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THE ROLE OF SELF EFFICACY TOWARD STUDENTS' ACADEMIC CHEATING BEHAVIOR

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ABSTRACT

The purpose of this research is to determine the role of self-efficacy toward student academic cheating behavior. Primary School Teacher educate by mapping the types of fraud committed by students and to determine the the role of self-efficacy on the practice of cheating. To achieve these objectives the research was carried out with descriptive method. The data collection techniques used two instruments, they are the self-efficacy scale (SE) and the academic cheating (AC) scale toward 115 Undergraduate students of PGSD and Sociology Study Program Academic Year 2017-2018 FKIP University of Mataram. The results of the analysis using simple linear regression indicate that there is a role for self-efficacy to predict student academic cheating behavior with a value of F 4.560 and a significance of 0.05 ($p < 0.05$). There is a negative effect of Self Efficacy on student academic cheating behavior, the higher the self efficacy, the lower the level of academic cheating.

KEYWORDS

academic cheating, self-efficacy, student

INTRODUCTION

Academic cheating behavior is often encountered in every learning activity in schools, both elementary and tertiary levels. Academic cheating behavior is an act committed by students illegally or dishonestly for a specific purpose, namely obtaining success and avoiding failure in completing academic tasks, especially those related to evaluating or examining learning outcomes (Naqiyah 2010; Albrecht et al. 2012). Students who are accustomed to cheating or plagiarizing will be happy to depend on the achievement of their learning outcomes on other people or certain means and not on the results of their own hard work (Franklyn-Stokes & Newstead, 1995).

Nowadays we often encounter students committing academic fraud, including plagiarists taking other people's work arbitrarily, imitating other people's answers during tests / exams, and other activities that lead to negative characters. Academic cheating behavior is sometimes underestimated by some people, even ironically, lecturers let their students pass the exam. Almost all students know or have committed fraudulent behavior (Pujiati & Lestari, 2010). This behavior is wrong behavior but there is a tendency for it to be increasingly tolerated by our society and considered normal behavior for every student.

Academic dishonesty defines by Bowers (in Kushartanti, 2009) as academic fraud as behavior that uses illegal means to achieve legitimate results, such as to gain academic success or avoid

academic failure. The case of mass infidelity that is still in the minds of researchers related to the case that occurred in Surabaya, East Java, about a mother who was actually excluded from her environment for reporting a mass affair at her child's school, and the school forced her child to show his work to his friends (tvOne, 10 June 2011). This shows that the cheating behavior that often occurs in every educational institution continues to develop, without any effort to solve it.

If this fraudulent behavior is allowed to continue, even if it is considered as an ordinary thing, it will result in deterioration of the morale and character of students in the future. It could be that if this is not handled immediately, this nation will give birth to corruptors, con artists, and even become plagiarists and criminals who justify any means for a specific purpose. Students who commit acts of academic lies tend to lie in the workplace (Coleman & Mahaffey, 2000). Besides that, it could also be the phenomenon of someone plagiarizing the work of other people in college because they were used to cheating when they were young (Artani & Wetra, 2015). Based on this phenomenon, as an educator, this behavior of cheating must receive serious attention and treatment, because if allowed to continue, it will have an impact on future generations and the character of the nation.

Based on the reasons mentioned before, the academic cheating behavior that often occurs in students is related to a lack of confidence in their abilities or self-efficacy in facing various academic demands. Albert Bandura in the book *Self-efficacy: The Exercise of Control* (1997: 3), defines the concept of self-efficacy as a belief about the ability to organize and carry out a series of actions needed to achieve their desires. Someone who has high self-efficacy will perceive that they are able to integrate their ability to face, complete the UTS or UAS so as to achieve a good result, according to their expectations. On the other hand, someone with low self-efficacy will perceive that their ability is not necessarily able to make them successfully pass the exam or complete their efforts to get the results they expect.

Self-efficacy is divided into two forms, they are high self-efficacy and low self-efficacy (Riani & Rozali, 2014). When doing a task, individuals who have high self-efficacy will tend to choose to be directly involved, while individuals who have low self-efficacy tend to avoid the task. Individuals who have high self-efficacy consider failure as a result of a lack of hard effort, knowledge, and skills. Individuals who have doubts about their abilities (low self-efficacy) will stay away from difficult tasks because these tasks are seen as a threat to them. Such individuals have low aspirations and low commitment to achieving the goals they choose or set. The concept above relates to a person's ability to deal with pressure.

Furthermore, it is said that if a person is faced with a potentially stressful situation, his self-efficacy will affect his reaction to the situation. Both emotional reactions and efforts to overcome the situation depend on the level of self-efficacy they believe can overcome the situation. People tend to go away from situations they can't handle. Self-efficacy provides a strength for individual life motivation and Personal Accomplishment as individuals who no longer have feelings of uncertainty and inadequacy, feel weak and helpless (Chemers, 2001). Self-efficacy beliefs can affect a person's motivation level. Researchers will see the relationship between self-efficacy and student academic cheating behavior (Ika et al., 2017). The basis of this research has important implications for counseling and character development more practically, and these findings

provide insight into the development of student learning, and can be used to strengthen character values by increasing Self-Efficacy to prevent academic cheating behavior among student teacher candidates.

In short, self-efficacy acts as an important determinant of human motivation and action. Academic cheating behavior occurs due to feeling unprepared and unsure of achieving satisfactory grades. Referring to the things above, research on academic cheating behavior in FKIP students for the 2017-2018 academic year and how the role of self-efficacy in academic cheating behavior by student teacher candidates is important.

Based on the background, the problems need to be answered in this research are: Does self-efficacy have a role in student academic fraud and the goal is to find out that self-efficacy has a role in student academic fraud. The reason for taking the academic cheating behavior factor associated with self-efficacy is because these two factors have an important role in shaping character through belief in positive self-success as student teacher candidates. Besides, it is because academic cheating behavior in the world of education is the beginning of dishonorable behavior that can be carried over to someone's behavior when he enters the world of work.

RESEARCH METHOD

The research¹³ was conducted using descriptive, correlational methods with the intention of explaining the role of self-efficacy in the academic cheating of teacher candidates. The population of this study was the sixth semester active¹⁷ students from all students of the FKIP Mataram University in the 2017-2018 academic year. The number of participants involved in this study were 115 students spread across 3 study programs in FKIP Unram (Sociology, Morning Regular School Teacher Education, and Evening Regular School Teacher Education).

The data collection technique uses two instruments, the self-efficacy (SE) scale and the academic cheating (AC) scale by Gardner & Melvin (1988). Research variables are measured with Likert scale, the attitudes level of tendency, opinions and perceptions of a person or group of people about social phenomena. All subjects of this study were students of the FKIP University of Mataram who were actively studying in semester (six) of the 2017-2018 academic year. Three study programs were selected as the research sample selected by random sampling, S1 Sociology Study Program, S1 Regular Morning PGSD Study Program, and S1 PGSD Regular Afternoon Study Program. The sample calculation results are as listed in table 01.

Table 1. Description of Respondents

Faculty of Teacher Training and Education (FKIP)	Semester	Total
Regular Afternoon Elementary School Teacher Education	VI	39
Regular morning Elementary School Teacher Education	VI	38
Sociology Education	VI	38
Total		115

Based on the research problems that have been formulated and the hypotheses, the statistical analysis used is descriptive statistical analysis, which describes the high and low tendency of the variables, the role of self-efficacy on student academic cheating behavior.

RESULTS AND DISCUSSION

There were 115 respondents involved in this study. The data consisted of scores in the form of categorization of self-efficacy and academic cheating. To determine the high and low criteria, the regression statistical analysis formula is used.

The categorization of scores on self-efficacy shows that the level of student self-efficacy in all respondents is in the high category for most students reaching 90 people (78.9%), and for the moderate category there are 24 students (21.1%), for low category 0%. This data shows the tendency of the students of FKIP Mataram University to be in the high category, as shown in table 2.

Furthermore, for the score for the categorization of academic cheating behavior, the high category is 7.7% or as many as 3 out of 38 people, 36.8% (14) students are at the moderate academic cheating category level, and a number of 55.11 (21) students are in the low level of academic cheating behavior category. The summary of the results of the descriptive analysis is presented in Table 2.

Table 2. Categorization of Self Efficacy & Academic Cheating of FKIP Students

Variable	Decision Area	Category	Subject	Percentage
Self Efficacy	$X < 48$	Low	0	0%
	$48 < X \leq 72$	Moderate	24	21,1 %
	$X \geq 72$	High	90	78,9%
Academic Cheating	$X < 50$	Low	95	83,3%
	$50 < X \leq 75$	Moderate	16	14%
	$X \geq 75$	High	3	2,6%

The results of the regression analysis of the role of self-efficacy on academic cheating behavior show that there is a role for self-efficacy in predicting student academic cheating behavior with a value of $F = 4.560$, and this role is significant at the 5% real level ($p < 0.05$) which means also that the higher the self-efficacy, the lower the student academic cheating behavior. Based on the R square value of 0.039, it means that 3.9% of academic cheating behavior can be predicted by self-efficacy, while the rest is caused by other variables that are not researched or not included in this research model. The regression equation above can also be interpreted in detail about the meaning of each parameter:

- The regression coefficient (b) = -0.254 means that if other factors are controlled or the constant is considered to be 0, then every 1 unit increase in variable X (predictor = self-efficacy) then Y (criteria = academic cheating) will decrease by 1×0.254 units.
- The constant of 63.978 means that if other factors are controlled or the X variable is assumed to be 0 then the Y value is 63.978.

A graphical illustration of the results of the simple regression analysis whose regression equation model is: $Y = 63.978 - 0.254X$, can be described as described in Figure 1. In Figure 1 in graphical form it can be seen that the relationship between Y and X is shown by the curve $Y = 63.98 - 0.25X$ is sloping from top right to bottom left, which means when there is no self-efficacy or $X = 0.254$ then the level of academic cheating is very high, and the higher the self efficacy, the level of academic cheating will decrease, and if self-efficacy increases by one unit, academic cheating will decrease by 0.254. The decrease in the value of AC as a result of this increase in SE is relatively small, however, as stated above, the effect is significant.

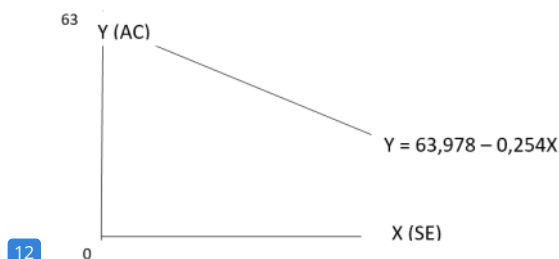


Figure 1. Graph of the Relationship between Self-efficacy and Academic Cheating

The results of the analysis using simple linear regression indicate that there is a role for self-efficacy in predicting student academic cheating behavior with a value of $F = 4.51$ and a significance of 0.05 ($p < 0.05$). There is a negative effect of Self Efficacy on student academic cheating behavior, the higher the self efficacy, the lower the level of academic cheating. The data shows that there is a high negative relationship between the self efficacy variable and the cheating behavior variable. (Arikunto, 2009: 275).

This situation indicates that the higher the student's self-efficacy level, the lower the student's cheating behavior, and vice versa, the lower the student's self-efficacy level, the higher the student's cheating behavior. Furthermore, Bandura (2007), found that academic cheating was significantly associated with low self-efficacy. In this case, increasing one's confidence in the ability to adapt to the structure of their situation leads to success and luck, rather than avoiding premature situations often failing. They measure their success for self-improvement against their successes.

Physiological conditions, such as anxiety, stress, fatigue, and moods, also influence the sense of accomplishment. A person has the ability to change minds, their sense of accomplishment is also influenced by their psychological state. Moreover, when a person experiences thoughts of avoidance and fear because of their abilities, negative affective reactions decrease their perception of their abilities and can lead to stress and agitation which can help produce an inaccurate performance of what they were afraid of.

A person's sensitivity to his sense of accomplishment will encourage him to seek various kinds of efforts to increase personal achievement and welfare. People who have a built-in sense of accomplishment accelerate being attracted to one thing and immerse themselves in the fun of their activities. Students are able to cultivate the joy of learning (Djabidi, 2016). People who are

calm because of self-efficacy, make difficult tasks a challenge, and are motivated to solve them (Damri et al., 2017). They plan challenging goals and maintain strong commitment. They try hard. continually fighting laziness. If a person with self-efficacy sensitivity experiences failure, he quickly corrects it and reorganizes himself. Vice versa, people who doubt their abilities (self-doubt) tend to avoid difficult tasks. The person is afraid of difficult tasks. They lack aspirations and low commitment to achieve goals (Bandura, 2003). In the face of this difficult task, they avoided it and saw it as an obstacle and felt that it was a loss to complete it. Their businesses are less than full, and quickly find it difficult. They are slow to improve self-efficacy when they experience failure, because they feel they do not have enough abilities and are defensive. They don't learn from many failures. They are prone to stress and depression.

Strengthening self-efficacy with indirect experience is obtained from the availability of existing social models (Bandura, 2002). By seeing the people around them experiencing success with their hard endeavors and being involved in them, one will experience a sense of accomplishment just like them. Conversely, if they observe the failure of the examples around them, they judge their sense of success as a failure as well. Implications of modeling reinforce a sense of accomplishment like a model. This assumption relies more on success and failure. If one looked at a very different model of a sense of accomplishment, there would be less behavior and results. Modeling provides a social standard for assessing self-efficacy. People who have clever models encourage competence to achieve their goals. They learn from their models how to think, express themselves, observe strategies and skills to increase self-efficacy.

Bandura (1997: 43) states that self-efficacy plays a role in how a person feels, thinks, motivates himself and behaves both directly and influencing the goals he wants to achieve. Thus, self-efficacy can play a role in student confidence in achieving the goal of obtaining these high scores. For students who have high self-confidence or self-efficacy, they will feel confident in their competence, thus someone who has high self-efficacy does not take shortcuts to get what is their goal, including the goal of getting high scores.

Students use belief to gain success in the future. Students learn from their success experiences to make the next learning success. According to Bandura (2000) to create a sense of accomplishment is obtained from previous successful experiences. Previous successful experiences will increase one's confidence in achieving success in the future. On this basis, the level of a person's sense of success is influenced by the learning experience in the previous semester, if the achievement in the previous semester is high, it will affect the sense of success in the next semester tends to be high.

Student Self efficacy according to Kreitner and Kinicki (2007: 53) it will affect a person's motivation process, that is, after that person knows and is sure of their abilities, they feel able to carry out their duties, their motivation will also be stronger in completing the task. Their motivation will be high too, because they already know what their abilities are and what to expect. Self-efficacy provides a strength for individual life motivation and Personal Accomplishment as individuals who no longer have feelings of uncertainty and inadequacy, feel weak and helpless. Self-efficacy beliefs can affect a person's motivation level. The conclusion is that self-efficacy acts as an important determinant of human motivation and action.

This research was carried out on student teacher candidates, so no matter how small the academic cheating behavior carried out by students must be continuously strived to be eliminated, because the teacher will become an example or an example for the character building of the students.

CONCLUSION

Based on the results of data processing, discussion and hypothesis testing carried out from this study it can be concluded. There is a significant negative influence between self-efficacy and cheating behavior in students, there is a role for student self-efficacy on academic cheating. An illustration of the research results shown in Figure 1 can be seen that when there is no self-efficacy, the level of academic cheating is very high, and then each self-efficacy increases by one-unit, academic cheating will decrease by 0.754. There is a negative effect of Self Efficacy on Student Academic cheating Behavior, the higher the self-efficacy, the lower the level of academic cheating.

Suggestions

Academically, the results of this study are very useful to enrich the knowledge of learning theory, especially about the factors that influence student learning behavior, namely the belief that self-efficacy has a role in reducing student academic cheating behavior. Therefore, suggestions:

- To lecturers as educative staff, they should not give opportunities or tolerance to take firm action and even give academic sanctions that deter students from committing fraudulent behavior. in providing learning that provides a lot of success experiences for students. Because with the experience of success, students learn to increase their sense of success to be more confident in their abilities. To students, they are advised to apply the concept of Self-Efficacy in learning, namely practicing to continue to strive to believe in being successful in honest ways and to suppress any opportunities for Academic Cheating in every academic activity.
- To further researchers, this research is very important to foster character in student teacher candidates by expanding the variables that can cause Academic Cheating Behavior in the student environment of prospective teachers in particular.

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