DETERMINATION OF LIFE BACKGROUND AND ACADEMIC INTEGRITY ON ACADEMIC CHEATING BEHAVIOR (Case Study Of Economic Education Student's, Faculty Of Teacher Training And Education, Lambung Mangkurat University)

Suratno Martodiryo
Email: ontar_ria@ulm.ac.id
Faculty of Teacher Training and Education, Lambung Mangkurat University, Indonesia

Larisma Valentyna Siahaan
Email: valen_huma@yahoo.com
Faculty of Teacher Training and Education, Lambung Mangkurat University, Indonesia

Sri Setiti
Email: srisetiti54@yahoo.com
Faculty of Teacher Training and Education, Lambung Mangkurat University, Indonesia

Abstract: This study aims to determine the level of life background and academic integrity possessed by students and their determination of academic cheating behavior. This research is a quantitative study with a correlational design using survey methods. The questionnaire met the validity test with a KMO value of 0.736. The instrument was declared are reliable with a value of 0.863 for the life background, 0.830 for the academic integrity and 0.752 for the academic cheating behavior. Academic cheating behavior that is most often done by students is cheating; students who classified as high cheating behavior as much as 54.5%. Academic Integrity after being controlled by Life Background has a regression coefficient on Academic Cheating Behavior of $r_{y2-1}=0.66$ with a determination of 43.9%. The correlation coefficient between life background and academic integrity is $r_{12}=0.56$; $p < 0.01$. The value of the correlation coefficient between academic integrity variables on cheating behavior is $r_{y2} = -0.60$; $p < 0.01$. The

highest contribution was found in the variable Trust, a simple correlation was r_{y2} = -0.64; $p < 0.01$, a partial correlation was $r_{y1\text{-}2}$ = -0.51 with a determinant of 25.7%. The correlation coefficient between life background and academic cheating is r_{y1} = -0.571; $p < 0.01$. The indicator that gave the highest contribution was Peers with a value of ry = -0.56; $p < 0.01$.

Keywords: Life Background, Academic Integrity, Academic Cheating

PRELIMINARY

Students are expected to not only gain knowledge and practice, but also have soft skills, one of which is integrity so that graduates of the tertiary institution are able to adapt to a dynamic environment and have high professionalism [1]; [2]. This can be achieved if the learning process runs according to the rules, regulations, and norms that are applied in the academic environment. However, in college life there are still many violations that are often committed by students, academic cheating behavior is done by students to avoid failure[3]. Academic cheating behavior should be avoided by students, this is consistent with Razek's statement in[4] which proves that cheating behavior in future lives for students is assessed as the impact of tolerance towards academic cheating. On the other hand, academic dishonesty is defined as the use of unauthorized or cheatingulent means to achieve a formal academic activity[5]

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[1] Hasrat A Aimang et al., "Pelaksanaan Pembelajaran Soft Skill Mahasiswa," *Jurnal Pendidikan Glasser* 6, no. 1 (2022): 58–62.

[2] Matt Stevens and Richard Norman, "Industry Expectations of Soft Skills in IT Graduates: A Regional Survey," in *Proceedings of the Australasian Computer Science Week Multiconference*, 2016, 1–9.

[3] Sri Hudiarini, "Penyertaan Etika Bagi Masyarakat Akademik Di Kalangan Dunia Pendidikan Tinggi," *Jurnal Moral Kemasyarakatan* 2, no. 1 (2017): 1–13.

[4] Tyas Firmantyo and Asmadi Alsa, "Integritas Akademik Dan Kecemasan Akademik Dalam Menghadapi Ujian Nasional Pada Siswa," *Psikohumaniora: Jurnal Penelitian Psikologi* 1, no. 1 (2016): 1–11.

[5] Akmal S Abdelfatah and Sami W Tabsh, "Engineering Students' Perception of Academic Dishonesty at an American University in the Middle East," *Online Journal for Global Engineering Education* 5, no. 1 (2010): 1.

These misconducts include cheating in assignments, projects or exams, falsifying information, and selling assignments, among other behaviors. Dishonest acts negatively affect the educational quality of the institution[6]. Knowing about the dynamic of these academic misconducts allows the institutions to create specific strategies aimed to reduce such unwanted behaviors. Otherwise, the students could be repeating this pattern in their future work environments[7]. Experimental research suggests that the inclusion of moral reminders decreased the occurrence of cheating[8]. Another factor that might reduce the chance of a student cheating is the perceived teacher's enthusiasm. This has an inverse direct effect on the student's cheating behavior[9]. Also, being aware of the long-term consequences of academic dishonesty could discourage students from pursuing it[10]; .

The term academic integrity was coined by the late Donald L. McCabe, one of the principal researcher in educational ethics in the 20th Century[11];[12] Universities are trying to create an environment where knowledge flows in an accessible way for everybody. Academic integrity seeks to improve the university status by acknowledging originality and honest authorship. Therefore, it is necessary to foster a culture that promotes academic integrity, in which, students, professors and staff will have a systematic good practice approach[13]. A culture of academic

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[6] Mebratu Mulatu Bachore, "The Nature, Causes and Practices of Academic Dishonesty/Cheating in Higher Education: The Case of Hawassa University.," *Journal of Education and Practice* 7, no. 19 (2016): 14–20.

[7] Abida Ellahi, Rabia Mushtaq, and Mohammed Bashir Khan, "Multi Campus Investigation of Academic Dishonesty in Higher Education of Pakistan," *International Journal of Educational Management*, 2013.

[8] Jori Grym and Veronica Liljander, "To Cheat or Not to Cheat? The Effect of a Moral Reminder on Cheating," *Nordic Journal of Business*, 2016.

[9] Gábor Orosz et al., "Teacher Enthusiasm: A Potential Cure of Academic Cheating," *Frontiers in Psychology* 6 (2015): 318.

[10] Orosz et al.

[11] Newark Star Ledger, "Want College to Pay Off," *October* 18 (2016): 1.

[12] Tânia Marques, Nuno Reis, and Jorge Gomes, "A Bibliometric Study on Academic Dishonesty Research," *Journal of Academic Ethics* 17, no. 2 (2019): 169–91.

[13] Julianne East and Lisa Donnelly, "Taking Responsibility for Academic Integrity: A Collaborative Teaching and Learning Design.," *Journal of University Teaching and Learning Practice* 9, no. 3 (2012): 2.

integrity is one that promotes ethical behavior and aims to diminish ethical misconduct. This culture may be expressed through an ethical infrastructure, with institutional codes, policies, procedures, and committees[14]. Academic integrity is one of the fundamental values of formal education[15]. It is vital in higher education contexts; therefore, many universities include a code of honor in their institutional normativity, thus promoting it and establishing sanctions to undermine unethical behavior[16].

Despite the important role of academic integrity for both personal and institutional development, there is limited literature available on the subject. Academic integrity is a major part of academic culture to avoid academic cheating behavior[17]. Thus there is a very big difference between students who have high academic integrity and students who have low academic integrity in the level of academic cheating behavior. High academic integrity will suppress academic cheating behavior, and vice versa students with low academic integrity have a higher possibility of committing academic cheating[18].

RESEARCH METHODS

This research is a quantitative study using a correlational research design. The method used is a survey method, using primary data[19]. The sampling technique in this study used a total sampling technique totaling 165 students of the Economics of Education Study Program consisting of the batches of 2017, 2016 and 2015.

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[14] Loreta Tauginienė et al., "Glossary for Academic Integrity" (Univerza v Mariboru, Fakulteta za elektrotehniko, računalništvo in informatiko, 2018).

[15] Jolanta Bieliauskaitė, "On the Way to Professionalism–the Promotion of Law Students' Academic Integrity," *Procedia-Social and Behavioral Sciences* 116 (2014): 4229–34.

[16] Roger McHaney, Timothy Paul Cronan, and David E Douglas, "Academic Integrity: Information Systems Education Perspective," *Journal of Information Systems Education* 27, no. 3 (2016): 153–58.

[17] Theresa Kwong et al., "Students' and Faculty's Perception of Academic Integrity in Hong Kong," *Campus-Wide Information Systems* 27, no. 5 (2010): 341–55.

[18] T. Rifaldi, "Pengaruh Cheating Diamond Terhadap Kecurangan Akademik (Doctoral Dissertation, STIE Perbanas Surabaya).," 2020.

[19] Asep Saepul Hamdi and E Bahruddin, *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan* (Deepublish, 2015).

The questionnaire has fulfilled the validity test using the KMO and Barlett's Test coefficient test which shows the results of 32 valid statement items and 18 invalid or null statements. Testing at the final stage shows the results of the KMO coefficient of r_{11}= 0.736. The instrument in this study was declared reliable, with the results of the reliability test on the variable background of life worth r_{11} = 0.863, on the variable of academic integrity with a value of r_{11} = 0.830 and on the variable of academic cheating behavior with a value of r_{11} = 0.752.

The data analysis technique used to find out the background picture of life and academic integrity and how the picture of academic cheating behavior in the 2017, 2016, and 2015 Student Economic Education Study Program is using descriptive statistical analysis of percentages[20]. To find out how the influence of life background and academic integrity on academic cheating behavior and the strength of the relationship of each variable, multiple regression analysis, simple correlation analysis, and partial correlation analysis are used[21].

RESEARCH RESULT

Based on the results of data analysis, a description of the life background and academic integrity of the students and the level of academic cheating behavior carried out by students of the economic education study program for the years of 2017, 2016 and 2015. The description can be observed in the graph below :
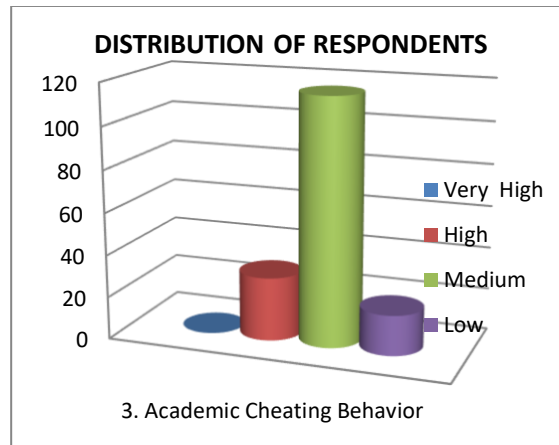
Graph 1
Background of Life, Academic Integrity and Academic Cheating Behavior for Students

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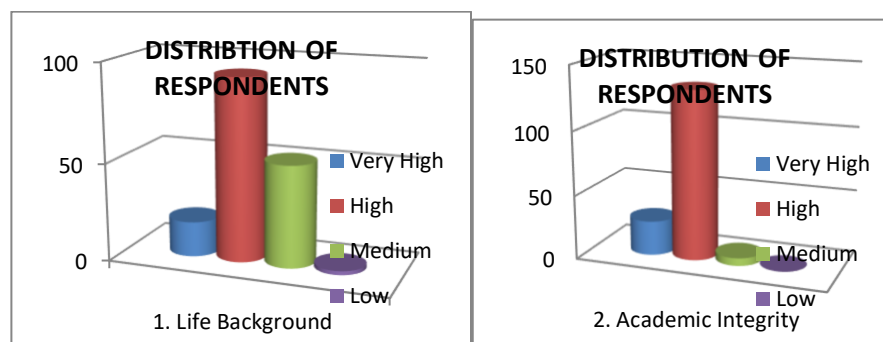
[20] Amirotun Sholikhah, "Statistik Deskriptif Dalam Penelitian Kualitatif," *KOMUNIKA: Jurnal Dakwah Dan Komunikasi* 10, no. 2 (2016): 342–62.
[21] I Made Yuliara, "Regresi Linier Berganda," *Denpasar: Universitas Udayana*, 2016.

DISTRIBUTION OF RESPONDENTS

3. Academic Cheating Behavior

Based on the contents of the graph above, it can be seen that students who have a very high life background are as many as 18 people or 10.9%, students who are included in the high category are as many as 93 people or 56.4% and students who are included in the medium category are as many as 52 people or 31.5%, and students belonging to the low category of life background as many as 2 people or 1.2%.

After seeing the explanation above about the background picture of student life, a description of the integrity that exists in students will be described. Students who fall into the very high category of academic integrity are 27 people or 16.4%, then students who fall into the high category are 132 people or 80.0%, and students who fall into the moderate category of academic integrity are 6 people or 3.6% but there were no students whose academic integrity was in the low category.

After seeing an overview of the background of life and academic integrity, a description of the behavior of academic cheating committed by students will be presented. There were no students who were included in the very high category of academic cheating behavior, students who were included in the high category were 30 people or 18.2% and students who were included in the medium category were 116 people or 70.3%, and students who were included in the category the low level of academic cheating behavior is as many as 19 people or 11.5%.

The results obtained stated that the life backgrounds of the students were mostly in the fairly high category. The academic integrity that exists in students is in the fairly high category, and most of the students' academic cheating behavior is in the low category. If the analysis is continued to find out how much influence academic integrity has on academic cheating behavior and to find out how the strength of the relationship between the independent variable and the dependent variable is, then it is carried out with multiple regression analysis and correlation analysis with the following exposure:

The influence of the variables "Life Background" and "Academic Integrity" on "Academic Cheatingulent Behavior" is shown by the regression coefficient $Ry_{1.2} = 0.66$ with a determination of 43.90%. Correlation coefficient value between life background variables on academic integrity $r_{xx} = 0.56$ p <0.01. If the analysis is continued by taking into account all the components of the life background variable and its influence on academic integrity, the following is the result of the analysis when viewed as a whole by the research respondents.

Table 1
Results of Simple Correlation Analysis between $X_{1.1}$ "Parents", $X_{1.2}$
"Individuals", $X_{1.3}$ "Peers" and Y "Academic Integrity"

X	1	2	3	Y
1	1	0,47**	0,40**	[a] 0,35**
2	-	1	0,67**	[b] 0,44**
3	-	-	1	[c] 0,56**
Y	-	-	-	1

** → Very significant
* → Significant
Source: Primary Data

Based on the contents of the table above, it can be seen that the results of the overall simple correlation analysis of the respondents between the variables $X_{1.1}$ "Parents", $X_{1.2}$ "Individuals" and $X_{1.3}$ "Peers" with X_2 "Academic Integrity", obtained a coefficient between $X_{1.1}$ with X_2 of r_{x12} = 0.35; p<0.01 is very significant, $X_{1.2}$ with Y of r_{x12} = 0.44; p<0.01 is very

significant and $X_{1.3}$ with Y of r_{x13} = 0.56; p< 0.01 is very significant. In other words, the variables $X_{1.1}$, $X_{1.2}$ and $X_{1.3}$ have a very significant correlation with X_2. The very high correlation of life background (X_1) to academic integrity (X_2) is found in the peer variable ($X_{1.3}$).

Correlation coefficient value between academic integrity variables on cheating behavior r_{xy} = -0.60; p <0.01. If the analysis is continued by taking into account all the components of the academic integrity variable on academic cheating behavior, the following is the result of the analysis when viewed as a whole by the research respondents.

Table 2
Results of Simple Correlation Analysis between X_1 "Honesty", X_2 "Trust", X_3 "Equality/Justice", X_4 "Respect", X_5 "Responsibility", X_6 "Courage" and Y "Academic Cheating Behavior"

X	1	2	3	4	5	6	Y
1	1	0,43**	0,24**	0,27**	0,34**	0,30**	-0,42**
2	-	1	0,28**	0,13	0,37**	0,18*	-0,64**
3	-	-	1	0,24**	0,16**	0,19*	-0,25**
4	-	-	-	1	0,12	0,14	-0,16*
5	-	-	-	-	1	0,34**	-0,43**
6	-	-	-	-	-	1	-0,22**
Y	-	-	-	-	-	-	1

** → Very significant
* → Significant
Source: Primary Data

Based on the contents of the table above, it can be seen that the results of the overall simple correlation analysis of the respondents between the variables X_1 "Honesty", X_2 "Trust", X_3 "Equality/Justice", X_4 "Rewards", X_5 "Responsibility", X_6 "Courage" , with Y "Academic Cheating Behavior", the coefficient between X_1 and Y of r_{y1} = -0.42; p<0.01 is very significant, X_2 and Y is r_{y2}= -0.64; p<0.01 is very significant, X_3 and Y of r_{y3}= -0.25; p<0.01 is very significant, X4 with a Y of r_{y4}= -0.16; p<0.05 is quite significant, X5 with a Y of r_{y5}= -0.43; p<0.01 is very significant and X_6 with a Y of r_{y6}= -0.22; p<0.01 which is very significant. In other words, the variables X_1, X_2, X_3, X_5, and X_6 have a very significant correlation with Y, while X_4 has a fairly significant correlation with Y. The strongest

correlation between the variables of academic integrity and academic cheating behavior is found in variable X_2 "Trust".

Correlation coefficient value between life background variables on academic cheating behavior r_{xy} = -0.57 p<0.01. If the analysis is continued by taking into account all the components of the academic integrity variable on academic cheating behavior, the following is the result of the analysis when viewed as a whole by the research respondents.

Table 3
Results of Simple Correlation Analysis between $X_{1.1}$ "Parents", $X_{1.2}$ "Individuals", $X_{1.3}$ "Peers" and Y "Academic Cheating Behavior"

X1	1	2	3	Y
1	1	0,47**	0,40**	-0,25**
2	-	1	0,67**	-0,52**
3	-	-	1	-0,56**
Y	-	-	-	1

** → Very significant
* → Significant
Source: Primary Data

Based on the contents of the table above, it can be seen that the results of the overall simple correlation analysis of the respondents between the variables X1.1 "Parents", X1.2 "Individuals" and X1.3 "Peers" with Y "Academic Cheating Behavior", obtained a coefficient between X1.1 with a Y of $r_{y1.1}$= -0.25 or p<0.01 is very significant, X1.2 with a Y of $r_{y1.2}$= -0.52 or p<0.01 is very significant and X1.3 with a Y of $r_{y1.3}$= -0.56 or p<0.01 is very significant. In other words, the variables X1.1, X1.2 and X1.3 have a very significant correlation with Y. The very high correlation of life background (X1) to academic cheating behavior (Y) is found in the peer variable (X1.3) .

Partial correlation analysis was used to determine the relationship between the academic integrity variable and the academic cheating variable in students of the 2015-2017 economic education study program, where the variable X2.1 "Honesty", X2.2 "Trust", X2.3 "Equality/Justice" , X2.4"Awards", X2.5"Responsibility", X2.6"Courage" and Y "Academic Cheating", are considered to have a controlled or fixed effect as a control

variable. The results of partial correlation analysis when observed in the combined group as a whole of respondents can be seen in the following table:

Table 4

Results of Partial Correlation Analysis indicators X2.1 "Honesty", X2.2 "Trust", X2.3 "Equality/Justice", X2.4 "Rewards", X2.5 "Responsibility", X2.6 "Courage" towards Y "Academic Cheating Behavior"

Academic Integrity	Partial Correlation	Determinant (%)
X_1 (Honesty)	-0,127	1,61
X_2 (Trust)	-0,507	25,70
X_3 (Equality/Justice)	-0,058	0,34
X_4 (Credit)	-0,030	0,09
X_5 (Responsibility)	-0,227	5,15
X_6 (Courage)	-0,025	0,06

Source: Primary Data

The highest pure correlation value is the Trust variable (X2) of r_{y2}= -0.507 with a determinant of 25.70%.

DISCUSSION

Academic cheating behavior that is most often done by students is cheating namely 54.5% of students classified as high cheating behavior, followed by data falsification, ie as many as 49.1% of students who are classified as high in conducting data falsification. The results of this study have similarities with research conducted by[22] which shows that the highest frequency of student academic dishonesty behavior lies in cheating; i.e. copying from notes / books during the exam (67.1%) and followed by cheating classmates' answers without the person's knowledge (53.4%). However, in[23] study, data falsification has the lowest frequency when compared to other forms of cheatingulent behavior.

Based on the contents of table 1, it can be seen that the joint correlation index in the background of life and academic integrity towards

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[22] Dávid Farkas and Gábor Orosz, "Why Hungarian High School Students Cheat," *Practice and Theory in Systems of Education* 7, no. 3 (2012): 279–92.

[23] Nasser Razek, "Academic Integrity: A Saudi Student Perspective," *Academy of Educational Leadership Journal* 18, no. 1 (2014).

academic cheating has a value of R_{y12} = 0.66, in other words the overall relationship is 66.20%. In the simple correlation analysis between life background variables and academic integrity, a value of r_{xy}= 0.56; p <0.01 means that there is an effect that is directly proportional and very significant between these variables. In the simple correlation analysis between academic integrity variables with academic cheating behavior, the value of r_{xy} = -0.60; p <0.01 (very significant) with the highest simple correlation value $r_{y1.2}$ = -0.64; p <0.01 (very significant), that is, from the variable X2 (Trust). The partial correlation value of each variable can be seen the highest value also lies in the X2 variable (Trust) which is $r_{y2-13456}$= -0.57 with a determinant of 25.70%. The concept of trust is often developed reciprocally; be trustworthy and allow yourself to trust others. In this study, students who have a high concept of trust will become individuals who believe in their abilities, students will become individuals who can be trusted by other parties (other students / educators) by not doing academic cheating behavior. Students who have a high concept of trust will not do plagiarism, falsification of data, duplicating assignments in compiling all forms of their own papers, assignments and other work, and the academic community will not justify these actions. Students also will not do cheating and wrong cooperation in every test or when doing assignments both individuals and groups, and the academic community will prohibit it.

Life style is also a determining factor for cheating behavior committed by students, the correlation value between these variables is r_{xy}= -0.57; p <0.01. The three indicators on life background variables (parents, individuals, and peers) have varied effects, but the most influential are peer indicators with $r_{y1.3}$= -0.56; p <0.01. The results in this study are consistent with previous research conducted by Kodaie et al (2011) which states that the commitment of classmates / other students to cheat indicates a very strong direct relationship to the possibility of cheatingulent student behavior, which means peers are very influential in cheating behavior which will be done by students. This statement is in accordance with Edwin Sutherland's theory which states that humans imitate the behavior of other people and individuals who have close

relationships. Deviant behavior will affect the behavior of individuals who imitate it. Peer refusal of cheating behavior is one important determinant and can influence the change in cheating behavior in students.

CONCLUSION

Based on the data obtained and the results of the analysis conducted, it can be concluded as follows:

There is a very significant influence and relationship between life background and academic integrity of students on academic cheating behavior. This is evidenced by the results of multiple linear regression with the value $R_{y1,2}$ = 0.66 in other words the overall relationship generated by 66.20%. So overall the life background and academic integrity give an influence of 66.20% on academic cheating behavior.

Life background has a correlation that is directly proportional and very significant to academic integrity with a value of r_{xy} = 0.56 among all components of the background variable, the most influential on academic integrity is the peer indicator with a value of $r_{y1.3}$ 0.56; $p < 0.01$.

Integrity has an inversely correlated correlation and is highly significant for academic cheating behavior with a value of r_{xy} = -0.60; $p <0.01$. simple correlation $r_{y1.2}$ = -0.64; $p <0.01$. From this explanation it can be concluded that if students who fulfill the concept of trust then the probability of the student to cheat is very low. The concept of trust in this study is if students believe in their abilities, so that students do not depend on other students. The concept of trust in this study also includes being a person that allows to be trusted by other parties or people, for example by other students or educators. Students will not commit cheatingulent behavior just to gain personal advantage, because students are afraid that cheatingulent behavior causes the evaluation results to be inappropriate and will harm other parties.

Life style indirectly influences student academic cheating behavior, the correlation value between these variables is r_{xy} = -0.571; $p <0.01$, the most influential factor on academic cheating behavior is peer indicator with a value of $r_{y1.3}$ = -0.56; $p <0.01$. From this explanation, it can be

concluded that the refusal of peers towards cheating behavior is an important determinant factor and is very influential on changes in cheating behavior in other students in a class.

This research can be continued by examining more deeply about various aspects of peers, because in this study peers are the indicators that provide the highest contribution to academic cheating behavior. The next researcher can also re-examine which indicators in the life setting are able to contribute the most to the concept of trust (academic integrity) that exists in students.

There are various limitations in this study. Quantitative research using questionnaires is considered inappropriate to examine the integrity, background of life especially cheating behavior. Based on the results of the study, there is a gap / gap between the answers of the respondents with the actual situation. Many of the respondents gave dishonest answers about their cheatingulent behavior. Respondents were also less thorough in filling out the questionnaire, so there were some questions that were unanswered and caused the questionnaire could not be used.

Qualitative research using interview methods is a technique that is felt to be more suitable for examining the integrity, background of life and also cheating behavior carried out by students, because it is able to reveal more specific and in-depth aspects. Interviews are also advised to use key participants in a wider range of coverage to get mixed results and also with a large number of participants expected to be able to describe the actual condition as a whole.

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