

The Role of Peers, Mastery Motivation and Self-Efficacy in Model of Academic Cheating in Indonesia Context

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Abstract

Academic cheating that occurs in schools has been frequently discussed and reported. Academic cheating have often shown included copying the answers from their friends and use to obtain papers without crediting the original sources. Students have shown cheating behavior when facing a test, quiz or paper assignment. The dynamics of the emergence of academic cheating is complex and not easily explained by using only one factor. Academic cheating is a persistent and pervasive problem on senior high school. Researcher have suggested a variety of factors that influence academic cheating. This study is an examination of the role of peers, academic motivation and self-efficacy in academic cheating model. Peer pressure is what causes student to do things that are popular in order to fit in with others. Accordingly, it can be a very powerful driving force in the lives of senior high school student. Because peers is especially important during high school, pressures from other teens can be a driving force that influences the behavior of teenagers negatively like cheating behavior. This research is a quantitative study that tried to describe the behavior of academic cheating on 139 Senior High School students samples. Researchers used the *path-analysis* to describe model of cheating behavior. Sampling technique is multistage stratified random sampling that population from “class 12th” in Catholic Senior High School in Malang. The result showed that exogenous variable likes peers pressure ($\beta = 0.331$) & self-efficacy ($\beta = 0.173$) have significant contribution to occur of academic cheating in school. The model of academic cheating have fit with predictor are peers, self-efficacy and mastery motivation ($F = 8.725$, $p = 0.00$). Researchers have identified a variety of factors that appear to be affected with academic cheating. That is situational factor like peers pressure and internal factors like self efficacy.

Keywords : Academic cheating, Self-efficacy, Academic motivation, Peers, Path- analysis,orkforce sizing, job-shop production, holonic model

1. Introduction

That as we knowed that academic cheating is related with academic integrity. Strategies of teaching and learning to enhance academic integrity originates from broader learning improving strategies in high-school setting. One strategy is suggesting that students'academic integrity is closely linked to the learning environment, including 'the school, social milieu, knowledge environment providing disciplines, and the students in their arrangements.

The strategy does not just attend to rule compliance or individual/population integrity, but also the school environment integrity as a whole. Smith and Reynolds (1990) caution that enhancing academic integrity of academic enterprise “demands that we move beyond concern with wrong doing and isolated issues” to an understanding of systemic issues that are altering on the senior high-school.

Research results stated that students who admit to their cheating behavior perceive the classroom environment to be less personalized, involving, cohesive, satisfying, and individualized (Pulvers and Diekhodd, 1999). Rather than convincing students to stop cheating, they should set the teaching and learning strategy goal to fostering a learning-oriented environment that motivates students to more engagement. A learning-oriented environment can be developed by curriculum activities that focus on student development (both personal and intellectual) with mutual respects among students.

That as we knowed the Indonesian system education has improve from time to time but why academic cheating still have found in every “Ujian Nasional”, their examination and assignment ? Students have and probably will always seek others (peers & parents) for assistance if they encounter difficulties in learning or completing an assignment. The role of peer is largely still influence the student on their learning in school.

Granitz and Loewy's (2007) research found that students conduct academic cheating because they lack clear guidelines in completing academic work, feel that the situation is uncontrollable by them, think that learning integrity is unimportant, and have used all of their resources in completing the work and reacting to instructors' actions. Many schools in Indonesia have not resolved internal consistencies that invite misconduct behaviors by students. The other side, school that have no seriously anticipating to reduce the potency of academic cheating because they don't know about how and they have no yet information about dynamys of cheating behavior.

This research is about model of academic cheating that related with individual factors (self efficacy & academic motivation) and situational factors (peer pressure). Hope fully the result can help the school to know

about the complexity of academic cheating behavior. And there is multiple factors has related to academic cheating.

2. Methods

This research used ex-post-factor design and path-analysis, with the subjects randomly selected and the variables not intentionally manipulated. The research model is explanatory because we want to examine methodically and in detail the structure of academic cheating as endogenous variable with role of peers, mastery motivation & self-efficacy as exogenous variables. Data was analyzed using multiple regression and correlation analyses with the statistical software SPSS (Version 22.0), and structural analyses via path analysis with Lisrel (Version 9.10).

This research is a quantitative study that tried to describe the behavior of academic cheating on 139 students samples. Partisipans are composed of “science major” = 56 students, “social science major” = 60 students & “linguistic major”= 23 students. Sampling technique is multistage stratified random sampling that population from “class 12th ” in Catholic Senior High School in Malang.

The instrument : We use PALS (Patterns of Adaptive Learning Scales) was developed by University of Michigan in 2000, based of goal orientation theory. We used 4 scales of PALS : “Personal achievement goal orientations” (11 items), “Academic self-efficacy” (5 items), “Cheating behavior” (11 items) and “Peer pressure” (6 items). In determining the scale validity, explanatory factor analysis was conducted. Results showed that the scale’s factor loads varied between .60 and .89 with the item-total correlations being between .58 and .92.

3. Findings and Discussions

Multiple linear regression analyses (enter) were performed in order to establish a simple, 2 predictive model that examined, there are academic cheating (model 1) & self-efficacy (model 2). The independent variables were considered to be those that involve peer pressure, mastery motivation & academic self-efficacy. The results of the regression analyses performed are summarized in table 1 & table 2. For model 1, the academic cheating, the variables that enter into the equation, with statistically significant *F* values (8.725, *p*=0.00). These variables explained 16.2% of the variance (*R*² = .162). And for model 2, the self efficacy, the variables that enter into the equation, with statistically significant *F* values (12.424, *p*=0.00). These variables explained 15.4% of the variance (*R*² = .154). The results, including the correlation analysis and research question revision, enabled the researcher in proposing a compound structural model for the research variables.

Table 1: *Multiple regression analysis to establish predictive models of academic cheating*

Exogenous variables	Beta	t	p
Mastery motivation	-.152	-1.818	.071
Peer pressure	.331	4.077	.000
Self-efficacy	.173	2.020	.045

Table 2: *Multiple regression analysis to establish predictive models of Self-efficacy*

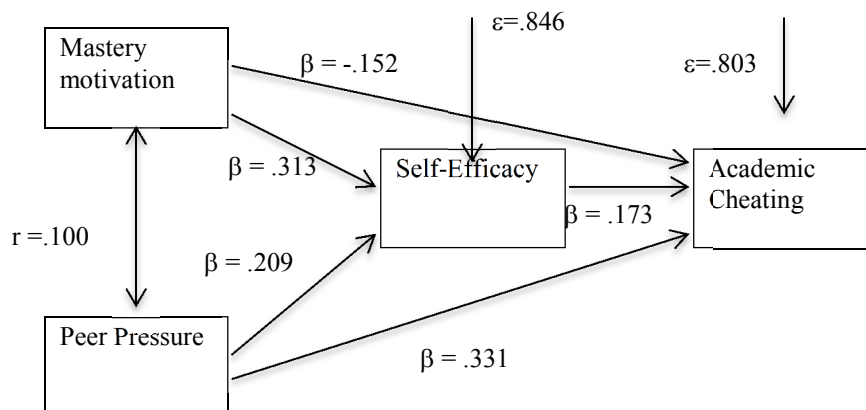
Exogenous variables	Beta	t	p
Mastery motivation	.313	3.946	.000
Peer pressure	.209	2.636	.009

Table 3: *Matrix of correlations between the model’s variables*

	Academic Cheating	Mastery Motivation	Peer Pressure	Self-efficacy
Academic Cheating	-	-.061	.357*	.202*
Mastery Motivation	-.061	-	.100	.334*
Peer Pressure	.357	.100	-	.240*
Self-Efficacy	.202*	.334*	.240*	-

*) 95% significance

Figure 1 :
Diagram of academic cheating pathways



The purpose of these analyses was to obtain empirical evidence about the validity of the model represented graphically in Figure 1. The correlations established between academic cheating and certain variables were analyzed: mastery motivation, peer pressure but not self-efficacy.

To begin with, the results of the regression analysis indicate that the variables mastery motivation, peer pressure and self-efficacy contributed to explaining academic cheating which is consistent with other studies (Hutton, P.A, 2006, for example). There is peers and self-efficacy have contributed to academic cheating. The evidence shows that academic cheating attitudes and behavior are attributable to both individual (self-efficacy) and situational factor (peer pressure). In high school, peer pressure have contributed to self-efficacy and academic cheating. It's like the study from McCabe & Trevino (1993), that the perception others were cheating was the major contributing factors to own academic cheating.

Schools may inadvertently create cheating-encouraging conditions, therefore it is unwise to easily blame the students for their behavior. Both the Theory of Planned Behavior by Ajzen (1991) and the Social Learning Theory by Bandura (1986) predicted that individuals can learn appropriate behaviors from social norms and environmental stimulus. If the social environment of a student supports cheating through norms, rewards, or other conditions, the potential of the student learning that the behavior is acceptable increases, manifesting in the form of academic cheating (Buckley et al., 1998; Trevino & Youngblood, 1990).

4. Conclusion

Academic cheating is explained by the various factor, individual factor (self efficacy) & situational factor (peer pressure). Having found statistical evidence of peer pressure in high school, we have turn our attention to an inquiry into possible mechanism that could drive peer pressure. Academic cheating could be viewed in the context of an enforcement problem. Or alternatively, peer pressure could represent changing social academic norms regarding tolerance of cheating in their school Peer pressure is the cause of students' behavior with the goal of fitting in with others, being a powerful driving force in their lives. Because peers is especially important during high school, pressures from other teens can be a driving force that influences the behavior of teenagers negatively like cheating behavior. We suggest that academic cheating will be lower where there is a stronger perception among the students that cheaters (their friends) will be caught.

Students' perceived self-efficacy in academic settings affect academic interest, motivation, academic stressor management, cognitive competencies growth, and accomplished achievement. Our empirical findings showed that academic self-efficacy has small effect of individuals' skills and achievement by influencing effort and persistence in the face of difficulty of school home work & test.

The researcher realized that students' learning experience is important. Therefore the school must have policies, procedures, and penalties regarding academic cheating. Core value messages regarding how academic integrity must be embraced and carrier forward can be shared in classes using syllabi. When we talked about the academic cheating, the main focus should not the the students but classroom environment. It's basic approach can be broadly applicable to education-related policies and practices. "Integrity", "value", "embrace", "carried forward", it's the positive connotations of such words should be core of any institutional (school) approach to reducing cheating.

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