










# Assessing academic integrity patterns among pre-service teachers using AI-based plagiarism detection

Irish Arroyo<sup>1,B-F</sup>, Sittie Nor Aisha Rusiana<sup>1,B-F</sup>, Daniere Maryje Tabada<sup>1,B-F</sup>, Kim Silva<sup>1\*,C-F</sup>, Carla Marie Rubio<sup>1,C-F</sup>, Esmeraldo Sarad<sup>1,C-F</sup>, Cathy Mae Toquero<sup>1,2,A-F</sup>

<sup>1</sup> College of Education, Mindanao State University-General Santos, Philippines

<sup>2</sup> Faculty of Psychology, Malang State University, Indonesia

\*Corresponding author: Kim Silva; Mindanao State University, General Santos City (Dadiangas), 9500 South Cotabato, Philippines; email: kim.silva@msugensan.edu.ph

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- B – Collection and/or assembly of data
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## ABSTRACT

**Background:** The advent of artificial intelligence has intensified concerns about academic dishonesty among students, particularly in written outputs. Plagiarism, a common form of misconduct, involves using others' ideas without proper attribution.

**Objectives:** This study aimed to determine the degree and patterns of academic integrity in the pre-service teachers' book reviews.

**Methods:** Employing a descriptive research design through document analysis, the study used purposive sampling to collect 40 book reviews, applying set inclusion and exclusion criteria. An AI-based plagiarism detection tool, Grammarly, was used to identify instances of plagiarism and assess the level of academic integrity reflected in the outputs. Descriptive statistical methods were applied to examine plagiarism levels across different sections of the book reviews.

**Results:** Results showed that the majority of pre-service teachers demonstrated a very high level of academic integrity in their book reviews, scoring 97% or interpreted as students committing 3% plagiarism. Furthermore, sectional analysis showed that the introduction and conclusion exhibited higher integrity, while the body contained the most instances of plagiarism. This suggests that students struggled more with sections requiring critical thinking, original insights, and proper citation. Most plagiarism cases were linked to failure to cite sources and unintentional misuse of references.

**Conclusions:** Teacher Education Institutions integrate AI-supported evaluation tools and plagiarism detection systems into instruction and assessment. Embedding academic integrity modules and discussions on AI ethics is also encouraged. Future research should involve larger and more diverse samples and utilize multiple AI detection tools to enhance the reliability and validity of findings through cross-verification.

**Keywords:** academic integrity, artificial intelligence, book reviews, grammarly, plagiarism.

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## INTRODUCTION

The education sector worldwide has experienced significant challenges during the shift to emergency online learning and, most recently, the advent of Artificial Intelligence. Concerns over academic dishonesty have been paramount due to this shift (Maryon et al., 2022), and AI chatbots are now more accessible than ever. These technological disruptions posed significant challenges to students' ability to maintain ethical academic practices, thereby risking academic integrity (International Center for Academic Integrity, 2022). Academic integrity is fundamental to maintaining a credible teaching and learning environment. It is defined as "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (Cambridge Dictionary, 2022; Turner et al., 2022). Upholding these principles fosters a scholarly community committed to ethical knowledge creation and intellectual exchange. However, the pressures associated with online learning have heightened concerns about students' adherence to these values, particularly regarding academic honesty (Clarke et al., 2023; Espinosaa & Toquero, 2018). On the other hand, being dishonest in academics may refer to someone who gathers information from sources not recognized by the authorities and disrupts the systematic assessment process in academe (Baran & Jonason, 2020). Shapoval et al. (2021) stated that dishonesty in academe may be seen as an act that sacrifices integrity, like cheating and plagiarism.

The problem of plagiarism in 3rd world countries is rampant, with assignments and even theses plagiarized (Anney & Mosha, 2015). Although checking the outputs of students for plagiarism takes time, it is beneficial for the learners- it will help them to assess themselves. It will enhance their writing skills, including taking notes, paraphrasing, and properly citing authors (Anney & Mosha, 2015). There are four broad categories of plagiarism: accidental, intentional, unintentional, and self-plagiarism. Even though students are unaware that they commit plagiarism, they still face punishment for their act because they are expected to know that it is important to cite the author or the title of the book from which they get the idea (Espinosaa & Toquero, 2018; Waltzer & Dahl, 2021).

Students' academic integrity is increasingly challenged by distractions, time pressure, and academic demands, which can lead to plagiarism (Selemani et al., 2018). Plagiarism, defined as copying ideas or text without proper citation (Maryon et al., 2022), remains a widespread issue in education (Yazici et al., 2023). It is often influenced by unclear instructions, pressure for high grades, heavy workloads, family expectations, financial concerns, easy access to information, limited writing skills, lack of awareness, and deadlines (Batane, 2010). Moreover, the competition among students inside the classroom is an evident factor in why some students dwell on plagiarized work; they also added that plagiarism hampers the student's opportunity to learn, as it gives them convenience and makes them dependent on instant knowledge through these acts (Wheeler & Anderson, 2010). A lack of awareness and understanding of how to properly cite references results in unintentional plagiarism (Zaman et al., 2020). As AI tools become more common in education, most research has focused on how they can detect academic dishonesty such as plagiarism or contract cheating. While these tools are good at spotting copied work, there is still little attention to how they can help us understand whether students are actually practicing ethical writing. This is especially important for pre-service teachers. It is still unclear which parts of their writing truly demonstrate academic integrity such as

proper citation, effective paraphrasing, originality, and responsible use of sources. Many studies tend to treat plagiarism in a very simple way: it is either present or absent. Because of this, they miss the bigger picture, including patterns, trends, and the context behind students' writing decisions.

This gap points to the need for research that goes beyond simply detecting plagiarism and instead explores how AI tools can reveal patterns of academic integrity. By doing so, educators can gain deeper insights to guide teaching, support student development, and promote ethical practices. With the rise of digital learning, AI tools that support writing and detect plagiarism such as Grammarly have become widely used (Perdana & Farida, 2019). These tools help evaluate grammar, clarity, and originality. However, despite their availability, concerns about students' adherence to academic integrity persist. This highlights the need for focused research on how pre-service teachers demonstrate integrity in their academic work, especially in environments where digital tools are readily accessible.

What makes this study different is that it looks at how pre-service teachers actually practice academic integrity in their book reviews. This area has not been explored much in previous research. Instead of just measuring plagiarism or relying solely on AI detection tools, it focuses on how students apply ethical writing practices, such as proper paraphrasing, citation, and synthesis of ideas, especially in a time when AI tools are readily accessible. By examining real academic outputs rather than just cases of misconduct, the study offers a clearer picture of students' integrity practices. These insights can help improve teacher education programs and guide interventions that encourage more ethical academic behavior.

The primary goal of this study was to determine the patterns of academic integrity in pre-service teachers' book writings. To acquire all the necessary facts, knowledge, and information, the research sought to address the following critical questions:

1. What do the pre-service teachers display the level of academic integrity based on the book reviews?
2. What content in the book reviews are pre-service teachers likely to demonstrate academic integrity?

## METHODS

### Study Design and Participants

This study employed a quantitative, descriptive design and used document analysis. The sample consisted of 40 book reviews purposively selected from fourth-year pre-service teachers enrolled in the Bachelor of Elementary Education program at Mindanao State University–General Santos City. The collected outputs were course requirements from GED 114 (Teaching English in Elementary Grades Through Literature).

All participants provided informed consent, and ethical considerations were strictly observed, including confidentiality, anonymity, and voluntary participation. Data were anonymized and reported in aggregate form.

Academic integrity was operationalized through plagiarism analysis, focusing primarily on the honesty dimension. Book reviews were analyzed using Grammarly's plagiarism-detection software to determine similarity indices. Low or zero plagiarism rates were interpreted as indicators of academic integrity, supported by evidence of proper paraphrasing, accurate citation, and idea synthesis. Inclusion and exclusion criteria were applied to ensure the relevance and quality of the analyzed documents.

## Ethical approval statement

This study adhered to ethical standards for research involving human participants. Formal ethical approval was not required as the study involved document analysis of student outputs with minimal risk. Informed consent was obtained from all participants prior to data collection. Participation was voluntary, and participants were informed of their right to withdraw at any time without penalty. Confidentiality and anonymity were ensured through data coding and reporting in aggregate form. The use of plagiarism-detection tools was for research purposes only and did not affect participants' academic standing.

## Inclusion and Exclusion Criteria

The study sample's inclusion and exclusion criteria specify who is eligible to be included or excluded. The study population is consistently, uniformly, and objectively identified by the inclusion criteria. Factors or traits that render the recruited group ineligible for the study are included in the exclusion criteria (Garg, 2016). The researchers used the inclusion and exclusion criteria to ensure the book reviews they examined met the inclusion criteria and to weed out those that did not, as well as those that did not meet the exclusion criteria (Table 1). This was done to guarantee that the information gathered is accurate and relevant.

**Table 1.** Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
1. The online books assigned to pre-service teachers should include complete details, such as the title of the book, author or illustrator, language, and year published.	1. The online books assigned to the pre-service teachers lack complete details, such as the title, author or illustrator, language, and year published.
2. The details and concepts included in the book reviews are relevant to the topic.	2. The details and concepts included in the book reviews are not relevant to the topic.
3. The book reviews do not contain grammatical or typographical errors.	3. The book reviews contain grammatical and typographical errors.

## Research Instruments

The primary instrument used in this study was an AI-based plagiarism-detection tool, Grammarly, to analyze the similarity index of students' written outputs. Grammarly compares submitted texts against a large database of web pages and academic sources to identify matched content and generate an overall plagiarism percentage.

In addition to the similarity index, the analysis considered qualitative indicators of academic integrity, including proper paraphrasing, accurate citation, and the synthesis of ideas within the book reviews (Lee et al., 2010). These indicators were used to complement the quantitative plagiarism scores in assessing students' adherence to ethical writing practices.

To ensure the data's relevance and quality, inclusion and exclusion criteria were applied to the selected documents. Only book reviews that met the predefined criteria were analyzed. The interpretation of academic integrity levels was based on predetermined percentage thresholds, where lower similarity scores indicated higher levels of academic integrity.

## Data Analysis

Data were analyzed using document analysis combined with an AI-based plagiarism detection tool (Grammarly). Each book review was examined to obtain a similarity index, which was used as a quantitative indicator of academic integrity. Lower similarity scores indicated higher levels of academic integrity.

To address the first research objective, descriptive statistics (frequency and percentage) were used to summarize the levels of academic integrity across the book reviews. The classification of academic integrity levels was based on predefined percentage thresholds.

To address the second objective, the researchers conducted a content-based analysis of the book reviews (i.e., introduction, body, and conclusion) to identify sections where students were more likely to demonstrate or violate academic integrity.

Grammarly was used to compare students' texts against a large database of web pages and academic sources, generating similarity reports and highlighting matched content. These reports provided both an overall similarity percentage and detailed matches, which supported the objective assessment of plagiarism in the students' writing.

Academic integrity levels were categorized based on similarity index thresholds adapted from commonly accepted academic writing standards and prior studies on plagiarism detection (Table 2). Lower similarity percentages indicate higher levels of academic integrity.

**Table 2.** Inclusion and Exclusion Criteria

Similarity Index (%)	Academic Integrity Level	Interpretation
0–5%	Very high	Minimal or no detected plagiarism
6–10%	High	Low level of similarity
11–20%	Moderate	Noticeable similarity requiring attention
>20%	Low	High level of similarity indicating potential plagiarism

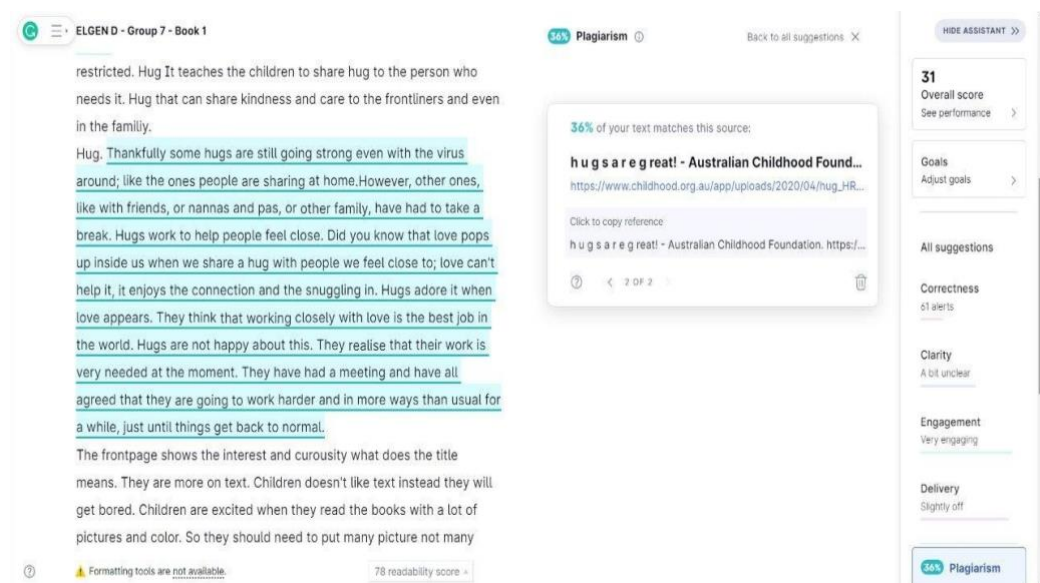
## RESULTS

A detailed distribution of academic integrity scores for each book review is provided in Appendix A. Overall, the results indicate that the majority of pre-service teachers demonstrated high to very high levels of academic integrity, with scores ranging from 64% to 100%. As summarized in Table 1, most book reviews fell within the very high category, while only a small proportion showed moderate to low levels of academic integrity.

However, the Grammarly tool has only detected common knowledge in the five book reviews, with lower percentages. In academic writing, common knowledge refers to information that the average educated reader would accept without needing a source citation to back it up (Edwards & Mercer, 2013). These statements are “*What I like about the book is that it...*”, “*Personal hygiene is one of the most effective ways to...*”, “*There are a lot of things that need...*”, and “*...use your sleeve to cover your nose and mouth.*”

Grammarly has identified sentences that closely match content from an existing source, Many Ways to Share a Hug, with a statement, “*Thankfully, some hugs are still going strong even with the virus around; like the ones people are sharing at 233 home. However, others, like friends, nannas and pas, or other family, have had to take a break. Hugs work to 234 make people feel close. Did you know that love pops up inside when we share a hug with people we feel close to? Love 235 cannot help it; it enjoys the connection and the snuggling in.*”

*Hugs adore it when love appears. They think that working 236 closely with love is the best job in the world. Hugs are not happy about this. They realized that their work is very needed 237 at the moment. They have had a meeting and have all agreed that they are going to work harder and in more ways than 238 usual for a while, just until things get back to normal.”* This statement appears in the body of the book review No. 37 (Figure 1).



**Figure 1.** Sample Screenshot of Committed Plagiarism (Book Review No. 37)

Table 3 presents the distribution of academic integrity levels among pre-service teachers’ book reviews. The majority of the outputs (90%) demonstrated a very high level of academic integrity, while only a small proportion fell into the high (5%), moderate (2.5%), and low (2.5%) categories. No cases were classified under very low academic integrity. Overall, these findings indicate that most pre-service teachers maintained a high standard of academic integrity in their written work, although a few instances of lower integrity were still observed.

**Table 3.** Distribution of Academic Integrity Levels Based on Similarity Index in Pre-service Teachers’ Book Reviews

Academic Integrity Level	Similarity Index (%)	Frequency (n)	Percentage (%)
Very High	95–100	36	90.0
High	85–94	2	5.0
Moderate	70–84	1	2.5
Low	50–69	1	2.5
Very Low	0–49	0	0.0
<b>Total</b>		<b>40</b>	<b>100.0</b>

**Table 4.** Content Areas Demonstrating Academic Integrity in ELGEN A Book Reviews

Section	Number of Book Reviews Demonstrating Integrity (n)	Percentage (%)
Introduction	9	90.0
Body	7	70.0
Conclusion	9	90.0

Table 4 presents the distribution of academic integrity across different sections of the book reviews among ELGEN A pre-service teachers. The findings indicate that academic integrity was most consistently demonstrated in the introduction and conclusion sections, with 90% of the book reviews meeting integrity standards in each section. In contrast, the body section showed a lower proportion (70%), suggesting that students encountered more difficulty maintaining academic integrity in this part of their writing.

This pattern suggests that while students were generally able to produce original, ethically sound content in less demanding sections, challenges emerged in the body of the text, where

higher-order skills such as critical analysis, idea synthesis, and proper citation are required. These findings highlight the need for greater instructional support in developing students' academic writing competencies, particularly in composing the main content of their work.

**Table 5.** Content Areas Demonstrating Academic Integrity in ELGEN B Book Reviews

Section	Number of Book Reviews Demonstrating Integrity (n)	Percentage (%)
Introduction	10	100.0
Body	9	90.0
Conclusion	8	80.0

Table 5 presents the distribution of academic integrity across different sections of the book reviews among ELGEN B pre-service teachers. The findings indicate that all book reviews (100%) demonstrated academic integrity in the introduction section, suggesting strong adherence to ethical writing practices in the initial part of the texts. The body section also showed a high level of integrity (90%), although a small number of instances indicated potential issues in maintaining originality.

In contrast, the conclusion section showed a slightly lower proportion (80%), suggesting that some students struggled to maintain academic integrity when summarizing or synthesizing their ideas. Overall, the results suggest that, while ELGEN B pre-service teachers generally demonstrated high levels of academic integrity across all sections, minor inconsistencies remained, particularly in the concluding sections of their writing.

**Table 6.** Content Areas Demonstrating Academic Integrity in ELGEN C Book Reviews

Section	Number of Book Reviews Demonstrating Integrity (n)	Percentage (%)
Introduction	8	80.0
Body	3	30.0
Conclusion	6	60.0

Table 6 presents the distribution of academic integrity across different sections of the book reviews among ELGEN C pre-service teachers. The findings indicate that academic integrity was most frequently demonstrated in the introduction section (80%), followed by the conclusion (60%). In contrast, the body section showed a substantially lower proportion (30%), indicating that the majority of students encountered difficulties in maintaining academic integrity in this part of their writing.

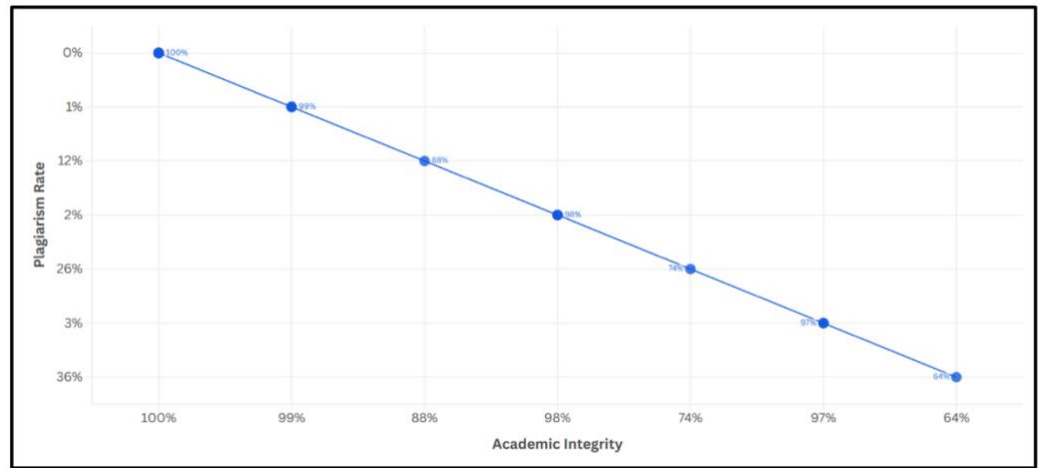
This pattern suggests that while some students were able to present original ideas in the introductory and concluding sections, they struggled significantly in the body of the text, where more complex academic writing skills such as paraphrasing, synthesis, and proper citation are required. Compared to other groups, ELGEN C exhibited the most pronounced inconsistency across sections, highlighting a greater need for targeted instructional support in academic writing and ethical source use.

**Table 7.** Content Areas Demonstrating Academic Integrity in ELGEN D Book Reviews

Section	Number of Book Reviews Demonstrating Integrity (n)	Percentage (%)
Introduction	9	90.0
Body	5	50.0
Conclusion	9	90.0

Table 7 presents the distribution of academic integrity across different sections of the book reviews among ELGEN D pre-service teachers. The findings indicate that academic integrity was consistently demonstrated across the introduction and conclusion sections, with 90% of the book reviews meeting integrity standards. However, the body section showed a notably lower proportion (50%), indicating that only half of the students maintained academic integrity in this part of their writing.

This pattern suggests that while students were generally capable of producing original and ethically sound content in the introductory and concluding sections, they faced greater challenges in the body of the text, where more advanced academic writing skills, such as paraphrasing, integration of sources, and proper citation, are required. These findings reinforce the recurring trend observed across groups that the body section represents the most vulnerable area for potential academic integrity issues.



**Figure 2.** Summary of the Content in the Book Reviews Pre-service Teachers Likely to Demonstrate Academic Integrity

As shown in Figure 2, academic integrity scores ranged from 64% to 100%, while plagiarism rates ranged from 0% to 36%. The scatter plot shows a clear inverse relationship between the two variables: higher levels of academic integrity are associated with lower rates of plagiarism. Specifically, participants with the highest academic integrity score (100%) demonstrated a plagiarism rate of 0%, indicating no detected instances of plagiarism. Similarly, those with integrity scores of 99% and 98% exhibited minimal plagiarism rates of approximately 1% and 2%, respectively. In contrast, lower integrity scores corresponded with higher plagiarism rates. For example, an integrity score of 88% was associated with a plagiarism rate of 12%, while a score of 74% was associated with a plagiarism rate of 26%. The lowest integrity score (64%) corresponded to the highest plagiarism rate (36%).

Although minor variations were observed among some data points, the overall trend consistently indicated that decreases in academic integrity were accompanied by increases in plagiarism rates. This pattern suggests a negative correlation between the variables. The findings demonstrate that academic integrity is a significant factor in reducing plagiarism among pre-service teachers. The use of AI-based plagiarism-detection tools yielded measurable insights into students' adherence to ethical academic practices.

## DISCUSSION

The findings of this study indicate that the majority of pre-service teachers demonstrated a relatively high level of academic integrity in their book reviews, with most outputs falling within the high to very high categories. However, a closer examination reveals uneven patterns across the book review, with integrity more consistently demonstrated in the introduction and conclusion, but substantially lower in the body. This suggests that while pre-service teachers possess a general awareness of academic integrity principles, their ability to apply these practices—particularly in cognitively demanding sections consistently—remains limited.

These findings are consistent with previous studies. For instance, Devika & Sheela (2020) reported that a majority of student instructors exhibited only a moderate understanding of academic integrity, while Bautista & Pentang (2022) found that pre-service teachers possessed basic knowledge of plagiarism but lacked deeper conceptual clarity. The present study extends these findings by demonstrating that awareness alone does not necessarily translate into consistent practice, especially

when tasks require higher-order skills such as synthesis, paraphrasing, and critical engagement with sources.

A key explanation for this pattern may lie in the varying cognitive demands of different sections of academic writing (Adams, 2007; Ng & Yip, 2019). The introduction and conclusion typically involve summarization and general framing, which may reduce the likelihood of plagiarism. In contrast, the body requires analysis, integration of sources, and original interpretation—skills that are more susceptible to improper paraphrasing and citation errors. This aligns with the observation that many instances of plagiarism in this study were unintentional, reflecting gaps in students' academic writing competence rather than deliberate misconduct (Bolívar, 2025; Gömbeyaz, 2019).

Moreover, the consistent finding across groups that the body section exhibited the lowest level of academic integrity highlights a structural issue in students' writing practices (Devika & Sheela, 2020). This suggests that instructional approaches may need to move beyond general awareness of plagiarism toward targeted training in discipline-specific writing skills, particularly in paraphrasing, citation, and synthesis. The use of AI-based tools such as Grammarly provided measurable insights into these patterns (Perdana & Farida, 2019). However, it also raises important considerations regarding students' reliance on such tools without fully understanding the principles of ethical writing.

In addition, other variables not directly measured in this study may have influenced the results. These include students' prior exposure to academic writing instruction, familiarity with citation conventions, access to AI-assisted tools, and the level of guidance provided by instructors. The increasing integration of digital tools in education may also shape how students approach writing tasks, potentially leading to both improved technical accuracy and overreliance on automated feedback systems.

The findings carry important implications for teacher education. While the overall level of academic integrity appears encouraging, the inconsistencies across writing sections indicate the need for more explicit and sustained instruction in academic writing practices. Teacher education programs should emphasize not only the definition of plagiarism but also the development of higher-order competencies, including critical thinking, synthesis, and ethical use of sources. Embedding formative feedback, scaffolded writing tasks, and AI literacy into the curriculum may further support the development of responsible academic writing among pre-service teachers (Espinosa & Toquero, 2018).

## LIMITATIONS OF THE STUDY

Despite these contributions, this study has several limitations. First, academic integrity was operationalized primarily through similarity scores generated by a single plagiarism-detection tool, which may not fully capture the complexity of ethical writing practices. Second, the study employed a descriptive design, rather than examining causal relationships. Third, the sample size was relatively small and context-specific, limiting the generalizability of the findings.

Future research may address these limitations by adopting mixed-method approaches, incorporating qualitative analyses of student writing, and exploring students' perspectives on academic integrity. Additionally, future studies could investigate the effectiveness of instructional interventions and the role of AI tools in

promoting ethical academic practices. Examining factors such as motivation, self-efficacy, and digital literacy may also provide a more comprehensive understanding of how students engage with academic integrity in contemporary learning environments.

## CONCLUSIONS

This study examined patterns of academic integrity among pre-service teachers by analyzing book reviews using an AI-based plagiarism-detection tool. The findings indicate that, overall, students demonstrated a moderate level of academic integrity, with higher integrity in the introduction and conclusion and lower integrity in the body of the text.

These results suggest that academic integrity is not consistently applied across all sections of academic writing. The body section, which requires more advanced skills such as paraphrasing, synthesis, and proper citation, was identified as the most vulnerable to unintentional plagiarism, particularly due to inadequate source attribution and misconceptions about common knowledge.

The findings highlight the need for targeted instruction in academic writing, particularly in source integration and citation practices. The use of AI-based tools can support this process; however, it should be complemented by explicit guidance on ethical writing. Integrating academic integrity modules, formative feedback, and citation tools into teacher education programs may help strengthen students' ethical writing practices.

## AI DISCLOSURE STATEMENT

During the preparation of this manuscript, the authors used Grammarly (Grammarly Inc.) to improve the readability, grammar, and clarity of the writing. All suggestions provided by the tool were carefully reviewed and selectively applied by the authors. The authors take full responsibility for the accuracy, integrity, and content of this manuscript.

## ACKNOWLEDGMENTS

No.

## DATA AVAILABILITY

The data supporting the findings of this study are partially available within the article and its Appendix. Detailed summaries and selected datasets are provided to ensure transparency of the analysis. However, the full dataset is not publicly available due to privacy and confidentiality considerations involving the research participants. Additional data may be made available by the corresponding author upon reasonable request.

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## CONFLICT OF INTEREST

The author hereby declares that this research is free from conflicts of interest with any party.

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### Appendix A. Detailed Academic Integrity Data of Book Reviews (N = 40)

No.	Title of the Book	Author/Illustrator	Language & Year	Type	Page No.	Academic Integrity (%)
1	Kelly Gets a Vaccine: How We Beat Coronavirus	Lauren Block MD MPH, Adam E. Block PhD	English, 2020	Story book	29	100
2	Seeing Other People Wearing Masks	The Children Life Department at the Johns Hopkins Children's Center	English, 2020	Story book	11	100
3	Covid-19 Back to School Guide for Parents and Students	William A. Haseltine PhD	English, 2020	Story book	134	99
4	Something Strange Happened in My City	Dr. Shu-Chen Jenny Yen	English, 2020	Story book	35	88
5	The Story of the Oyster and the Butterfly: The Corona Virus and Me	Ana M. Gomez, Sergio Aguirre	English, 2020	Story book	30	100
6	Rosie Practices Social Distancing	Allison Rotolo	English, 2020	Story book	16	100
7	The Day My Kids Stayed Home: Explaining COVID-19 and the Corona Virus to Your Kids	Adam M. Wallace, Valentina T. Segovia, Adam Riong	English, 2020	Story book	14	100
8	Bobby Baboon & the Invisible Buggies	Kitty N. Wong, Daniel Levia	English, 2020	Story book	13	100
9	Earth Sweet Home	Paola Pane, Domitilla Costa, Gaia Cecchini	English, 2020	Story book	41	100
10	What is Corona?	Sheikha Shamma bint Sultan bin Khalifa Al Nahyan, Andrea Lucci	English, 2020	Story book	15	100
11	My Social Distancing Story	Tobii Dynavox	English, 2020	Story book	20	98
12	Let's Talk About the Coronavirus (COVID-19)	Center for Autism & Related Disabilities	English, 2020	Story book	17	100
13	Even Astronauts Practice Social Distancing	Kristen Ehret	English, 2020	Story book	14	100

No.	Title of the Book	Author/Illustrator	Language & Year	Type	Page No.	Academic Integrity (%)
14	Georgie and the Giant Germ	Julie Ribaldo et al.	English, 2020	Story book	19	99
15	Wearing a Mask	Tara Tuchel	English, 2020	Story book	6	100
16	Rosie Practices Social Distancing	Allison Rotolo	English, 2020	Story book	13	100
17	Staying Home	Sally Nicholls & Vivian Schwarz	English, 2020	Story book	17	100
18	The Spooky Shallow Cough	Ben Rabb & Brittany Cyk	English, 2020	Story book	12	98
19	Bobby Baboon and the Invisible Buggies	Kitty N. Wong & Daniel Levia	English, 2020	Story book	15	74
20	I LOVE YOU	Michael Ross / Bruno Iradukunda	English, 2020	Story book	21	99
21	Kelly Gets a Vaccine: How We Beat Coronavirus	Lauren Block MD MPH, Adam E. Block PhD	English, 2020	Story book	29	100
22	Getting Haircuts with Masks	Tara Tuchel	English, 2020	Story book	10	99
23	How My School Fights a Virus	Rick Raleigh, Meghan Wandel	English, 2020	Story book	20	97
24	Right Now, I Am Fine	Daniela Owen	English, 2020	Story book	23	100
25	Rosie Practices Social Distancing	Allison Rotolo	English, 2020	Story book	13	99
26	A Tale of Two Pandemics: Historical Insights on Persistent Racial Disparities	Josh Neufeld	English, 2020	Story book	10	97
27	Count Cough-Ula	Michael Ross, Odile Owera	English, 2020	Story book	24	100
28	The Virus- Stopping Champion	Hilary Rogers, Kevin Ntwali	English, 2020	Story book	16	98
29	Sid Gets Scared	Ivan Honey, Jacqui Lynch	English, 2020	Story book	15	100
30	What is COVID-19?	Alexis Roumanis	English, 2020	Story book	49	99
31	My Social Distancing Story	Tobii Dynavox	English, 2020	Story book	20	98
32	Even Astronauts Practice Social Distancing	Kristen Ehret	English, 2020	Story book	14	100
33	Wearing a Mask	Tara Tuchel	English, 2020	Story book	12	100

No.	Title of the Book	Author/Illustrator	Language & Year	Type	Page No.	Academic Integrity (%)
34	The House We Sheltered In	Freeman Ng	English, 2020	Story book	10	97
35	Bobby Baboon & the Invisible Buggies	Kitty N. Wong, Daniel Levia	English, 2020	Story book	15	100
36	Count Cough-Ula	Michael Ross	English, 2020	Story book	24	100
37	Many Ways to Share a Hug	Jess Racklyeft	English, 2020	Story book	5	64
38	Sid Gets Scared	Ivan Honey, Jacqui Lynch	English, 2020	Story book	15	100
39	Captain Corona & the 19 Covid Warriors	Melissa Gracias, Brittany Curry	English, 2020	Story book	33	98
40	What's Going on in the World?	Nacho Palacios, Leo Palacios	English, 2020	Story book	31	98