

The Phenomenon Of Studying Assignment Joking In Social Studies Study Program Students At Fatmawati Sukarno State Islamic University Bengkulu

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ABSTRACT

Coursework jockeying is a form of academic cheating that is increasingly developing in the university environment along with the advancement of information technology and ease of access to academic service providers. This phenomenon not only reflects the low academic integrity of students, but also shows the existence of various factors that affect students' decisions to use jockey services in completing lecture assignments. This study aims to describe the forms of practice of jockey for lecture assignments and analyze the factors that encourage students of the Social Sciences Study Program of UIN Fatmawati Sukarno Bengkulu to use the services of task jockeys. The research uses a qualitative approach with a descriptive type of research. The research informants consist of students who use jockey services, jockey service providers, and lecturers as supporting informants. Data was collected through observation, in-depth interviews, and documentation, then analyzed using the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that jockeying practices are carried out on various types of tasks, such as papers, scientific articles, presentations, and observation reports. Factors that encourage students to use jockey services include difficulty completing assignments, time limitations, high academic load, and ease of obtaining jockey services through social media. This phenomenon shows that jockeying practices are not only influenced by individual factors, but also by academic culture and the development of digital technology. Therefore, it is necessary to strengthen academic ethics, increase lecturer supervision, and more strict institutional policies to prevent the practice of jockeying in the university environment.



Introduction

Universities are educational institutions that have an important role in shaping human resources who not only excel in academic aspects, but also have integrity, responsibility, and good ethics. One of the fundamental values that must be upheld in academic life is academic integrity. Academic honesty is the foundation of every learning process because it reflects students' responsibility for the learning outcomes obtained

through their own efforts (Cindiana, 2021). Thus, the higher education process is not only oriented towards achieving grades, but also on the formation of academic character with integrity (Ahmad, 2023).

In the learning process in higher education, lecturers provide various forms of academic assignments, such as papers, scientific articles, observation reports, and presentations. The task aims to develop students' critical, analytical, communicative, and scientific writing skills. In addition to being a learning evaluation tool, academic assignments are also a medium for students to build learning independence and responsibility for the academic process (Sudjana, 2017; Yuliarizki et al., 2024).

However, the development of information technology and educational digitalization also presents various new challenges in the academic world. One of the growing phenomena is the practice of using the services of college assignment jockeys. This practice is carried out when students hand over their academic assignments to other parties by giving certain rewards, then the results of the work are recognized as their own work. This phenomenon is a form of violation of the principle of academic honesty because it eliminates the essence of the learning process that should be undertaken by students (KBBI, 2016; Husna, 2022).

The phenomenon of college assignment jockeying is increasingly easy to find through various digital platforms, such as Instagram, WhatsApp, Telegram, and other social media. The ease of access to jockey services has made this practice develop more widely and organized. Alisa Rahmi Qisthiyah's research shows that social media is the main means of promoting and dealing with scientific work jockeying services, making the practice increasingly difficult to control. In addition, the research of Elizabeth Amelia Permata Sari and Daniel Jefri Kurniawan explained that time constraints, difficulties in doing assignments, high academic load, and low academic ability are factors that encourage students to use jockey services.

The practice of jockeying not only impacts individual students, but also affects the overall quality of higher education. Students miss out on opportunities to develop critical thinking skills, academic skills, and an attitude of responsibility. In the long term, these conditions have the potential to produce graduates who have high academic scores, but do not reflect their actual competence (Larasati & Osmawati, 2022). Therefore, the phenomenon of jockeying is no longer seen as a mere individual offense, but as a social problem that requires attention from various parties, including universities.

Based on a sociological perspective, this phenomenon can be explained using the Strain Theory put forward by Robert K. Merton. The theory explains that individuals tend to commit deviations when there is an imbalance between the goals they want to achieve and the ability or means they have to achieve them. In the academic context, the pressure of obtaining high grades, the demands of completing various assignments, and limited ability and time encourage some students to choose shortcuts through the use of jockey services as a form of adaptation to the academic pressure faced (Merton, 1968).

The Social Science Tadris Study Program, Fatmawati Sukarno State Islamic University, Bengkulu, is one of the academic environments that is inseparable from this phenomenon. Based on the results of initial observations and preliminary interviews, the practice of jockeying is found in various types of assignments, such as papers, articles, presentations, and observation reports. This phenomenon shows that the use of jockey services has become one of the strategies used by some students to solve academic

demands. This condition needs to be studied more deeply so that the forms of jockey practice and the factors behind it can be known.

Several previous studies have discussed the practice of academic jockeying, including the research of Nora Gus Tyara B.S. Siagian who examines thesis jockeying from the perspective of student code of ethics, Alisa Rahmi Qisthiyah's research which reviews the jockeying services of scientific works through the perspective of positive law and Islamic Economic Law, and Nur Hafidhotul Husna's research which examines the effectiveness of students' code of ethics in tackling jockeying practices. However, research on the practice of jockeying for lecture assignments in students of the Social Sciences Study Program of UIN Fatmawati Sukarno Bengkulu is still very limited. Therefore, this study has novelty because it specifically describes the forms of practice of jockeying for college assignments and analyzes the factors that encourage students to use the services of jockeys based on Robert K. Merton's Strain Theory.

Based on this description, this study aims to describe the forms of practice of jockeying for lectures and analyze the factors that encourage students of the Social Science Tadris Study Program, Fatmawati Sukarno State Islamic University, Bengkulu to use the services of jockeys in completing academic assignments. The results of the research are expected to contribute to the development of studies on academic ethics and become evaluation materials for universities in strengthening an academic culture that upholds honesty, responsibility, and integrity.

Method

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because the research aims to understand in depth the phenomenon of jockeying of lectures that occur in students of the Social Sciences Tadris Study Program (IPS) of Fatmawati Sukarno State Islamic University, Bengkulu. Qualitative research allows researchers to gain a comprehensive understanding of the forms of jockey practices, the factors behind students using jockey services, and the meaning given by informants to these phenomena. According to Moleong (2017), qualitative research is research that aims to understand the phenomena experienced by research subjects holistically through descriptions in the form of words in a natural context.

The research was carried out at the Social Sciences Tadris Study Program, Fatmawati Sukarno State Islamic University, Bengkulu. The selection of the research location was based on the results of initial observations that showed the practice of using the services of a lecture assignment jockey in various forms of academic assignments, such as papers, articles, presentations, and observation reports.

The research informants were selected using the purposive sampling technique, which is the selection of informants based on certain considerations in accordance with the research objectives. The informants consisted of students who had used jockey services for lectures, students who did not use jockey services as comparators, lecturers of the Social Sciences Study Program, and jockey service providers. The selection of informants was carried out so that the data obtained could describe the jockeying phenomenon from various perspectives.

The research data consists of primary data and secondary data. Primary data was obtained directly through in-depth interviews with all informants and the results of observations on activities related to the practice of jockeying for college assignments. Meanwhile, secondary data was obtained through documentation, books, scientific articles,

journals, and various documents relevant to research on academic ethics, lecture assignment jockeying, and Robert K. Merton's Strain Theory.

Data collection techniques are carried out through observation, interviews, and documentation. Observations were made to obtain an overview of the real conditions related to the practice of jockeying in the student environment. The interviews were conducted in a semi-structured manner using interview guidelines so that the researcher obtained in-depth information about the form of jockeying practices, causative factors, and the informant's views on the phenomenon. Documentation is used to complete research data in the form of photos of research activities, academic documents, field notes, and other documents that support the research results.

Data analysis uses the Miles and Huberman interactive model which includes three stages, namely data reduction, data presentation, and conclusion or verification. Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a descriptive narrative so that it makes it easier for researchers to understand the relationship between research findings. The last stage is carried out through drawing conclusions that are continuously verified throughout the research process so as to produce credible findings.

The validity of the data was tested using source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from students, lecturers, and jockey service providers, while technical triangulation is carried out by comparing the results of observations, interviews, and documentation. In addition, the researcher also conducted member checking of several informants to ensure that the data obtained was in accordance with the information intended by the informant, thereby increasing the credibility of the research results (Sugiyono, 2023; Moleong, 2017).

Results and Discussion

1. Form of Practice of Lecture Assignment Jockeying

The results of the study show that the practice of jockeying lectures for students of the Social Sciences Tadris Study Program of UIN Fatmawati Sukarno Bengkulu is carried out in various forms according to the type of assignment given by the lecturer. Based on the results of interviews with informants, the practice is not only limited to making papers, but also includes the preparation of scientific articles, presentations, and observation reports. These findings show that jockeying practices have evolved following the variation of the form of assignment applied in the learning process.

The most frequently shuffled type of assignment is papers. Students admitted that they chose to use the services of jockeys because the preparation of papers requires the ability to find references, understand theories, and arrange discussions systematically. Some informants stated that they had difficulty meeting the academic demands so they chose to use the services of other parties so that assignments could be collected on time with results that were considered better.

In addition to papers, scientific articles are also one of the types of assignments that are often snatched. The preparation of articles requires scientific writing skills, mastery of citation methods, and the use of adequate references. Not all students have this ability, so

some choose to use the services of jockeys who are considered more experienced in academic writing.

The practice of jockeying is also found in presentation assignments. In this condition, the service provider not only makes presentation materials in the form of PowerPoint, but also compiles the content of the material to be presented. In fact, some students only re-study the material that has been created by the service provider before making a presentation in class.

Another type of task that is often whistled is observation reports. Some informants revealed that the observation report was made without direct observation. Service providers compile reports based on available data or use similar reports that have been previously owned, then adjust them to the needs of students.

The findings show that the practice of jockeying has evolved from simply helping to complete tasks to a form of transferring academic responsibilities to other parties. This condition shows that the orientation of some students is more directed towards completing assignments and obtaining grades rather than the actual learning process.

2. Factors That Encourage Students to Use Jockey Services

The research found four main factors that encourage students to use task jockey services, namely difficulty in doing assignments, time constraints, high academic load, and ease of obtaining jockey services.

1. Difficulty Completing Tasks

Difficulty in understanding lecture material is the most expressed factor by informants. Students feel that they are not able to compile assignments in accordance with the academic standards set by lecturers, especially in tasks that require analytical and scientific writing skills.

This condition encourages students to look for alternatives that are considered easier through the use of jockey services. This decision is generally taken when students feel that they do not have enough ability to complete assignments independently. These findings show that low mastery of material is one of the causes of the emergence of academic cheating behavior in the form of the use of jockey services.

2. Time Constraints

Limited time is the dominant factor that encourages students to use jockey services. Most informants stated that the large number of academic and non-academic activities caused the time available to complete the task to be very limited.

In the condition that several courses provide assignments with almost the same deadline, students have difficulty dividing their time so they choose to use jockey services as a solution that is considered practical.

These findings show that students' time management skills are still a challenge in the implementation of the learning process in higher education.

3. Academic Workload

The large number of assignments given by lecturers in one lecture period is also a factor that encourages the practice of jockeying. The informant revealed that in one week they can receive several assignments at once from various courses with different levels of difficulty.

The accumulation of these tasks causes students to feel pressured so that the use of jockey services is seen as a way to reduce the academic burden felt.

However, the results show that the perception of the weight of the task load is also influenced by students' ability to set priorities and manage study time.

4. Ease of Access to Jockey Services

The development of digital technology makes it easier for students to obtain jockey services. The informant stated that service providers can be found through various social media such as Instagram, and WhatsApp.

The ordering process is done online with easy communication and fees that vary according to the difficulty level of the task. This convenience makes the use of jockey services even more difficult to control because transactions can be done quickly without a face-to-face meeting. The results of the study show that the practice of jockeying in college assignments is a form of academic dishonesty that is contrary to the principles of honesty and academic integrity. The use of jockey services eliminates the opportunity for students to develop critical thinking skills, analytical skills, and scientific writing skills which are the main goals of assigning academic assignments.

The findings of the study show that individual factors and environmental factors influence each other in encouraging students to use jockey services. Academic difficulties, time constraints, and high workload are strengthened by the ease of access to service providers through digital media. Thus, the practice of jockeying cannot be understood only as an individual moral issue, but also as a social phenomenon influenced by technological developments and academic culture.

This finding is in line with the research of Elizabeth Amelia Permata Sari and Daniel Jefri Kurniawan who stated that time constraints, task load, difficulty completing tasks, and ease of access are the main factors in using jockey services. This research also strengthens the view of Putri (2021) that the practice of jockeying is a form of violation of academic ethics because students obtain academic recognition without going through the actual learning process.

These findings show that technological developments not only provide benefits in the learning process, but also open up opportunities for the development of various forms of academic cheating.

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ethics because students obtain academic recognition without going through the actual learning process.

However, this study has novelty because it not only identifies the factors that cause the use of jockey services, but also describes in detail the form of jockey practice in various types of academic assignments, namely papers, scientific articles, presentations, and observation reports in the student environment of the Social Studies Study Program at the Fatmawati Sukarno State Islamic University Bengkulu.

Thus, this study provides a more comprehensive picture of the dynamics of the practice of jockeying in lectures and becomes the basis for universities to formulate prevention strategies through strengthening academic ethics, increasing learning supervision, and utilizing technology in detecting academic cheating.

Conclusion

This study shows that the practice of jockeying for lectures still occurs among students of the Social Science Tadris Study Program of UIN Fatmawati Sukarno Bengkulu in various forms, including working on papers, scientific articles, presentations, and observation reports. This practice reflects the transfer of academic responsibilities to other parties so that learning objectives that emphasize the development of critical thinking skills, independence, and academic integrity are not optimally achieved.

Factors that encourage students to use jockey services include difficulties in completing assignments, time constraints, high academic workload, and ease of obtaining jockey services through social media and digital platforms. These factors are interrelated so that they form conditions that encourage students to choose shortcuts in completing their academic obligations.

The findings of the study confirm that the phenomenon of college assignment jockeying is not only influenced by individual student factors, but also related to academic culture, learning systems, and information technology developments. Therefore, prevention efforts need to be carried out comprehensively through strengthening academic ethical values, improving the quality of the learning process, more effective academic supervision, and drafting firm institutional policies in tackling academic cheating practices.

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