


DETERMINANTS OF ACADEMIC DISHONESTY AMONG STUDENTS AT COLLEGES IN YOGYAKARTA

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Article Info	ABSTRACT
<p>Article history: Received Sep 12, 2024 Revised Sep 30, 2024 Accepted Oct 18, 2024</p> <p>Keywords: Academic Fraud, Higher Education, Fraud Diamond Theory, Learning Motivation, Prevention Strategies</p>	<p>General Background: Academic fraud is a persistent challenge in higher education, undermining the integrity of academic institutions and compromising educational outcomes. Specific Background: Yogyakarta, as a hub of higher education in Indonesia, faces increasing concerns regarding academic cheating among students, calling for a deeper understanding of its underlying causes and mitigating factors. Knowledge Gap: Despite the prevalence of studies on academic dishonesty, limited research explores the role of intrinsic factors such as student learning motivation in the context of academic fraud. Aims: This study aims to investigate the determinants of academic cheating by examining the influence of pressure, ability, opportunity, and rationalization. Additionally, it evaluates the role of learning motivation in moderating academic fraud. Results: The findings reveal that pressure does not significantly influence academic fraud, while ability, opportunity, and rationalization positively affect such behavior. Conversely, learning motivation demonstrates a negative effect on academic cheating, indicating its protective role. Novelty: By integrating the Fraud Diamond Theory with the learning motivation variable, this study offers a novel approach to understanding academic fraud in higher education. Implications: The findings provide theoretical insights into the interplay between fraud determinants and motivational factors. Practically, they enable educational institutions to design targeted interventions and prevention strategies to minimize academic dishonesty and foster a culture of integrity among students.</p> <p>This is an open-access article under the CC-BY 4.0 license.</p> 

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INTRODUCTION

Cheating is an act of violating rules done in various ways for personal gain. Cheating can occur in the academic world. Academic dishonesty is behavior that reflects dishonesty aimed at obtaining the desired academic grades [1]. Academic dishonesty can also be defined as behavior intentionally carried out by students as a form of violation of rules in completing assignments and exams. According to Stephens, the more advanced digital technology becomes, the easier academic dishonesty will be, making it faster and simpler [2]. Academic dishonesty usually involves using unauthorized sources, and to avoid sanctions, students often give and/or receive answers from friends and for other friends [3].

The online distance learning system can provide opportunities for students to engage in academic dishonesty, especially during online exams [4]. The implementation of this online distance learning system results in a lack of supervision from lecturers over students' dishonest behavior during assignments and exams. Forms of such cheating include students being able to open notes during a closed-book exam, conducting searches via Google, collaborating through chats or calls, or other behaviors to answer exam questions that should not be allowed [5].

Research related to academic dishonesty has been conducted by previous researchers such as Gusti et al, Serhan, and Andayani who studied academic dishonesty using the Fraud Diamond Theory [6], [7], [8]. Christiana et al, Muhsin et al., and Damayanti studied academic dishonesty using the Fraud Triangle Theory [4], [9], [10]. Oktarina, Nurkhin et al, and Wira et al, studied academic fraud using the Fraud Pentagon Theory [11], [12], [13]. Based on the research that has been conducted, the researcher uses the Fraud Diamond Theory framework with the constructs of Pressure, Capability, Opportunity, and Rationalization as the starting point to study a student's intention to commit academic fraud.

Pressure is a condition where someone experiences a situation that can encourage them to commit fraud. Gusti et al, proved that pressure has a positive and significant influence on decision-making behavior in academic cheating among students [6]. Alivia states that pressure is the strongest motivation, both from oneself and from others, felt by students to achieve high grades, so students will do anything to fulfill this desire [14]. The pressure usually experienced by students lies in the grades obtained, which serve as a benchmark of academic ability, thus demanding themselves to achieve high grades by any means necessary.

Capability is a person's ability or advantage in utilizing the surrounding circumstances. Serhan states that capability has a significantly positive influence on academic dishonesty because students tend to commit such dishonesty due to their own abilities [7]. This study is similar to the research by Ermalia, which suggests that students' abilities have an impact on their likelihood of cheating during exams, and they do this because they do not feel that it harms their friends in any way [15]. Where this ability is

more directed towards situations, to deceive the internal control system with the aim of legitimizing things that are actually prohibited within an organization [16].

The ability possessed by students to commit fraud, for example: eliminating feelings of guilt or not feeling guilty at all after committing fraud, students will have more confidence when they commit fraud [6].

Opportunity in relation to fraud is defined as a condition that allows someone to commit unauthorized actions such as misconduct or fraud. The existence of opportunities causes someone to commit fraud due to the lack of effective controls to prevent the fraud from occurring [16]. Research conducted by Ermalia shows that opportunity has a significant positive impact on academic dishonesty [15]. Gusti et al, show that opportunities can arise due to weak internal controls, insufficient supervision, or strategic positions [6]. By taking advantage of a certain condition or position, someone can freely manipulate the interests of the public.

Rationalization is a concept that indicates that the perpetrator must be able to formulate several forms of rationalization that are morally acceptable before engaging in unethical behavior. Serhan states that rationalization has a positive and significant effect on academic cheating, where students feel justified in cheating because they find it difficult to complete exam questions or assignments [7]. Andayani et al, stated that rationalization does not have a significant positive effect because some parents of students do not demand high GPA scores [8]. Rationalization allows fraud perpetrators to view their illegal actions as acceptable. Reasons such as being tempted to commit fraud because they feel their friends are doing the same and not facing any sanctions or punishment for those fraudulent actions. Therefore, rationalization can become a justification for the fraud that occurs. In the end, this rationalization will only result in the justification of the fraud that has occurred, especially if the fraud is committed continuously [16].

Learning motivation is the drive or desire that causes someone to perform an action to achieve a specific goal [17]. Motivation is necessary in learning activities to stimulate students' learning spirit. According to Sardiman, learning motivation is the overall driving force within students that generates learning activities, so that the goals desired by the learner can be achieved [18]. Al Husna, stated that there is a negative and significant influence between learning motivation and students' cheating behavior [19]. Students who are increasingly motivated will be more diligent in their studies. Conversely, the less motivated the students are, the lazier they will be in their studies. Dewi et al, state that learning motivation has a significant negative impact on academic dishonesty [20]. The higher the learning motivation, the lower the academic dishonesty. Unlike the research by Christina, which states that the variables of learning motivation and pressure have a negative and insignificant effect on academic cheating behavior among students [4].

The fraud diamond theory is a new concept proposed by Wolfe and Hermanson [21]. The fraud diamond is considered an enhancement of the fraud triangle theory by Cressey [22]. The fraud diamond adds one qualitative element believed to influence the

occurrence of fraud, namely capability. Wolfe and Hermanson argue that many large nominal frauds would not occur if there were not certain individuals with special capabilities within the company [21]. Opportunity opens the door for fraud perpetrators, while pressure and rationalization drive someone to commit fraud.

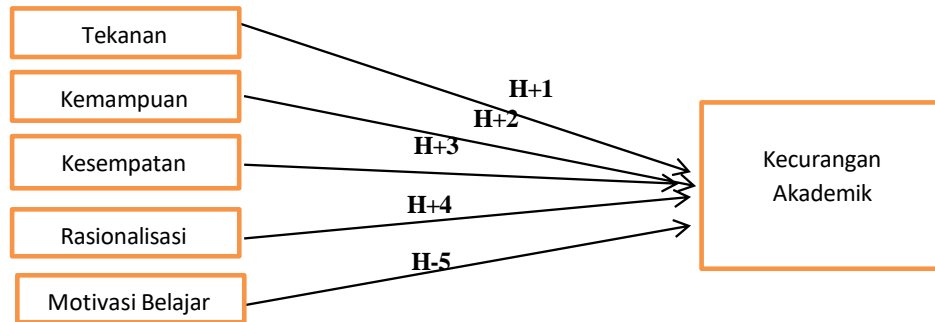


Figure 1. Research framework.

METHODS

This research is an associative study using a quantitative approach. Associative research is research aimed at determining the influence of independent variables on dependent variables [23]. This research is intended to test the previously formulated hypothesis. This study aims to examine the influence of independent variables, namely pressure, ability, opportunity, rationalization, and learning motivation, on the dependent variable, which is student academic dishonesty. The population of this study consists of students from XXX College, while the sample for this study includes students from XXX College who attended online classes during the Covid-19 pandemic.

The hypothesis testing tool in this study uses multiple linear regression analysis. The multiple regression tests used in this study are the individual parameter significance test (t-test), the simultaneous significance test (F-test), and the coefficient of determination test (R² test) using the SPSS program. The multiple linear equation model is as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

RESULTS AND DISCUSSION

The data collection conducted in this research used a questionnaire distributed via Google Forms. The respondents in this study are students from a Higher Education Institution in Yogyakarta. Here are the results of the data collection through the distribution of questionnaires.

Table 1. Data collection results.

No.	Description	Quantity	Percentage
1	Questionnaires distributed via Google Form	157	100%

2	Questionnaires completed	157	100%
	Total Questionnaires Distributed	157	100%

Source: Processed primary data, 2024

Based on the table above, it can be seen that the number of questionnaires distributed was 157 questionnaires. The number of questionnaires distributed using Google Forms was 157 questionnaires or 100%. From the questionnaires that were distributed, the number of questionnaires that were returned and filled out was 157 questionnaires or 100%.

Based on the research results conducted on 157 respondents, the data obtained regarding the respondents are as follows: a. Respondent Characteristics Based on Batch b. Respondent Characteristics Based on Gender c. Respondent Characteristics Based on Semester 5 d. Respondent Characteristics Based on GPA.

Table 2. Characteristics of respondents based on Gender.

No.	Gender	Amount	Percentage
1.	Man	29	18,00%
2.	Women	128	82,00%
	Amount	157	100%

Source: Processed primary data, 2024

Table 3. Characteristics of respondents based on semester.

No.	Semester	Amount	Percentage
1.	Semester 2	44	28,00%
2.	Semester 3	30	19,00%
3.	Semester 4	47	30,00%
4.	Semester 6	24	15,00%
5.	Semester 8	12	8,00%
	Amount	157	100%

Source: Processed primary data, 2024

Based on the table above, it can be concluded that the respondents by semester are as follows: semester 2 with 44 respondents or 28.00%; semester 3 with 30 respondents or 19.00%; semester 4 with 47 respondents or 30.00%; semester 6 with 24 respondents or 15.00%; and semester 8 with 12 respondents or 8.00%.

Table 4. Characteristics of respondents based on GPA.

No.	GPA	Amount	Percentage
1.	2,01 – 2,50	4	3,00%
2.	2,51 – 3,00	15	10,00%
3.	3,01 – 3,50	56	36,00%
4.	3,51 – 4,00	82	52,00%
	Amount	157	100%

Based on the table above, it can be concluded that the respondents based on GPA are as follows: GPA 2.01-2.50 with 4 respondents or 3.00%; GPA 2.51-3.00 with 15 respondents or 10.00%; GPA 3.01-3.50 with 56 respondents or 36.00%; and GPA 3.51-4.00 with 82 respondents or 52.00%.

A. Multiple Linear Regression Analysis

Multiple linear regression analysis is used to determine the influence of several independent variables on the dependent variable. The independent variables in this study are Pressure (X1), Ability (X2), Opportunity (X3), Rationalization (X4), and Learning Motivation (X5), while the dependent variable is Academic Dishonesty (Y). In the multiple linear regression analysis of this study, the SPSS for Windows 21.0 program was used.

Table 5. Multiple regression results.

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	9,461	3,172	2,983	,003
X1.Pressure	-,343	,178	-1,933	,552
X2.Ability	,505	,188	2,682	,008
X3.Opportunity	,351	,189	1,857	,007
X4.Rationalization	,125	,192	,653	,015
X5.Learning_Motivation	-,322	,072	-4,455	,000

Source: Processed primary data, 2024

Based on the table above, the constant value (a) and the coefficient value (b) for each variable are obtained, which can then be used to form the multiple regression equation as follows:

$$\text{Academic Dishonesty} = 9,461 - 0,343.X1 + 0,505.X2 + 0,351.X3 + 0,125.X4 - 0,322.X5$$

+ 3,172

The equation has the following interpretation:

- a. The positive constant value (a) of 9.461 indicates the extent of academic dishonesty among students. If the variables of pressure, ability, opportunity, rationalization, and learning motivation are not included, then the academic dishonesty among students is 9.461 units.
- b. The regression coefficient value (b1) for the pressure variable is negative at 0.343, indicating that the higher the pressure, the smaller its influence on academic dishonesty. Thus, for every 1 unit increase in the pressure variable, academic dishonesty will decrease by 0.343 units. Conversely, for every decrease in the pressure variable, academic dishonesty will increase by 0.343 units.
- c. The positive regression coefficient value (b2) for ability of 0.505 indicates that the higher the ability, the greater its influence on academic dishonesty. Thus, for every 1 unit increase in the ability variable, academic dishonesty will increase by 0.505 units. Conversely, for every decrease in the ability variable, academic dishonesty will also decrease by 0.505 units.
- d. The positive regression coefficient value (b3) for opportunity of 0.351 indicates that the higher the opportunity, the greater its influence on academic dishonesty. Thus, every increase in the opportunity variable by 1 unit will increase academic dishonesty by 0.351 units. Conversely, every decrease in the opportunity variable will also decrease academic dishonesty by 0.351 units.
- e. The positive regression coefficient (b4) for rationalization of 0.125 indicates that the higher the rationalization, the greater its influence on academic dishonesty. Thus, every increase in the rationalization variable by 1 unit will increase academic dishonesty by 0.125 units. Conversely, every decrease in the rationalization variable will also decrease academic dishonesty by 0.125 units.
- f. The negative regression coefficient (b5) for learning motivation of 0.322 indicates that the higher the learning motivation, the smaller its influence on academic dishonesty. Thus, every increase in the learning motivation variable by 1 unit will decrease academic dishonesty by 0.322 units. Conversely, every decrease in the learning motivation variable will increase academic dishonesty by 0.322 units.

CONCLUSION

Pressure does not have a positive effect on academic fraud among students, whereas ability, opportunity, and rationalization positively influence such behavior. Conversely, learning motivation has a negative effect on academic fraud, highlighting the importance of intrinsic factors in fostering academic integrity. This study contributes to the theory of fraudulent behavior and academic ethics by integrating the Fraud Diamond Theory with learning motivation. The findings can assist educational institutions in developing evidence-based anti-fraud policies, creating motivating teaching methods, promoting a culture of academic integrity among students, and driving educational system reforms

that focus more on fraud prevention. The implementation of these findings is expected to enhance public trust in educational institutions.

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