
ACADEMIC CHEATING IN PESANTREN: HOW SELF EFFICACY, RELIGIOSITY, AND ACADEMIC INTEGRITY PREDICT ACADEMIC CHEATING

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Abstract

This research aims to determine the effect of self-efficacy, religiosity and academic integrity on academic cheating in Pesantren. The population of the research is consisted of students MA. Sample are 332 students and sampling technique is carried out using probability sampling, namely purposive sampling technique. The instrument used were ACS (Academic Cheating Scale), GSE (General Self Efficacy), DUREL (Duke Religion Index), and AIS (Academic Integrity Scale). Data analysis used in this study is multiple linear regression techniques and for the analysis of the construct validity used to measure instrument is Confirmatory Factor Analysis CFA. The results of the study show that the effect of the variables of self-efficacy, the dimensions of organizational and dimensions intrinsic to academic cheating which was moderated by academic integrity are significant. Based on the results of the multiple linear regression with academic integrity as the moderator variable, shows that academic integrity has a significant effect or influence on academic cheating and also has a significant influence in moderating one independent variable, namely the organizational dimension to academic cheating.

Keywords: academic cheating; self-efficacy; religiosity; academic integrity

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri, religiusitas dan integritas akademik terhadap kecurangan akademik di Pesantren. Populasi dalam penelitian ini adalah mahasiswa MA. Sampel berjumlah 332 siswa dan teknik pengambilan sampel dilakukan dengan teknik probability sampling yaitu teknik purposive sampling. Instrumen yang digunakan adalah ACS (Academic Cheating Scale), GSE (General Self Efficacy), DUREL (Duke Religion Index), dan AIS (Academic Integrity Scale). Analisis data yang digunakan dalam penelitian ini adalah teknik regresi linier berganda dan untuk analisis validitas konstruk yang digunakan untuk mengukur instrumen adalah Confirmatory Factor Analysis CFA. Hasil penelitian menunjukkan bahwa pengaruh variabel efikasi diri, dimensi organisasi dan dimensi intrinsik terhadap kecurangan akademik yang dimoderatori oleh integritas akademik adalah signifikan. Berdasarkan hasil regresi linier berganda dengan variabel moderator integritas akademik, menunjukkan bahwa integritas akademik berpengaruh atau berpengaruh signifikan terhadap kecurangan akademik dan juga memiliki pengaruh signifikan dalam memoderasi salah satu variabel independen yaitu dimensi organisasi terhadap kecurangan akademik.

Kata kunci: kecurangan akademik; efikasi diri; religiusitas; integritas akademik

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Introduction

The Law of the Republic of Indonesia defines education as an effort to develop potential in a person through learning methods with the aim of developing abilities and building morals, and behaviour as well as a dignified society which aims to educate, develop students' potential to become = faithful, pious, noble, knowledgeable, capable, creative and become democratic and responsible citizens (Law on National Education System: National Education System, 2011).

One of the main concerns in the academic environment according to Kirana and Lestari (2017) is honesty, because honesty is a form of individual quality that is expected to be established since an early age. Furthermore, Samani and Hariyanto (2012) revealed that in the academic world, students learn various values such as the values of justice (fairness), honesty, trust (trustworthiness) and truth (truthfulness). However, in the field of education there is one thing that has always been a problem, one of which is academic cheating among students. Academic cheating refers to the behaviour and mental expression of a person in the learning process from interactions with their environment. Academic cheating can certainly hinder the realization of the goals of education, namely developing students to become intelligent, to have good characters and moral.

A first study on academic cheating by Drake in 1941 found as many as 23% of students in the United States committed academic cheating. Bushway et al. (1977) added that academic cheating was done in the classroom by using small notes during the exam and copying answers. Sierles, Hendrick & Circel (1980) added that academic cheating is a predictor of unethical behaviour at all levels of education. While academic cheating is defined as a conscious attempt to use prohibited data or resources on an exam for example copying other students' answers or written work such as, plagiarizing done in the academic process (Sierra, 2008).

Ideally, when someone wants to achieve a goal or success, they will put serious effort in the goals, just as students when they want to get good knowledge and grades will study diligently and seriously. However, academic cheating is used as a dishonest act by students intentionally to get good grades and reach success in both education and the workplace (Ekstein, 2003).

Academic cheating is not only carried out by high school students in public schools but also by high school students in Islamic boarding schools as seen from a preliminary study conducted by researchers on 20 high school students at the Sultan Hasanuddin Islamic Boarding School, Gowa Regency who are suspected of having committed academic cheating in various forms. The forms of academic cheating that students do are 1) making small notes before the exam so it's easy to see; 2) exchanging answers with friends using cell phones; 3) intentionally keeping notebooks in the desk drawer; 4) intentionally writing the answer key in his hand to make it easier to see; 5) cheating when the supervisor is careless, 6) deliberately sitting in the back seat to make it easier to cheat; 7) asking their friends to do their assignments; 8) using the internet to find answers; and 9) exchanging answer papers during exams. Even so, there are still students who do not support and do academic cheating even though they have difficulties during the exam, are in a state of carelessness because they want to see how much they are capable of, are afraid of being punished if they are caught, have understood and mastered the exam material well before the exam.

Academic cheating is influenced by several things, for example students have difficulty answering exam questions, do not study before the exam, do not understand the material that has been given in class, even because of the influence of peers.

The research conducted by Ummul K, Yantri M and Fitria R (2014) supports the preliminary study conducted above where the results reveal that as many as 83.77% of high school students in Pesantren X who committed academic cheating are influenced by several factors such as laziness, unreasonable understanding of the material being studied, the presence of procrastination, forgetting the answer, fear of getting low grades and opportunities and factors that are different from other research in public schools, namely if Islamic boarding school students want to go home quickly, they end up doing academic cheating making it easier for them to return home freely without having to take remedial exams.

Likewise, research conducted by Kusaeri (2016) found that academic cheating carried out by Islamic MA and SMA students in East Java is usually managed by Islamic boarding schools with a high level of frequency. This is due to limitations in infrastructure, poor students' input and many teachers who miss-match so that the impact on the teaching-learning process is of low quality.

According to some researchers, Musslifah (in Kushartanti, 2009), Alrianti (2015) and Amaliah in Angelia (2019), at least 47.72% to 80% of students have done academic cheating, and the most widely used means is to give answers to other students, looking at small notes or opening notebooks during exams, seeing friends' answers during exams, and giving assignments to other friends to copy, using the writing desk as a medium to do academic cheating and the reasons for doing academic cheating are low self-confidence and also due to the assumption that cheating (academic cheating) is a common thing to do. A person's act of cheating is motivated by the belief that this behavior has advantages for him and also has the belief that other people will also do it, despite the fact that this action will have an impact on the assessment process at school.

There are several impacts that arise when someone does academic cheating continuously, such as a moral decline leading to the habituation of unethical behavior, damage to the image and expectations of students in society. Not only academic cheating have an impact on students who do academic cheating but also students who indirectly answer the questions. It will also have an impact on the integrity of students and will also impact students psychologically such as low self-confidence in their own abilities (Yuli Fitria, 2019).

The next impact of academic cheating according to Hudawan (2014) is having a bad influence on two sides, namely the influence of the credibility and integrity of educational institutions and a bad influence on the students themselves. The students may cheat for several reasons, for example if teachers couldn't focus on aspects of students, so that there may be bias in evaluating students' abilities if something is not understood about the lessons in class. Teachers also cannot determine the right approach in the learning process in the classroom. In addition to having an impact on inaccurate assessment results, it can also cause inaccurate feedback. In addition, it also has an impact on attitudes and behaviour in the future (Septian, 2017).

Based on the explanation above, there is an increase in the frequency of academic cheating every year in various educational institutions, for that reason researchers are interested in knowing

what factors make students do academic cheating, as well as the impacts that have been caused by academic cheating. Academic cheating is an important thing to research because it is done a lot among students but does not get the attention of the school so that it becomes a common thing to do even though academic cheating is one of the predictors or the beginning that can trigger forms of dishonesty both in the academic world as well as in the world of work so that it can lead to honesty, morale, trust, good quality of responsibility decreases so that with this research students can minimize the causes of academic cheating and in consequence avoid cheating in the future.

Several factors that can influence academic cheating as described in the results of previous studies include intrinsic and extrinsic factors. Intrinsic factors consist of, self-efficacy (Bandura, 1986), worry (Anderman, 1998), moral identity (Aquino & Reed, 2002), moral disengagement ((Detert, Treviño, & Sweitzer, 2008), willingness to cheat (Hyman, 2008), knowledge conduct (Pramadi et.al, 2017), perceived seriousness of cheating (Vivien et.al, 2001), religiosity (Koenig, 1997), academic integrity (Keohane, 1999) and achievement motivation (Olanrewaju, 2010). Extrinsic factors include situational elements (Labeff, 1990), peer pressure (Umender, 2016), classroom goal structure (Anderman, 2004) and approach ability of teacher (Tsui, 2016).

Of the many factors that influence academic cheating as mentioned above, in this study the independent variables to be studied are limited so that the scope is not too broad. The independent variables to be used are self-efficacy, religiosity and academic integrity as moderators.

Bandura (1986) reveals that self-efficacy is an individual's belief or belief in his ability to carry out and complete exams and assignments, so that they can overcome obstacles and achieve the expected goals. In this case, self-efficacy is a person's perception of how well a person can carry out certain desired activities related to future situations. Meanwhile, according to Santrock & Schunk (in Dayanti et al., 2019), self-efficacy is a student's belief in his ability to master the situation and produce something useful and have confidence in his ability to successfully face adversities.

The research conducted by Hidayat T & Rozadi (2015) regarding the effect of self-efficacy on academic cheating shows that there is a significant positive effect of self-efficacy on academic cheating. This indicates that the higher the self-efficacy of students, the lower the academic cheating behavior . On the other hand, the lower the self-efficacy, the higher the level of academic cheating. However, different research results were found by Kazem Barzegar and Hasan Khezri (2012) who argued that self-efficacy did not have a significant effect on academic cheating, meaning that self-efficacy had no role in explaining and predicting academic cheating.

In addition to the self-efficacy variable, there is also an academic integrity variable used as a moderator variable in influencing academic cheating. The concept of academic integrity according to Keohane (1999) is defined as a commitment owned by individuals regarding positive values so that they are able to act and behave appropriately in creating a good academic situation. The character of integrity that is built in an academic context will create a better education system, because it has maintained academic standards, is able to develop scientific progress, and can prepare a responsible young generation as part of a civilized society(Keohane, 1999).

Violations in academic integrity are an issue that is still being discussed in the academic world and should receive attention because if left unchecked, it is feared that it will become the trigger for committing academic cheating. Academic integrity can also be influenced by several factors, including self-efficacy and religiosity.

Based on the results of research conducted by Efri Yani (2017) regarding the effect of self-efficacy on academic integrity, it was found that there was a significant positive effect. That is, the higher the level of student confidence in their own abilities (self-efficacy), the higher the student's academic integrity (academic integrity). Furthermore, The results of the study support that when self-efficacy is low, it is related to student motivation to do assignments and exams seriously. Students who have confidence in their academic abilities tend not to do academic cheating compared to students who have a lower level of confidence in their abilities (Cizek, in Finn & Frone, 2004). Evans et.al (in Jurdi et.al 2011) found that cheating was lower when students had good self-efficacy in achieving goals with their own efforts. Thus, the higher the self-efficacy, the higher the academic integrity.

Then, the results of research conducted by Kisamore (2007) stated that academic integrity has a positive influence on students' academic cheating. The results of the analysis support that students who have low academic integrity tend to do academic cheating. Vice versa, when students have a high level of academic integrity, they tend to rarely or never do academic cheating.

In addition to the moderator variables above, there are other independent variables that are thought to have an effect on academic cheating, namely the religiosity variable. Pearce, Hayard & Pearlman (2017) also define religiosity as a form of belief in religion, religious exclusivity, religious practice in a social context, religious practice in a personal context and attaching importance to religious interests. Another study conducted by Storch and Storch (2001) shows that religiosity has a significant effect on academic cheating, namely the higher a person's level of religiosity, the lower the potential for academic cheating, and vice versa if a person's level of religiosity is low, the higher the potential for academic cheating.

Another variable that researchers suspect has an influence on academic integrity (moderator variable) is religiosity. Religiosity refers to how strong the belief and obedience to God and the religion he adheres to, as well as how obedient to the rules regarding human life and behavior so that they can behave properly and in accordance with the norms that exist. Nelson et. al (2017) defines religiosity as an organized system of beliefs, practices, rituals, and symbols that can facilitate one's the closeness to God and in fostering religious communities.

The results of the research by Nelson et.al (2017) also show that religiosity is a predictor of student attitudes towards academic cheating behavior. because religiosity in this study emphasizes behavior. Meanwhile, according to Suha Yumna (2019), he found the effect of religiosity on academic integrity by observing the three dimensions used, such as organizational, non-organizational, and intrinsic. On the organizational dimension, it was found that this variable had a significant effect on academic integrity. That is, the higher the organizational dimension, the higher the academic integrity. Unlike the dimensions above, the non-organizational dimension does not have a significant influence on academic integrity. Similar to the above, the intrinsic dimension is stated to have no significant influence on academic integrity.

One of the reasons for using the religiosity variable in this study is because it relates to students' morals, when students' morals are good, they tend not to do things that are not commendable, such as academic cheating. In addition, this research was conducted in Islamic boarding schools because the coaching process and curriculum that apply in schools are slightly different from schools in general, such as emphasizing on deeper religious teachings and practices, directing themselves to live and behave in accordance with the teachings they adhere to.

Based on the phenomena and previous research that has been explained, it can be concluded that academic cheating is a problem that is mostly done by students, where students should be able to do exams and assignments according to their abilities. Thus, academic cheating is an important matter to be investigated in depth as an effort to prevent and minimize academic cheating behavior among students.

Academic Cheating

Cheating behavior in psychological terms is usually called academic cheating. Academic cheating itself is part of academic dishonesty which consists of cheating, plagiarism, using other people's help, and electronic cheating (Iyer & Eastman, 2008).

There are several definitions of academic cheating based on previous studies. Researchers describe academic cheating differently, some use the words academic dishonesty, academic cheating, academic misconduct, cheating, and so on (Tracy Maria, 2016). All these terms are used by researchers to describe the same phenomenon, namely dishonest behavior that violates academic rules.

There are several definitions put forward by the figures such as: 1) Academic cheating according to Labeff (1990) is an act that includes writing small notes on shoes and hats, notes on the back of calculators and students who have "gifted eyes" that allow them to see other people's answers; 2) Anderman (1998) uses the theory developed by Evan and Craig (1990). Although he did not mention in detail the definition of academic cheating, Evan is more focused on the difference in perceptions between teachers and students about academic cheating, they consider academic cheating a serious problem. For example, teachers are more likely to believe that academic cheating includes giving and receiving advanced information about exams; 3) McCabe et al. (2001) has classified academic cheating in two areas, namely during exams and when doing written work. Academic cheating on exams includes copying answers without the knowledge of others, using small notes and helping others to cheat on exams or doing assignments. Academic cheating on scientific papers such as plagiarism, changed bibliography, or there is some material without footnotes; 4) According to Murdock & Anderman (2012) academic cheating is cheating behavior which refers to various deviant behaviors in which students can be involved during the educational process; 5) Academic cheating is a violation of specified rules or standard requirements in completing school assignments and exams (Kalia in Umender Malik, 2016).

Academic cheating has become a problem that has occurred for decades and continues to be a concern in the world of education. Collectively, research conducted by Cizek (1999) shows that academic cheating has become widespread and is considered a common thing for students to do from year to year and the highest prevalence of academic cheating occurs in high school students. About a third of high school students admit that they have practiced academic cheating in some

form and more than 60% of high school students think that academic cheating is a serious thing that usually happens in schools.

In this study, the theory put forward by Cizek (2003) is used that academic cheating is behavior that violates the rules carried out during exams or doing assignments that can affect the final outcome of the learning process which is carried out in the form of giving, taking or receiving information, using materials prohibited materials (internet, notebooks, viewing printed books, and/seeing people's answers), and taking advantage of one's weaknesses, procedures or processes to get better grades or gain an advantage.

Self-Efficacy

Self-efficacy according to Bandura (1986) is a person's assessment of the individual's ability to take action in completing the specific tasks encountered, which this theory was also adapted by Ralf Schwarzer et.al (1995).

Self-efficacy also serves as a form of identification of how much effort a person puts in when dealing with difficulties and how a person acts when facing different circumstances or situations (Davies & Hodnett, 2002).

Meanwhile, Gore (2006) added that self-efficacy is where individuals believe in their own abilities in carrying out academic tasks at a predetermined level. Sagone and Caroli (2014) argue that self-efficacy is the belief that they will succeed in carrying out a given academic task. It refers to the academic self-concept on the knowledge and perception of individuals about themselves in any situation to achieve something desired.

The reason the researchers choose self-efficacy as the first independent variable is because the researchers want to see how much influence or internal factors cause students to do academic cheating. Second, based on the results of previous studies, the effect of self-efficacy on academic cheating has not been consistent, some stated that the effect was significant and some the results were not significant.

The conclusion is that self-efficacy is a person's belief in his own ability to complete a task or exam to the fullest. From several definitions of self-efficacy that have been described above, in this study using the definition from Ralf Schwarzer (1995), because it is based on the theory and dimensions of Bandura (1986) and includes the aspects needed in this study and consists of three dimensions, namely magnitude, generality and strength.

Religiosity

According to the American Psychological Association (2015) regarding religiosity, it is the quality or breadth of a person's religious experience. Webster (in Koenig, McCullough & Larson, 2001) suggests that religiosity is: 1) about belief in God that must be obeyed and worshiped in accordance with the provisions of the God of the universe; or 2) a more detailed system of beliefs that usually involve ethical values and have philosophical values.

Religiosity can be defined as the frequency with which a person engages in public worship practices (in groups), as the frequency with which a person engages in personal (private) worship

practices, and can also be interpreted as the extent to which a person applies his or her religious experience in everyday life (Koenig, 2010).

There are two kinds of religiosity, namely social religiosity and individual religiosity, where social religiosity is someone who spends time in places of worship, has religious organizations, and attends religious services. While individual religiosity is defined as a person's belief in God, has a religious denomination which means a religious group that can be identified by name, structure and/or doctrine, then someone believes that religion is important in human life (Adam Okulicz et al., 2010).

The reason for using religiosity as an independent variable is that first, the researchers want to see whether religiosity has a significant effect on the research sample. Moreover, the sample in this study was Madrasah Aliyah/high school (MA) students at Islamic boarding schools where the assumption of Islamic boarding school students had good religiosity, instilled values, honesty and morals as their initial foundation in life compared to students in public schools. Second, judging from previous research regarding the effect of religiosity on academic cheating, the results are also inconsistent when viewed from its dimensions and it has rather strong significant influence on academic cheating

The conclusion is that religiosity is how strong the belief and obedience to God and the religion he adheres to, as well as how obedient to religious practices both in social and personal contexts and in accordance with the norms that exist in the society. This theory was developed by Koenig (2010) which became the basis for the theory of researchers in conducting research where this theory also has three dimensions, namely organizational, non-organizational and intrinsic.

Academic Integrity

The word integrity has the meaning of whole, untouched, complete and thorough. Thus, it can be interpreted as a thorough and complete effort based on honesty, quality and consistency of student character. Academic integrity can also be interpreted as a form of social contract in which every student has an obligation to comply with academic rules and norms. In short, academic integrity is the choice of individual students to act responsibly, both for themselves and for the society (Jones, 2001).

This concept was first developed by Rogers (1961) as feelings that are experienced, realized, and recognized by individuals and are able to communicate them when needed. Rogers' understanding of integrity emerged as a reaction to dissatisfaction with Kohlberg's theory of moral development in accepting self-roles. Kohlberg (1976) reveals that his theory which explains that moral understanding is guided by the development of logic, is unable to answer why moral understanding does not guarantee individuals to take moral action. So, in this case the self is able to explain the problem, which then brings the concept of integrity to development in various areas of individual life (Peterson & Seligman, 2004).

The concept of academic integrity used in this study comes from Keohane (1999) which is defined as a commitment that individuals have regarding positive values so that they are able to act and behave appropriately in creating a good academic situation. The character of integrity that is built in an academic context will create a good higher education system, because it has maintained academic standards, is able to develop scientific progress, and can prepare a

responsible young generation as part of a civilized society. More specifically, Keohane defines five values that must exist in building academic integrity, namely honesty, trust, fairness, respect and responsibility (Keohane, 1999).

According to psychologists, academic integrity tends to be interpreted as academic honesty where honesty is seen as a moral value, and can also be interpreted as a behavior to act honestly in doing anything and in any situation related to the goals of education in which there is a high expectation that it can be applied. on all members in an academic institution (Olasehinde-Williams, 2006).

Similar to the explanation above, Brennecke (2010) explains about academic integrity as the opposite of academic dishonesty, for example cheating. So, it can be concluded that academic integrity is an honesty that is the basis of the academic process such as being honest during exams, being honest in doing assignments, being able to cooperate with what is allowed by the teacher, and not facilitating & allowing academic cheating to occur in schools. While academic integrity is an action or behavior that has the value of honesty and is responsible for what is done related to the academic process and what is seen here is an individual person's effort (Ronokusumo, 2012).

Students who experience a decrease in academic integrity will have an impact on themselves or their environment. The impacts that can be generated such as the declining moral values of students, the potential to commit dishonest actions (cheat) that can even lead to unethical behavior or dishonest behavior in the future even in the work field (Razek, 2014).

The reason the researcher uses academic integrity as a moderating variable is because previous studies have stated that academic integrity has a major influence on academic cheating (Kisamore, 2007). Although in this study academic integrity is not a moderating variable, academic integrity is theorized to have an influence on self-efficacy and religiosity.

Boarding school

Islamic boarding school is a religious-based educational institution located in Indonesian society. In contrast to coaching with public schools, Islamic boarding schools have a coaching model that is full of educational values such as religious values and noble values. So that pesantren becomes an effective institution in the development of students' moral education. The scope of improving morals such as honesty, trustworthiness, optimism, effort, diligence and discipline can be strong initial foundations for students to prevent committing academic cheating (Sauri in Tanszil, 2014).

Pesantren in general have similarities between one pesantren and another, namely the similarity of ideology and the similarity of references with the same teaching method, thus making the pesantren have significant strengths and can be taken into account by anyone. The strengths possessed by Islamic boarding schools include the fact that Islamic boarding schools grow and are recognized by the surrounding community with a dormitory system. Santri (students) receive religious education through a recitation system or madrasa which is completely under the leadership of a kiai, with characteristics that are charismatic and independent in all respects (Marjani Alwi, t.th).

Method

Types of research

The type of research conducted is quantitative research. Quantitative is a research method based on the philosophy of positivism that is used to research a certain population or a certain sample in the form of numbers and the analysis uses statistics to measure and obtain research analysis results through questionnaires (Sugiyono, 2018).

Population and Sample

The population in this study amounted to 463 students consisting of MA students at the Sultan Hasanuddin Islamic Boarding School and high school students at Manahilil Ulum Islamic Boarding School. The samples that will be used are students of first, second and third year of high school or Madrasah Aliyah (MA). The sample in this study consisted of 332 MA students. The sampling technique in this research is purposive sampling.

Data Collection Techniques and Instruments

The data collection tool in this study used a questionnaire technique, which is a list containing a series of questions that must be answered or in the form of a series of statements that must be responded, regarding one of the problems or areas to be studied and then given to the respondent. Data collection in this study was carried out by distributing research questionnaires online using Google Form within a period of 14 days, starting from June 22 to July 04, 2020. Validation of the data is checked then crosschecked randomly on the sample. While the research instrument used in this study was in the form of a Likert scale model. Where in this model there is no answer that is considered right or wrong. Items are arranged in the form of positive statements (favorable) and negative statements (unfavorable).

Data Analysis

Data analysis in this study used statistical multiple linear regression techniques using SPSS software. Multiple linear regression is a statistical technique that led to the influence of more than one independent variables, continuous, or discrete, toward one dependent variable being examined. The independent and dependent variables can be a factor or a measured variable.

According to Sarwono (2010) Confirmatory Factor Analysis has several functions such as allowing for validating the research construct, to reduce measurement errors by having many indicators in one latent variable and providing the graphical modelling interface to make it easier for readers to understand.

Based on the explanation above, to support the test of hypothesis in this study, multiple linear regression is needed with moderator variables. Wijayanto (2008) explains the stages of the Confirmatory Factor Analysis process, namely model specification, identification, estimation and fit test.

Results and Discussion

Overview of Research Subjects

Respondents in this study were Madrasah Aliyah students from first to third year who had an age range of 16 to 18 years. Respondents in this study also consisted of male students amounting to 13.9% and female students amounting to 86.1%. In addition, the respondents of this study were not only students majoring in science but also majoring in social studies, religion and language.

Research Hypothesis Test Results

Research Variable Regression Analysis

The first step that the researcher took was to see how much influence the independent variables (IV) had on the dependent variable (DV) by looking at the amount of R-square. The amount of R-square can be seen in the table 1.

Table 1. Model Summary Regression Analysis

Model	R	R ²	Adj R square	Std. Error of the Estimate
1	.560	.268	.259	9.50147899

In table 1, it can be seen that Rsquare is 0.268% or 26.8%. This means that the proportion of variance from academic cheating is explained by self-efficacy and religiosity; organizational, non-organizational, intrinsic by 26.8% while the remaining 73.2% is influenced by other variables outside this study.

Furthermore, the researchers wanted to see the regression coefficients of each variable of self-efficacy and religiosity; organizational, non-organizational, intrinsic. If sig < 0.05 then the regression coefficient is significant, meaning that the variables of self-efficacy and religiosity; organizational, non-organizational, intrinsic have a significant influence on academic cheating. The magnitude of the regression coefficient of each independent variable on academic cheating is:

Table 2. Regression Coefficient

Model	Unstd		std		Sig.
	B	Std. Err	Beta	T	
Constant	75,652	4.175		18.118	.000
TS_SE	.224	.064	.183	3.480	.001*
TS_ORA	-.348	.078	-.291	-4.434	.000*
TS_NOR	-.021	.063	-.018	-.332	.740
TS_INTR	-.365	.062	-.330	-5.855	.000*

a. Dependent Variable: TS_AC
b. Description: (*) Significant

The following is an explanation of the regression coefficient values obtained from each independent variable:

- **Self-Efficacy Variable:** The regression coefficient value is 0.224 with a significance of 0.001 (sig < 0.05). This can mean that Ho2 which states that "there is a significant effect of self-efficacy on academic cheating is accepted. Thus, there is a significant effect of self-efficacy on academic cheating. The positive coefficient value indicates a positive direction as well, which means that self-efficacy has a positive influence on academic cheating.
- **Organizational Variables:** The regression coefficient value is -.348 with a significance of 0.00 (sig < 0.05). This can mean that Ho3 which states that "there is a significant effect of organizational towards academic cheating" is accepted. Thus, there is a significant effect of the Organizational dimension on the religiosity variable on academic cheating. The negative coefficient value indicates a negative direction, which means that the higher the organizational is, the lower student's academic cheating is.
- **Non-organizational Variables:** The regression coefficient value is -.021 with a significance of 0.740 (sig > 0.05). This can mean Ho4 which states that "there is a significant effect of non-organizational towards academic cheating is rejected. That is, there is no significant effect of the non-organizational dimension on the religiosity variable on academic cheating. A negative coefficient value indicates a negative direction as well, which means that non-organizational has a negative influence on academic cheating.
- **Intrinsic Variable:** The regression coefficient value is -.365 with a significance of 0.00 (sig < 0.05). This can mean that Ho5 which states that "there is a significant effect of non-organizational against academic cheating is accepted. That is, there is a significant effect of the intrinsic dimension on the religiosity variable on academic cheating. The negative coefficient value indicates a negative direction as well, which means that intrinsic has a negative influence on academic cheating.

Proportion of Variance Test

For the second stage, the researcher wants to test the minor hypothesis by knowing how the proportion of variance of each variable of self-efficacy and religiosity (organizational, non-organizational and intrinsic) to academic cheating. The proportion of variance in academic cheating can be seen table 3.

Table 3. Model Summary Proportion of Variance of Each IV to DV

M	R	Change Statistics				
		R ² Ch	F Ch	df1	df2	Sig. F Ch
1	.006	.000	.012	1	330	.913
2	.436	.190	77.2	1	329	.000
3	.438	.001	.550	1	328	.459
4	.518	.077	34.2	1	327	.000

The explanation of the table above is as follows:

- The self-efficacy variable contributed .000 or 0% it could be said that it did not contribute to the academic cheating with sig. F change = 0.913, meaning that the contribution is not significant.
- Organizational variables contributed 0.190 or 19% with sig. F change = 0.000, meaning that the contribution is significant.
- Non-organizational variables contributed 0.001 or 1% with sig. F change = 0.459, meaning that the contribution is not significant.
- Intrinsic variable contributed 0.077 or 7.7% with sig. F change = 0.000, meaning that the contribution is significant.

Regression Coefficient of Moderator Variable

It is known from the table above that there are three variables that have significant regression coefficients, namely self-efficacy, organizational and intrinsic. Only variables that have a significant regression coefficient are included in the subsequent analysis. Then, the writer wants to do a linear regression analysis stage between academic integrity and academic cheating variables. If sig < 0.05 then the regression coefficient is significant, meaning that the academic integrity variable has a significant influence on academic cheating. Table 4 is the magnitude of the regression coefficient of the moderator variable on the dependent variable.

Table 4. Moderator Variable Regression Coefficient

Mo	R	Change Statistics				
		R ² Ch	F Ch	df1	df2	Sig. F Ch
1	.006	.000	.012	1	330	.913
2	.436	.190	77.2	1	329	.000
3	.438	.001	.550	1	328	.459
4	.518	.077	34.2	1	327	.000

Based on the table 4 above, it can be seen that the academic integrity variable as the moderator variable has a significant influence on academic cheating as the dependent variable. Because the academic integrity regression coefficient is negative, the lower a person's academic integrity score regarding academic cheating, the higher a person's tendency to do academic cheating. After that, see whether the regression coefficients of the self-efficacy, organizational and intrinsic variables towards academic cheating moderated by academic integrity are significant or not by means of regression analysis on each independent variable multiplied by the moderator variable, so that the third variable is obtained, namely between X1 and the moderator. Next, analyze the self-efficacy variable X Academic Integrity against academic cheating.

Table 5. Self Efficacy X Academic Integrity Variable Regression Coefficient

Mod		Unstd		Beta	T	Sig.
		Coef	Std. Error			
1	constant	62.68	14.78		4,241	.000
	TS_SE	.234	.303	.183	.772	.440
	TS_AI	-.548	.288	-.487	-1.90	.058
	SE_AI	.001	.006	.094	.223	.824

Table 5 explains that the self-efficacy variable X Academic Integrity does not significantly affect academic cheating. This means that the effect of self-efficacy on academic cheating does not depend on academic integrity.

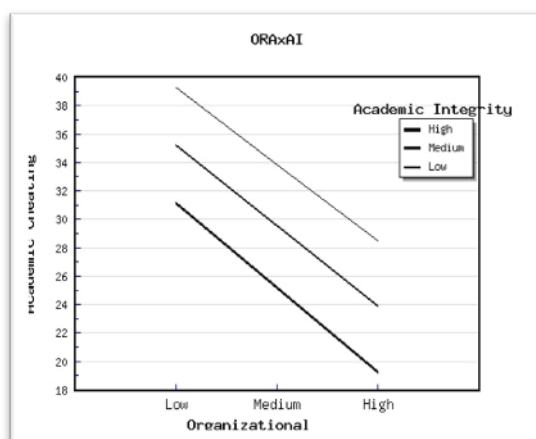
The next variable is the organizational X academic integrity dimension. The following table 6 describes the interaction of organizational X Academic Integrity dimension variables on academic cheating:

Table 6. Organizational X Variable

Model	Unstd Coef		Beta	T	Sig.
	B	Std. Error			
Const	72.07	4.174		17.26	.000
TS_OR	-.416	.107	-.330	-.390	.000
TS_AI	.123	.098	.109	1.253	.211
OR_AI	-.003	.001	-.217	-2.08	.038

The table 6 explains that the organizational X Academic Integrity dimension variable significantly affects academic cheating. This means that the influence of organizational dimensions on academic cheating depends on academic integrity. If the variable is proven to have a significant effect, then it will be analyzed further using a modgraph to see a picture of the interaction between the variables, but if it does not have a significant effect, it will not be continued at the modgraph interaction stage. The following figure 1 describes the interaction of organizational X Academic Integrity dimension variables on academic cheating.

Figure 1. Organizational X Academic Interaction Integrity



In the figure 1 above, it can be seen that the interaction pattern can be concluded that high organizational dimensions have an influence on low academic cheating when moderated by high academic integrity. In other words, the influence of academic integrity weakens the influence of the organizational dimension on academic cheating.

The next variable is the intrinsic X academic integrity dimension. The following table 7 is an illustration of the interaction of X Academic Integrity's intrinsic dimension variables on academic cheating:

Table 7. Regression Coefficient of *Intrinsic X Academic Integrity*

Model	Unstd Coef		Std Coef		Sig.
	B	Std. Error	Beta	T	
Const	70.43	15,229		4.625	.000
TS_INT R	-.274	.319	-.246	-.861	.390
TS_AI	.100	.284	.089	.352	.725
INT_AI	-.004	.006	-.341	-.754	.452

The table 7 explains that the intrinsic dimension of X Academic Integrity does not significantly affect academic cheating. This means that the influence of the intrinsic dimension on academic cheating does not depend on academic integrity.

Conclusion

Based on the results of research conducted on Madrasah Aliyah Islamic Boarding School students with a total of 332 MA students, it can be concluded that in this study there was a significant influence on each variable. There are four independent variables consisting of self-efficacy and religiosity; organizational, non-organizational and intrinsic dimensions and academic integrity variables as moderators.

However, the results of research conducted in the field, found that there are only three significant independent variables and one moderator variable, namely self-efficacy, organizational, intrinsic and academic integrity variables. The self-efficacy has a significant effect on academic cheating. However, this variable has the smallest effect compared to other variables of 0.000, which means that the contribution given by self-efficacy to academic cheating is not significant.

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