

## INTISARI

**Latar Belakang:** Pendidikan virtual yang diterapkan selama pandemi COVID-19 memiliki berbagai keterbatasan dan salah satu tantangan terbesarnya adalah ketidakjujuran akademis. Di seluruh dunia, penelitian terkait alasan melakukan atau menghindari ketidakjujuran akademik di kalangan mahasiswa praklinis kedokteran gigi selama pandemi COVID-19 masih sangat terbatas.

**Tujuan:** Penelitian ini bertujuan untuk menjelaskan alasan melakukan atau menghindari ketidakjujuran akademis serta solusinya di kalangan mahasiswa praklinik kedokteran gigi selama pandemi COVID-19.

**Metode:** Pendekatan *grounded theory* digunakan dengan melakukan wawancara mendalam semi terstruktur secara virtual dengan mahasiswa praklinik kedokteran gigi. Partisipan dipilih dengan menggunakan metode pengambilan sampel secara *purposive*, *snowball*, dan *maximum variation*. Transkrip wawancara dianalisis menggunakan pendekatan *constant comparative*.

**Hasil:** Alasan melakukan atau menghindari ketidakjujuran akademis serta solusinya di kalangan mahasiswa praklinik kedokteran gigi selama pandemi COVID-19 dapat dijelaskan dalam dua faktor yang sama: internal dan eksternal. Faktor internal adalah mahasiswa, sedangkan faktor eksternal adalah dosen dan aktivitas pembelajaran.

**Kesimpulan:** Pengajaran profesionalisme yang memadai kepada mahasiswa, pengembangan dosen yang efektif, dan “khususnya” peningkatan aktivitas pembelajaran dapat menjadi upaya preventif terhadap ketidakjujuran akademis.

**Kata kunci:** alasan ketidakjujuran akademis, solusi ketidakjujuran akademis, mahasiswa praklinik kedokteran gigi, pandemi COVID-19

## ABSTRACT

**Background:** *Virtual education implemented during the COVID-19 pandemic has various limitations and one of the biggest challenges is academic dishonesty. Global research related to the reasons for committing or avoiding academic dishonesty among preclinical dental students during the COVID-19 pandemic is still very limited.*

**Aims:** *This study aims to explain the reasons for committing and avoiding academic dishonesty as well as the solutions among preclinical dental students during the COVID-19 pandemic.*

**Methods:** *The grounded theory approach was used by conducting semi-structured virtual in-depth interviews with preclinical dental students. Participants were selected using purposive, snowball, and maximum variation sampling. Interview transcripts were analyzed using a constant comparative approach.*

**Results:** *The reasons for committing or avoiding academic dishonesty as well as the solutions among preclinical dental students during the COVID-19 pandemic can be explained by the same two factors: internal and external. Internal factors are students, while external factors are teachers and learning activities.*

**Conclusion:** *Teaching adequate professionalism to students, effective faculty development, and "especially" improving learning activities can be preventive efforts against academic dishonesty.*

**Keywords:** *academic dishonesty reasons, academic dishonesty solutions, preclinical dental students, COVID-19 pandemic*