Article 1

Students' Ethical Behaviour in Online Classes

Rahayu Apriliaswati

Abstract

This study is aimed at investigating the ethical behaviors performed by students in online classes. It is descriptive qualitative research. Observation and questionnaires as well as informal interviews for lecturers are the tools of data collection. 10 lecturers and 66 students participated in this research. Only a small number of lecturers (<37.5%) stated that the students always show discipline, manner, engagement, honesty, responsibility, creativity, innovation, adaptive with technology. Based on the analysis of the questionnaire given to the lecturers, many lecturers (70-73%) stated that the students sometimes are honest, responsible, and good at using language in oral and written form. Based on the results of the questionnaire analysis given to the students, many students (77.84%) said that they were always disciplined and responsible in online classes. About creativity, innovation, adaptive to technology, according to some of the lecturers (65%), students sometimes have a good internet connection during online class, use a headset with headphones and a microphone to get good audio quality and prevent disruptions to others. However, not many students (less than 50%) stated that they have a good internet connection during online class, use a headset with headphones and a microphone to get good audio quality and prevent disruptions to others. In general, based on the analysis of the interview, the lecturers stated that students do not always exhibit expected ethical behaviors in online classes. The students sometimes used inappropriate virtual backgrounds which distracted the lecturer and classmates, noisy environment, no smile on face, and energetic face, attach inappropriate photo profiles. In addition, the lecturers stated that the students do not always engage during online classes especially in showing critical thinking. In conclusion, the ethical behaviors of students in online classes in the English Education Study Program of FKIP UNTAN are sometimes: disciplined, good mannered, engaging, honest, responsible, creativity to technology, and good communication with lecturers and peers.

Key Words: Ethical Behavior, Online Classes, Transformational language

Introduction

Pandemic has turned conventional classroom learning into online classroom learning. With virtual classrooms, teachers and students no longer need physical proximity. Instead, they form an online community of e-Learners and e-Teachers as well as e-Learning technologies to achieve teaching and learning goals. This change has an impact on all aspects of teaching and learning for lecturers as well as student-teachers in FKIP UNTAN Pontianak ranging from planning, learning objectives, learning materials, learning steps, and learning evaluation. However, the change is not only in the learning aspects but also occurs in students' behaviors. Various issues arise related to changes in students' behaviors such as discipline, manner, engagement, honesty, responsibility, adjustment to technology, and transformational language. Based on

Rahayu Apriliaswati, Department of Education, Division of Tagum City

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professional talk in the WA group of lecturers, the lecturers complain of the inconvenience of dealing with students' behaviors when delivering lectures in online classes. This invites Researcher to conduct a study on students' ethical behaviors in online classes.

Ethics, in general, is defined as good behavior that conforms to norms that apply to society, which are performed either on a particular individual, group, profession, or individual (Collins Essential English Dictionary, 2003). Mutual respect, fairness, tolerance, and goodwill are the foundations of this ethics. In other words, ethics is also applied to classroom learning in both virtual and conventional classes. Therefore, both students and teachers are expected to know and follow acceptable ethical norms to create a conducive and optimal learning atmosphere where both lecturers and students know their role and have an obligation to carry it out. In addition, applying ethics can strengthen the character of student-teachers to become a good model for their students in the future.

In connection with this, appropriate behavior that applies to conventional classes should also be applied to online classes even more than the application of behavior in conventional classes because according to Anderson and Simpson (2007) ethical problems in online classrooms are more complex to deal with because the use of technology in online classes can reinforce difficulties in monitoring problems. If lecturers are concerned that students are showing academic dishonesty in traditional classrooms, then those concerns should be raised in online classrooms where "psychological distance" can increase academic dishonesty. For example, in a face-to-face classroom, lecturers can ensure that the work submitted by students is their own especially when they give a handwritten assignment. This, however, becomes a challenge in an e-Learning class because it is unlikely that e-Teachers can validate positively, if the assignment submitted online is the work of that student or someone else. Thus, there is an urgent need to uphold ethical conformity in e-Learning.

The preparation of being a teacher is a very important endeavor. In English education Study Program of FKIP UNTAN, the student-teachers are trained not only for mastering the cognitive aspects of language teaching and learning but also positive behavior because they are English teacher candidates who will be the role-model for their students. Therefore, the investigation of student-teacher behavior in online classes is critical to the preparation of successful English student-teachers and should be considered a must in a teacher education program.

Several researchers have examined qualitatively and quantitatively students' behavior towards online classes (Dhahir, 2020; Mariah et al, 2019; Cragg, 2008; Muhtar, 2018). However, there is little literature investigating ethical behavior of student-teachers or teacher candidates. This study will investigate how are the ethical behaviors performed by the English student-teachers in the English Education Study Program of FKIP Untan.

Definition of Ethics

Ethics can be defined as rules for conduct. In other words, Ethics is a set of rules, principles, or ways of thinking as a code of conduct to judge right or wrong behavior. Ethics can determine the proper practice of conduct and the greater good. The conclusion is that ethics is a set of principles for good human behavior.

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Good Behavior

Good behavior is an act to do what is considered morally correct following applicable regulations. Morals are rules of conduct based on right or wrong. For example for a student following the rules set by the faculty, he/she has performed good moral behavior. Good behavior is following acceptable standards and rules. Delivering presentation of his materials of the work and not copying and pasting from the writings of others is good behavior. In society, good behavior, for example, follows the laws of society and is in accordance with social order. Good behavior has been taught since childhood and gradually becomes innate in an adult. Most people learn right and wrong in their homes during their childhood and from their environment. For example, lying is an unwise act. Children who do the act of lying, are given punishment, by their parents.

Ethics and e-Classes

Rules about right and wrong behavior are indispensable not only in teaching offline classes but also in online classes. Ethics rules in online classes should be in the norm that is applied on campus so that students are expected to follow the rules set by the university. Rules can consist of, for example, about time, tasks, how to interact with classmates and lecturers where ethical behavior should be maintained, or attitude responsible for the integrity of the task given by the lecturer.

It is expected that with the rules on ethics following the online classes, students are expected to be able to discipline themselves to time management because time is very important in influencing ethical principles. Students can find ways to learn and take responsibility for their learning. They can be learners who can direct themselves. "Self-directed learning is a learning process in which students can take important initiatives to plan, implement, and evaluate their own learning experience" (Merriam et al., 2007). When attending online lectures, they have to be ready to commit to becoming independent learners. e-Learners are expected to be independent and self-directed (Kabilan, 2014). Intrinsic motivation, self-discipline, and commitment are basic traits for students studying online. The absence of face-to-face interaction in online classrooms does not mean the absence of visual cues in the communication process" (Kabilan, 2014). In addition, they should be able to synthesize information and reflect on learning materials obtained online.

Ethics in online classrooms are to maintain self-integrity and academic honesty in a learning environment that risks giving the space for academic dishonesty despite innate deterrents (such as requirements for authenticity reports for all assignments). Students have a responsibility to know the rules and regulations of the institution and comply with them.

In online interactions, e-Learners are people who actively participate in discussion forums. When engaging in online discussions, they avoid using negative, or overly critical comments but should support each other and fellow e-Learners in seeking information, feedback, and finding the source of online learning materials (Camuse, 2010).

Ethically behaved e-Learners will create a sense of friendship through the exchange of positive ideas and be able to invite other students to engage in discussions. There is openness to new ideas and do not feel threatened by such openness. e-Learners will be motivated to participate voluntarily to enrich the online

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learning experience. In other words, humility coupled with a desire to share information is the characteristic of the ethical behavior of online students.

In an atmosphere of mutual trust and mutual respect, e-lecturers can play a role in facilitating, ensuring that the discussions remain on the right track and number of relevant questions to spur dialogue to be more meaningful. Ideally, lecturers only mediate healthy arguments that inevitably appear in online academic discussions.

In the university, the code of ethics is usually written in the student-handbook which contains a set of guidelines that govern the rules to be followed. In a university, there will be the institution's code of ethics. The code of ethics categories consist of the following: (a) discipline (b) manner (c) student engagement (d) honesty (e) responsibility. Usually, the code of ethics is written in the student handbook.

Method

This is a case study of descriptive qualitative research that will investigate the ethical behaviors of student-teachers. It is a qualitative study that allows the Researcher to strive to understand the meaning constructed by student- teachers. Through one semester of observation on the online classes, the description of the ethical behavior of students has been investigated.

The population of the research is all lecturers and students at the English Education Study Program of FKIP UNTAN Pontianak. There are 10 English Lecturers and 66 students who have been taken as the sample of this research. The sample of the research from lecturers has been selected based on the following criteria:

a) Holding online classes

b) Using varieties of platforms

c) Giving at least four online classes.

d) They are English lecturers

Whereas sample from student-teachers has been selected based on the following criteria:

(a) Joining online classes in TEFL Methodology, Seminar Research Design, and Microteaching in the academic year 2020/2021.

(b) English student-teachers

The data collection that is applied is students' and teachers' questionnaires, observation, and formal talk with lecturers, about how ethical is behavior of students in online classes. The quantitative data from students' and teachers' questionnaires were analyzed based on the ethical behavior rules namely discipline, manner, student engagement, honesty, responsibility, creativity, innovation, adaptive with technology, and language transfer. Next, the Researcher analyzed each code and calculated the percentage. The next step is to organize thoughts and ideas based on the result of the analysis. The Researcher then determined which codes focus thoughts and ideas about each research question. The Researcher has analyzed the questionnaires distributed to the lecturers and student- teachers as the primary data. The instrument of the questionnaire can be seen in Table-1. The online class observations were collected, analyzed, coded, and stored every day from May the 1st to July 31st, 2021 as secondary data.

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Table 1 Ethical Behaviors of English Student- Teachers in Online Classes

No	Ethical Behaviors	Behaviors	Always 1	Sometimes 2	Rarely 3	Never 4
A	Discipline	Getting to the online class on time				
		Filling out online attendance				
		Turning on the camera				
		Joining the class from beginning to the end				
B	Manner	Wearing appropriate dress when attending the class				
		The photo profile is appropriate				
		The virtual background is appropriate and not distracting for the lecturer and classmates				
		Using a 'virtual hand raise' when asking				
		Finding a non-disturbing environment				
		Smiling and energetic face				
C	Student Engagement	Staying seated during online classes				
		Giving responses/comments				
		Not dominating other students to ask or giving comments				
		Respect lecturers who have teaching authority				
		Having private conversations during online class				
		Showing critical thinking				
D	Honesty	Not doing anything else during the online class				
		Doing assignments without plagiarism				
		Writing citations with mentioning authors				
		Using others' work as his/her original work.				
		Copying/imitating peer work				
		Write citations in their assignments				
		Knowing how to document sources, placing a citation in their work.				
		Knowing how to cite sources, paraphrase information and cite the source				

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Table 1 Ethical Behaviors of English Student- Teachers in Online Classes—cont'd

No	Ethical Behaviors	Behaviors	Always 1	Sometimes 2	Rarely 3	Never 4
E	Responsibility	Completing their work and keeping a record of sources to avoid plagiarism.				
		When writing essays and citing sources, students put the citation in the essay and on the reference page to avoid plagiarism.				
		Submitting assignments based on the time set by lecturers.				
		Well prepared for joining the online class				
		Contact lecturers ahead of time when they have an emergency or illness,				
		Contact privately via e-mail or WA to determine a plan to make up the missed work if they miss a class				
		Taking responsibility for learning by **a** willingness to listen, ask appropriate questions, and do the work seriously				
F	Creative, innovative, adaptive with technology	Have good internet connection during online class				
		Using a headset with headphones and a microphone to get good audio quality and prevent disruptions to others				
		Un-muted when they wish to speak.				
		Mute their audio to reduce background noise for all participants.				
		Turning mobile phones off.				
G	Transformational language	Good tone by selecting the correct words in online discussion				
		Good oral communication with lecturers				
		Good written communication with peers				
		Good written communication with lecturers				
		Good written communication with peers				

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Research Results and Discussion

The results obtained are discussed in the view of the fundamental aims of the research namely-- How are the English student- teachers' ethical behaviors in online classes observed by lecturers? and How are the English student teachers' ethical behaviors in online classes observed by students? The data have been collected and analyzed to find out how the English student- teachers' ethical behaviors in online classes are observed by lecturers and how the English student-teachers' ethical behaviors in online classes are observed by students.

The following data shown in Table-2-17 were collected to enable the Researcher to provide answers to the research questions raised in the study. To this end, data gathered were analyzed and presented based on the research questions.

1. ***The English student-teachers' ethical behaviors in online classes observed by lecturers.***

To find out the English student- teachers' ethical behaviors in online classes observed by lecturers, the Researcher has analyzed the responses of questionnaires distributed to 10 English lecturers. These 10 lecturers are active in applying synchronous and asynchronous in their teaching. Table-2 below is the result of the analysis calculated by percentages:

Table 2 Ethical Behaviours of Students in Online Classes Observed by Lecturers

No	Students' Ethical Behaviours	Percentage			
		Always	Sometimes	Rarely	Never
1	Discipline	37.5	52.5	10	0
2	Manner	30	56	10	4
3	Student Engagement	30	48.33	16.66	5
4	Honesty	11.25	73.75	8.75	6.75
5	Responsibility	11.66	73.33	15	0
6	Creativity Innovation, Adaptation with Technology	23.33	65	8.33	3.33
7	Transformational language	20	70	6	4

Based on Table-2, there is a small number of lecturers (>37.5%) who stated that the students were always disciplined, good mannered and engaged, honest, responsible, creative, innovative, adaptive with technology. Many lecturers (70-73%) stated that the students sometimes were honest, responsible, and good at using language in oral and written.

A. *Students' Discipline in Online Classes Observed by Lecturers*

This research also analyzed specifically each indicator of ethical behavior of students in online classes. Table- 3 below is the result of the analysis based on the discipline indicators.

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Table 3 Students' Discipline in Online Classes observed by Lecturers

No	Students' Discipline	Always 1	Sometimes 2	Rarely 3	Never 4
1	Getting to the online class on time	30	70	0	0
2	Filling out online attendance	60	40	0	0
3	Turning on the camera	30	30	40	0
4	Joining the class from beginning to the end	30	70	0	0

Table-3 shows that 70% of lecturers observed that the students in online classes sometimes get to the online class on time and join the class from beginning to end. 60% of lecturers stated that the student- teachers always fill out online attendance but there is only a small number of lecturers who stated that the student-teachers always turn on the camera and join the class from beginning to the end.

2 *Students' Manner in Online Classes Observed by Lecturers*

Manner is also investigated in this study. The manner which is observed is *wearing an appropriate dress when attending the class, the appropriateness of virtual background used, using a 'virtual hand raise' when asking, finding a non-disturbing environment, and smiling and energetic face performance.* Table-4 below indicates that 60-70% of lecturers observed that students did not always display appropriate virtual backgrounds, did not always find a non-disturbing environment, and did not always show smiling and energetic faces. In addition, 40-50% of lectures said that the student-teachers sometimes wear an appropriate dress when attending the class and use a 'virtual hand raise' when asking. In an essence, students were not always wearing an appropriate dress when attending the class and used a 'virtual hand raise' when asking. Few lecturers (10-20%) stated that student- teachers always used a 'virtual hand raise when asking and they had smiling and energetic faces.

Table 4 English Student-Teachers' Manners in online classes observed by Lecturers

No	Students' Manners in Online Classes	Always	Sometimes	Rarely	Never
1	Wearing appropriate dress when attending the class	60	40	0	0
2	The virtual background is appropriate and not distracting for the lecturer and classmates	40	60	0	0
3	Using a 'virtual hand raise' when asking	10	50	20	20
4	Finding a non-disturbing environment	20	70	10	0
5	Smiling and energetic face	20	60	20	0

3. *The Students' Engagement in Online Classes Observed by Lecturers*

Table-5 shows the student- engagement in online classes observed by lecturers. 70% of lecturers stated that the student- teachers always respect the lecturers who have teaching authority. For the critical thinking performance, 70% of lecturers stated that sometimes the student- teachers show critical thinking whereas

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30% said that the students rarely showed critical thinking skills. 50% of teachers stated that the student-teachers always stayed seated during online classes whereas another 50% stated that the student-teachers sometimes stayed seated during online classes.

Table 5 Student-Teachers' Engagement Observed by Lecturers

No	Student- Engagement in online classes	Always	Sometimes	Rarely	Never
1	Staying seated during online classes	50	50	0	0
2	Giving responses/comments	20	40	40	0
3	Not dominating other students to ask or make comments	40	40	10	10
4	Respect lecturers who have teaching authority	70	30	0	0
5	Having private conversations during online class	0	60	20	20
6	Showing critical thinking	0	70	30	0

4. *Students' Honesty in Online Classes Observed by Lecturers*

Table-6 describes that most of the lecturers (80%) stated that students sometimes perform honesty particularly in not doing anything else during online classes; doing assignments without plagiarism; knowing how to document sources, placing a citation in their work; Knowing how to cite sources, paraphrasing information, and citing the source. Many lecturers (70%) said that the students sometimes used others' work as his/their original work, copied or imitated peer work.

Table 6 Honesty Observed by Lecturers

No	Students' honesty in Online Classes	Always 1	Sometimes 2	Rarely 3	Never 4
1	Not doing anything else during the online class	10	80	0	10
2	Doing assignments without plagiarism	20	80	0	0
3	Writing citations with mentioning authors	30	60	10	0
4	Using others' work as his/her original work.	0	70	10	20
5	*Copying*/imitating peer work	0	70	10	20
6	Write citations in their assignments	10	70	20	0
7	Knowing how to document sources, placing a citation in their work.	10	80	10	0
8	Knowing how to cite sources, paraphrase information and cite the source	10	80	10	0

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5. *Students' Responsibility in Online Classes Observed by Lecturers*

Most of the lecturers (80-90%) said that students sometimes show their responsibility in online classes namely-- completing their work and keeping a record of sources to avoid plagiarism; putting the citation in the essay and on the reference page to avoid plagiarism; submitting assignment based on the time set by lecturers. 70% of lecturers observed that the students contact the lecturers ahead of time when they have an emergency or illness.

Table 7 Students' Responsibility Observed by Lecturers

No	Students' Responsibility	Always 1	Sometimes 2	Rarely 3	Never 4
1	Completing their work and keeping a record of sources to avoid plagiarism.	0	90	10	0
2	When writing essays and citing sources, students put the citation in the essay and on the reference page to avoid plagiarism.	10	80	10	0
3	Submitting assignments based on the time set by lecturers.	10	90	0	0
4	Well prepared for joining the online class	20	60	20	0
5	Contact lecturers ahead of time when they have an emergency or illness,		70	30	0
6	Contact privately via e-mail or WA to determine a plan to make up the missed work if they miss a class	30	50	20	0

6. *Students' Creativity, Innovation, Adaptation with Technology in Online Classes Observed by Lecturers*

Most of the lecturers (90 %) identified that the students sometimes show their creativity, innovation, adaptation to technology. Half the number of lecturers stated that students always mute their audio to reduce background noise for all participants but the other half said that students sometimes muted their audio to reduce background noise for all participants. 60% of lecturers identified that the students turn mobile phones off.

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Table 8	Students' creativity, innovation, adaptation to technology in online classes observed by lecturers				
No	Students' creative, innovative, adaptive to technology	Always	Sometimes	Rarely	Never
1	Taking responsibility for learning by **a** willingness to listen, ask appropriate questions, and do the work seriously	20	50	20	0
2	Have good internet connection during online class	10	90	0	0
3	Using a headset with headphones and a microphone to get good audio quality and prevent disruptions to others	0	90	0	0
4	Un-muted when they wish to speak.	0	70	30	0
5	Mute their audio to reduce background noise for all participants.	50	50	0	0
6	Turning mobile phones off.	60	40	0	0

7. The Transformational Language of English Student-Teachers in Online Classes Observed by Lecturers

Table-9 displays that students sometimes use good language in online classes. 50% of lecturers said that the students sometimes use a good tone by selecting the correct words. 70% of lecturers said the students sometimes were good in oral communication with lecturers and peers and written communication with peers. Most lectures agreed that students sometimes were good at written communication with lecturers.

Table 9	Students' Transformational Language in Online Classes Observed by Lecturers				
No	Students' Transformational Language	Always	Sometimes	Rarely	Never
1	Good tone by selecting the correct words in online discussion	20	50	10	20
2	Good oral communication with lecturers	30	70	0	0
3	Good oral communication with peers	20	70	10	0
4	Good written communication with lecturers	0	90	10	0
5	Good written communication with peers	30	70	0	0

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B. The English Student- Teachers' Ethical Behaviors in Online Classes Observed by Students

To find out the English student- teachers' ethical behaviors in online classes observed by students, the Researcher has analyzed the responses of questionnaires distributed to 66 English student- teachers. These 66 English student-teachers were taking TEFL, Seminar Research Design, and Micro Teaching subjects. The result of the analysis calculated by percentages shown in Table-10:

Table 10 Ethical Behaviours of Students in Online Classes Observed by Students

Students' Ethical Behaviours	Percentage			
	Always	Sometimes	Rarely	Never
1. Discipline	65.025	32.375	2.6	0
2. Manner	45.96	40.94	9.38	3.72
3. Student Engagement	35.72	49.23	11.98	3.07
4. Honesty	15.24	38.87	19.7	26.2
5. Responsibility	70.05	24.46	5.48	0
6. Creativity Innovation, Adaptation with Technology	25.78	47.93	18.21	7.81
7. Transformational language	77.84	18.76	3.4	0

Based on Table-10 above, only a small number of students stated that they were always good mannered, engaged, honest, creative, innovative, and adaptive in online classes but many of them (65.025%-77.84%) said that they were always disciplined and responsible in online classes. None of them said that they were never disciplined and used transformational language.

1. *Student Discipline in Online Classes Observed by Students*

Table-11 below shows that 70-90% of students said that they were always disciplined. They always get to the online class on time (71%) and join the class from beginning to end (93.8%). Many of them (65.6%) also said that they filled out the online attendance and sometimes they turn on the camera (60.9%)

Table 11 Students' Discipline in Online Classes Observed by Students

No	Discipline	Always 1	Sometimes 2	Rarely 3	Never 4
1	Getting to the online class on time	71	28.	1	0
2	Filling out online attendance	65.6	34.4	0	0
3	Turning on the camera	29.7	60.9	9.4	0
4	Joining the class from beginning to the end	93.8	6.2	0	0

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2. *Students' Manners in Online Classes Observed by Students*

Table-12 below shows that 76.6% of students stated that they were always wearing an appropriate dress when attending the class. 50% of students said that they were always using an appropriate virtual background that was not distracting for lecturer and classmates and always performed with smiling and energetic face.

Table 12 DistributionStudents' Manners in Online Classes Observed by Students

No	My student- teachers' behaviors in online classes	Always 1	Sometimes 2	Rarely 3	Never 4
1	Wearing appropriate dress when attending the class	76.6	21.9	0	0
2	The virtual background is appropriate and not distracting for the lecturer and classmates	50.	34.4	9.4	0
3	Using a 'virtual hand raise' when asking	9.4	45.3	37.5	7.8
4	Finding a non-disturbing environment	43.8	56.2	0	0
5	Smiling and energetic face	50	46.9	0	0

3. *Students' Engagement in Online Classes Observed by Students*

Table-13 shows *the s*tudent- teachers' engagement observed by students themselves. It displays that most students (87.5%) stated that they stayed seated during online classes. Many of the students (73.4%) sometimes do not dominate others in asking or giving comments. Only a few student teachers never dominated other students in asking or comments. Less than 50% of students said that they always respected lecturers who have teaching authority.

Table 13 Student Engagement observed by Students

No	Student teachers' Engagement in online classes	Always 1	Sometimes 2	Rarely 3	Never 4
1	Staying seated during online classes	87.5	10.9	1.6	0
2	Giving responses/comments	42.2	56.3	1.5	0
3	Not dominating other students to ask or comments	0.3	73.4	20.3	6
4	Respect lecturers who have teaching authority	42.2	51.6	6.2	0
5	Having private conversations during online class	1.5	46.9	42.2	9.4
6	Showing critical thinking	40.6	56.3	0.1	3

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4. *Students' Honesty in Online Classes Observed by Students*

The students' honesty can be seen in Table-14. Many students (76.6%) said that they never use others' work as his/her original work for their assignments given by lecturers. They (73.4%) also never *copied/*imitated peer work. Half the students said that they knew how to document sources, place a citation in their work, and know-how to cite sources, paraphrase information and cite the sources.

Table 14 Honesty observed by Students

No	Honesty	Always 1	Sometimes 2	Rarely 3	Never 4
1	Not doing anything else during the online class	0	37.5	40.6	21.9
2	Doing assignments without plagiarism	1.5	39.1	37.5	21.9
3	Writing citations without mentioning authors	17.2	57.8	15.6	9.4
4	Using others' work as his/her original work.	0	15.6	7.8	76.6
5	Copying/imitating peer work	0	7.8	18.8	73.4
6	Write citations in their assignments	25	50	18.8	6.2
7	Knowing how to document sources, placing a citation in their work.	39.1	51.6	9.4	0.1
8	Knowing how to cite sources, paraphrase information and cite the source	39.1	51.6	9.4	0.1

5. Students' Responsibility in Online Classes Observed by Students

The result of the analysis on students' responsibility can be seen in Table-15 below. Most of the students (87.5) said that they always submit their assignments based on the time set by lecturers and many of them (78.1) said that when writing essays and citing sources, they always put the citation in the essay and on the reference page to avoid plagiarism. About 60% of students said that they always contact lecturers ahead of time when they have an emergency or illness privately via e-mail or WA to determine a plan to make up the missed work if they miss a class.

Table 15 Students' Responsibility Observed by Students

No	Student- teachers' Responsibility	Always	Sometimes	Rarely	Never
1	Completing their work and keeping a record of sources to avoid plagiarism.	65.6	28.1	6.3	0

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Table 15	Students' Responsibility Observed by Students—cont'd				
No	**Student- teachers' Responsibility**	**Always**	**Sometimes**	**Rarely**	**Never**
2	When writing essays and citing sources, students put the citation in the essay and on the reference page to avoid plagiarism.	78.1	15.6	6.3	0
3	Submitting assignments based on the time set by lecturers.	87.5	12.5	0	0
4	Well prepared for joining the online class	54.7	39.1	6.2	0
5	Contact lecturers ahead of time when they have an emergency or illness,	68.8	23.4	7.8	0
6	Contact privately via e-mail or WA to determine a plan to make up the missed work if they miss a class	65.6	28.1	6.3	0

6. Students' Creativity, Innovation, Adaptation with Technology in Online Classes Observed by Students

To identify the students' creativity, innovation, and adaptation with technology observed by students is displayed in Table-16. It can be seen in this table that most of the students (>80%) stated that they always take responsibility for learning by a willingness to listen, ask appropriate questions, and do their assignments seriously. They also sometimes had good internet connections during an online class. It is about 50% of students who said that they sometimes used a headset with headphones and a microphone to get good audio quality and prevent disruptions to others and turn mobile phones off.

Table 16	Table-16: Students' creativity, innovation, and adaptation with technology observed by Students				
No	**Students' creativity, innovation, adaptation with technology in online classes**	**Always**	**Sometimes**	**Rarely**	**Never**
1	Taking responsibility for learning by **a** willingness to listen, ask appropriate questions, and do the work seriously	84.4	14.1	1.5	0
2	Have good internet connection during online class	15.6	81.3	3.1	0
3	Using a headset with headphones and a microphone to get good audio quality and prevent disruptions to others	32.8	57.8	9.4	0
4	Un-muted when they wish to speak.	0	48.4	32.8	17.2
5	Mute their audio to reduce background noise for all participants.	1.6	26.6	42.2	29.7
6	Turning mobile phones off.	20.3	59.4	20.3	0

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7. *The Transformational Language of English Student- Teachers in Online Classes*

Table-17 shows most of the students stated that they always had good written communication with lecturers but only some of them (68.8%) thought that they always had good oral communication. Most of the students said that they always had good oral as well as written communication with their classmates.

Table 17 Students' Transformational Language Observed by Students

NO	Students' Transformational Language in online classes	Always	Sometimes	Rarely	Never
1	Good tone by selecting the correct words in online discussion	71.9	23.4	4.7	0
2	Good oral communication with lecturers	68.8	29.7	1.5	0
3	Good written communication with peers	81.3	14.1	4.6	0
4	Good written communication with lecturers	85.9	12.5	1.6	0
5	Good oral communication with peers	81.3	14.1	4.6	0

Discussion

To be successful in life, everyone must follow the community rules. Ethics are defined as rules of conduct, when people exhibit acceptable practices in society and under governing bodies of instruction, People are delivering patterns of what is considered acceptable, good behavior. Their moral reasoning can help in the decision-making process and selecting choices that work in their favor. Following a code of ethics is a great start in meeting ethical requirements in higher education. Students at the university need to locate information on netiquette rules and academic requirements so that they can comply with and understand expectations. In addition, self-directed learning consists of planning, carrying out, and evaluating learning practices to meet goals. Self-directed learning is self-guided behavior that the adult learner implements to be responsible and structured in higher education. Following a combination of these ethical practices can help students, as adult learners, make good to perform ethical behavior in online classes.

Ethical subjectivism is the belief that ethics are simply statements of personal opinions and personal attitudes. Ethical cultural relativism is the belief that right and wrong are culturally based for individuals. Ethical utilitarianism is the belief that the consequences of an action are the foundation of ethics. Kantian ethics is the belief that the principles that people live by should be those exhibited by their practical reason. It is important to be mindful of these theories for students, when interacting with others in online classes, to establish a rapport with peers and help communication flow smoothly.

Individuals have different backgrounds, experiences, and beliefs that make up their moral characters and these could influence behavioral patterns and expression in classes. Critical thinking is a thought process that involves gathering and evaluating information to make decisions and solve problems encountered. It is necessary to apply critical thinking when students are composing responses in class, completing assignments, and managing time to meet their goals of the study. Stephen Brookfield (1987) defined four characteristics of applying critical thinking when making decisions: (a) identifying and challenging assumptions, (b) challenging the importance of context, (c) trying to imagine and explore alternatives, and (d) reflective

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skepticism. Students must be aware of their assumptions and inferences, removing them from thought processes, or researching the truth of the situation can influence to make a decision and help to make better decisions.

Plagiarism involves the act of using others' work and trying to pass it off as one's original work. Essentially, plagiarism is stealing another person's work or ideas. It can occur intentionally and unintentionally. Students should know how to document their sources and that is called placing a citation in their work. When students understand how to cite sources and when they paraphrase information and cite the source, these steps help reduce plagiarism. Students should complete their work in class and keep a record of sources to avoid plagiarism. When writing essays and citing sources, students should put the citation in the essay and on the reference page to avoid plagiarism. Moral dilemmas can occur online. Online students should know how to respond to diverse issues online and have a good sense of self-efficacy. Self-efficacy is a personal belief regarding how to control events in life. Online classes are not psychological centers but a place for learning. The lecturers facilitate the class, not to solve students' personal problems or read excuses for missed or late assignments. It is students' responsibility to do their work and avoid excuses. Communication in online classes is through correspondence. Therefore, it is important to co-compose diplomatic messages.

The messages can carry a tone, so selecting the correct words can make a difference in online communication. Communications with lecturers and peers are the majority of messages in the online classroom. Individuals have different personality styles that can impact communication as well. When someone is mindful of different styles of behavior, they can be more tolerant of others in online classes.

Conclusion and Suggestions

1. Conclusion

The online classes have been a global phenomenon since the pandemic. Students from elementary to higher education participate in online classes including English student-teachers at the English Education Study Program of FKIP UNTAN. This study has investigated the ethical behaviors displayed by English student-teachers during their participation in online classes. The results of the research indicate that there are a small number of lecturers (>37.5%) who stated that the students were always disciplined, good mannered and engaged, honest, responsible, creative, innovative, adaptive with technology. Many lecturers (70-73%) stated that the students were not always honest, responsible, and good at using language in oral and written form in online classes. However, the students stated contradictorily with the lecturers' statements. Many students (77.84%) said that they were always disciplined and responsible in online classes and only a small number of students stated that they were not always in a good manner, engaged, honest, creative, innovative, and adaptive in online classes. Based on professional talk with lecturers and student interviews, it is found out that the lecturers and the students admitted that the students sometimes used inappropriate virtual backgrounds which distracted lecturer and classmates. The students sometimes were in a disturbing environment, with no smile and energetic face, and attached inappropriate photo profiles. The students and the lecturers stated that the students sometimes engaged during online classes especially in showing critical thinking. They sometimes have private conversations during an online class. It is a very interesting finding of students' honesty. Most lecturers stated that their students were sometimes honest in online learning classes. They sometimes do plagiarism, not mentioning sources or authors in their writing, copying peer

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work. Students are also not always responsible for their work. They did not submit assignments based on the time set by lecturers, were not always well prepared for joining the online class, not always contact lecturers ahead of time when they have an emergency or illness. Concerning the creative, innovation, adaptive to technology, according to some of the lecturers (65%), students sometimes have good internet connection during online class, use a headset with headphones and a microphone to get good audio quality and prevent disruptions to others. However, not many students (<50%) stated that they have a good internet connection during online class, use a headset with headphones and a microphone to get good audio quality and prevent disruptions to others. For communication, the students sometimes transform good language. They sometimes are good at oral and written communication with lecturers and peers. In conclusion, the ethical behaviors of student-teachers in the English Education Study Program of FKIP UNTAN are sometimes or not always disciplined, good mannered, engaged, honest, responsible, creative to technology, and good communication with lecturers and peers.

2. Suggestion

As there is a diverse opinion among students and lecturers on ethical behaviors in participating in online classes, it is suggested from this research that the faculty and the English study program should have standard operating procedures to be followed by student-teachers so that the students know what they must do in online classes.

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