ARTIKEL

RESONANCE OF MESSAGES ABOUT ACADEMIC INTEGRITY: ANALYSIS OF PUBLIC RESPONSES TO VIDEO OF UI LECTURER EXPOSING OCTORAL DEGREE SCAM

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PROGRAM STUDI KOMUNIKASI DAN PENYIARAN ISLAM
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RESONANCE OF MESSAGES ABOUT ACADEMIC INTEGRITY: ANALYSIS OF PUBLIC RESPONSES TO VIDEO OF UI LECTURER EXPOSING DOCTORAL DEGREE SCAM

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Artikel Sebagai Salah Satu Syarat Untuk Memperoleh Gelar Sarjana Sosial (S.Sos.) Pada Program Studi Komuniksai dan Penyiaran Islam Fakultas Ushuluddin, Adab dan Dakwah Institut Agama Islam Negeri Parepare

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Tanggal Kelulusan	:	15 Juni 2026

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KATA PENGANTAR

بسم الله الرحمن الرحيم

الـحَمْدُ للهِ رَبِّ العَالَـمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ وَالـمُرْسَلِيْنَ نَبِيِّنَا وَحَبِيْبِنَا مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْـمَعِيْنَ وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ أَمَّا بَعْد

Alhamdulillah, puji syukur penulis panjatkan kehadirat Allah Swt. atas segala rahmat, hidayah, taufik, dan maunah-Nya, sehingga penulis dapat menyelesaikan tulisan ini sebagai salah satu syarat untuk menyelesaikan studi dan memperoleh gelar Sarjana Sosial (S.Sos) pada Fakultas Ushuluddin, Adab dan Dakwah Institut Agama Islam Negeri (IAIN) Parepare.

Dengan penuh rasa hormat dan kasih sayang, penulis menghaturkan terima kasih yang sedalam-dalamnya kepada kedua orang tuaku Selamanya, yakni Bapak Almarhum Majuddin Mahmud dan Ibu Tahira, dua insan yang paling berjasa dalam kehidupan penulis. Dua sosok luar biasa yang selalu mengusahakan agar anak pertamanya dapat menempuh pendidikan setinggi-tingginya.

Kepada Bapak, terima kasih atas setiap cucuran keringat dan kerja keras yang engkau tukarkan menjadi nafkah, Terimah kasi telah mendidik dan mengajari anakmu ini arti kehidupan . Kenangan moment-moment kebersamaan, kasih sayang beliau, akan selalu hidup dalam hati penulis.

Untuk Ibu, terima kasih atas segala motivasi, nasihat, doa, serta harapan yang senantiasa mendampingi setiap langkah dan ikhtiar anakmu hingga mampu menjadi pribadi yang berpendidikan. Terima kasih atas kasih sayang tanpa batas yang tak pernah lekang oleh waktu, atas kesabaran dan pengorbanan yang selalu mengiringi perjalanan hidup penulis. Terima kasih telah menjadi sumber kekuatan dan inspirasi, serta pelita yang tak pernah padam dalam setiap langkah kehidupan yang penulis tempuh.

Terakhir untuk saudara saya St Syahra Ramadhana dan Naysila Tul Rahma yang selelau menemani penulis baik dalam keaddaan sedih maupun bahagia. Tiada kata yang mampu penulis ucapkan selain rasa syukur dan terima kasih yang begitu besar dan tak terhitung jumlahnya atas segala cinta, pengorbanan, dan doa yang telah

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diberikan. Semoga Allah Swt. senantiasa melimpahkan rahmat, kasih sayang, dan kebahagiaan kepada kedua orang tua penulis, baik di dunia maupun di akhirat kelak.

Arikel ini dikerjakan demi melengkapi dan memenuhi salah satu syarat untuk memperoleh gelar Sarjana Sosial. Oleh karena itu, penulis mengucapkan ribuan terima kasih kepada:

1. Ibu Prof. Dr. Hj. Darmawati, S.Ag., M.Pd.selaku Rektor IAIN Parepare yang bekerja keras mengelola Pendidikan di IAIN Parepare.
2. Bapak Prof Dr. Hannani, M.Ag. sebagai Rektor IAIN Parepare Priode 2022-2026, yang bekerja keras mengelolah Pendidikan dan telah berusaha menjadikan IAIN Parepare menjadi kampus yang lebih baik, maju dan mebawa IAIN Parepare meraih Predikat Unggul Pada tgl 12 Desember 2025
3. Dr. H. Muhiddin Bakri, Lc., M. Fil.I. selaku Dekan Fakultas Ushuluddin, Adab, dan Dakwah; Dr. Ahmad Yani, M.Hum., selaku Wakil Dekan I Bidang AKKK; serta Dr. M. Ihsan Darwis, M. SI. selaku Wakil Dekan II Bidang AUPK, atas segala pelayanan, edukasi, dan motivasi yang diberikan kepada penulis selama menempuh perkuliahan di IAIN Parepare.
4. Ibu Mifdah Hilmiyah, M.Kom. selaku Ketua Program Studi Komunikasi dan Penyiaran islam yang telah meluangkan waktu serta memberikan pendidikan dan bimbingan kepada penulis selama masa studi di IAIN Parepare.
5. Bapak dan Ibu dosen pada Fakultas Ushuluddin Adab dan Dakwah yang telah meluangkan waktunya untuk mendidik dan memberikan ilmu pengetahuannya selama proses perkuliahan di IAIN Parepare.
6. Bapak dan Ibu staf administrasi Fakultas Ushuluddin Adab dan Dakwah yang telah banyak membantu dan memberikan informasi terkait akademik.
7. Kepada Keluarga besar saya Kake, saya yakni (Heri Hida) dan Nenek (Tahari), dan keluarga saya yg lain, yg tidak sempat penulis sebutkan satu per-satu namanya, yang selalu hadir memberikan Semangat, Dukungan,Motivasi dan bantuan, baik itu berupa nasehat maupun finansial yang diberikan sehingga penulis dapat menyelesaikan Penelitian ini dengan baik.

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8. Kepada saudara(i) seperjuangan mahasiswa Program Studi Komunikasi dan Penyiaran Islam 2022, terima kasih atas dukungan dan kebersamaan selama menempuh studi.
9. Seluruh pihak yang sangat berjasa dalam proses penulisan Artikel yang tidak dapat penulis sebutkan satu persatu.
10. Terakhir, penulis juga mengucapkan terimah kasi kepada diri saya sendiri yang telah bertahan, berjuang, dan tetap kuat melewati setiap proses.Terimahkasi krena tidak memilih menyerah meski sering kali menghadapi lelah,kecewa, dan berbagai ujian selama perjalanan pendidikan ini.Segala usaha, air mata, doa, dan perjuangan yang telah di lalui akhirnya mampu mengantarkan penulis sampai pada titik ini. Semogah setiap langkah yang telah diperjuangkan menjadi awal dari perjalanan yang lebih baik dan penuh keberkahan di masa yang akan datang.

Penulis telah berupaya semaksimal mungkin dalam penyusunan Artikel ini, namun sebagai manusia yang tak luput dari kesalahan dan kekhilafan. Oleh karena itu dengan penuh rasa rendah hati penulis menerima kritikan dan saran yang sifatnya membangun. Semoga skripsi ini dapat memberikan manfaat kepada pembacanya.

Parepare, 16 Juni 2026

01 Muharram 1448 H

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Nivedana
Jurnal Komunikasi dan Bahasa
E-ISSN: 2723-7664
@ the Author(s) 2026
Volume 7 Number 2, June 2026

Submited : March 2, 2026	Revised : April 20, 2026	Accepted : 27 May, 2026	DOI : https://doi.org/10.53565/nivedana.v7i2.2640

RESONANCE OF MESSAGES ABOUT ACADEMIC INTEGRITY: ANALYSIS OF PUBLIC RESPONSES TO VIDEO OF UI LECTURER EXPOSING DOCTORAL DEGREE SCAM

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Abstract

This study analyzes message resonance and public response dynamics to the issue of academic integrity in a YouTube video titled "UI Lecturer Exposes Doctoral Degree Scam." The study uses a quantitative descriptive approach with Social Network Analysis (SNA) combined with sentiment and toxicity analysis. A total of 1,200 comments were collected through web scraping techniques using Communalytic. The results show that neutral sentiment dominates public responses, followed by negative and positive sentiment in smaller proportions. Network visualization shows the formation of opinion clusters with a number of central actors playing a role in amplifying the discourse. Although emotional expressions appear, the level of toxicity is relatively low. These findings indicate that the issue of academic integrity resonates morally in the digital space, but is discussed in a relatively rational and discursive manner. This study contributes to the integration of message resonance theory and social network analysis in the context of Indonesian social media .

Keywords: Academic Integrity, Public Response, Message Design, Social Network Analysis, YouTube.

Abstrak

Penelitian ini menganalisis resonansi pesan dan dinamika respons publik terhadap isu integritas akademik dalam video YouTube berjudul "Dosen UI Bongkar Modus Obral Gelar Doktor." Penelitian menggunakan pendekatan deskriptif kuantitatif dengan metode Social Network Analysis (SNA) yang dikombinasikan dengan analisis sentimen dan toksisitas. Sebanyak 1.200 komentar dikumpulkan melalui teknik web scraping menggunakan Communalytic. Hasil penelitian menunjukkan bahwa sentimen netral mendominasi respons publik, disusul sentimen negatif dan positif dalam proporsi lebih kecil. Visualisasi jaringan memperlihatkan terbentuknya kluster opini dengan sejumlah aktor sentral yang berperan dalam amplifikasi diskursus. Meskipun muncul ekspresi emosional, tingkat toksisitas relatif rendah. Temuan ini menunjukkan bahwa isu integritas akademik memunculkan resonansi moral di ruang digital, namun dibahas secara relatif rasional dan diskursif. Penelitian ini berkontribusi pada integrasi teori resonansi pesan dan analisis jaringan sosial dalam konteks media sosial Indonesia.

***Keywords**: Integritas Akademik, Respon Publik, Resain Pesan, Social Network Analysis, Youtube.*

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INTRODUCTION

Integritas Academic integrity is the normative and epistemological foundation of higher education systems because it determines the legitimacy of knowledge production, the quality of graduates, and the level of public trust in academic institutions. The principles of scientific honesty, objectivity, accountability, and academic responsibility are key prerequisites for maintaining the credibility of higher education institutions (Akhyar 2026). In the global context, violations of academic integrity such as plagiarism, data manipulation, and the commodification of academic degrees have become a serious concern because they erode public trust in educational institutions (Windani 2025).

In Indonesia, the issue of academic integrity has become increasingly prominent as public attention has focused on allegations of degree buying and selling and the misuse of academic credentials by certain elites. Transformations in social media and its penetration have expanded the discourse on this issue from the internal realm of campuses to the wider public sphere. Platforms such as YouTube are no longer merely a medium for distributing information, but rather an arena for public deliberation that allows the public to participate in the production of collective opinion (Akhyar 2026).

In the context of public communication, issues related to academic integrity have significant implications for society because they influence public trust in educational institutions and the legitimacy of knowledge produced by universities. Public communication refers to the process through which social issues are discussed and negotiated in the public sphere, enabling citizens to form opinions and evaluate institutional accountability. According to Habermas (1989), the public sphere is a communicative space where citizens exchange arguments and opinions about issues of common concern, thereby shaping public discourse and democratic deliberation. When allegations of academic fraud circulate widely through social media platforms, they not only generate public debate but also shape collective perceptions regarding fairness, transparency, and credibility in higher education. Therefore, analyzing how these issues resonate within the digital public sphere becomes important in understanding the formation of public opinion in contemporary society.

One of the events that sparked public discourse was a video titled “UI Lecturer Exposes Doctorate Degree Scam” published on Abraham Samad's YouTube channel in the

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Speak Up program on October 24, 2024, which has garnered 299,456 views, 1,200 comments, and 5,700 likes since it was analyzed. The content highlights allegations of commercialization of doctoral degrees in higher education, an issue that normatively intersects directly with the principles of academic integrity, the credibility of educational institutions, and scientific ethics in Indonesia. The Speak Up program is known as a forum for dialogue that often raises current social and political issues with an argumentative and data-driven approach. The reputation of its initiator and the sensitive nature of the issue contributed to its wide audience reach and intense public participation. However, high interaction does not always correlate with the quality of discourse. The comment section reveals complex dynamics: ranging from support, substantive criticism, to emotional expressions and responses that tend to be toxic. This condition confirms that social media not only functions as a space for public deliberation, but also as an arena for discourse contestation influenced by social affiliations, political orientations, and the algorithmic logic of the platform.

This phenomenon shows how the issue of academic integrity is amplified through virality and interaction on social media. Platform algorithms have the potential to reinforce content that triggers high engagement, including controversial content, thereby expanding its reach and deepening polarization. Thus, the public response to this video is important to analyze, not only as a spontaneous reaction to a piece of content, but as a reflection of the construction of public opinion, the dynamics of message resonance, and patterns of interaction on social media that shape collective perceptions of the issue of academic integrity.

From a communication theory perspective, this phenomenon can be explained through the message resonance theory developed by Hartmut Rosa 2019, which views resonance as a responsive relationship between the subject and their social world, referring to a condition where the message conveyed is able to build an emotional and moral connection between the communicator and the audience, thereby encouraging reflection and attitude change (Rosa 2019) Resonant messages are not only understood cognitively, but also evoke emotional and moral engagement from the audience. Criticism of the practice of buying and selling degrees in the video has the potential to create moral resonance because it touches on the values of justice, meritocracy, and academic credibility.

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In addition, the effectiveness of a message is also influenced by its communication design. Barbara O'Keefe's 1988 Message Design Logic Theory explains that messages can be constructed through expressive, conventional, or rhetorical logic (Barbara J. O'Keefe 1988) In the context of the analyzed video, the delivery of an argumentative message, based on academic norms, with moral undertones, enables the formation of strong persuasive power. This combination contributes to the intensity of audience response in the social media space.

Furthermore, public responses on social media cannot be understood solely through the content of individual comments, but also through the patterns of relationships between actors in the communication network. The Social Network Analysis (SNA) approach, as proposed by (Wasserman & Faust, 1994) enables the mapping of interaction structures, the identification of central actors, and the analysis of opinion dissemination patterns within social media networks. In the context of YouTube, comments and replies form a conversation ecosystem that reflects the dynamics of public opinion (Amir et al., 2024).

In addition to moral and ethical concerns, cases involving fraudulent academic degrees may also have broader public and legal consequences. The misuse or falsification of academic credentials can undermine institutional credibility, create unfair advantages in professional or political competition, and potentially violate legal regulations related to fraud or misuse of academic titles. In the Indonesian context, such practices may lead to administrative sanctions, revocation of academic titles, or legal investigations depending on the severity of the violation. Therefore, the public discussion surrounding these cases is not merely an expression of opinion on social media, but also reflects wider societal concerns regarding accountability, justice, and the integrity of the higher education system.

A number of previous studies have examined message resonance in the context of politics on social media (Hutomo and Rahmanto 2025), public sentiment on social media (Wirga, n.d.), and the polarization of online discourse (Bruns, 2019). However, studies that specifically integrate resonance theory, message design, and social network analysis to understand academic integrity discourse on social media are still limited. Most studies on academic integrity focus more on institutional policy aspects or student behavior, rather than on the construction of public opinion on social media (Windani 2025).

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This research gap is the important basis for this study. This study aims to analyze how the resonance of messages criticizing academic integrity is formed and disseminated through the YouTube platform, as well as how interactions between users build the structure of public opinion on social media. Using a Social Network Analysis (SNA) approach combined with sentiment and toxicity analysis, this study seeks to uncover communication patterns, central actors, emotional intensity, and discourse structures that emerge in response to these videos.

This study has three main contributions. First, it integrates message resonance theory with the Social Network Analysis approach in the context of academic integrity discourse on social media and measures sentiment distribution, as well as the level of toxicity and network polarization structure simultaneously. This study presents empirical evidence of how academic issues can experience emotional amplification through digital interaction structures. The integration of this approach is still relatively limited in digital communication studies in Indonesia. Theoretically, this study contributes to the development of communication studies on social media by integrating resonance theory, message design, and social network analysis into a comprehensive analytical framework. Practically, the findings of this study are expected to serve as a reference for higher education institutions and policymakers in formulating communication strategies that are more transparent, ethical, and responsive to issues of academic integrity in the era of social media.

METHOD

This study uses descriptive quantitative data analysis with a social network analysis (SNA) approach. To understand the public's responses and reactions expressed through netizen comments on the YouTube platform, specifically on a podcast video titled “UI Lecturer Exposes Doctorate Degree Scam | Abraham Samad Speak Up” (premiered on October 24, 2024, with more than 299 thousand viewers, 1.2 thousand comments, and 5.7 thousand likes). This research design allows for large-scale data collection and mapping, so that communication patterns, sentiments, and the dynamics of public polarization can be comprehensively captured in the context of sensitive issues. This method combines quantitative strengths through big data analysis to identify sentiment distribution (positive, negative, neutral), toxicity patterns, and dominant issues in public discussions with a quantitative descriptive approach to explore the social meaning, narratives, and motivations behind the comments that appear **(**Sari et al. 2023**)**.

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This approach allows researchers to trace how opinions, emotions, and polarization are formed and spread in online interaction spaces, while capturing the context, dynamics, and social relations that exist behind netizens' activities on social media. The case study focuses on the video about the alleged doctoral degree fraud scheme because of the high level of public interaction, making it highly representative for studying netizens' responses to controversial issues that trigger emotional discourse and polarization.

In determining the data source, several criteria were applied to ensure the relevance and representativeness of the dataset. First, the selected video had to discuss issues directly related to academic integrity and allegations of doctoral degree fraud in Indonesian higher education. Second, the video had to generate significant public engagement, indicated by a large number of views, comments, and audience interactions. Third, the video was published on a public platform that allows open user interaction, enabling researchers to capture spontaneous public responses through comment sections. Based on these criteria, the video "UI Lecturer Exposes Doctorate Degree Scam" on the Speak Up program was selected because it met all the requirements and represented a viral public discourse related to academic integrity in Indonesia.

The data analyzed in this study consisted of netizen comments posted on the selected YouTube video. Only publicly available comments were collected to ensure ethical compliance in social media research. The dataset includes primary comments and replies posted by users within the discussion thread. These comments represent spontaneous public reactions, opinions, and emotional responses to the issues raised in the video. Through a combination of big data analysis and in-depth ethnographic-based interpretation on social media, this study aims to produce a comprehensive understanding of the formation of opinions, sentiments, and toxicity in the public sphere on Indonesian social media.

RESULT AND DISCUSSION

Research Finding

The data source for this study was netizen comments on a video published on the YouTube account "Abraham samad spk up" entitled "Ui Lecturer Exposes Doctorate Degree Scam," which is 1 hour and 58 minutes long, premiered on October 24, 2024, and has been viewed 299,456 times, receiving 1,200 comments and 1,200 likes. This video was selected because it represents public

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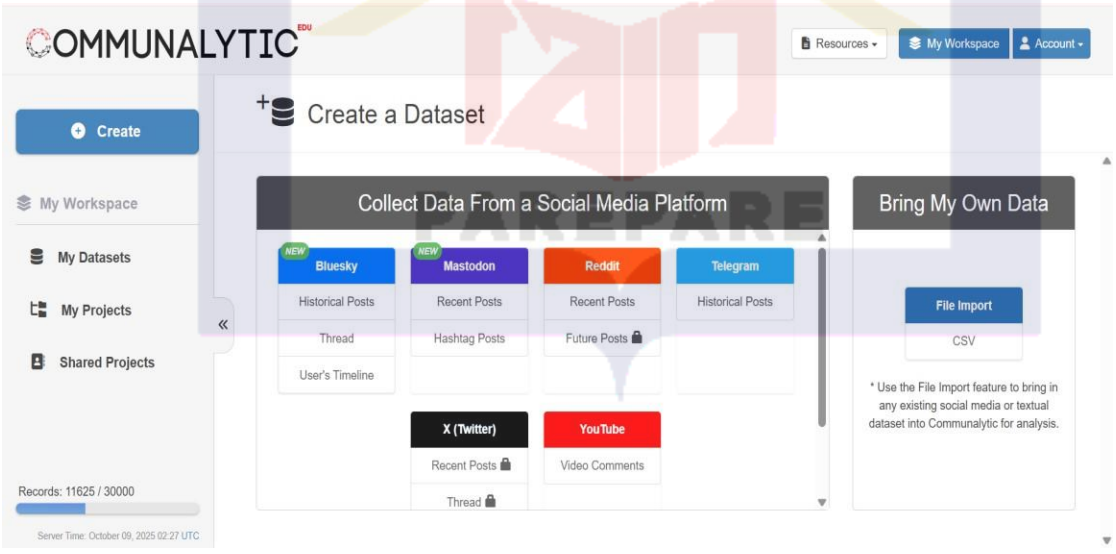
discourse on controversial issues involving degrees and education in Indonesia. The comments on this video are the main source of data for capturing the opinions, sentiments, polarization, and emotional reactions of netizens to the issues raised in the podcast.



Figure 1. Video thumbnail "UI Lecturer Exposes Doctorate Degree Scam at Universities | #SPEAKUP"

Source: Screenshot by the author from the YouTube Channel Abrahamsamad, 2024.

Data collection was conducted using the Communalytic.org web application, a code-free computational social science research tool designed to study online communities and public discourse on social media, including YouTube (Sugiestian et al. 2025; Zulqarnain, Sultan, and Muh. Akbar 2025). The data collection process began by copying the video link from the YouTube page, logging into the Communalytic.org account, selecting the YouTube comment collection option, creating a specific dataset name, pasting the video link into the search field, and running the



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data collection process. This procedure ensures the completeness and relevance of the collected data, resulting in a comprehensive comment dataset for further analysis, both quantitatively and qualitatively, in the context of public response and reaction to the issue of mining concessions in Indonesia.

Figure 2. Copying the Link of the Video Being Analysed

Source: Researcher's screenshot from Comunnalytic.org, 2024

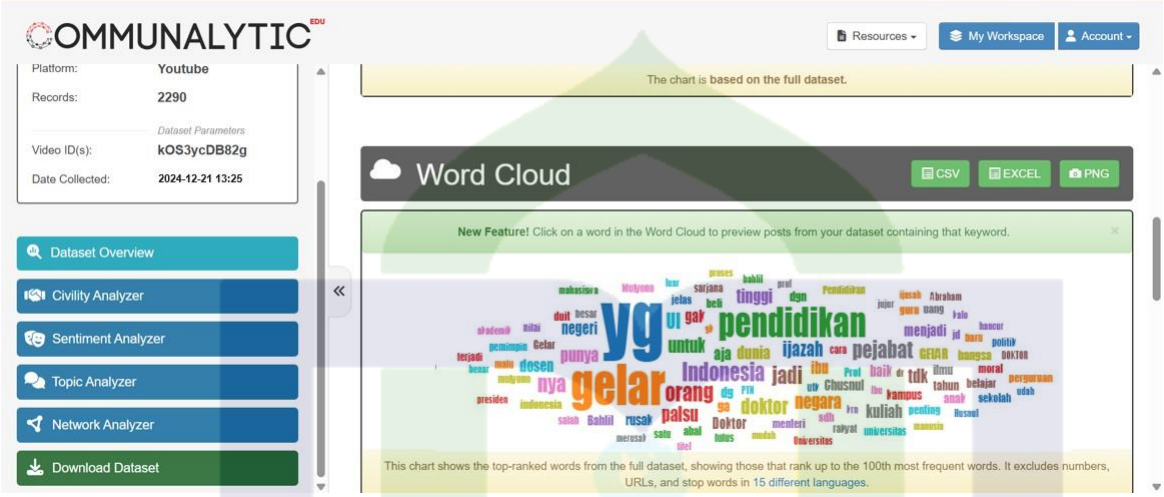


Figure 3. Video Analysis Results

Source: Screenshot taken by the researcher from the YouTube account of the Presidential Secretariat, 2025

Data Analysis Technique Procedure

Data collected from netizen comments on the YouTube video "Public Anger Against Power | On the Bocor Alus Politik Podcast" was analyzed in depth using three main modules available on Communalytic.org, namely politeness analysis, topic analysis, and sentiment analysis. Politeness analysis was used to identify toxic and pro-social interactions in the comment dataset. Using machine learning models such as Perspective API and Detoxify, each comment was evaluated to calculate a toxicity score, including indications of insults, threats, or harassment, as well as a pro-social score that included affection, curiosity, and respect. In addition, Topic Analysis (Topic Analyzer) was used to extract latent topics that might not be immediately apparent when reading the comments manually. Comment texts are converted into numerical embeddings using Apity, then grouped based on semantic similarity and

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visualized in an interactive 3D semantic similarity map. This analysis enables the identification of key issues discussed by netizens, whether related to politics, social issues, or controversies, while mapping the relationship between topics and the distribution of discussions in online communities focused on demonstrations and protests in Indonesia. This analysis helps reveal the extent to which netizens discuss topics such as education, degrees, and fraud related to fake diploma incidents.

In addition, Sentiment Analysis was applied to assess the emotional orientation of netizens' comments, whether each comment expressed positive, negative, or neutral sentiment. This analysis was conducted based on the text of the comments and relevant metadata columns, providing a clearer picture of public opinion trends related to the political messages conveyed in the videos. This study focuses on sentiment analysis arising from sensitive events triggered by the Narrator, with an emphasis on how negative, angry, or disappointed feelings arise among netizens who witness or participate in these events. By combining the three analyses (politeness, topic, and sentiment), this study will produce a comprehensive map of netizen interaction patterns, emotional intensity, and discussion focus, resulting in deep insights into the dynamics of public opinion and patterns of political communication on social media, especially in crisis situations involving social tension and public dissatisfaction.

1. Results

Netizen Responses and Reactions to Videos

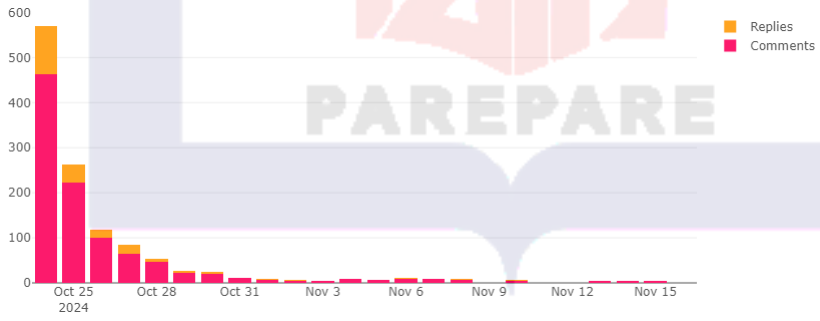


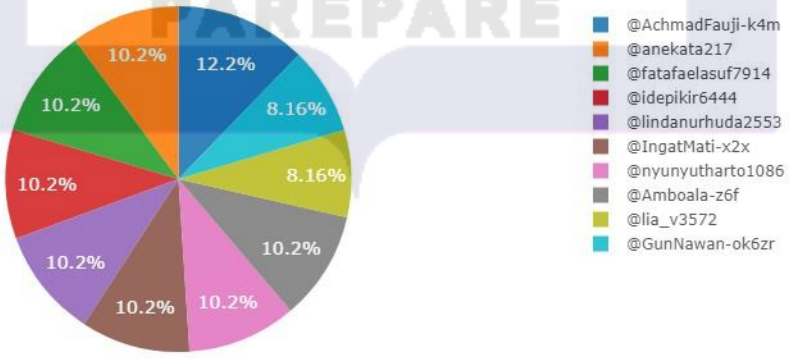
Figure 4. Public interaction per day on the video "UI Lecturer Exposes Doctorate Degree Scam"

Source: Data processed by Communalytic.org

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Figure 4 above shows the first results graph after the video "UI Lecturer Exposes Doctorate Degree Scam | #SPEKUP" was uploaded on October 24, 2024, when there was a drastic increase in the number of comments (red) and replies to comments (orange), with a total accumulation of more than 600 interactions, most of which were main comments and the rest were replies to previous comments. The high level of discussion activity on the first day shows that the issues raised in the video, namely the controversy over the doctorate scheme and academic integrity, were highly relevant. In the following days, the graph shows a sharp decline in the number of comments and replies. Only three to two days after publication, the volume of interactions decreased significantly, and after a week, discussion activity reached almost zero. This pattern shows that the video triggered a huge public response on the first day, which then began to fade over time, influenced by the urgency of the event and the level of virality of the issue on social media and national news media. After this phase of "public opinion explosion," the topic of conversation was no longer the center of attention, so comment and reply activity quickly subsided.

These findings show that public response to sensitive educational issues and crisis events in Indonesia in the social media era is highly dependent on initial momentum and virality. Videos that raise current issues tend to trigger a surge in discussion on the first day, followed by a drastic decline thereafter. This pattern also confirms that social media, especially YouTube, acts as a catalyst for the public to immediately express their opinions, feelings, and solidarity when sensitive events occur. However, this discussion space is also very temporary, with public activity quickly subsiding once the issue is replaced by another agenda or new narrative. This pattern of engagement can be interpreted as a reflection of the character of social media communities, which are reactive and responsive to political, educational, and social issues that go viral and trigger strong emotions.



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Figure 5. Diagram of the 10 Users/Actors with the Highest Number of Comments

Source: Data Analysis Results from Communalytic.org

Figure 5 shows a circle diagram, with the distribution of comments and replies on the video dominated by a small group of highly active accounts. It is known that the top 10 accounts contribute a significant proportion of the total comments and replies, indicating the existence of key actors who influence and even direct the dynamics of discussion in the comments section. The account @AchmadFauji-k4m ranks first with a contribution of 12.2%, followed by @anekata217, @fatafaelasuf7914, @idepikir6444, @lindanurhuda2553, @ingatMati-x2x, @nyunyutharto1086, and @Amboala-z6f, each contributing 10.2%, while other accounts @lia_v3572 and @GunNawan-ok6zr each contributed 8.16%. The concentration of discussion on a small number of accounts indicates the phenomenon of conversation dominance by opinion leaders or central actors in the social media space. This phenomenon is common in online discussions about sensitive and viral issues, where a few accounts with high engagement levels are able to build narratives, trigger responses, and expand the scope of discussion. These findings also confirm that, in the education crisis, key actors (both individuals and groups) play a strategic role in shaping perceptions, directing public opinion, and sometimes exacerbating polarization.

Table 1. Top 10 Actors and Users with the Most Comments Based on Percentage

No.	Username	Percentage (%)
1	@AchmadFauji-k4m	12.2
2	@anekata217	10.2
3	@fatafaelasuf7914	10.2
4	@idepikir6444	10.2
5	@lindanurhuda2553	10.2
6	@ingatMati-x2x	10.2
7	@nyunyutharto1086	10.2
8	@Amboala-z6f	10.2
9	@lia_v3572	8.16
10	@GunNawan-ok6zr	8.16

Source: Author's Data Analysis, 2025

Table 1 shows the percentage distribution of contributions from the ten most active accounts involved in providing comments and replies in the video discussion room. The account @AchmadFauji-k4m ranks first with a 12.2% contribution to total interactions, indicating a very dominant role in the conversation dynamics. It is followed by seven other accounts: @anekata217,

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@fatafaelasuf7914, @idepikir6444, @lindanurhuda2553, @ingatMati-x2x, @nyunyutharto1086, and @Amboala-z6f, each with an equal contribution of 10.2%. Next, the other accounts @lia_v3572 and @GunNawan-ok6zr each contributed 8.16%. This data shows a relatively even distribution among the top five to ten accounts, but with a significant difference in the top three positions.

Public perception of the video content, which consists of reviews of Modus Obrall's Doctorate Degree, is illustrated in the following word cloud:



Figure 6. *Word Cloud* public discourse on video

Sumber: Data Analysis Results from Communalytic.org

The word cloud image above illustrates the words that appear most frequently in netizen comments, providing a strong thematic picture of the issues, sentiments, and main focus of public discourse. The largest words indicate the highest frequency of occurrence, meaning that these words are the center of attention, concern, or emotional triggers for the public. The word "education" occupies the top position, followed by the words 'degree' and "who." The dominance of the words "doctor," "diploma," and "fake" confirms the centrality of the issue of representation and public personality in the polemic over academic degrees. "Officials," such as 'ministers' and "politicians," are very prominent. This indicates public concern about academic integrity, particularly regarding the use of fake degrees by important figures. Another finding is the emergence of the words "corrupt," "money," and "unclear," which indicate concerns about the education system. The words "Indonesia," "university," and "lecturer" reflect the response to the demonstrations that took place, and the virality of the issue places this discussion in a national contex.

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Further analysis indicates that the public not only criticizes the issue of academic legitimacy, but also expresses concern about morality in education. Many see that academic degrees are often misused for political or economic gain, giving rise to debate about the true value of higher education. Nevertheless, there is hope from the public that education will remain an important pillar in producing a generation with integrity, as illustrated by the words "important," "learning," and "values." These findings confirm that in times of crisis and turmoil in education, social media becomes the main arena for expressing collective disappointment, gathering opinions, and asserting the identity of the people versus the elite. This pattern is in line with international research findings on public sentiment in an era of disruption on social media, where issues of resource redistribution, the legitimacy of education, and social justice are the main focus of participation on public social media.

Emotions and tone of public discussion related to the content of the video "UI Lecturer Exposes Doctorate Degree Scam" in the following emoji cloud graphic:



Figure 7. Dominant emojis appearing in interactions

The Emoji Cloud visualization in Figure 7 shows netizen comments on videos, demonstrating that public emotions on social media are rich and diverse. These emojis represent the emotional expressions used by viewers to express their responses to the issues discussed in the videos. Some of the most dominant emojis include the smiling face (), thumbs up ( ), heart (and angry face () emojis, each of which depicts various sentiments related to the controversial issues discussed in the video.

The smiling face and thumbs up emojis reflect feelings of agreement, support, and appreciation, especially in comments praising the video's courage in exposing unethical practices in

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academia. On the other hand, the heart emoji conveys solidarity, empathy, and moral support from the audience, showing hope for positive change and a sense of togetherness in the face of academic system irregularities.

In addition, the angry face emoji (), clenched fist emoji (), and crying face emoji () depict strong emotional reactions, such as frustration, anger, and sadness. These emojis are often used in comments expressing dissatisfaction with the higher education system, which is considered weak in monitoring the practice of buying and selling degrees, and expressing empathy for the victims of this practice. The crying face emoji in particular shows the public's sadness at the injustice in the education system.

On the other hand, celebratory emojis such as the fire emoji () and the 100 emoji () convey positive sentiments, symbolizing hope, praise, and support for the courage of those who raise these issues, as well as the desire for reform in the education sector. Other symbols such as the question mark () and warning symbol () indicate confusion, caution, and a call for further investigation or attention to the issue being discussed.

This diverse range of emojis illustrates the emotional depth and complexity of the public's response to the video. It also underscores the importance of visual and emotional expression in social communication regarding public opinion, especially in the context of sensitive social issues such as academic integrity. These findings confirm that public communication on social media is not only verbal, but also highly visual and emotional, with emojis playing an important role as a medium for expressing feelings, reinforcing messages, and building the collective identity of online communities amid socio-political crises.

Emoji analysis provides an additional dimension that enriches our understanding of patterns of public response in social media spaces during critical moments, and emphasizes the importance of a multidimensional approach in research on political communication and public opinion based on social media data. Through emoji analysis, we gain additional insights into patterns of public response in social spaces, enriching our understanding of how social media platforms such as YouTube function as arenas for both support and resistance. This analysis also highlights the importance of a multidimensional approach in studying public communication and public opinion in the social era, which combines verbal and non-verbal expressions to capture the dynamics of online discourse in its entirety.

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Sentiment, Toxicity, and Topics on Videos

Based on the results of sentiment analysis data processing from Communalytic.org, the following table displays the results of sentiment analysis from 1,200 comments, where 100 comments/posts were analyzed, covering comparisons of positive, negative, and neutral sentiments in various languages (English, Portuguese, French, German):

Table 2. Video Sentiment Analysis Results

Data Source	Number of Posts	Negative Sentiment [-1...-0.05]	Neutral Sentiment [-0.05...0.05]	Positive Sentiment [0.05...1]
VADER (English)	29	3 (10.34%)	22 (75.86%)	4 (13.79%)
VADER (Portuguese)	1	0 (0.00%)	1 (100.00%)	0 (0.00%)
TextBlob (English)	29	0 (0.00%)	24 (82.76%)	5(17.24%)
TextBlob (German)	36	3 (8.33%)	33 (91.67%)	0 (0.00%)

Source: Data Processing Results from Communalytic.org

Table 2 shows public sentiment towards the topic of "doctoral degree sales" using two methods, namely VADER and TextBlob, with data in three languages: English (EN), Portuguese (PT), and German (DE). The results of the analysis show that the majority of sentiment from all data analyzed is neutral. In the analysis using VADER for English, out of 29 posts analyzed, 75.86% were classified as neutral sentiment, while 10.34% showed negative sentiment, and 13.79% showed positive sentiment. Analysis using VADER for Portuguese, which only included 1 post, showed 100% neutral sentiment with no negative or positive sentiment.

Meanwhile, analysis using TextBlob for English also showed similar results, with 82.76% of the total 29 posts classified as neutral, 17.24% as positive, and no negative sentiment found. In the TextBlob analysis for German, out of 36 posts analyzed, 91.67% were classified as neutral and 8.33% showed negative sentiment, with no positive sentiment found. Overall, the results show that discussions about "doctoral degree sales" tend to be received neutrally by the audience, with very little emotional response, either positive or negative.

These results indicate that the topic is perceived more as an informative or academic discussion than as an issue that triggers emotional reactions. Furthermore, the slight differences

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between the VADER and TextBlob analysis results show that the algorithms used by the two methods have different sensitivities to sentiment polarity, especially in English. However, the consistency of results in the neutral sentiment category across all languages reinforces the conclusion that this issue does not provoke extreme opinions. This study provides new insights into public perceptions of emerging phenomena and can serve as a basis for further research.

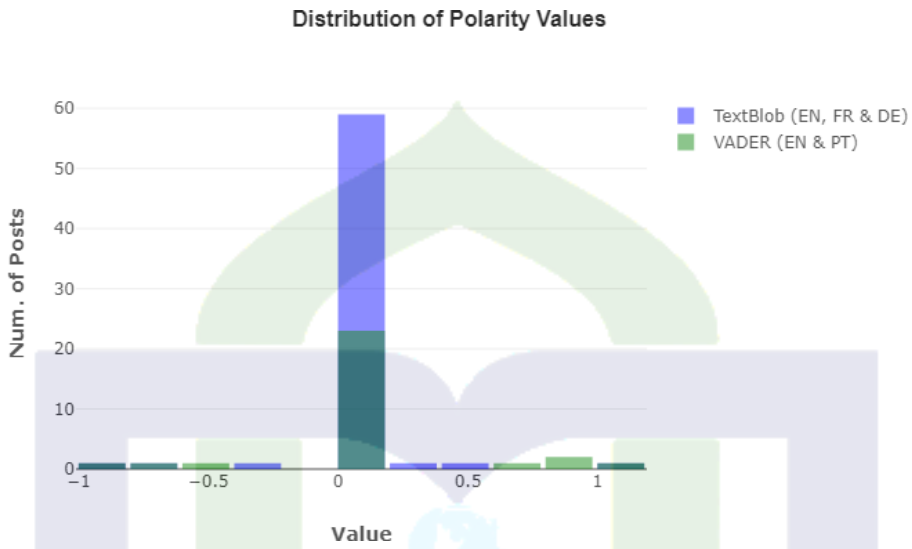


Figure 8. Video Polarity Value Distribution Diagram

Source: Data Processing Results from Communalytic.org

The graph above shows the distribution of polarity values calculated using two sentiment analysis methods, TextBlob and VADER, for comments collected in the video "UI Lecturer Exposes Doctorate Degree Scam". This graph compares the polarity distribution between TextBlob (used for analysis in English, French, and German) and VADER (used for analysis in English and Portuguese). Most comments (more than 50) show a polarity value of 0 on TextBlob, indicating that most comments are neutral, with no strong tendency towards positive or negative. Only a small number of comments have polarity values around 0.5 or -0.5, indicating that there are some comments that tend to be slightly more positive or negative, but this is a very small number compared to neutral comments.

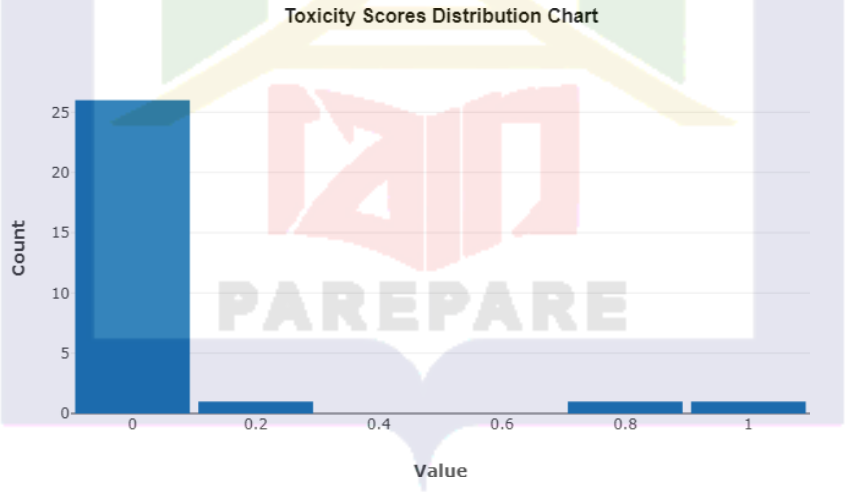
In the analysis using VADER, the polarity distribution shows a similar trend, with most comments having a value of 0. However, there is a slight difference, where VADER shows some

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comments with polarity values leaning more towards positive (0.5) and negative (-0.5), although the number is very small.

These findings reflect a relatively low level of emotional polarization in the public response to the video. Although the video raises controversial issues that could trigger strong emotions, most comments show a more neutral response. This can be interpreted as a reflection of netizens' tendency not to openly support or oppose these issues to an extreme degree. Overall, this graph shows that the majority of comments received on this video have neutral sentiment, with only a few comments containing significant positive or negative polarity. The dominant neutral sentiment may also indicate that many netizens are more interested in seeking further information or observing the situation without making strong emotional judgments, a phenomenon often encountered in complex political or social discussions. On the other hand, the lack of comments expressing negative or positive sentiment may also indicate that, despite dissatisfaction or support for the policies discussed, most people tend not to become deeply emotionally involved in the social media space. This may indicate that even though the issues discussed are quite controversial, most of the audience tends to be objective or informative in their responses.

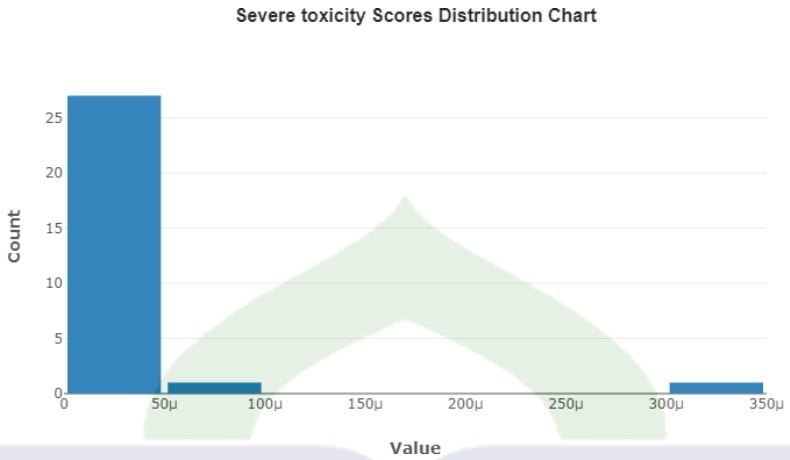
Based on the results of the analysis conducted using Perspective Apty on 2,108 posts (out of a total of 299,456 posts), the following table shows the average toxicity scores for various categories and the highest values found in the dataset:



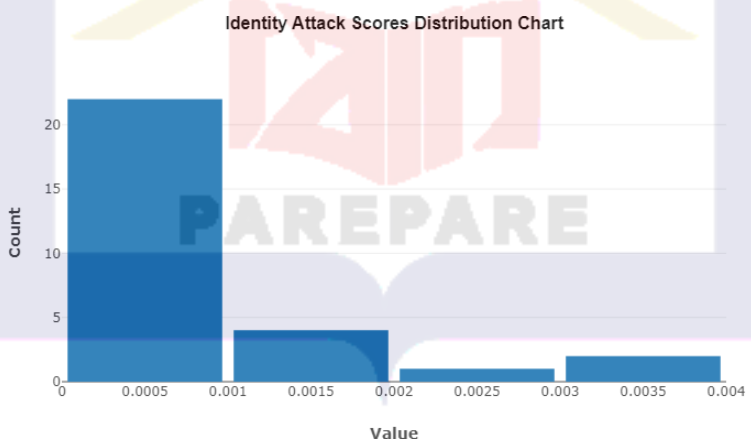
The first graph shows the distribution of Toxicity scores on comments taken from the video "UI Lecturer Exposes Doctorate Degree Scam." Most comments have very low Toxicity scores, with more than 25 comments in the 0 range, indicating that most comments do not contain

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elements of hatred or abusive language. However, there are a few comments with high scores (above 0.6), indicating that there are some comments with higher levels of toxicity. This value illustrates that although this video sparked a huge public reaction, the majority of interactions did not involve toxic or hateful language.



The second graph shows the distribution of Severe Toxicity scores. As in the first graph, most comments also show a score of 0, with only a few comments receiving high scores, particularly in the 300µ range, indicating comments with severe toxicity levels. This shows that although the majority of comments are not particularly negative, there are a small number that are very strong in their expression of anger or hatred. This reflects the sharp differences of opinion in the discussion triggered by the video.



The third graph illustrates the distribution of Identity Attack scores. The score of 0.0005 dominates the graph, indicating that most comments do not attack the personal identity of

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individuals in the video. However, there are a few comments with slightly higher scores that indicate attacks on a person's identity or character. Nevertheless, the proportion of comments attacking identity is relatively low compared to the scores for Toxicity or Severe Toxicity, indicating that attacks on individuals are less frequent in this discussio.

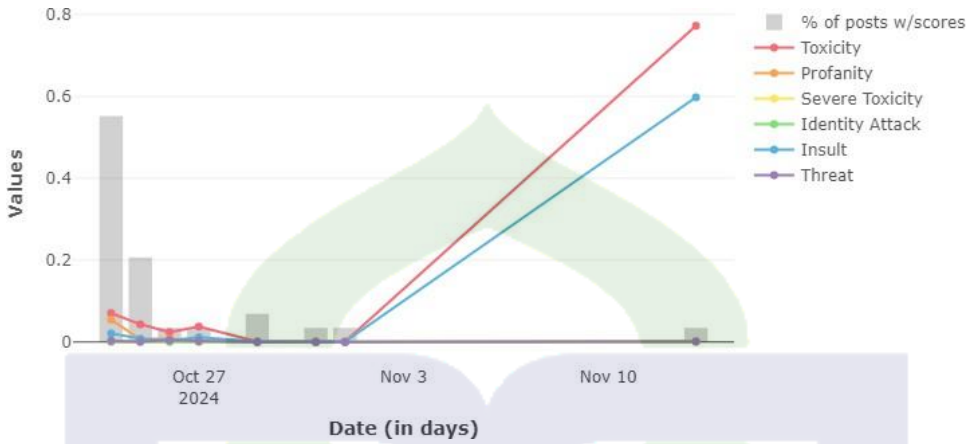


Figure 9. Average value of prosocial comments (per month)

Source: Communalytic

The graph above shows the average value of prosocial comments based on five main categories: Toxicity, Profanity, Severe Toxicity, Identity Attack, Insult, and Threat. These values are calculated based on the percentage of comments that received scores in each category on a specific date. It can be seen that on October 27, 2024, there was a large spike in the Toxicity, Profanity, and Severe Toxicity categories, indicating an increase in negative conversations related to the uploaded video. This spike indicates that the public responded strongly to the issues discussed, albeit in a more aggressive or harsh manner.

Over time, on November 3, 2024, the graph shows a decline in the Toxicity, Profanity, and Severe Toxicity categories, but a slight increase in the Insult and Threat categories. This shows that even though there has been a decline in the level of concern or toxic comments, some comments that are more offensive or threatening still exist.

On November 10, 2024, trends showed a significant decline in the Toxicity category, while Identity Attack and Insult began to appear more dominant, although no category showed an

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extreme spike. Overall, although the discussion of academic integrity in this video generated many negative reactions, more constructive and informative forms of conversation began to replace more destructive or abusive forms of communication. These findings show how social media, as a public communication platform, can reveal very rapid and intense emotional reactions to sensitive issues. The sharp increase in toxicity scores on November 10, 2024, which was dominated by insults and toxicity, signaled a crisis situation that triggered social tension in a short period of time. This confirms the theory.

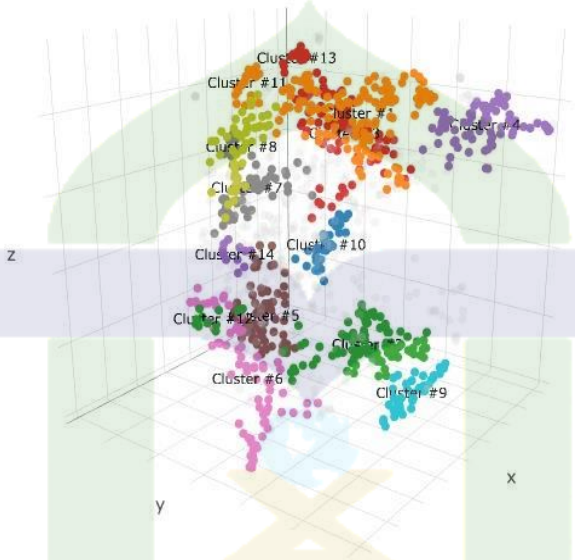


Figure 10. 3D map of semantic similarities in conversations

Source: Communalytic

Events that trigger strong emotions, such as policies that are considered unfair or incidents that trigger a sense of social justice, can create high emotional dynamics in online conversations. However, the decline in toxicity scores after the first day shows that even though the initial tension was very high, public discussion tends to decline after the peak phase, which may reflect emotional fatigue or a shift in public attention to other issues. Therefore, although political discussions on social media can be intense and conflict-ridden, there is a cycle of transition between periods of emotional tension and periods of calm. 3D Semantic Similarity Map, generated through clustering analysis of comments collected on the YouTube video "UI Lecturer Exposes Doctorate Degree Scam." This map depicts conversation clusters formed based on similarities in the topics or

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contexts discussed in the comments. Each point on the map represents a comment grouped into a cluster based on its semantic similarity, with different colors for each cluster. There are 14 clusters, each representing a group of comments with similar topics or themes. Some clusters, such as Cluster #1 (orange) and Cluster #13 (purple), show dominant groups of comments with strong semantic similarities. The comments in these clusters may revolve around the main issues discussed in the video, such as criticism of the practice of buying and selling degrees. Meanwhile, other clusters, such as Cluster #5 (green) and Cluster #6 (blue), show conversations with slightly different themes but still related to academic integrity or reactions to the education system.

This map illustrates how the public discussion in this video is structured within a network of interconnected conversations. By looking at this map, we can understand how the audience responds to and expands on the topics discussed, as well as identify discussion groups with higher levels of engagement.

Discussion

The results of this study show how the resonance of messages about academic integrity conveyed in the video "UI Lecturer Exposes Doctoral Degree Scam" interacts with audiences in the social public sphere, particularly through the YouTube platform. Based on Social Network Analysis (SNA), it appears that the discussions arising from this video form a complex communication pattern, with key actors playing a central role in disseminating information. The high degree centrality of several actors indicates that they are the main sources in spreading messages about academic integrity. Meanwhile, betweenness centrality reveals actors who function as connectors between various groups in the communication network, and closeness centrality shows actors who have quick access to information.

In addition, thematic analysis revealed three types of message resonance: horizontal, vertical, and diagonal. Horizontal resonance indicates that stand-alone comments tend to express emotional reactions to the issue being discussed, such as anger or disappointment with the practice of buying and selling degrees. Vertical resonance is seen in comment replies that form further discussion, while diagonal resonance appears when comments link the issue of academic integrity to moral, social, or political values. This shows that the video sparked a discussion that was not only limited to academic issues, but also related to broader issues in society.

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In terms of sentiment analysis, it was found that most of the comments generated were neutral. However, there were several comments with negative sentiment criticizing the higher education system, which was considered weak in monitoring the practice of buying and selling degrees. Positive sentiment was found in comments that appreciated the courage of lecturers in exposing these unethical practices. These findings indicate that even though the issue discussed is controversial, the public tends to respond more objectively and rationally, without resorting to extreme emotional reactions.

The analysis also shows that even though there are differences in the use of VADER and TextBlob in assessing the sentiment of comments, both methods agree that the majority of comments are neutral. This shows that the video is treated more as an informative discussion about academic integrity than as a source of controversy that triggers emotional reactions. The use of web scraping and Social Network Analysis (SNA) has proven effective in exploring patterns of social interaction on social media, providing insights into how audiences engage in public discussions on the issues raised.

In addition, the distribution of emoji usage and dominant words in comments also reflects how audiences express their responses. The emojis used indicate the level of emotional engagement, both in the form of support and criticism of the practices discussed. This enriches our understanding of the dynamics of social communication on YouTube, where audiences are not only engaged in verbal discussions, but also use visual expressions to express their opinions.

Overall, this study shows how social media, particularly YouTube, plays a role in shaping public opinion about academic integrity. The discourse formed in the social sphere shows that despite tensions in the conversation, the majority of the audience displays a more rational and less emotional attitude, emphasizing the importance of a more transparent and accountable education system.

CONCLUSION

From the results of the analysis, it can be concluded that the video "UI Lecturer Exposes Doctoral Degree Scam" successfully sparked widespread discussion about academic integrity among social media audiences. The resonance of the message illustrates how moral communication can influence public opinion on higher education issues. Furthermore, findings

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from Social Network Analysis and sentiment analysis indicate that although some comments contained negative sentiments, the majority of the audience responded in a more objective and neutral manner. This study contributes to understanding how social media can play a role in shaping public perceptions of moral and ethical issues in education.

From a theoretical perspective, this study contributes to the development of communication science by integrating message resonance theory with Social Network Analysis to examine how public discourse about academic integrity emerges and spreads in digital communication spaces. From a practical perspective, the findings provide insights for higher education institutions, policymakers, and the wider public regarding the importance of transparent communication and ethical accountability in addressing issues related to academic integrity in the digital era.

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TENTANG

PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS USHULUDDIN, ADAB DAN DAKWAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang
a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS USHULUDDIN, ADAB DAN DAKWAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2025
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2024, tanggal 14 Pebruari 2025 tentang DIPA IAIN Parepare Tahun Anggaran 2025
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 632 Tahun 2025, tanggal 14 Pebruari 2025 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Ushuluddin, Adab dan Dakwah;

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Ushuluddin, Adab dan Dakwah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Ushuluddin, Adab dan Dakwah Institut Agama Islam Negeri Parepare Tahun 2025
b. Menunjuk saudara: **Nurhakki, M.Si.**, sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa	: SYAFIKA RAMADHANI
NIM	: 2220203870233009
Program Studi	: Komunikasi dan Penyiaran Islam
Judul Penelitian	: RESONANSI PESAN TENTANG INTEGRITAS AKADEMIK : ANALISIS RESPON PUBLIK PADA VIDEO DOSEN UI BONGKAR MODUS OBRAL GELAR DOCTOR

c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 14 Pebruari 2025
Dekan,

Dr. A. Nurkidam, M.Hum.
NIP 196412311992031045

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Lembar LOA

Nivedana
Jurnal Komunikasi dan Bahasa
E-ISSN: 2723-7664
@ the Author(s) 2025

WonogiriMarch 09, 2026

Number : L-042/Nivedana-STABN-RW/III/2026
Subject : **Letter of Acceptance (LoA)**
Vol. 7 No.2, April – June 2026

Dear,
Mr / Mrs

Syafika Ramadhani
Nurhakki
Muhammad Qadaruddin
Sulvinajayanti
Reynaldi

We express our gratitude and appreciation for your interest in submitting a scientific article to the editor of the Journal of Communication and Language which will be published by Nivedana - Journal of Communication and Language for Vol. 7 No.2, April - June 2026 Based on the results of our thorough review, we hereby inform you that the scientific article with the title:

RESONANCE OF MESSAGES ABOUT ACADEMIC INTEGRITY: ANALYSIS OF PUBLIC RESPONSES TO VIDEO OF UI LECTURER EXPOSING DOCTORAL DEGREE SCAM

Accepted

Thus we convey this information, for your attention and participation, we thank you. Next, we will publish the article in April – June 2026 period..

Editor in Chief

Manggala Wiriya Tantra

Email : nivedana@radenwijaya.ac.id

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Bukti Revisi



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Surat Rekomendasi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT REKOMENDASI
No. B-449/In.39/LP2M.07/PP.00.9/06/2026

Saya yang bertanda tangan di bawah ini :

Nama	:	Suhartina, M.Pd.
NIP	:	19910830 202012 2 018
Jabatan	:	Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Intitusi	:	IAIN Parepare

Dengan ini menyatakan bahwa identitas di bawah ini :

Penulis	:	Syafika Ramadhani
Email	:	syafikapika208@gmail.com
NIM	:	2220203870233009
Prodi	:	Komunikasi dan Penyiaran Islam
Fakultas	:	Ushuluddin Adab dan Dakwah

Benar telah menyelesaikan artikel dengan judul **"Resonance of Messages About Academic Integrity: Analysis of Public Responses to Video of UI Lecturer Exposing Doctoral Degree Scam"** yang diterbitkan pada jurnal **"NIVEDANA : Jurnal Komunikasi dan Bahasa"** Volume 7 Nomor 2 Tahun 2026 dan telah terakreditasi **SINTA 4**. Maka dengan ini yang bersangkutan diberikan rekomendasi untuk dapat mengikuti ujian akhir.

Demikian surat rekomendasi ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih.

Parepare, 2 Juni 2026
an. Ketua LP2M IAIN Parepare
Kepala Pusat Penerbitan & Publikasi

Suhartina, M.Pd.
NIP. 19910830 202012 2 018

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
UPT. PERPUSTAKAAN
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: perpustakaan@iainpare.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
No.: B-137/In.39/UPS.09/MH.02.2/04/2026

Kepala UPT. Perpustakaan IAIN Parepare menerangkan bahwa mahasiswa dengan identitas berikut:

Nama	: Syafika Ramadhani
NIM	: 2220203870233009
Fakultas	: Ushuluddin, Adab, dan Dakwah
Prodi	: Komunikasi Penyiaran Islam

Benar telah bersih dari pinjaman pustaka di UPT. Perpustakaan Institut Agama Islam Negeri (IAIN) Parepare. Bukti bebas pustaka ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

13 April 2026
Kepala UPT. Perpustakaan

Sirajuddin

Catatan : Mahasiswa yang mengambil cuti kuliah, jika aktif kembali harap membawa slip pembayaran SPP/ UKT semester berjalan ke Perpustakaan

Link Jurnal : https://jurnal.radenwijaya.ac.id/index.php/NIVEDANA/article/view/2640

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BIODATA



Syafika Ramadhani, lahir di Kessie, Kab. Pinrang, pada tanggal 24 Oktober 2003. Penulis lahir dari pasangan Bapak Majuddin Mahmud & Ibu Tahira anak pertama dari 3 bersaudara. Pada tahun 2010 penulis menempuh pendidikan pertama yakni TK Nurul Bahari dan melanjutkan ke jenjang Sekolah Dasar (SD) Negeri 63 Pinrang pada tahun 13 Juli 2010 dan lulus pada tahun 2016. Kemudian pada tahun yang sama penulis melanjutkan sekolah, di Sekolah Menengan Pertama (SMP) Negeri 2 Mattiro Sompe dan lulus tiga tahun kemudian tepatnya pada tahun 2019. Selanjutnya pada tahun 30 Mei 2019 penulis melanjutkan pendidikan, di Sekolah Menengah Atas (SMA) Negeri 10 Pinrang dan lulus pada tahun 2022. Pada tahun yang sama penulis melanjutkan pendidikan kejenjang perkuliahan di Institut Agama Islam Negeri (IAIN) Parepare melalui jalur SPAN-PTKIN dan diterima menjadi mahasiswa program studi Komunikai dan penyiaran Islam.

Semasa studinya penulis berkesempatan bergabung di salah satu komunitas di bidang riset dan penelitain (FORKIM), dan memegang jabatan sebagai Kordinator Opini dan berita Priode 2023-2024, Peneliti juga berkesempatan megikuti kegiatan *Internasional converence (ICONIS)* yang diadakan oleh LP2M pada tahun 2023 dan berkesempatan mendapatkan sertifikat penghargaan sebagai peserta.

Pada tanggal 7 Oktober 2023 penulis berkesemapat membuat opini dan terpublis di salah satu media berita Online yakni TIMES Indonesia dan telah dibaca sebanyak 111.9 Rb Orang dengan judul tulisan “Akibat Korupsi Waktu bagi Mahasiswa”.

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