Online Learning Create a Creative Mind for Cheating or Knowledge Digging

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Abstract: In December 2019, the outbreak of new diseases known as SARS-Cov 1 or SARS-Cov 2, commonly known as the Corona Virus, has forced the transition of conventional education into a new learning phase, online education, to avoid spreading the diseases. This study observe the effect of online learning on the students' performance through the hypothetical items in the questionnaire,whether they obtain more knowledge or become more creative in cheating and scoring online exams . This study also investigates the meaning of cheating from the students' perspective, which can be different from the educator's perspective. The questionnaire consists of 3 sections: descriptive questions, cheating-related questions, and knowledge digging-related questions were distributed on the Google form to the intended respondents. The collected data are analysed using Excel software. Based on the data gathered, most students believe cheating is more beneficial than knowledge acquisition while participating in online education. However, avoiding these issues might seem impossible and consume a lot of time to create a new system. Therefore, instead of creating a brand-new system, the responsible parties should modernise the existing systems to be more secure and ensure the authenticity of students' work.

Keywords: Cheating, Covid19, Knowledge digging, Online learning, Questionnaire

1.0 Introduction

2019 highlights a global schooling change. E-learning replaced traditional education, causing criticism. Dishonesty, low student performance, and workload are problems. E-learning takes place online. The education sector builds E-learning to fulfil pandemic demand [1]. Synchronous and asynchronous approaches were employed to cover Pandemic-affected learning time. Distance complicates student evaluation. Learning is assessed using online quizzes and assignments [2]. E-strength learning helps students save time. E-lack learning's of limits increases their safety. Lessons are accessible anywhere.

1.1 Online Assessment

Online assessment preserves and uses statistical results about knowledge, skills, attitudes, and views. Online assessment is indeed way teachers help students comprehend. Formative and summative testing make up this strategy. Formative and summative are equal. Formative assessment aims to promote learning and knowledge through quizzes. [3]. [4] and [5] said to emphasis on online formative assessment to create training- and skills-centred learning environments. Authenticity, dependability, and honesty affect online assessment performance [6-7].

1.2 Validity of Online Assessment

Online formative assessments possess numerical validity. Validity assesses how well assessments support learning. Validity is how well factual research supports test-based judgments and behaviours. Test validity depends on its intended application [8]. According to [6] and [9], validity necessitates analysing several variables and bits of knowledge. Online formative assessment uses interactive exercises. The technique increases student control and independence [10-11]. Active online learning engages students. Increase online exam and task validity by expanding instructional approaches.

1.3 Reliability on Online Assessment

Students and teachers require to gain trust from each other to ensure the reliability in the online assessments. Both are important for online learning. Online formative assessment reliability measures knowledge quality realistically [12]. Monitoring and analysing student trait progress involves learning knowledge, course design, and rubrics. The traits allows teachers to evaluate student development, skills, and defects. Reliable online formative assessment tracks student development [9], [13]. Dynamic techniques create new perspectives and ideas that reflect student growth. Dependable online formative assessment requires agreed, well-stated rubrics [6], [9]. Analytical rubrics analyse student learning [7]. Online examinations must be dependable.

1.4 Dishonesty in Online Assessments

Dishonesty is lacks of integrity. Students cheat during online learning, referring to this study survey. Dishonesty involves validating the learner's identity and work authorship by using instructional material within set restrictions [14]. Formative assessments include precision rubrics and method [6]. Validity and reliability boost honesty[6], [9].

1.5 Online Exams

Students are tested online since pandemic started. Online exams help teachers facilitate student learning. Most institutions have closed and relocated online since the pandemic. Teachers and students can access online tests remotely. Students can use notes, the internet, and other sources on the online test since it is proctored [15]. Online tests witness increases in word searches, indicating that students look online for answers. Their academic integrity is threatened because of the precarious online exams.

1.6 Cheating in Online Assessments

Cheating can boost grades. Each student cheats more because they assume most peers do too. Incognito and VPN make it hard to detect cheating [16]. Academic dishonesty online is blamed. Technology fosters cheating, claim others [17]. Online learning concerns cheating, thus instructors, administrators, and students must be authentic [18]. Online classes aren't interactive; therefore, cheating was suspected. Unfamiliar educators may miss online students.

2.0 Methodology

An online survey was conducted to investigate the effect of online learning on the students' perspective. There were 27 item to determine the effect of online learning, either encouraging students to dig more knowledge or cheating during online assessments. The data from the online survey was transferred to Excel software for further analysis. Finally, the results were presented in the form of a table or chart accordingly. **Figure 1** shows the flowchart conducted to obtain the results. The questionnaire was divided into demographic information, knowledge digging, and cheating. There were three questions in Section A, 20 for section B, and four for the final section. The data analysis was performed by calculating the mean value for each sections B and C. Then, the mean value is compared to determine the effect of online learning. This study polled UTHM students' opinions and discovered that online learning is used for both purposes: seeking knowledge and cheating for their education.
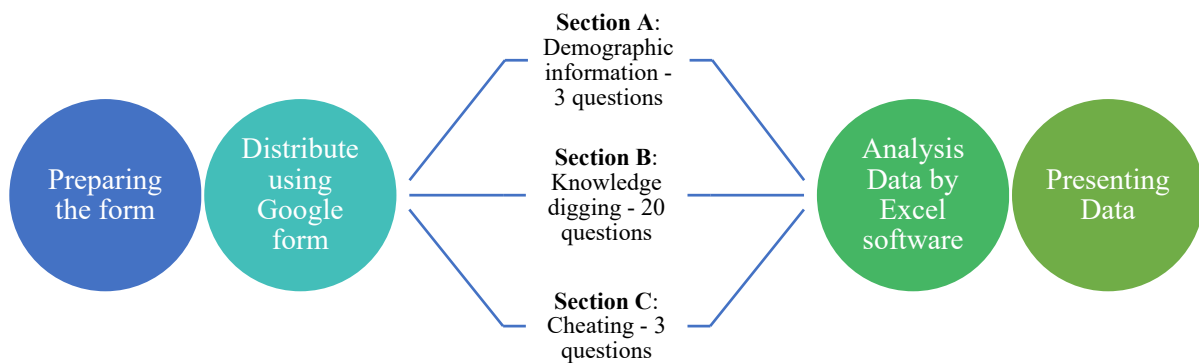

Figure 1: Flowchart research activity

The flow chart for this survey included all four stages conducted in this study. In particular, it begins with the "Preparing Feedback Form" section as the first stage of our research. This study looks through a wide variety of sources to come up with questions with titles that are a good fit and appropriate to ask respondents that have been proposed from the previous journal that related to the study title. Then, the "Distribute Feedback Form" was completed and checked off the list. The intended respondents received this Google form per the classes they are enrolled in, and the responses was ategorized accordingly. The next step in this study is the data analysis, which takes place after the researcher has obtained the desired number of participants who have completed the feedback form. Then, the received data was presented. The results of this study demonstrated how to complete the task, which is essential to include the flow diagram above to easily verify this study's accuracy.

3.0 Results and Discussion

In this study, an investigation on whether online learning leads to cheating or knowledge digging among diploma students was conducted the questionnaires were distributed through an online application, Google form. In addition, the link was distributed among the students of diploma studies. The questionnaire is divided into three sections, demographic, cheating, and knowledge-digging. The responses were recorded and analysed using Microsoft Excel. In this research, the result discussed here focuses on the mean of sections B and C.

Based on the response to the question asked, 67.5% voted that they tried to cheat during the online learning process. This shows a high percentage value compared to those who use online learning to dig into knowledge. In addition, to prove that online learning leads to cheating when 41.2% vote that going through notes is a method that they use while the online learning process. A high percentage leads to cheating in online learning.

This study can conclude that most students agree that online learning is helping them to cheat. Online learning is the biggest platform for students to find questions and journals and share their answers with people from around the globe. Besides that, this project recognizes the main problem that causes cheating in the student cohorts. Currently, the situation where students and lecturers could not directly go through their learning makes the culture worse and more severe after online learning was introduced to replace conventional education to avoid spreading the Covid-19 virus. It worsened because the lecturers or teachers could not control their students from cheating and searching for any information related to their tasks or assessment.

Lastly, knowing the root of cheating behaviour finds the best way to apply online learning and assessment to avoid cheating and develop honesty and reliable behaviour in the student's circle. Knowing how to reduce the chances that cause cheating will create a healthy relationship between students and their studies. On the other hand, it positively develops students' understanding of their courses setting a new culture that is too different from the existing culture that existed years earlier is challenging and complex to be applied directly. Therefore, understanding both sides is essential to get rid of bad behaviour.

Table 1: Comparison sum and average of cheating and knowledge digging

	Cheating	Knowledge digging
Sum	34.55	27.63
Average	9.93	8.92

As stated in the **Table 1**, the average value of cheating is larger than knowledge digging. This indicates that most of the respondents agree with the statements that online learning leads to online cheating rather than knowledge seeking. Learning through the internet is not yet compatible or secure enough to completely replace the conventional methods of education since it cannot ensure the security of student works authenticity. The infrastructure supporting online education still has to be modernized so that teachers may more readily monitor their students' actions when taking online tests or examinations. It is to ensure that exams and assignments that the students submit are legitimate. The collected data allowed researchers to accomplish the study's goal, which was to evaluate whether or not knowledge digging or cheating is more accessible with online learning. It is possible to conclude that online education has provided students with the opportunity to develop additional platforms on which to cheat rather than knowledge digging. It can jeopardise the validity of the students' efforts and marks, leading to unfair marks being awarded. The goals of this study have been accomplished with the help of the data collected from the respondents.

4.0 Conclusion

In conclusion, the student can use online learning as a medium to gain knowledge. Meanwhile, they also try to take advantage of that situation. This study found that students agree that online learning is helping them cheat and gain knowledge simultaneously. This study obtained the results that support this study which online learning is used for both purposes in the students' cohorts. The data also shows that the students tried to avoid cheating, but the pressure from rubrics led them to cheat and be dishonest when undergoing online assessments.

Acknowledgement

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