



ISLAMIC VILLAGE SCHOOL VISION

To become Indonesian Muslims who are intellectual and imbibe in the spirit of Da'wah.

Menciptakan Muslim Indonesia yang intelek dan berjiwa Da'wah.

ISLAMIC VILLAGE SCHOOL MISSION

To provide a high quality of education for our community of learners through active, life-long learning experiences and implementation of Islamic Village Three-Logy (Islamic orientation, good discipline, noble character) to their lifestyle, which enables them to become good Muslims who is inquiring, knowledgeable and caring to create a better more peaceful world.

Memberikan pendidikan yang berkualitas kepada seluruh komunitas pelajar melalui cara pembelajaran aktif, sepanjang hayat dan menanamkan nilai-nilai trilogy islami (berorientasi islam, disiplin yang baik, akhlak mulia) yang menjadikan mereka muslim yang selalu ingin tahu, berpengetahuan dan peduli untuk menciptakan dunia yang lebih baik

Academic Integrity Policy

In line with the mission of the Islamic Village School, the academic integrity regulations are designed and approved by the teaching faculty to promote, nurture and create academic Integrity as core values.

PURPOSE:

Academic Integrity Policy is designed to support staff and students create a learning community where academic Integrity is taught, expected, and practiced.

As stated by the IBO, Academic Integrity includes a set of values and skills that promote personal Integrity. Academic Integrity also supports good practice in teaching, learning, and assessment (IBO, 2009). In Islamic Village School, we ensure that students understand and have agreed upon the definition of plagiarism. We strive to make sure our students are genuine and principled with all school work, assignments, and essays. Each subject teacher will discuss plagiarism, its consequences, and ways to avoid academic disintegration during the beginning of the school year. Students will take time discussing citations, proper formatting, and understanding the implications of plagiarism. Students must know how to utilize various resources adequately, as this will help reduce academic disintegration. The Learner Profile attributes of being principled and acting with Integrity will allow for personal responsibility. As our students become inquirers, they will develop the skills to pursue their inquiry and research. If plagiarism is suspected in any subject, students are notified and given another opportunity to re-submit their work with parental and office notification

DEFINITION OF ACADEMIC INTEGRITY:

Academic Integrity is respecting the work and the ideas of other individuals. Appropriate credit and proper acknowledgment must be given when one uses or references another's ideas or creations.

The IB asset sees academic Integrity as values and skills that promote personal integrity and good practice in teaching, learning, and assessment (IB,2011. Pg.2). two relevant concepts are related to Academic Integrity.

INTRODUCTION:

An essential part of academic Integrity is developing the skills, knowledge, and attitudes to be academically honest. This includes learning the principles of paraphrasing and quotation, citing the work of others according to accept conventions and know what constitutes intellectual property and what limits are placed on using those properties.

"An authentic piece of work is based on the student's unique and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that [student's] own language, expression, and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged". (Academic Integrity, IB, July 2011, p. 2).

IB LEARNER PROFILE:

Any staff member, student, or parent who is practicing the attributes of the IB learner profile will, by definition, be practicing Academic Integrity. We encourage learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Moral learning requires students to be honest and ethical in referencing sources of knowledge and ideas in their work.

DEFINITIONS OF MALPRACTICE (adapted from Academic Integrity, IB, July 2011, p. 19-22):

- Plagiarism – Representation of the ideas or work of another person as the student's own.
- Collusion – Supporting malpractice by another student, allowing one's work to be copied or submitted for assessment by another.
- Duplication of work – Presentation of the same work for different assessment components and IB requirements.
- Misconduct during an examination – Malpractice includes any other behavior that gains an unfair advantage for a student or affects another student's results.

EXAMPLES:

Plagiarism

1. They are copying what someone else has written without using quotation marks and appropriate citations. There are particular rules or conventions about citing someone else's work, and those rules must be followed. Islamic Village School using APA and MLA as our citation Method.

Note: "The IB does not prescribe which style of referencing or citation method should be used by students. However, the minimum information required in the MYP for identifying sources includes the name of the author, date of publication, the title of the source, and page numbers as applicable." MYP: From principles into practice, p. 38.

2. Using someone else's ideas and putting them in your own words (paraphrasing) without appropriate citation.
3. Just as with printed materials, all Internet sources, CD-ROMs, DVDs, electronic media, email messages, and conversations must be cited appropriately.

Collusion

1. Copying someone's work and presenting it as your own.
2. Allowing someone to copy your work and present it as their own.

Collaboration

Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment.

Please note the following:

- Students are encouraged to collaborate in some instances; for example, they might create a data table in the sciences. The data tables will be identical, but all other required parts of the lab must be individual work.
- Students are expected to follow the guidelines of specific collaborative group assignments to accurately reflect the contributions of all group members to the assignment.
- The assessment task-specific clarifications can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual endeavors.

Duplication of work:

Submitting the same position to satisfy different IB program requirements as part of an interdisciplinary unit, students may occasionally submit the same assignment to more than one teacher to fulfill varying requirements in different subjects. If this is the case, it should be stated explicitly in the task-specific clarifications provided to students.

Intellectual property:

"The concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights, and copyright. [Students] must at least be aware that forms of intelligent and creative expression for example, works of literature, art or music must be respected and are generally protected by law." (Academic Integrity, IB, July 2011, p. 2)

The Fair Use for Copyrighted Materials doctrine allows students and staff to use excerpts from songs or videos without explicit permission for an educational purpose for a limited time. Any works used must be cited appropriately.

SCHOOL'S RESPONSE TO ACADEMIC MALPRACTICE:

When teachers (who may use web-based detection programs) suspect that a student has committed academic malpractice, they must report the incident to the appropriate IB program coordinator. The coordinator will investigate and will decide as to whether there is sufficient evidence to take action.

1. If there is sufficient evidence to take action, the coordinator will:

- a. Record the incident in the student's academic record.
- b. Report the incident to the head of school.
- c. Contact the parents to arrange a meeting to review the Academic Integrity policy.
- d. Set guidelines for proper completion of the assignment.

2. In cases of academic malpractice, students may not be given a mark for the assignment, nor may the assignment be submitted to the IB for assessment. Revised assignments may be marked or abandoned, assuming that all external deadlines are met.

Procedures and Penalties

Once plagiarism or academic disintegrity is suspected, the teacher will meet with the student to review the consequences of the action and arrange the appropriate consequences after the offenses have been established.

First Offence

- The student will be required to complete the assignment needed again in a supervised In-school suspension within a given time frame. A zero will be recorded in the mark book until the assignment is re-submitted, and then it will be marked as completed (to at least a minimum quality of Level 1). If the student chooses not to complete the assignment by the due date specified by the teacher, the mark of zero will be included in the final mark calculation;
- The student's parent/guardian will be made formally aware of the situation by the teacher through direct contact or in writing.

Second Offence

- A re-write opportunity will be given, a zero mark will be assigned if not completed, and the Administration will set a one-day out-of-school suspension.
- The student's parent/guardian will be made formally aware of the situation by the Administration that this is a repeat offense;

References

International Baccalaureate Organization (July 2011), Academic Integrity Policy, Cardiff, Wales.

International Baccalaureate Organization (March 2011), General Regulations, Cardiff, Wales.

Tangerang, December 2020

Approved By,
Head Of School

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the bottom.

Asyfida Zanjabila, S.Psi



Academic Integrity Agreement

All work that I submit to any teacher for consideration or assessment will be my authentic work. This includes homework assignments, formative assessments, summative assessments, and work submitted to the IB.

I will learn the processes for acknowledging someone else's work or ideas and appropriately acknowledging the uses of someone else's work or ideas. I understand that I can ask for help if I am unsure about what constitutes Academic Integrity in my assignments.

I will submit only work that I have completed independently. I will not allow other students to copy or Submit work that I have achieved.

I have read the school's Academic Integrity policy.

Student name: _____

Student signature: _____ **Date:** _____

Parent/Guardian acknowledgment:

I have read the school's Academic Integrity policy. I have reviewed it with my child.

Parent/Guardian name: _____

Parent/Guardian signature: _____ **Date:** _____