Many analysts assert that the failure to heed early warning signs of contract cheating's expansion is the reason why it has reached its current high levels. (Lancaster, T., 2020). The "issue" of students outsourcing their coursework or engaging in contract cheating has received extensive attention in Australia and other nations (Groves, A. & Victoria Nagy, 2022), yet in Indonesia it is still seen as a non-issue.

Some academics assert that "it is uncertain how common contract cheating occurs" (Walker & Townley, 2012; Groves, A. & Victoria Nagy, V., 2022). When students are lured in by marketing from contract cheating providers, they might not understand the repercussions (Draper, M. et al., 2021) Meanwhile, as contract cheating casts doubt on all of a given institution's degrees, the implications go beyond just the individual (Erguvan, I. D., 2021). According to Bretag (2019), using these services might be risky for individuals since future medical professionals, social workers, or engineers who have diverted their tasks could constitute a significant danger to society (Lancaster, T., 2020). The credibility of science is also at risk when scientists and researchers buy their theses, publications, and credentials (Erguvan, I. D., 2021).

Despite awareness of the industry's challenges dating back at least to the 1970s (Stavisky, 1973; Lancaster, T., 2020), it is more recent that students have easy access to services that provide academic fraud and that these services are widely advertised. As a result, it is It's improbable that any students are uninformed of the possibility that they have to take academic short cuts (Lancaster, T., 2020) and that they are aware of the risks involved (Draper et al., 2017). Students can show tasks on auction websites, hire writers, and obtain pre-written papers in the virtual world to have essays written, research done, or movie documentaries reviewed, theses or proposals, exams, or even daily tasks completed (Hersey, C. S., & Lancaster, T., 2015). On social media, there is a virtual world.

Based on the aforementioned circumstance, it would be interesting to investigate this contract cheating phenomena. The study offers perspectives that embrace the sociology of education and focuses on contract cheating among Indonesia's generation Z on social media. All parties, including students, instructors, lecturers, and society at large, are anticipated to benefit from this research by being more aware of the issues that are now occurring in the social and educational spheres.

LITERATURE REVIEW

Generation Z

According to Stillman, D. & Stillman, J. (2017), the term "Generation Z" is usually used for people who were either born after 1994 or between 1995 and 2010 and are characterized by having early access to the internet and receiving a lot of social media impact (Ninan, N., Roy, J. C., Cheriyan, N. K., 2020). Most members of this generation are still in their teens, the oldest are only just turning 24. For conversations, learning assessments, social interactions, play, or work they are renowned for their ability to smoothly transition from face-to-face to digital platforms. They are also referred to as Post-Millennials (Madden, 2017).

For the first time, internet and social media have always been available to them; technology is pervasive (Seemiller, C. & Grace, M., 2016). They recognize and make use of technology's power (Williams, K. C., Page, R. A., Petrosky, A. R., & Hernandez, E. H., 2010). Compared to earlier generations, The Internet and electronic devices have seen an increase in usage among Generation Z, also teens who use social media more frequently report feeling lonely and dissatisfied, have poorer mental health, and are less satisfied with their lives (Eckleberry-Hunt, J., Lick, D., & Hunt, R., 2018). They might be emotionally more fragile and insecure than prior generations, and they lack understanding of why (Twenge, J.M., 2017). Gen Z is a game-changing generation that places a high

value on using social media extensively in their daily life (Vitelar, A., 2019).

Those in social media, mobile device access, and internet have been a part of Generation Z's upbringing, making them true digital natives. This atmosphere has led to the emergence of a hypercognitive generation; they are quite acclimated to acquiring information from combining several sources, cross-referencing it, and utilising both online and offline experiences (Francis, T. & Hoefel, F., 2018). The iGeneration, centennials, post-millennials, zoomers, or Homelanders are other names for Gen Z. In contrast to millennials, who witnessed the development of the Internet while continuing to utilize landlines and cable television, Gen Zers have spent their entire lives completely connected to the digital world. Most of them have never lived in a world without cellphones, and they have all lived during a time when social media and streaming entertainment were widely used. They interact with the Internet and one another differently than previous generations did (Eldridge, A., 2022)

Social media

The word "social media" is frequently described a shorthand "Web 2.0," which refers to a range of web and mobile applications that facilitate the process of producing and trading user-generated content. Social media can be divided into six different categories using a collection of media theories and ideas, including "social presence," "media richness," "self-disclosure," and "self-presentation": blogs, microblogs, content communities, social networking sites, virtual games, and social worlds are all examples of collaborative endeavors. (Kaplan, A. M., 2015).

Social media are websites and online tools that facilitate user interactions by allowing users to communicate knowledge, concepts, and interests (Khan, G. F., Swar, B., & Lee, S. K., 2014). With billions of daily users, it has surpassed other forms of communication in popularity (Harrell K. N. et al., 2020). It is simpler to generate, alter, and exchange information about a variety of goods and services thanks to social media (Ninan, N., Roy, J. C., Cheriyan, N. K., 2020). However, social media may make it easier for people to hire cheating services (Khan, G. F., Swar, & Lee, 2014).

Academic Fraud

Academic fraud, according to Albrecht et al. (2012), is an action taken by those who have the intellect to obtain an advantage by deception, cunning, and unfair behavior. Academic fraud conduct, according to Anderman & Murdock (2007), is defined as the use of any materials or forms of assistance that are not permitted to be used in academic activities and that could affect how exams and evaluations are conducted.

Academic fraud is a sort of academic dishonesty that is widely described by Lambert et al. (2003) as an attempt by students to employ unethical or prohibited practices in any academic project. When a person behaves dishonestly in a way that is against academic ethics, such as cheating, using someone else's work without giving credit, and other similar actions, that person is said to have engaged in academic fraud.

According to Dewi, I. G. A. R. P. & Pertama, I. G. A. W. (2020), academic fraud involves students deceiving teachers or lecturers to make them believe that the exam results or assignments are the result of their own effort.

According to Albrecht et al. (2010), there are six factors that can make fraud more likely: An inability to evaluate performance; a failure to punish or prosecute fraud; a lack of measures for preventing or identifying dishonest activity; a lack of knowledge; negligence, apathy, and an inability to prevent fraud; and (6) a lack of audit trail data.

Sociology of Education

In the final volume of his book *Positive Philosophy*, published in 1842, Auguste Comte used the term "sociology" for the first time. This word is a mix of the Greek verb *logos*, which means to speak, and the Latin word *socios*, which means friend. Currently, sociology is primarily considered as a discipline that studies human interactions with a variety of consequences, applications, and outcomes, among other things (Toenlio, A. J. E., 2016).

One of the most influential influences in contemporary life is education. It continues to be our most favored public institution that designs each person's life prospects, creates authoritative knowledge, and arranges professions. A sociology of education should be as robust and diverse as the organization itself (Mehta, J. & Davies, S., 2018). Education can be seen as a deliberate and organized effort for interaction between teachers and students in the field of sociology, with elements such as aims, content, tactics, and evaluation (Toenlio, A. J. E., 2016).

Numerous specialized fields exist within the discipline of sociology, and these subjects are ever-evolving. Early on, Educational Sociology was the dominant field, but in the late 1960s Sociology of Education overtook it. The change went beyond simple semantics. Larger sociocultural factors that affect education in the post-industrial era were ignored as Educational Sociology concentrated mostly on the cultural and social issues impacting comparatively more compact social groups. On the other hand, the sociology of education focuses on the social purpose of education and examines how it functions as a social institution (Shimbori, 1972; Chen, Y., & Yan, F., 2016).

According to its definition, sociology of education is the study of how social interaction and education fit into society. It is clear from this link that both society and education have an impact on one another. Sociology examines society at all scales, from the macro level (the entire society) to the meso level (the educational process in schools) to the micro level (individuals inside society) (Juwita, R et al, 2020).

According to Toenlio, A. J. E. (2016), sociology of education is the sociological study of educational interactions at both the macro and micro levels, with a focus on the roles of educators and students as well as on the objectives and content of education as well as on educational strategies and evaluation. The study of educational sociology starts with the outcome of the study of human interaction as an object of sociological study and includes social changes related to social institutions, social organizations, social rules, social attitudes, social behavior (Toenlio, A. J. E., 2016) and changes regarding technology.

Furlong, J. offers a useful illustration of how cutting-edge technologies can interact with sociology of education. He was early to recognize in the 1990s that the use of computers and the internet was fundamental elements of modern life and, thus, fundamental elements of understanding education and society (Selwyn. N. & Facer, K., 2014). Digital technology and the sociology of education appear to be more prepared than ever for the near future. We can see how the sociology of continuing education is evolving, and there may still be opportunity for more interaction with technology change (Selwyn. N. & Facer, K., 2014).

The fundamental objectives of sociology of education are to comprehend the function of the teacher in the community, the school as a tool of social advancement, and social issues impacting schools (Herrington, G. S., 1974; Idi, A., & Safarina, 2011); understanding the relationship between official and informal educational institutions, democratic ideas, and our culture, economy, and social trends; recognizing social influences and how they affect people; Socializing the next generation of learners.

Because education has been shown to be a tool with the ability to affect social change in society, the sociology of education now seems to be a historical need. A society's progress can be evaluated in part by looking at its level of education. The development of communities or nations with weak educational institutions will be hampered. Teachers are aware that many aspects of the educational system cannot be researched just from the viewpoint of educational disciplines; a perspective from social scientists, such as sociologists, is required (Juwita, R et al., 2020).

METHODS

This research used literature review as method to explain about contract cheating phenomenon that occurs on social media among generation Z in Indonesia by offering views that adopt the sociology of education. Technical data collection is carried out by means of documentation to social media such as Instagram, Twitter, and Telegram as well as reviewing book libraries, journals, and websites.

RESULTS AND DISCUSSION

The recent emergence of Generation Z and its distinctiveness have been a source of public concern, which is why there are more studies, publications, and articles attempting to describe and examine the traits and potential of Generation Z. (Mutia, T., 2019). Generation Z members find it challenging to step away from technology (Stillman, D. & Stillman, J., 2017). The ubiquitous accessibility of digital media has had an impact on teens' capacity to establish and maintain social networks as well as their capacity to obtain and exchange information (Seo, H., 2013). Gen Z, the largest online market and those who have grown up with technology and the internet (Priporas, Stylos, & Fotiadis, 2017) .

The ability of the Generation Z to keep up with technological advancements creates a unique phenomenon, from their communication style to their lifestyle that is so closely entwined with information and technology (Mutia, T., 2019). Generation Z uses social media extensively (Gunawan, L., Haryono, S., & Andreani, F., 2021). This explains why, despite the fact that they are both adept at using social media, Generation Z tends to spend more money than Generation Y. Teenagers in Indonesia are increasingly using social media platforms for communication (Seo, H., 2013). Additionally, Generation Z is the market with the greatest potential (Gunawan, L., Haryono, S., & Andreani, F., 2021) for contract cheating provider.

Social media has changed how we connect, communicate, and network over the past two decades, and individuals of all ages and backgrounds now utilize it on a widespread scale (Saleh, M., 2014). However, there are two sides to information technology's potential. On the one side, these potentials are advantageous for the business, but they also present a chance for fraud through leveraging information technology. Fraudsters who are knowledgeable about information technology and can spot the gaps will be able to commit fairly straightforward fraud (Novianti, N. & Firmanto, Y., 2022).

Social media is increasingly being used as a channel for communication between contract cheating providers and students (Khan, G. F., Swar, & Lee, S. K., 2014). It has gained popularity and offers a unique and effective way to educate and connect (Harrell K. N. et al., 2020). Utilizing social media for contract cheating services is extensive (Lancaster, T., 2019). When students on Twitter even slightly express dizzy with their essays, people or businesses offering these writing services frequently approach them (Amigud, A. & Lancaster, T., 2020).

Modern technology has never been more amazing or dangerous as it is now. We are aware that social media can bring people from different cultures, time zones, and languages together (Williams, M., 2015). These social media platforms continue to investigate new ways to link individuals as more and more people get access to the Internet (Williams, M., 2015) such as students and contract cheating provider.

Contract cheating reflects one of the biggest challenges for education, and it has a negative influence on society at large, wherever it occurs (Shala, S., Hyseni-Spahiu, M., & Selima, A., 2020). Both institutional factors (detection probability and sanctions) and individual factors (preferences for grades and risks) affect the presence and intensity of cheating (Quandt, 2012; Rigby, D. et al (2015) An activity that a student does in a variety of ways, sometimes even by utilizing dishonest and unethical methods, in order to achieve their desired academic goals (Apsari, A. K. & Suhartini, D., 2021).

Contract cheating is only briefly discussed in a few research papers, and no specific studies have been conducted on it (Kosumi & Leka 2018). Furthermore, there is no information that is specifically related to Indonesia (Shala, Hyseni-Spahiu, & Selima, 2020). Even now, the issue of contract cheating, which is described by the phrases "joki tugas," is widely discovered in some platforms of social media like Twitter, Instagram, and Telegram.

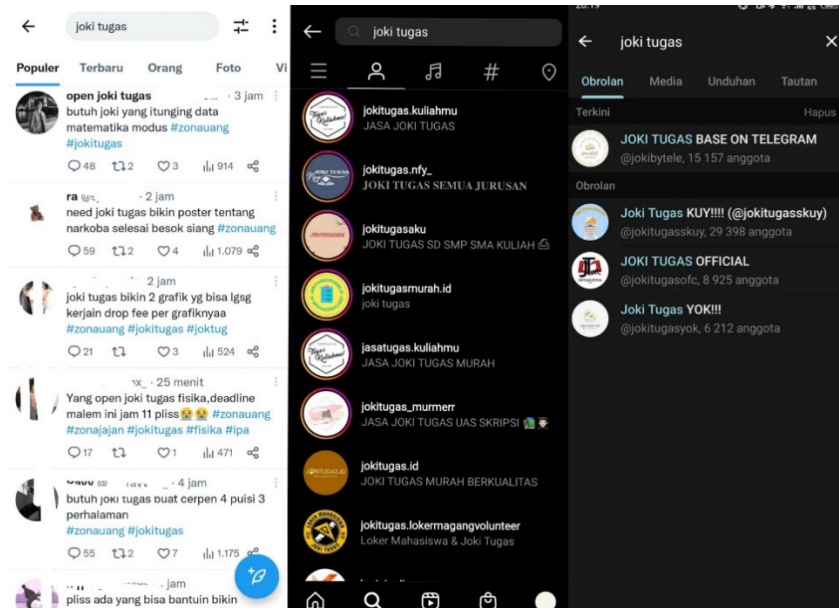


Figure 1: “Joki tugas” in Twitter, Instagram, and Telegram

The growth and modification of a student’s behavior is something that education is concerned with. The passing down to the next generation of information, attitudes, beliefs, talents, and other elements of behavior is related to education. The process of learning and teaching societally acceptable behavior of human patterns is known as education (Nasution, S., 2009). Social control is also related to education, and it broadly refers to any attempt or action made by a person or group to control the behavior of others (Nasution, S., 2009).

A study that examines the interaction between society, where social interaction takes place, and education is what is meant by the term “sociology of education,” among other definitions. In this regard, it is possible to observe how society affects education, and vice versa, how society affects education (Damsar, 2011). There is only one area of research where sociologists and educational specialists can collaborate: general studies of educational sociology. Depending on one another, each has the same meaning. Consequently, sociology and education complement one another in many ways (Idi, A. & Safarina, 2011). On the other hand, Ball (2008) points out that the connections between policy, education, and opportunity are the sociology of education’s fundamental concern.

The sociological study of sociology of education is employed to address key issues in the field of education (Maksum, 2013). Education professionals, educational activists, and policy makers can use the tools provided by educational sociology to analyze every educational issue logically, wisely, and scientifically while avoiding emotional responses (Ridwan, 2017). Researchers suggest two strategies to combat the phenomenon of contract cheating, namely socialization and internalization.

Socialization

According to Setiadi, E. M., and Kholip, U. (2011), socialization is defined as a lifelong process whereby an individual or group of individuals learns to identify recurring themes in their behavior, values, and social standards so that they can develop and function in their group. In a group or community, socialization is the action of imparting or imposing values, rules, or behaviors from one generation to the next (Soekanto, S., 1992).

The goal of socialization is to get those who are educated or invited to follow the laws and morals that are upheld by the neighborhood. The main goal of this socialization is not just for the principles and values to be known and understood; rather, it is for individuals to behave in conformity with the relevant standards and laws, and for those in question to abide by and respect them (Sholikhah, 2020).

In the sense that socialization is a continuous process that lasts from childhood to old age, it is not complete or all at once. For instance, some norms, like the fundamental guidelines for eating and drinking, are

passed down to the person while he is still a child; other norms, like dating norms, are suspended until the next age (when entering the early teens). Others involve ongoing instruction and are practiced throughout a person's lifetime. Depending on the factors that must be taken into account, specific institutions or individuals are typically in charge of socialization (Arifin, Z., 2015).

Socialization can take place within the family, at school, or in the community. Family members socialize with one another, and students socialize with one another in a classroom setting. Last but not least, community members socialize with one another (Bastian et al., 2020).

In society, the family is the most significant primary unit. The family is a setting where members of the family socialize the values or life roles they play in society. In order for children to eventually become independent adults who behave and act in accordance with applicable rules and values, it is important that they know and understand these rules and values. Within the family, there is a learning process in the sense of a "maturation" process from helpless individuals to personal candidates who are knowledgeable about fundamental information, social norms, values, and ethics (Sholikhah, 2020). In the family, generation Z can be fostered through socialization about the value of honesty, the benefits of acting honestly, and how to apply it in social life.

Internalization

The process of internalization, according to Johnson (1986), occurs when cultural value orientations and role expectations are completely incorporated with personality systems. This suggests that internalization entails appreciating standards or values in order for it to become awareness that manifests in attitudes and actions. According to Scott (1971), who approaches internalization via a sociological lens, internalization entails ideas, thoughts, and acts moving from the outside to a location within a personality's head (mind). A person's deep personality is frequently shaped by social structures and events, which leads to internalization. Based on the aforementioned theory, it can be deduced that internalization is a process by which people comprehend ideas, concepts, and behaviors that originate from without and then move into a personality's mind until the individual in question accepts these values as norms and believes they are a part of his or her beliefs and moral actions (Suntoro, R. & Widoro, H., 2020).

Value is a collection of attitudes and feelings that are always considered through human behavior, about bad values, right and wrong, inappropriate changes, both material and non-material objects. Perry quoted by Hadi (2015) states that: "value is any object of any interest", which means "value is an object that is liked or interested in". While definitively, Pelly by quoting Theodorson reveals that "value is an abstract concept that serves as a norm and overarching rules for doing and behaving" (Hadi, 2015). From the opinion above it can be concluded that value is something that is abstract. Values will be used as guidelines and principles that are owned by each person or group, these principles or guidelines become the basis for behavior and action (Suntoro, R. & Widoro, H., 2020).

People are concerned about the moral problem everywhere, in both developed and underdeveloped societies, because if there are many morals that are corrupted in a society, that society will be in unstable condition. Teenagers are a country's future resource, hence they will shape the future of the country. The younger generation is like the backbone of the country, and it is anticipated that they will be able to carry on the nation's leadership in the future to make it better (Arifin, Z., 2015). For this reason, Generation Z in Indonesia especially needs to internalize the value of honesty within themselves. In addition, the internalization of honest values can also be carried out through learning, so in line with that, teachers can educate their students to understand honest values so they will not act fraudulently, such as using contract cheating services.

CONCLUSION

Contract cheating or in Indonesia known as "joki tugas" is a serious problem of academic fraud in social and education areas that involve generation Z as the younger generation. That phenomenon currently a lot is happening on social media and is increasingly experiencing an increase due to the convenience of technology and information. Sociology of education can be part of solving this problem, for example by socialization and

internalization related to honest values that should exist in the identity of students so that they will not be involved in acts of academic fraud such as the use of contract cheating services.

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