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## THE ROLE OF *SELF EFFICACY* AND *SELF-CONCEPT* ON CHEATING BEHAVIOR IN STUDENTS OF SIDOARJO MUHAMMADIYAH UNIVERSITY

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### ABSTRACT

*Cheating behavior is a dishonest act deliberately committed by someone to get approval from others for their learning achievements, even though it is done incorrectly. This study aims to review the role of self-efficacy and self-concept on cheating behavior of Muhammadiyah Sidoarjo University students. The research design used a quantitative approach with a sample of 370 students of Muhammadiyah Sidoarjo University using simple random sampling technique. This research instrument uses a scale of adoption and adaptation with a Likert scale model on cheating behavior, self-efficacy and self-concept. The cheating behavior scale was adopted from Muni Pratiwi (2015) based on aspects of behavior according to Fishbein and Ajzen (1975) with Cronbach's Alpha reliability of 0.888. The self-efficacy scale was measured using the General Self - Efficacy Scale developed by Born, Schwarzer & Jerusalem (Rimm & Jerusalem, 1999) which has been adapted into Indonesian by Riangga Novrianto (Novrianto et al., 2019) with a Cronbach's Alpha of 0.901. Self-concept was measured using the adoption of the Tennessee Self-Concept Scale (TSCS) created by Fitts (1971) and developed into Indonesian by Shovia Lintina (Lintina, 2015). The data analysis technique used multiple linear regression. The results of the study state that self-efficacy and self-concept together have a role in cheating behavior. When students feel confident in achieving achievements and being able to complete academic activities well, it will allow students to do less cheating behavior. The contribution given together amounted to 40.9%. Self-efficacy contributes 32% while self-concept contributes 8.9%, which means self-efficacy makes a greater contribution to cheating behavior.*

**Keywords:** *cheating behavior, self efficacy; self-concept*

### INTRODUCTION

Education is one of the means of student independence. Education is also defined as an effort to achieve self-determination and responsibility (Sasongko, 2018). One of the places to pursue education is school. Schools provide many facilities and easy access to students to improve their abilities to the maximum. The development of students' abilities is an alternative to prepare students to face world competition which demands the ability to specialize in certain sectors (Parjianto et al., 2021). This condition requires the world of education to be able to adjust the development of world science and technology which will produce superior human resources. Indirectly, this condition requires individuals to be maximized in developing their expertise and knowledge. The development of this expertise includes achieving optimal academic achievement (Camelia, 2020).

Academic achievement can be measured by the achievement of the results of the Achievement Index (IP) or Cumulative Achievement Index (GPA) as a measure of students' abilities in the learning outcomes of courses that have been taken in college (D. M. Fitri & Nurhidayah, 2021). According to McCabe, the achievement of excellent IP or GPA results is often related to cheating behavior (McCabe et al., 2001). According to Pincus and Schmelkin, cheating behavior is a deliberate fraudulent act committed by someone to seek recognition for their learning outcomes from others, even though in the wrong way, such as copying other people's work which is recognized as their own work when an

academic evaluation is carried out (Schmelkin et al., 2008). James Athanasou stated that cheating is a form of deception by committing fraudulent acts that will provide benefits to the perpetrator (Athanasou & Olasehinde, 2002). According to (Davis et al., 1992) the prevalence of student cheating during academic assessments on University campuses around the world is generally recognized.

In the context of education, cheating behavior includes copying friends' work, asking for answers to exam questions, making small notes on paper, writing material on limbs, looking for leaked questions, exchanging answers with friends, telling friends to complete assignments or asking others for help with homework or class assignments. (Nurmayasari & Murusdi, 2015). From elementary school students to those attending college, cheating behavior is prevalent in Indonesia (Cahyo & Solicha, 2018). The findings of a study conducted on 344 students at X University by (Circle Foundation, 2015) showed that 92.7% of these students had cheated on exams. According to the results of the study, 59.7% of students did not feel guilty about engaging in dishonest activities. The findings from a study conducted by Little Circle Foundation can be used to evaluate various instances of cheating among university students, although very few students expressed remorse for engaging in this behavior.

Cheating activities have a very bad impact on both the education system and students who often do it. Anderman and Murdock emphasized that the practice of cheating can reduce the value of assessment data as a measure of student performance and a reference for lecturers in providing feedback on student learning (Miller & Anderman, 2007). The rampant attitude of cheating will create a bias towards exam results (Cahyo & Solicha, 2018). Researchers argue that the study of cheating behavior in students is very necessary given the various phenomena of cheating behavior that occur and the many adverse effects for students who do so.

Based on the results of a survey on June 21, 2022 in a group of 20 students, there were almost 90% of students who committed academic fraud, especially during the Final Semester Examination where the final grade of the course was obtained. The forms of academic fraud committed are by searching for material on the internet, writing material on small paper, asking friends, sharing answers and opening material books. Academic fraud is carried out in almost every course even though the exam supervisor also affects the intensity of students to cheat. Not only during the final semester exam, cheating behavior is also carried out when completing assignments given by lecturers. The reason is because they have not understood the material presented so that there is a feeling of fear of being wrong in doing the assignment and feeling better if the work is the same as friends who are considered active in class. This makes students not get real knowledge but only numerical values.

One of the factors that influence cheating behavior is low *self-efficacy* (Andiwatir & Khakim, 2019). According to Bandura, *self-efficacy* is a person's belief in their ability to complete the tasks and actions needed for certain results (Bandura, 1982). *Self-efficacy* appears as a cognitive and motivation that is responsible for directing human behavior where it is considered a personal assessment or assessment of the skills and abilities of each individual when performing a particular action (Bandura, 1982). *Self-efficacy* underlies a person's belief about their ability to perform certain tasks or produce something in accordance with what is desired (Mawaddah, 2019). *Self-efficacy* is the belief that a person is able to understand environmental conditions and obtain positive results (Mawaddah, 2019).

Gist and Mitchell say that *self-efficacy* can make individuals have different attitudes even with the same skills. This is because *self-efficacy* can influence choices, goals, ways of solving problems, and persistence in trying (Gani et al., 2022). A person with high *self-efficacy* will believe that he can

take action to change the circumstances around him, while a person with low *self-efficacy* will believe that he is unable to influence these circumstances (Ulpah, 2019). For example, if there is a student who will face the Final Semester Exam but there is no confidence in him to be able to complete the exam, he will really fail and will not be able to complete the Final Semester Exam. Conversely, if there is high confidence in being able to complete the Final Semester Examination with good grades, then this student will try to achieve that success by studying hard. From the explanation above, it can be concluded that *self-efficacy is a person's belief about his ability to deal with various situations that arise in his environment.*

According to Hartanto, the behavior that is often found in students who cheat is the habit of delaying tasks and low *self-efficacy*. The high and low *self-efficacy* possessed by students will determine the level of confidence in completing the assignments and final exams given (Shara, 2016). This is evidenced by research conducted by (Yulita, 2019) that there is a negative relationship between *self-efficacy and cheating behavior in Islamic education counseling guidance students at UIN Raden Intan Lampung class of 2016.* The higher the *self-efficacy* of students, the lower the level of cheating behavior will be and vice versa, if the level of *self-efficacy* of students is low, the cheating behavior is high.

Another factor that influences cheating behavior is self-concept (M. Fitri et al., 2017). According to Calhoun and Accocella (1990) self-concept as an individual's picture of himself as well as something he has, who he is and what his life goals are (Thaba & Baharuddin, 2022). According to (Burns, 1993) explains that self-concept includes all individual views about the physical, character, motivation, weaknesses, skills, failures and successes contained in themselves. Meanwhile, according to Hurlock (1999), self-concept is very important for controlling attitudes and adapting to the environment, therefore it is closely related to the ability to understand the past and the future, which will affect future behavior (Abdul Rosyid, 2020).

Another meaning is stated by Oktaviana Prisila (2023) the way we think and feel about ourselves is our self-concept. This perception includes mental, social and physical (Oktaviana, 2023). Self-concept is what people think and experience about themselves. According to Subadi (1986), self-concept is not a factor that is carried from birth, but rather an aspect that is learned and formed from experiences when interacting with other individuals (Latief, 2021). Student self-concept includes the ability to attend lectures, expertise in achieving academic achievement, participating in activities on campus related to thoughts, perceptions, feelings, and individual assessments of their academic abilities.

Self-concept is important in shaping student behavior including student cheating behavior. Self-concept has a role in determining the quality and quantity of student learning. A positive self-concept is very useful in the advancement of education and as a support for academic performance (Saragi et al., 2016). Based on research from (Samiroh, 2015) student self-concept has a negative effect on cheating behavior. The higher the level of student self-concept, the lower the level of cheating behavior, and vice versa, the low level of self-concept in students results in a higher level of cheating behavior. The purpose of this study is to examine the role of *self-efficacy* and self-concept in cheating behavior among students at Muhammadiyah University of Sidoarjo given the many reviews and lack of research models that combine *self-efficacy* and self-concept to examine cheating behavior, especially in students.

## METHODS

This type of research is quantitative research. Quantitative research is a type of research whose main focus lies on data in the form of numbers or numerical data collected through the measurement

process and then analyzed using statistical methods (Azwar, 2019a). The purpose of this study is to determine the effect of two independent variables on one dependent variable. Therefore, this research is classified as explanatory research. Explanatory design is intended to explain the relationship, difference, or influence of a variable on the research hypothesis or generalization of the sample to the population. Explanatory research is also referred to as *causality* research or *verificatif* research (Sari et al., 2022).

The population in this study were active students of Muhammadiyah University of Sidoarjo which amounted to 10842 and the research sample using the Krejcie Morgan table amounted to 370 students. The selection of subjects in this research uses a simple *random sampling* method because the collection of sample members from the population is carried out in a *random* manner without observing the levels contained in the population (Sugiyono, 2019).

The data collection technique uses a psychological scale which is one type of measuring instrument using psychological attributes that cannot be observed directly but can only be revealed indirectly through many operational behavioral indicators (Azwar, 2019a). A collection of items that have been written following the rules for compiling items and have been arranged based on behavioral indicators is a measuring instrument in the form of a psychological scale (Azwar, 2019b). This study uses a scale of cheating behavior, *self-efficacy* and self-concept.

The measuring instrument for cheating behavior was adopted from Muni Pratiwi (Pratiwi, 2015) to measure cheating behavior where the preparation refers to aspects of behavior according to Fishbein and Ajzen (1975), namely *attitude towards behavior*, *subjective norm* (social influence) and *behavioral beliefs*. An example of an item on the *attitude towards behavior* aspect is "I obey the rules not to cheat on the exam". An example of an item on the *subjective norm* (social influence) aspect is "I exchange answers with friends during the exam". An example of an item in the aspect of *behavioral beliefs* is "it is better for me to guess the answer than to cheat on other friends' answers". Analysis of the trial results showed that out of 26 items, 21 items were valid and 5 items were invalid with *Cronbach's Alpha* reliability test of 0.888. The *self-report* measuring instrument is in the form of a *rating scale* using a Likert format with a four-point scale ranging from 1 (never) to 4 (very often).

*Self-Efficacy* was measured using the *General Self-Efficacy Scale* developed by Born, Schwarzer & Jerusalem. (Rimm & Jerusalem, 1999) which has been adapted into Indonesian by Jangga Novrianto (Novrianto et al., 2019). The GSES has a Cronbach's Alpha of 0.901 and the instrument items all have a t-value > 1.96 and positive factor loadings so that the *General Self-Efficacy Scale* is proven valid in measuring the construct of *self-efficacy* in a comprehensive context. The GSES has 10 favorable items. One example of a GSES item is "if I am in trouble, I can usually think of a solution". The GSES is a *self-report measure* in the form of a *rating scale* using a Likert format with a four-point scale ranging from 1 (strongly disagree) to 4 (strongly agree).

*Self-concept* was measured using the adoption of the *Tennessee Self-Concept Scale (TSCS)* created by Fitts (1971) and developed into Bahasa Indonesia by Shovia Lintina (Lintina, 2015). The aspects used in this measuring instrument are *identity self*, *behavioral self*, *judging self*, *physical self*, *moral ethical self*, *personal self*, *family self* and *social self*. An example of an item on the *identity self* aspect is "I know my strengths". An example of an item on the *behavioral self aspect* is "I can adjust to the new environment". An example of an item on the *judging self* is "I am a good person". An example of an item on the *physical self* is "I know how to overcome my physical shortcomings". An example of

an item on the *moral ethical self* is "I like to lie". An example of an item on the *personal self* is "I overcome my problems easily". An example of an item on the *family self* is "I am a valuable person in my family". An example of an item on the *social self aspect* is "I often hang out with friends". Analysis of the trial results showed that out of 32 items, 25 items were valid and 7 items were invalid with a *Cronbach's Alpha* reliability test of 0.931. The answer options have 4 alternatives, namely very suitable (SS), suitable (S), not suitable (TS), and very unsuitable (STS).

The data analysis technique in this study used multiple linear regression with the help of JASP 0.16. The purpose of multiple linear regression analysis is to determine the relationship between more than 2 research variables and recognize how much the ability of estimating independent variables to limited variables (Yudiatmaja, 2013).

## RESULT & DISCUSSION

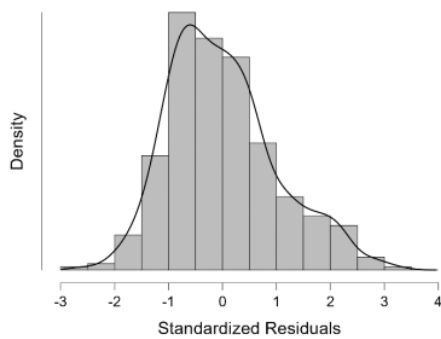
Respondents in this study amounted to 370 students of Muhammadiyah University of Sidoarjo. The number of female respondents is greater than male respondents with a percentage of female respondents of 59% and a percentage of male respondents of 41%. The reason for the comparison of the percentage of respondents between women and men is unknown, but it is sourced from information from the Ministry of Education and Culture's Education and Culture Data and Statistics Center in 2020 (Handini et al., 2020) in Indonesia, there are more female students enrolled in higher education than male students. Male students make up 43.90% of the total number of students while female students make up 56.10%. In addition, the researchers took into account that females tend to be more receptive to completing surveys than males. The participants in this study were aged between 18 to 37 years old, with the majority being 27%, aged 22.

**Table 1. Descriptive Test Results**

Variables	$\bar{X}$	<i>N above <math>\bar{X}</math></i>	(%)	<i>N below <math>\bar{X}</math></i>	(%)
Cheating Behavior	42.81	175	47.2	195	52.7
<i>Self Efficacy</i>	29.17	194	52.4	176	47.5
Self-Concept	69.12	183	49.4	187	50.5

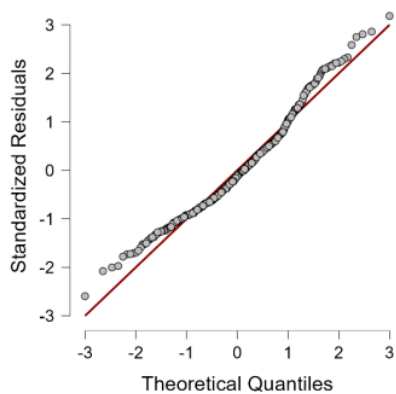
From Table 1, it is known that the mean value of cheating behavior is 42.81. A total of 47.2% of students have high category cheating behavior and 52.7% in the low category. For the *self efficacy* variable, students who have high *self efficacy* are 52.4% while the low category is 47.5%. In addition, 49.4% of students have a high self-concept category and 50.5% of students have a low self-concept.

**Figure 1.**



Based on the results of the normality test on the *standardized Residuals Histogram* on cheating behavior, *self-efficacy* and self-concept, it states that the data is normally distributed. So, it can be interpreted that there are differences between the research sample and the population.

**Figure 2.**



Based on the results of the linearity test on the *Q-Q Plot Standardized Residuals* for *self-efficacy* data with cheating behavior and self-concept with cheating behavior, it states that there is a linear line which connects *self-efficacy with cheating behavior* and self-concept with cheating behavior.

**Table 2.**  
**Multicollinearity Test Analysis**

**Coefficients**

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
H <sub>0</sub>	(Intercept)	42.805	0.507		84.495	<.001		
H <sub>1</sub>	(Intercept)	105.898	4.925		21.502	<.001		
	Self Efficacy	-1.385	0.128	-0.518	10.810	<.001	0.703	1.423
	Self-Concept	-0.328	0.084	-0.187	-3.901	<.001	0.703	1.423

Source: JASP 16.0, 2023

Based on the results of the multicollinearity test on self-efficacy and self-concept, the *Tolerance* score is 0.703 while the VIF score is 1.423. This study uses a *tolerance* guideline of > 0.1 while the VIF guideline is < 10. Based on these guidelines, it can be stated that all variables have the same function and there is no overlap.

**Table 3.**  
Pearson's Correlations Analysis  
Pearson's Correlations

Variable		Self-Concept	Self Efficacy	Cheating Behavior
1. Self-Concept	Pearson's r	-		
	p-value	-		
2. Self Efficacy	Pearson's r	0.545	-	
	p-value	< .001	-	
3. Cheating Behavior	Pearson's r	-0.469	-0.620	-
	p-value	< .001	< .001	-

Source: JASP 16.0, 2023

The results of hypothesis testing in this study using Pearson correlation on self-concept with cheating behavior obtained a score of -0.469 (p: < .001) while on self-efficacy with cheating behavior obtained a score of 0.545 (p: < .001), it can be said that there is a significant relationship between self-concept and cheating behavior and self-efficacy with cheating behavior.

**Table 4.**  
Multiple Linear Regression Analysis ANOVA



## ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H <sub>1</sub>	Regression	14314.906	2	7157.453	126.744	<.001
	Residuals	20725.083	367	56.472		
	Total	35039.989	369			

Source: JASP 16.0, 2023

**Table 5.**  
**Model Summary - Cheating Behavior**  
**Model Summary - Cheating Behavior**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
H <sub>0</sub>	0.000	0.000	0.000	9.745
H <sub>1</sub>	0.639	0.409	0.405	7.515

Source: JASP 16.0, 2023

1 The results of multiple linear regression analysis obtained 2 F score of 126.744 with  $p < 0.001$ . So it can be said that there is a joint influence of *self-efficacy* and *self-concept* on cheating behavior in Muhammadiyah Sidoarjo University students as stated in Table 4 and Table 5. So, it can be concluded that the joint contribution between *self-efficacy* and *self-concept* to cheating behavior is 40.9%. The contribution separately shows that *self-efficacy* has a role of 32% on cheating behavior. While the contribution made by *self-concept* is 8.7%. From these results, it can be concluded that *self-efficacy* makes a greater contribution to cheating behavior than the *self-concept* (table 2).

This study examines the role of *self-efficacy* and *self-concept* on cheating behavior in active students of Muhammadiyah University of Sidoarjo. The results showed that *self-efficacy* and *self-concept* together affect cheating behavior, meaning that when students feel confident in achieving academic achievement and being able to face various academic problems, it will allow students to do less cheating behavior in learning activities. Students can cheat in various ways such as copying answers from friends, making small notes, and exchanging answers with typical gestures. Examination results are one of the benchmarks used by teachers to assess the effectiveness of the teaching and learning process, so that this happens (Shara, 2016).

The belief in oneself regarding the ability to achieve academic achievement is referred to as *self-efficacy* (Chen et al., 2021). *Self-efficacy* is primarily the result of cognitive processes in the form of judgments, assumptions, expectations about the extent to which students perceive their capacity to perform a task or engage in an action (Marina & Utari, 2019). Penilaian atas diri yang positif akan

cenderung memiliki konsentrasi yang tinggi, tidak mudah menyerah dan berusaha mencari solusi terbaik dalam menghadapi kegiatan akademik (Charkhabi et al., 2013).

A positive self-assessment will allow students to avoid cheating behavior. This is in accordance with research conducted by Faisaluddin that there is a negative relationship between *self-efficacy* and student cheating behavior, the higher the *self-efficacy of students*, the lower the intensity of cheating behavior (Itsna & Faisaluddin, 2016). Students' *self-efficacy* determines how much effort is expended in completing lecture assignments. When facing difficulties, students who have doubts about their abilities tend to reduce their efforts. Meanwhile, students who have strong beliefs will work harder to complete their responsibilities (Lubis, 2018).

In addition to *self-efficacy* owned by students, students' ability to overcome various academic problems is called self-concept. Self-concept is said to be the most important personal factor that can protect individuals from the negative effects of stress (Cao et al., 2016). Students who have a positive self-concept will tend to be spontaneous, creative, confident and have good motivation in achieving academic achievement (Bharathi & Sreedevi, 2016). The results of the contribution of self-concept to cheating behavior are in line with research conducted by Yens Lauren which shows that there is a negative relationship between the self-concept of Medan Cultural private high school students and cheating behavior (Lauren, 2019).

In other words, when students have a negative self-concept they will tend to engage in higher cheating behavior. Meanwhile, students with a positive self-concept are considered capable of achieving academic achievement without cheating behavior where it will have an impact on the opportunity to get a good career, acceptance from peers, parents, teachers and can improve their life skills (Bharathi & Sreedevi, 2016).

The limitations of the study lie in the research respondents, where researchers took research subjects who only focused on students at one university so that it is hoped that further research will use subjects with different levels of education. Then the results of the study stated that 32% of cheating behavior was influenced by *self-efficacy* while 8.7% was influenced by self-concept. This is a limitation of this study so that further research is expected to examine other variables.

## CONCLUSION

The results of this study are in accordance with the research hypothesis where *self-efficacy* and self-concept have a joint role in cheating behavior. The joint contribution between *self-efficacy* and self-concept to cheating behavior is 40.9%. The contribution made by *self-efficacy* is 32%. While the contribution made by the self-concept is 8.7%. So it is said that the decrease or increase in cheating behavior depends on the high and low *self-efficacy of students*.

The results of this study seek the campus to increase students' confidence in their ability to complete various kinds of tasks and academic activities so as to reduce the intensity of cheating behavior. So it can be explained that *self-efficacy* and self-concept are psychological factors that play a role in the intensity of cheating behavior. The theoretical relevance of the results of this research can be a reference for research that reviews students' cheating attitudes and the results of the research are relevant to the results of previous research.

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