

## ABSTRACT

The online exam proctoring and integration of online learning (OL) systems are crucial components in supporting credible Distance Education (DE) at Higher Education Institutions (HEIs). DE, which has grown rapidly due to technological advances and global needs, faces challenges in maintaining academic integrity, especially in evaluations and exams. These issues include the potential for cheating, challenges in maintaining academic standards, and the need for technology and infrastructure adaptation. Government regulations and global initiatives underline the importance of innovative approaches in OL to ensure the quality and credibility of education. Flexibility of education through OL practices, digitally based education curricula, and assurance of educational achievement quality are some aspects that HEIs need to focus on in addressing the potential of DE as a business model for education. Therefore, the integration of learning systems and monitoring systems is expected to address the main problems of flexibility and innovation in technology-based education by expanding its scope in the context of service-based governance, aligned with the vision, mission, and goals of the HEI. This research aims to explore the potential of integrating online exam proctoring systems with online learning systems at HEIs as a sustainable educational business model, while also addressing academic integrity challenges. Using grounded theory and a qualitative approach, this research involves data collection through observation, simulation, and questionnaires to identify needs, challenges, and solutions. The research results indicate that the integration framework of the surveillance system and OL can enhance the credibility of DE at HEI, through measurements conducted on 4 indicators from the Participation aspect and 5 indicators from the Management Orientation aspect, resulting in a score of 3.11 on a scale of 4.

***Keyword : Online Learning, Proctoring, Distance Education, Higher Education Institution.***