

THE ROLE OF EDUCATIONAL PROPHETIC TO INCREASE ACADEMIC INTEGRITY AMONG STUDENTS

***¹Arifin Sholeh, ²Fitriah M. Suud**

***^{1,2}Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Muhammadiyah
Yogyakarta, Kota Yogyakarta, Indonesia**

Email: *¹arifinsholeh@gmail.com, ²fitriahmsuud@gmail.com

Abstract

Prophetic education plays a role in improving academic integrity among students. Prophetic education is an educational approach that emulates the life and values of the Prophet Muhammad (PBUH), integrating intellectual, moral, and spiritual dimensions to form individuals with character and character. This research was conducted on students of the Islamic Religious Education Study Program, University of Muhammadiyah, focusing on their understanding of the value of integrity which includes honesty, responsibility, trust, and self-quality. The results show that most students view honesty (the trait of *ṣidīq*) as the main foundation of academic integrity, which encourages them to avoid dishonest behaviors such as plagiarism and conditions in exams. Professional education is considered relevant to build a healthy and ethical academic culture by prioritizing prophetic values, such as honesty and trust. The implementation of this education in higher education is expected to create a learning ecosystem that not only focuses on academic achievement but also maintains the intellectual dignity and personal integrity of students.

Keywords: prophetic, academic integrity, prophetic values, character building, Islma Education

Abstrak

*Pendidikan nabawi berperan dalam meningkatkan integritas akademik di kalangan mahasiswa. Pendidikan nabawi merupakan pendekatan pendidikan yang meneladani kehidupan dan nilai-nilai Nabi Muhammad SAW, mengintegrasikan dimensi intelektual, moral, dan spiritual untuk membentuk individu yang berkarakter dan berakhlak mulia. Penelitian ini dilakukan pada mahasiswa Program Studi Pendidikan Agama Islam, Universitas Muhammadiyah, dengan fokus pada pemahaman mereka terhadap nilai integritas yang meliputi kejujuran, tanggung jawab, kepercayaan, dan kualitas diri. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memandang kejujuran (sifat *ṣidīq*) sebagai landasan utama integritas akademik, yang mendorong mereka untuk menghindari perilaku tidak jujur seperti plagiarisme dan kecurangan dalam ujian. Pendidikan profesional dianggap relevan untuk membangun budaya akademik yang sehat dan etis dengan memprioritaskan nilai-nilai kenabian, seperti kejujuran dan kepercayaan. Implementasi pendidikan ini di perguruan tinggi diharapkan dapat menciptakan ekosistem*

pembelajaran yang tidak hanya fokus pada prestasi akademik tetapi juga menjaga martabat intelektual dan integritas pribadi mahasiswa.

Kata Kunci: *kenabian, integritas akademik, nilai-nilai kenabian, pembentukan karakter, Pendidikan Islam*

INTRODUCTION

In the contemporary realm of higher education, academic integrity has become a crucial issue that requires serious attention from various education stakeholders. Students as the next generation of intellectuals of the nation are faced with complex challenges that can erode their academic morals and ethics. Plagiarism, cheating in exams, and other violations of academic ethics have become an increasingly alarming phenomenon in the college environment (Fontanella et al., 2020). Students have an important role as future leaders of the nation, and it is very important for them to be equipped with strong moral and ethical ideals to ensure their mental and spiritual readiness. Building an anti-cheating culture is the right approach to achieve this goal. By refraining from engaging in academic dishonesty, students can cultivate a genuine commitment to learning and develop confidence rooted in their own abilities. This process fosters a sense of responsibility, which is fundamental in upholding integrity. Based on previous research conducted by (Aristin et al., 2023). His research assesses the level of integrity among students by examining three different dimensions: principled behavior, unwavering dedication to ideals, and refusal to justify or rationalize violations of these beliefs. The findings show that most college students engage in academic dishonesty, attributing their actions to factors such as inadequate drive to acquire knowledge, inadequate understanding of the subject matter, and lack of confidence in their own abilities (Farisandy & Putri, 2024).

Prophetic education is an education that imitates the life of the prophet. This concept comes from the term "prophetic" which relates to prophethood, and aims to form productive individuals who are able to build a good civilization. In other words, this education emphasizes the understanding and application of all behaviors of the Prophet Muhammad PBUH in daily life. The two words consist of prophetic and education (SaThierbach et al., 2018). Prophetic is taken from the Greek word *prophetes*, which means prophetic and is a greeting for people who proclaim themselves and convey things related to the past and future. The term prophetic is often used as a term for someone who talks about the good of mankind in the future. The second word, namely education, has the meaning of application or guidance. (Shaleh, 2018) In Greek, education comes from the word 'paedagogie' which means the science of guiding children. As QS Ali Imran: 79 said, the Prophet is a servant of Allah, that is, an ideal human being born and inward, united with Allah and His angels, endowed with the holy book and wisdom to be sent to fellow humans. So that prophetic education in language can be concluded as the knowledge of guiding children which is based on the Prophet Muhammad (peace and blessings of Allaah be upon him) (Zaimuddin &

Muyasaro, 2020). The concept of prophetic education is a relevant solution to answer the challenges of the times. Prophetic education refers to an educational approach based on prophetic values, which includes humanization (humanizing man), liberation (liberation from injustice), and transcendence (spiritual relationship with God). In this study, the importance of education exists in various Islamic literature, especially those in the Qur'an as a guide for humans in implementing life and life. The prophetic implementation in higher education is carried out through a program of instilling character values and the development of a grand design of character education in accordance with the vision and mission of higher education (Minif et al., 2023).

The concept of educational prophetic emerged as an innovative approach to overcome the problem of academic integrity. This approach does not only provide sanctions or strict rules, but seeks to transform students' moral awareness through the development of deep spirituality and ethics. Educational prophetic intends to present an educational model that not only transfers knowledge, but also instills noble values that can comprehensively shape the character of students (Kaharuddin et al., 2024). The role of educational prophetic is to provide students with a strong understanding of the values of truth and honesty, they are expected to be able to identify and overcome deception and lies. This research is supported by research from (Nenia Nabila Patimah et al., 2024), which states that the role of educational prophetic is to provide students with a strong understanding of the values of truth and honesty, they are expected to be able to identify and overcome deception and lies. The many abuses of artificial intelligence affect the human mindset which causes its use to be less ethical in technology.

The importance of this research lies in the effort to explore effective strategies in building a dignified academic culture. Through the educational prophetic paradigm, it is hoped that an educational ecosystem can be created that not only prioritizes academic achievements, but also the intellectual dignity and personal integrity of students (Wahyu Ningsih et al., 2023). This approach offers a holistic perspective that integrates the intellectual, spiritual, and moral dimensions in the process of human resource development in college. This prophetic education aims to form individuals who are not only intellectually intelligent but also have a high moral and social awareness (Ratnasary Devy & Purwowidodo, 2024). On the other hand, student integrity refers to the values of honesty, responsibility, consistency, and commitment to moral principles in academic and social life. Students with high integrity will uphold honesty in learning, avoid plagiarism, and have a concern for truth and justice (Silalahi et al., 2024). Prophetic education emphasizes the importance of building human beings with noble character. This value is in line with the integrity of students, which requires them to act honestly, disciplined, and responsible in every academic and social activity (Manalu, 2022). This study aims to analyze the factors that cause violations of academic integrity among students, such as low understanding of the material, low confidence, and

lack of motivation to acquire knowledge. In addition, this research also seeks to develop an educational model based on *prophetic education*.

METHOD

This research uses a qualitative method with a phenomenological study approach. This approach was chosen to deeply understand students' experiences, perceptions, and motivations related to academic integrity as well as the internalization of prophetic educational values such as honesty (*sidiq*), trust (*al-amin*), and responsibility in their academic lives.

Location and Research Subject

The research was conducted on university students, especially in the Islamic Religious Education study program of the University of Muhammadiyah which applies or introduces the concept of prophetic education. The research subjects consist of students who are selected based on certain criteria, such as active students who have participated in character education programs or learning programs that contain prophetic values. The data collection technique used is by conducting in-depth interviews through questionnaire research, to explore the understanding of experiences and attitudes related to academic integrity and prophetic values. The researcher conducted direct observations to determine suitable sources for this study. In addition, the researcher also collected academic documents and records related to honesty and integrity behavior. The data analysis technique was carried out with an interactive model, namely by filtering and summarizing the results of interviews and observations according to the research theme. Then the data is presented in the form of a table or matrix to see the pattern of answers from the speakers. After that, the results are interpreted to answer the formulation of the research mass, as well as triumphize the data to ensure the validity of the results.

RESULTS AND DISCUSSION

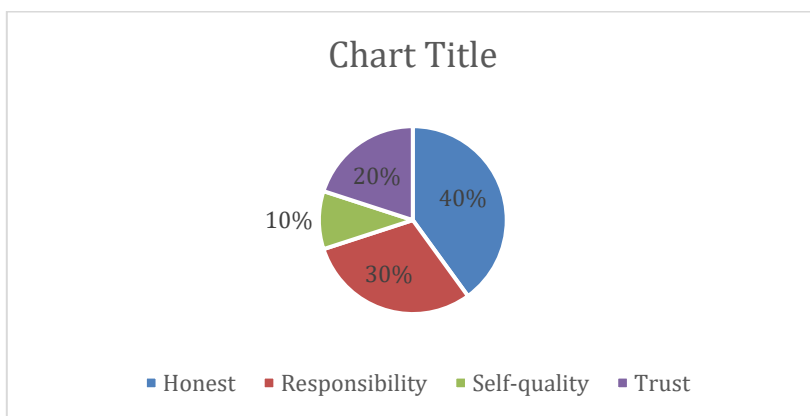
The Importance of Integrity for Students

Integrity is the alignment between speech, attitude, and actions that are carried out with honesty, fairness, and responsibility, even when there is no oversight. Individuals who have integrity will remain true to their moral principles and values, without being seduced by personal interests or external pressures. Integrity reflects a person's personal qualities in upholding honesty, reliability, and consistency with the commitments that have been made (Calancea, 2019). Actions based on integrity not only show sincerity, but also reflect a strong and stable character. More than just ethical values, integrity shows the courage to remain true to the truth, even in difficult situations. People with integrity not only speak correctly, but also act in accordance with the values they believe in. They are not tempted to commit fraud or perversion for personal gain. In daily life, integrity is reflected in the way a person carries

out their responsibilities, completes tasks with commitment, and holds fast to promises that have been made (Holden et al., 2021)

In the world, academic integrity is essential in building a culture of honesty and responsibility. Students with integrity will uphold high academic values, avoid plagiarism, and do not perform in exams. They understand that the real learning process is not just about achieving high grades, but also about building strong and independent character. By having academic integrity, students will be more confident in their own abilities and strive to achieve success with honest efforts (Integration et al., 2025). In the professional world, integrity is one of the main factors in building reputation and trust. A person who has integrity will carry out his work with full responsibility, does not abuse authority, and always tries to give his best without sacrificing ethical values. Honesty and transparency in work will create a more harmonious and productive environment, so that each individual can trust each other and work well together. Based on the results of interviews that have been conducted by researchers with several students, the researcher concluded that there are 4 meanings that show the main values of integrity that are considered important by students, namely honesty, responsibility, trust, and self-quality.

Figure 1: The percentage chart makes it clear that students understand the meaning of integrity.



From the diagram shown, it can be seen that students understand the meaning of integrity through four main aspects: honesty, responsibility, trust, and self-quality. As many as 40% of students associate integrity with honesty, which shows that they place honesty as the main foundation in integrity behavior. This reflects their awareness of the importance of being honest in actions and speech, such as avoiding cheating in exams or not manipulating assignment data (Psychology et al., 2025). As many as 30% of students associate integrity with responsibility, indicating that they understand the importance of accepting the consequences of one's own actions and fulfilling obligations with commitment. Meanwhile, 20% of college students view integrity as a form of trust, which means they realize that

integrity plays a role in building a reliable reputation, both academically and socially. Only 10% of college students associate integrity with self-quality, which includes values such as ethics, morals, and personal character. This low percentage shows that understanding of the aspect of self-quality still needs to be improved, so that it can be a focus in the development of character education in higher education. Overall, these results show that students have a fairly good understanding of integrity, especially in terms of honesty and responsibility, but there is still a need for reinforcement in other aspects so that their understanding becomes more comprehensive (Wiranata et al., 2020).

Self-quality is a fundamental element in character formation that reflects the values of integrity, ethics, and professionalism of a person. Although in the diagram shown this aspect only receives 10% of the total responses, its role is still crucial in shaping individuals with high integrity. Self-quality includes the courage to act in accordance with moral principles, even in the face of pressure or unfavourable situations. In the context of character development, self-quality is an important foundation in forming an honest, responsible, and ethical person. This value also strengthens a person's ability to maintain commitment, be disciplined, and respect the rights and interests of others. Therefore, although the contribution is small in the data, self-quality remains a key component in building a personal reputation and good academic achievement, as well as supporting other integrity values such as honesty, which is the most dominant aspect of student life.

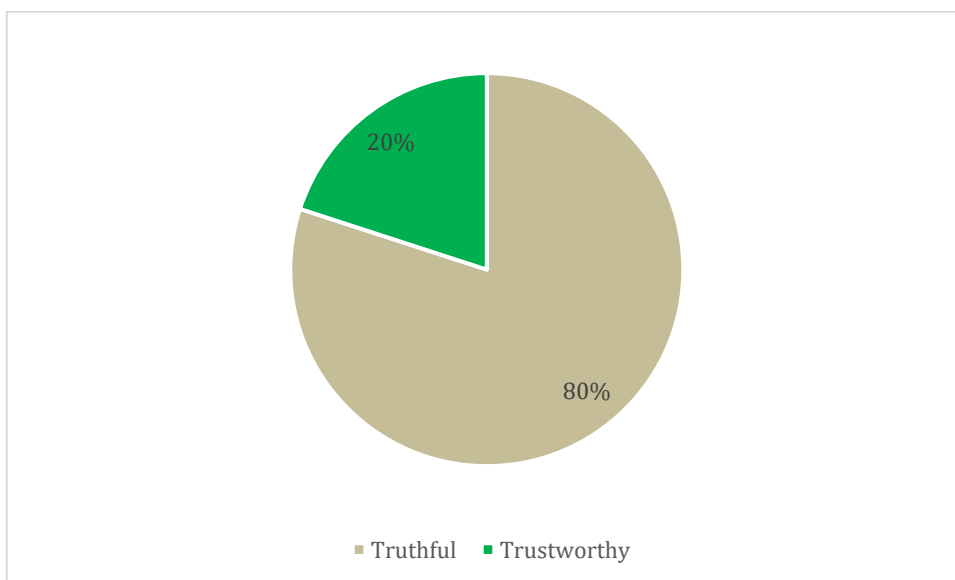
Integrity also has a big impact on social life. A person with integrity will always be respected and trusted by the people around him. They not only talk about kindness, but also show a positive attitude through tangible actions. In building relationships with others, integrity is the main key to creating strong trust. Without integrity, relationships can easily become fragile due to the absence of a sense of honesty and openness. Thus, integrity is not just a moral concept or value, but a life principle that must be applied in every aspect of life. Integrity is the main foundation in building trust, success, and happiness. By having integrity, a person can establish more harmonious relationships, achieve goals in the right way, and feel proud of themselves. More than that, integrity makes a person a respected role model and has a positive impact on the surrounding environment (Palanski & Yammarino, 2009).

Academic integrity in Islam

In Islamic teachings, prophets have commendable qualities that are examples for mankind. One of the most important and often mentioned traits is honesty. In a survey involving 10 respondents, there were two main answers about the nature of the prophet that has an honest meaning, namely Siddiq and Al-Amin. From the survey results, eight out of ten respondents mentioned Siddiq, while the other two mentioned Al-Amin. This shows that the majority of respondents understand that Siddiq is the main trait of the prophet related to honesty (Sakdiah, 2016).

In Arabic, the term *Siddiq* comes from the root of the word *shadaqa*, which means true or honest. In terms, *Siddiq* refers to someone who always speaks the truth, is honest in every word and deed, and never lies. This is a characteristic of prophets and apostles, for they are in charge of conveying the revelation of Allah in truth, without the slightest lie. The Prophet Muhammad صلى الله عليه وسلم, for example, is known to have the trait of *Siddiq* since his childhood. His honesty was recognized by the people of Makkah long before he received the revelation as a messenger. Siddiq's nature is not only reflected in speech, but also in everyday actions and attitudes. People who have this trait will not convey anything that is contrary to reality, and always maintain consistency between words and deeds. Honesty is the main foundation in the preaching of the prophets, because without honesty, the trust of the people will not be built. In the Qur'an, Allah mentions several prophets with the nature of *Siddiq*, such as the Prophet Ibrahim (QS. Maryam: 41), Prophet Yusuf (QS. Yusuf: 46), and Prophet Idris (QS. Maryam: 56), which shows that *Siddiq* is an important part of the character of a prophet (Musyirifin, 2020).

Figure 2: Percentage chart of students understanding the meaning of shidiq



Description: From the picture, the average student knows the meaning of shiddiq, most of the students know the meaning of the shiddiq, and 20% of students do not know the meaning of the shiddiq. Based on the results of the interviews, it is known that as many as 80% of students stated that the most important trait and they prioritize is *Shidiq*, while the other 20% chose the trait of *Al-Amin*. The nature of *Shidiq* in this context refers to honesty, which is the right attitude in words and deeds, and not hiding the truth. The dominance of choice over *Shidiq*'s traits shows that the majority of students value honesty as the main foundation in building good personal character, especially in academic and social life. Honesty is

considered the most fundamental value in forming integrity, building trust, and maintaining healthy relationships with others.

Meanwhile, the nature of *Al-Amin* which means trustworthy and trustworthy, even though only 20% of respondents chose it, still shows the importance of the value of responsibility in maintaining the trust of others. Students who choose this trait are most likely to emphasize the importance of consistency and commitment in carrying out their duties and maintaining the mandate given. In Islamic character education literature, as explained by Musthofa in the journal *Character Education Values in the Qurān*, *Shidiq* traits are the main values on which all other ethical behaviors are based. Another research by Luhut Mawardi Sihombing also emphasized that honesty is the most often emphasized value in the formation of student character in higher education, both through academic and non-academic activities (Patel, 2019).

Thus, the results of this interview reflect that character education among students emphasizes the value of honesty as the main foundation in forming a person with integrity. Although *Al-Amin's traits* are also important, *Shidiq's traits* are more dominant because they are easier to observe in everyday life and are the basis of one's beliefs and credibility. Therefore, educational institutions need to continue to strengthen these values in the curriculum and student character development activities.

Meanwhile, two out of ten respondents mentioned *Al-Amin* as a prophet's trait which means honest. *Al-Amin* means "the trustworthy". Although it has a connection with honesty, *Al-Amin's nature* emphasizes more on the aspect of trust that others give to a person because of his honesty. The Prophet Muhammad صلى الله عليه وسلم received the title of *Al-Amin* from the Quraish community because he always kept his trust and never betrayed. This trust is not only related to entrusted goods, but also in terms of conveying the truth and carrying out duties with full responsibility.

Based on the results of the interview entitled "*What is the Relationship between Shidiq and Academic Honesty*", the researcher concluded that of the 10 instruments used in the interview, all of them showed that honesty was the core of *Shidiq's traits* in the academic context. The instrument may include questions that explore students' attitudes towards plagiarism, cheating, data manipulation, and integrity in completing assignments and exams. The results show that students understand that academic honesty is a direct manifestation of *Shidiq's nature*, namely telling the truth, not hiding facts, and acting in accordance with truth values (Umamah et al., 2024).

The nature of *Shidiq* in Islam is not only limited to honesty in speech, but also includes honesty in actions, including in the academic world. In this context, academic honesty means not cheating, not falsifying data, not plagiarism, and completing tasks with one's own efforts.

The researcher emphasized that Shidiq's nature is a very important moral foundation in shaping the academic integrity of students.

From interviews conducted with ten college students, researchers found that most participants associated academic honesty with the principle of honesty that they understood in general. When asked about the nature of *ṣidīq*, they mentioned that it reflects honesty, truthfulness, and trustworthiness values that are very important in the world of education. *Ṣidīq* is one of the main qualities of the Prophet Muhammad PBUH that describes integrity in one's speech, actions, and intentions. In the academic environment, this trait is reflected in student behavior that upholds honesty, such as avoiding cheating, not plagiarism, completing assignments independently, and submitting research data honestly and accurately (Madani, 2021).

The nature of *ṣidīq* encourages students to take responsibility for their learning process and stay away from any form of academic violation. Students who use *ṣidīq* as a guideline not only try to achieve achievements, but also maintain their integrity and dignity as academic people. Academic honesty rooted in the nature of *ṣidīq* also plays a role in creating a healthy academic culture, where trust between lecturers, students, and educational institutions can be well established. Therefore, the researcher concludes that there is a strong correlation between *ṣidīq* traits and academic honesty, where *ṣidīq* serves as a moral and ethical basis that strengthens the student's character in living his academic life.

In addition, in a study entitled *"The Values of Character Education in the Qurān"*, it is explained that Shidiq is one of the main character values that must be instilled through education. This value is the basis for forming honest, fair, and responsible behavior in daily life, including in the academic world. Thus, the results of the interviews reinforce the understanding that academic honesty is a tangible manifestation of Shidiq's nature, and all the instruments used in the research support this conclusion. Character education that consistently instills Shidiq values is very important to form students with integrity and responsibility in the academic world.

Sidiq, which means honest and true, is closely related to academic honesty because both emphasize integrity in conveying information or works. In an academic context, *sidiq* includes honesty in research, writing, as well as avoiding plagiarism and cheating, ensuring that everything done is sincere and in accordance with the truth. The relationship between fingerprints (honesty) and academic honesty is that a person who has fingerprints will always try to maintain honesty in all aspects, including in education. A student or students who have fingerprints will avoid all forms of fraud, such as plagiarism, cheating, or providing incorrect information in academic works. Honesty in the learning procession. From the differences between Siddiq and Al-Amin, it can be concluded that Siddiq emphasizes more on the aspect of honesty that comes from oneself that is, speaking and acting according to the truth while

Al-Amin is the result of honesty itself, where one gains trust from others because he always acts honestly and trustworthy (Aini et al., 2022).

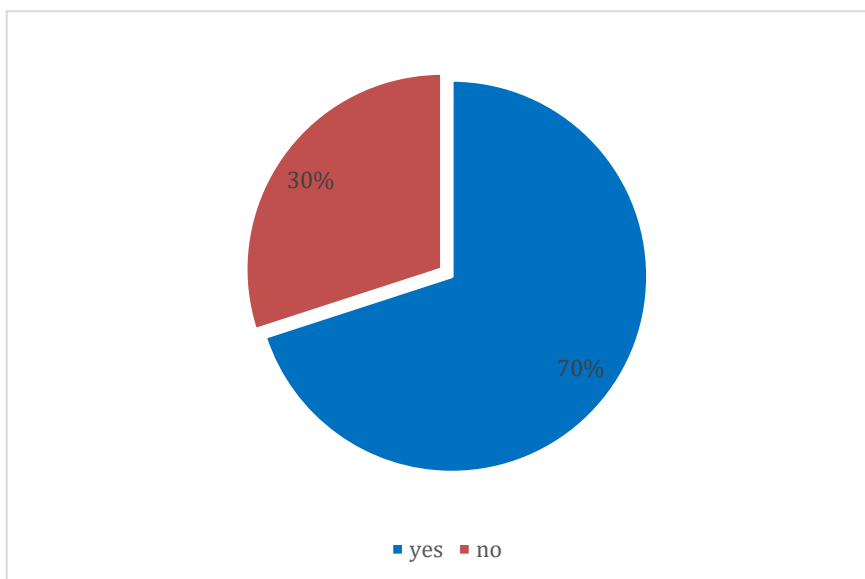
Based on the results of an interview entitled "*What Do Students Know About the Prophet's Shidiq?*", the researcher concluded that of the 10 questions asked, all students gave the same answer, namely that the nature of the Prophet Muhammad's Shidiq was understood as honesty. This shows that students have a consistent understanding that Shidiq is the main character of the Prophet which is reflected in the honesty of speech and actions. In the academic context, this understanding is very relevant because honesty is the main foundation in shaping student integrity, both in completing assignments, exams, and in social interaction in the campus environment (Maulida, 2025).

Shidiq's nature is not just telling the truth, but also reflecting the conformity between speech and deeds, as well as a commitment to the values of truth. In Islamic literature, Shidiq is one of the four main attributes of prophethood, along with Amanah, Tabligh, and Fathanah. Research by (Nasution et al., 2023) from UIN North Sumatra Medan, the Prophet Muhammad SAW who for Muslims is a symbol of a good personality that should be emulated by Muslims wherever they are. The Prophet PBUH must be used as a role model and a good example for all his people, the figure of the Prophet Muhammad PBUH is a figure who has a good personality. The Prophet PBUH was known as *ash-Shadiqul Amin* (the honest and trustworthy), even before he was appointed as a prophet, and this trait became the main role model for Muslims in living their lives. Although they understand the importance of honesty as part of the character of Islam, its practice has not been fully reflected in everyday academic behavior. This research highlights that honesty must be instilled from an early age and become part of habituation in the educational environment. Thus, the results of the interview reinforce that the nature of Shidiq is understood by students as honesty, and this is relevant and important in shaping academic integrity. References from these studies show that honesty is not only a moral value, but also a part of the identity and character of a Muslim that must be applied in all aspects of life, including education.

Awareness of integrity in academics

Based on the results of interviews conducted by researchers with students. The researcher described the level of academic dishonesty among students by visualizing in the form of a diagram as follows:

Figure 3: Percentage chart of students stating that they have cheated

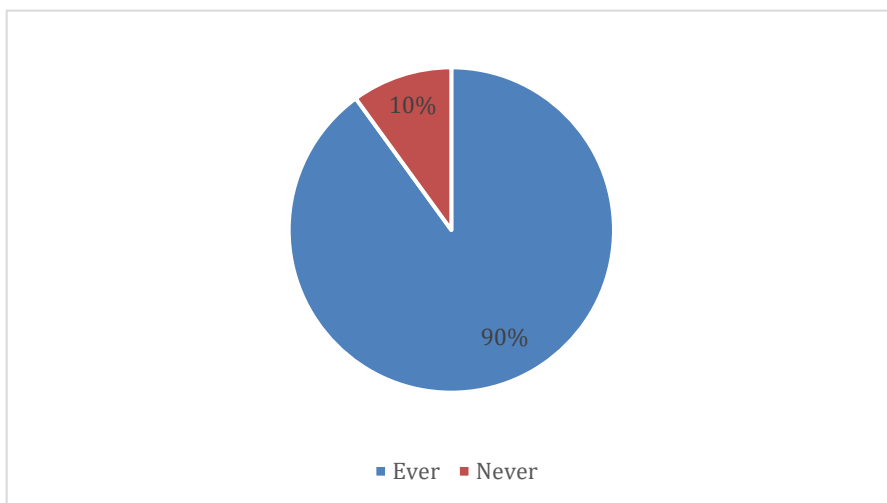


The chart shows that as many as 70% of students admit to having committed academic dishonesty, while another 30% say they have never done so. Academic dishonesty in question can include various actions such as cheating on exams, plagiarizing assignments, cooperating on individual assignments, or even asking others to do their assignments.

This percentage of 70% is not a surprising number, as it is supported by various studies in Indonesia. Research at the University of Education Indonesia (UPI) (Behavior et al., 2021) explained that 73.33% of students are in the high category of committing academic cheating. The most common forms of dishonesty are giving cheats, copying friends' assignments, and looking for answers on the internet during exams. Another study at Pasundan University even found that 100% of respondents admitted to having committed academic dishonesty, with the most common form being cooperation in individual assignments and cheating during exams. Meanwhile, a study at Semarang State University (UNNES) also showed that all respondents were aware that academic dishonesty practices were still rampant in their environment.

Thus, the data in the diagram is highly relevant and reflects the reality that occurs in many colleges. This high rate of academic dishonesty is an important warning for educational institutions to be more serious in instilling the values of academic integrity in students through character education, strict supervision, and a fair and transparent evaluation system. In addition, the awareness of student integrity in the academic scope has once committed a lie. Based on the results of interviews conducted with several students, the researcher described that students had lied in the academic sphere. The researcher describes in the form of a diagram as follows:

Figure 4: From the diagram above, students are more likely to commit dishonesty



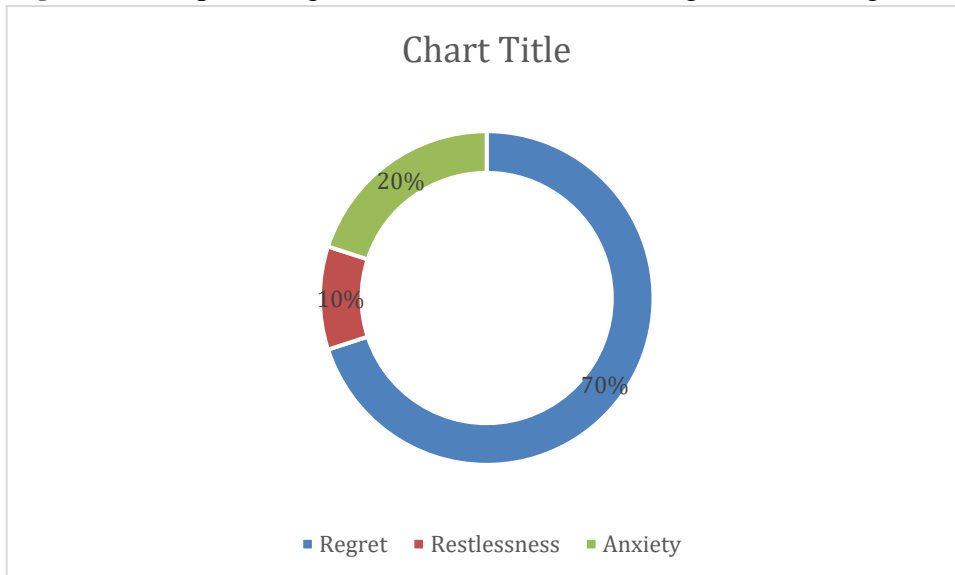
It was found that as many as 90% of them admitted to having lied, while only 10% said they had never done so. These findings show that lying behavior is quite common among college students. Lies can occur in various contexts, both in academic, social, and personal life. In the world of higher education, academic pressures such as piling up assignments, exams, and grade demands are often a trigger for students to lie, for example by giving false excuses for tardiness or absences. In addition, social factors also play a role, where students may lie to maintain their self-image, avoid conflicts, or to be accepted in a social environment.

From the point of view of social psychology, lying is part of human communication strategies that are used for a variety of purposes, including self-protection and the achievement of certain goals. Researchers also assert that lies can arise in response to pressure or challenging situations. Therefore, the results of this interview reflect the reality that honesty is not a value that is always upheld in students' daily practices (Ulya, 2024).

These findings have important implications for the world of education, particularly in terms of character formation and academic integrity. Educational institutions need to instill the values of honesty through curriculum and character-building activities. Lecturers and educators also have an important role as role models in upholding honesty and creating a learning environment that supports openness. In addition, strict academic policies against integrity violations, such as plagiarism and data manipulation, need to be enforced to form a healthy academic culture. Thus, these results are not only a reflection of student behaviour, but also an evaluation material for educational institutions in fostering the character of the younger generation (Yanto The, 2025).

However, in addition to the act of lying, some students also feel the side effects of their own lies. Based on the results of interviews with several students, researchers grouped the side effects of lying in the form of a diagram as follows:

Figure 5: The percentage students have a sense of regret after doing lie



Based on the information presented in the diagram in the document titled "The results of data that students feel after lying," it appears that students experience various psychological effects after doing darkness. Most of them, namely 70% of respondents, reported experiencing regret as the most dominant impact. This regret arises because they realize that lying with their moral and ethical values can damage other people's trust in themselves. In addition, 20% of college students felt a sense of unease, which describes disturbed emotional states such as anxiety, feelings of discomfort, and fear of their events being exposed. This unease has the potential to affect daily activities, including in academic contexts and social interactions. Meanwhile, about 10% experience feelings of anxiety, usually related to the risk of consequences of the report, such as fear of sanctions or loss of reputation.

Psychologically, the behavior of lying can cause significant inner distress. Research states that lying is a deliberate manipulation of information and can cause deep guilt and regret. Research also shows that college students are prone to anxiety that can affect their mental well-being, especially if they feel like they have to perpetuate the lie. In addition, it revealed that academic and social pressure can worsen students' psychological state, so that worry and unease are common impacts after lying. Factors such as confirmation bias can also encourage students To lie in order to maintain their personal views, but still cause inner conflicts that lead to regret (Miranda & Uyun, 2023). Overall, this data shows that lying not only impacts social relationships, but also on students' mental health. Therefore, it is important for educational institutions to provide a space for counseling and ethical education so that students can understand the consequences of their actions and learn to be more honest in their academic and personal lives.

Efforts to improve integrity in academia

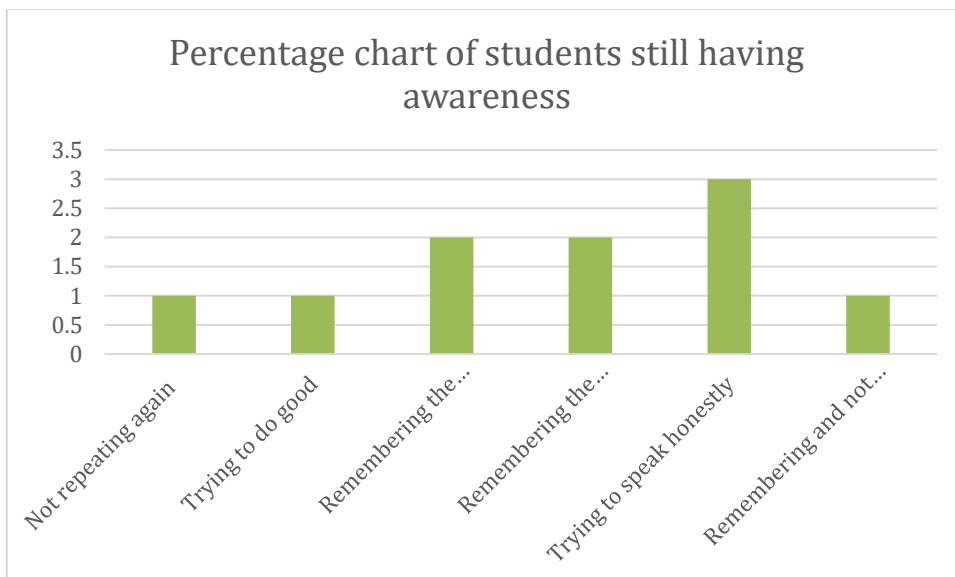
Some students are aware that dishonesty in the academic sphere is not recommended in Islam. Researchers interviewed a number of college students using ten instruments designed to measure their awareness of dishonest behavior in an academic context. From 100% of the interview results, it shows that all students involved stated that they knew and realized that actions such as cheating, absenteeism, plagiarism, and data manipulation are forms of dishonesty that are not recommended in Islam. They understand that honesty is a fundamental value in Islamic teachings that must be maintained in every aspect of life, including in the world of education (Pratiwi et al., 2023). Students also show a fairly good understanding of the postulates of the Qur'an and Hadith that emphasize the importance of honesty, such as QS. At-Taubah verse 119 which commands believers to be with honest people, as well as the hadith of the Prophet Muhammad PBUH which states that honesty leads to goodness and paradise, while lies lead to evil and hell.

In addition, they mentioned that honesty reflects personal integrity and is part of the moral responsibility as a Muslim. Although some students admit that there is academic pressure that can encourage dishonest behavior, they still realize that Islamic teachings serve as a reminder and internal control to maintain morals. Thus, this interview shows that students have a high awareness of the importance of honesty and understand that dishonesty is behavior that is contrary to Islamic values. Then the researcher concluded that of the 10 question instruments asked to students, all respondents gave the same answer, namely that the nature of the Prophet Muhammad's Shidiq encouraged them to be honest individuals. This conclusion shows that the understanding of prophetic character, especially Shidiq, has a positive influence on students' moral awareness in academic and social life.

The trait of Shidiq, which means honesty and correctness in speech and action, is one of the four main traits of the Prophet Muhammad (PBUH). Students who understand and internalize these traits tend to have motivation to improve their behavior, especially in terms of academic honesty such as avoiding plagiarism, cheating, and data manipulation (Chodijah, 2016). References that support these findings can be found in the article affirming that honesty is a key value in academic ethics, and an understanding of noble values such as honesty, fairness, and responsibility is essential in shaping student behavior. In addition, in the study (Pradana et al., 2024) Speaking Honesty is a moral character that has positive and noble traits such as honesty, perseverance, and sincerity without lying, cheating, or stealing.

Then the students know how they do not to lie and remember what Rosullullah's message is. Based on the results of the interviews conducted by the researchers, they grouped the reasons for the interviewees to stop lying, through the diagram below:

Figure 6: Percentage chart of students still having awareness



Based on the results of the diagram above, it can be concluded that students have certain awareness and strategies to avoid lying behavior, especially in the academic context. The diagram shows some of the key approaches that students consider effective, including remembering the consequences of lying, increasing moral and ethical awareness, creating a social environment that supports honesty, and reducing academic pressure. College students realize that lying not only has an impact on personal reputation, but it can also lead to guilt, loss of trust from others, and even academic sanctions. Therefore, they emphasize the importance of self-reflection and learning honesty values as part of character education (Al Fikri, 2022).

Another strategy that is considered important is to build an academic environment that supports honesty, such as having friends and lecturers who uphold the value of integrity, as well as a fair and transparent education system. In addition, high academic pressure is often a trigger for students to lie, so workload management and academic support are relevant solutions. By stating that character formation through co-curricular activities and habituation of values such as honesty is very effective in shaping students' ethical behavior. Meanwhile (Qudsyi et al., 2018) said that an attitude that shows a person who has a good character is an honest attitude.

Overall, this diagram reflects that students not only understand the importance of honesty, but also have the awareness to avoid lying through a reflective, social, and structural approach. This shows that comprehensive character education and a supportive academic environment play a very important role in forming a generation of students with integrity.

CONCLUSION

This study explains the importance of prophetic education as a learning approach that refers to the values and traits of the Prophet Muhammad PBUH, especially the trait of ṣidīq (honesty), in building academic integrity among students. Prophetic education combines intellectual, moral, and spiritual dimensions so that students not only have academic intelligence, but also have noble personalities and strong responsibilities. By exemplifying prophetic values such as honesty, trust, and moral commitment, this education aims to foster personal awareness and build a healthy academic culture and hard work. This approach is very effective in tackling various negative behaviors such as plagiarism, exam conditions, and other dishonest acts that are rampant in today's higher education environment.

According to the results of this study, most students understand that honesty is the main cornerstone of non-negotiable academic integrity. The nature of ṣidīq, which means honest and true, is a key principle in various academic activities, including research, scientific writing, and exams. However, field data also shows that some students have committed dishonesty such as cheating and plagiarism. They also admitted that these actions cause negative psychological impacts, such as guilt, regret, anxiety, and discomfort. This situation shows that there is an opportunity for students to reflect on themselves and improve their honesty if they get understanding and support from an educational environment that prioritizes prophetic values.

More broadly, prophetic education does not only focus on the aspect of academic knowledge but also focuses on the formation of a comprehensive character, covering intellectual, spiritual, and moral aspects at the same time. The success of the implementation of prophetic education in higher education is expected to be able to create a learning environment that is strong against the temptation to cheat, and focuses more on honesty, sense of responsibility, and the quality of students. Thus, the resulting graduates not only excel academically, but also have strong personal integrity, are able to become leaders with noble character, and are able to make positive contributions to society.

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