

Research Article

The correlation between self-efficacy and academic dishonesty among the students

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Abstract

Academic dishonesty often occurs in the academic world. Self-efficacy is one of the variables that affect academic dishonesty. The purpose of this study is to ascertain whether academic dishonesty among students attending Islamic high schools is correlated with self-efficacy. The method applied in this research is correlational. The subjects of this research consist of 265 students. The research instrument applies Academic Dishonesty Scale and the Academic Self-Efficacy Scale. The data analysis technique uses the spearman rank correlation technique. According to the study's findings, there is a substantial inverse relationship between students at Islamic high schools' self-efficacy and academic dishonesty ($r = -0.451$; $p 0.05$). This study suggests that in order to decrease academic dishonesty, teachers should boost their students' self-efficacy.

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Introduction

Education aims to facilitate the transfer of knowledge, values, beliefs, and character building. The education process is expected to give birth to individuals who have knowledge and competence in specific fields and levels, and are also likely to be able to solve existing problems and consistently continue the learning process throughout their lifetime. According to Indonesia's Law Guide Book UU No. 20 of 2003, education is intentional creation of a learning environment and a learning process that all students can actively cultivate their potential for spiritual and religious strength, self-control, personality, intelligence, moral character, and the knowledge and abilities necessary for themselves, their communities, their countries, and their states.,

In modern times like today, individuals are required to do something with maximum results and also go in line with the fast pace of today's business. To do something with complete results and done it quickly, people may commit various frauds in multiple aspects of life, including education. Various cons in the field of education in Indonesia can be seen in many cases where students do not have good morals, such as in the practices of cheating, plagiarism, and various other forms of academic cheating. Academic fraud will harm the individual who commits it, and individuals can consistently carry the cheating habit into a lifestyle.

Academic dishonesty can be interpreted as intentional fraud, where individuals claim to be working without the original owner's permission (plagiarism), use invalid data (cheating), falsify data (fabrication), harm and facilitate others in committing academic fraud (reducing), Along with providing or receiving help, and profiting from others' labors

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(Gehring & Pavela, 1994 in Meng, Othman, D'Silva, & Omar, 2014). Academic fraud is all behaviors related to the student learning process that violates the principles of fairness and honesty, intending to get high scores or obtain certain credits (Lin & Wen, 2006).

Abushafia, Roslan, Yusof & Nor (2018) explained that academic cheating behavior is the most destructive behavior in Malaysia today. In his research, it was found that there were 95.7% of students committed plagiarism, and 96% of students committed plagiarism. They were dealing with the operation of completing individual assignments, 93% cheating on exams, 92% falsifying data, and 90% acknowledging other people's results as a result.

There are many things related to academic cheating committed by someone, such as group influence, feelings of inadequacy in facing exams, inability to manage time, situations that allow cheating, and not knowing the consequences of their actions (Whitley & Keith-Spiegel, 2002). Another thing that also affects academic cheating is self-efficacy. Academic dishonesty and self-efficacy are compatible ideas, according to Ozmercan (2015). The desire for excellent marks with a low degree of self-efficacy, where people believe that they cannot acquire good grades without cheating, is one of the main causes of academic fraud. In contrast, individuals with high levels of self-efficacy have no intention of cheating. Anderman & Murdock (2007) also mention that students are more likely to cheat when they feel that their self-efficacy is low due to several things, such as fear of failure, anxiety in facing an exam, and doubts about their performance.

The cheating factors described by Aulia (2016) in her research are that cheating behavior in academics is influenced by aspects of self-control, self-efficacy, academic achievement, the punishment given, peer influence, and level of material difficulty. It's found that self-efficacy is significantly correlated to academic cheating. The level of self-efficacy a person has affects how little fraud they engage in.

According to Alwisol (2005), self-efficacy is the belief that one can handle a particular situation successfully. The belief that one can perform the anticipated action is related to self-efficacy. Bandura (1997) said that, self-efficacy is a conviction in the ability of the individual to determine and carry out the various steps needed to produce achievement. Self-efficacy, according to Baron (Kusrieni, 2014), is an assessment of a person's aptitude for carrying out a task, achieving goals, and overcoming challenges.

Based on the theoretical study and the phenomena above, the researcher is interested in getting empirical evidence about the correlation between self-efficacy and academic cheating among the students of Islamic high school.

Problem of Study

The objective of this study is to examine the correlation of self-efficacy and academic dishonesty among students of Islamic high schools. The main problem of research is how the self-efficacy correlate with academic dishonesty levels among students of Islamic high school?

Method

Research Model

Correlational research is the methodology employed in this study. Correlational research aims to analyze whether there is a correlation between two or more variables and how close those variables are if there is a correlation. Academic dishonesty is the dependent variable in this research, whereas self-efficacy is the independent variable.

Participants

The population in this study is all students of Islamic high school at Pamekasan town, Indonesia. There were 13 classes with a total of 265 students and all used as samples.

Data Collection Tools

The instrument used by researchers in collecting data is the Academic Dishonesty Scale (ADS) and the Academic Self-Efficacy Scale.

Academic Dishonesty Scale (ADS)

ADS, which was adapted from (Bashir and Bala, 2018), consists of 23 items based on six dimensions which are arranged to measure academic dishonesty, i.e., cheating, plagiarism, other persons' assistance, prior experience of cheating, falsification and lying about academic assignments. The reliability coefficient of ADS is 0.949.

Academic Self-Efficacy Scale (ASS)

ASS adapted from Gafoor and Ashraf (2006) scale has 40 items based on Albert Bandura's theory of self-efficacy (1997). The reliability coefficient of Academic Self-Efficacy Scale is 0.909.

Data Analysis

The two scales of this study uses a likert scale with answer choices following the assessment of the instructions from the original scale, namely very unsuitable with a score of favorable 1 and unfavorable 4, not appropriate with a score of favorable 2 and unfavorable 3, appropriate with a score of favorable 3 and unfavorable 2 and very suitable with a score of favorable 4 and unfavorable 1. Respondents were asked to choose one of the answers that best suited the circumstances or conditions experienced by those subjects.

Results

Table 1. Descriptive Statistics Information

	N	Minimum	Maximum	Mean	S.D.
Academic Dishonesty	265	23	92	46,60	12,926
Academic Self-Efficacy	265	77	148	112,32	13,176

Table 1 reveals that the standard deviation score of academic dishonesty is 12,926, which is smaller than the mean score of 46.60. Likewise, the standard deviation score of academic self-efficacy is 13,176, smaller than the mean score of 112,32. This shows that the academic dishonesty and academic self-efficacy data are less varied, closer to the mean score, and homogeneous.

Table 2. Academic Dishonesty Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	42	15,8	15,8	15,8
Medium	187	70,6	70,6	86,4
High	36	13,6	13,6	100,0
Total	265	100,0	100,0	

Table 2 reveals that 15.8% of students have academic dishonesty in the low category, 70.6% of students have academic dishonesty in the moderate category and 13.6% of students have academic dishonesty in the high category. This shows that most students (70.6%) have academic dishonesty in the moderate category.

Table 3. Academic Self-Efficacy Category

	Frequency	Percent	Valid Percent	Cumulative Percent
Low	43	16,2	16,2	16,2
Medium	177	66,8	66,8	83,0
High	45	17,0	17,0	100,0
Total	265	100,0	100,0	

Table 3 shows that there are 16.2% of students having academic self-efficacy in the low category, 66.8% of students having academic self-efficacy in the moderate category and 17% of students having academic self-efficacy in the high category. This shows that most students (66.8%) have academic self-efficacy in the moderate category.

Table 4. The Normality Test of Data

Scales	Kolmogorov-Smirnova			
	Statistic	df	Sig.	Description
Academic Dishonesty	,110	265	,000	Not Normal
Academic Self-Efficacy	,051	265	,090	Normal

According to the findings in Table 4, academic dishonesty data have a non-normal distribution ($p = 0.000 < 0.05$) while self-efficacy data have a normal distribution ($p = 0.090 > 0.05$).

Table 5. Linearity Test for Data

		Sum of Squares	df	Mean Square	F	Sig.	Description
Academic Dishonesty*	Deviation from Linearity	9447,976	58	162,896	1,318	,084	Linear

According to the findings in Table 5, there is a linear link between academic dishonesty and academic self-efficacy ($p = 0.084 > 0.05$).

Table 6. Spearman Rank Correlation Test for High School Students' Academic Dishonesties between Academic Self-Efficacies

Variable	Academic Self-Efficacy	Sig. (2-tailed)	N
Academic Dishonesty	-,451	,000	265

Because the data academic dishonesty is not normally distributed (see table 4), then the hypothesis test is done with Spearman Rank correlation test technique, which tests hypotheses based on ranking or tiers. While the correlation coefficient result is -0.451 and has a significance level of $p = 0.000$. The implication is that there is a considerable inverse relationship between self-efficacy and academic dishonesty among students attending Islamic high schools. The correlation that occurs is negative, that means is if the level of student self-efficacy is high, the level of academic dishonesty in the students is low, and vice versa. If students' self-efficacy level is low, the level of academic dishonesty in students will be high. At the same time, the level of strength of the correlation between self-efficacy and academic dishonesty among the students of Islamic high school is medium.

Discussion and Conclusions

Academic dishonesty is an act that is not commendable and has a negative impact on students. Academic dishonesty is considered as a way or attempt to use tools or materials that are not permitted while completing academic tasks. Academic dishonesty is all behavior related to the student learning process that violates the principles of fairness and honesty, with the aim of getting high scores or obtaining certain credits (Lin & Wen, 2006).

There are many things related to academic dishonesty, such as group influence, feelings of inadequacy in facing exams, inability to manage time, the existence of situations that allow cheating, and not knowing the consequences of their actions (Whitley & Keith-Spiegel, 2002). Another thing that also affects academic dishonesty is self-efficacy. According to Ozmercan (2015) academic dishonesty and self-efficacy are complementary concepts. Self-efficacy is a belief in every individual. Self-efficacy acts as a belief in the individual in making a choice and making decisions. Individuals with strong self-efficacy can easily make choices and make decisions, to run the future.

According to the study's findings, academic dishonesty and academic self-efficacy have a very strong negative association. This study strengthens the research of Marsden et al. (2005) which states that belief in self-ability supported by low levels of dishonest academic behavior, namely academic procrastination, is the main reason why students stop plagiarizing to finish their assignments. In contrast, low academic self-efficacy leads to increased procrastination, which makes students more likely to give up easily, worry, and steer clear of situations that they perceive as threatening, such as when they must complete academic assignments. These circumstances have an impact on the behavior displayed, including engaging in different types of academic fraud.

Elias (2009) asserts that there is a negative correlation between students' beliefs of their own efficacy and academic dishonesty. Students are more inclined to regard cheating as unethical if they have faith in their academic prowess. These

kids have faith that they can successfully complete academic assignments, including writing papers, and taking examinations, even difficult ones, without resorting to cheating.

The findings of Finn & Frone's (2004) study demonstrate that cheating is more likely to happen among low-achievers and high-achievers with low levels of academic self-efficacy. Academic cheating is more likely to occur among students who feel underachieving in school, perform poorly, and feel detached from learning. Additionally, he contends that encouraging low performers to succeed, rewarding them for their efforts and accomplishments, and strengthening the emotional connection between students and the school may all be crucial steps in boosting academic honesty.

According to Rocher's (2018) research, it helps to build treatments on student plagiarism by boosting students' self-efficacy and capacity for active learning while they are studying. An rise in attitudes against plagiarism is correlated with an overall increase in learning desire. To be more precise, this effect was primarily fueled by higher levels of self-efficacy, active learning techniques, and learning ideals, all of which were strongly correlated with less positive views toward plagiarism. Although attention management was directly related to improved self-efficacy and active learning techniques, it was not correlated with attitudes against plagiarism.

Self-efficacy is required to mitigate the effect of perceived prevention on plagiarism intentions, according to Ogilvie & Stewart's (2010) research. These findings demonstrate the value of combining individual and contextual viewpoints for analyzing student misbehavior. According to this study, students who have poor academic self-efficacy are more likely to have a history of plagiarism, which may have an impact on how they perceive their own academic self-efficacy. It's possible that students who regularly plagiarize without feeling guilty are more likely to do so again in the future as a way to get around perceived inefficiency and accomplish their goals.

Self-efficacy also has an important role because it can make students think about how big the risk is in acting in accordance with what is regulated in the norm. If students are faced with difficult work (levels) and with varied tasks (generality), a pattern of thought action will be formed that will involve dimensions (strength) or the strength of belief. In this position, students with high self-efficacy will as much as possible establish confidence in themselves and will have good expectations of their abilities. Vice versa if students have a low level of self-efficacy, the student will not be able to strengthen his beliefs and have low expectations of him.

Recommendations

Recommendations for Applicants

To reduce the behavior of academic dishonesty, it is recommended that the students of Islamic high school increase their self-efficacy by knowing their strengths and weaknesses. Students can ask for input about their strengths and weaknesses from teachers, parents, and friends

Improving the self-efficacy of the students of Islamic high school, it is recommended that teachers give appreciation to the strengths of students so that students have confidence in their abilities.

Recommendations for Further Research

Research on the correlation between self-efficacy and academic dishonesty has been widely carried out, so that further research should use qualitative research methods to determine the psychological dynamics of academic dishonesty in students with low and high self-efficacy.

Limitations of Study

This study only examines the association between self-efficacy and academic dishonesty in students of Islamic high school and the results of this study cannot be generalized to different populations.

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