

Article History

Received:
2022-11-04

Accepted:
2022-12-18

Published:
2023-01-31

DOI: <https://doi.org/10.33367/ijies.v5i2.3062>

Academic Fraud during the Covid-19 Pandemic for High School Students

Alhamuddin Alhamuddin,^{1*} Dinar Nur Inten,² Rabiatal Adwiyah,³
Andi Murniati,⁴ Ahmad Fanani,⁵

^{1, 2, 3}Universitas Islam Bandung, Indonesia, ⁴Universtas Islam Negeri Sultan Syarif Kasim Riau,
Indonesia, ⁵Universiti Brunei Darussalam, Brunei Darussalam

¹alhamuddinpalembang@gmail.com, ²dinar-nurinten@unisba.ac.id,

³rabiatal.adwiyah@unisba.ac.id, ⁴andi.murniati65@gmail.com, ⁵19ho576@ubd.edu.bn

*Corresponding Author

Abstract

This study aims to determine the academic fraud students committed to doing assignments during the Covid-19 pandemic. This study used a descriptive method with a quantitative approach. Data collection was done by randomly distributing *Google Forms* to high school students in West Java Province. There were about 540 samples that were successfully captured in this study. The data analysis technique was carried out employing descriptive statistics. The results showed that as many as 88.3% of students stated that they committed academic fraud in doing the assignments given to them by the teacher. The fraud was done by copying and pasting a friend's assignment from the internet and doing things without obligation. It was done because there was no particular action from the teacher against cheating students. Particular policies need to be made by schools; namely, the teacher instills the values of Honesty and other anti-corruption values in the learning process. Besides that, the use of technology is to determine whether there is an element of plagiarism in student assignments. Parents at home also need to instill anti-corruption values in their children from an early age so that they are familiar with these things.

Keywords: Academic Fraud, Covid-19 Pandemic, High School Students

Introduction

Education has a very important role in life to live better. Education knows no time and age. The proverb states that education starts from when the child is born until death. Based on research, a mother has tried to impart educational values to her child since they were in the womb through various educational stimuli in the form of stories, communications, or song lyrics loaded with moral and educational values. That is intended so that the baby knows the meaning of a good life as early as possible so that later he is used to good qualities, which will make him a confident, honest, and responsible individual.¹ Besides that,

¹ Dinar Nur Inten, "Penanaman Kejujuran Pada Anak Dalam Keluarga," *FamilyEdu: Jurnal Pendidikan Kesejahteraan Keluarga* 3, no. 1 (June 1, 2017): 35–45, <https://ejournal.upi.edu/index.php/familyedu/article/view/5907>.

education is an effort to realize the high quality of human resources and make a nation a developed country. Especially at this time, the main moral problem of the nation is the habit of cheating students from elementary school to the tertiary level. Based on Andiawati's research, 59 percent of students exhibit cheating behavior, and the most frequent cheating is around 41 percent, which is individualistic-opportunistic cheating, 27 percent is classified as individualistic-planned, 16 percent is social-active, 14 percent is classified as social passive.² Therefore, for about two years, the coronavirus confronted the world, and all sectors of life were affected. The world of education was still trying to get up and continue to carry out its mandate.

Educators have carried out various activities so that the education wheel continues at all levels and children can continue participating in learning activities. Many things happen while children are not in school while parents have to work at home during the pandemic. In this condition, parents are stressed because they are required to be teachers and do various office work at home, so children get various pressures and violence on their growth and development. As a result, children's activities in playing and learning with their peers cannot be carried out properly. The study's results prove that parents' stress level in accompanying children to study at home is 67.6%, which impacts the decline in children's achievement at school.³ Based on the results, violence against children occurs during a pandemic because of economic pressures due to restrictions on activities in public spaces, imbalanced parent-child relationships, and low parental knowledge of parenting patterns.⁴ In addition, parents commit violence against children when accompanying children to study at home.

The educators try various learning methods that can be done at home by involving parents as the main characters. Although most educators are still confused in determining the appropriate learning method and suitable for learning activities. The research showed that 92% of teachers were confused about determining the right learning method during a pandemic, which ultimately resulted in difficulty making lesson plans by 87%, while 92%

² Alexius Andiawati and Aliyil Khakim, "Analisis Perilaku Menyontek dan Rancangan Perubahan Perilaku pada Siswa SMP," *Intuisi: Jurnal Psikologi Ilmiah* 11, no. 2 (December 18, 2019): 88–97, <https://doi.org/10.15294/intuisi.v11i2.17808>.

³ Virlyana Meika Damayanti and Siti Ina Savira, "Hubungan Efikasi Diri, Kesiapan Belajar Siswa Dengan Kecurangan Akademik Pada Pembelajaran Daring Di Masa Pandemi Covid 19," *Character: Jurnal Penelitian Psikologi* 9, no. 2 (2022): 113–25, <https://ejournal.unesa.ac.id/index.php/character/article/view/45754>.

⁴ Sakroni Sakroni, "Kekerasan Terhadap Anak Pada Masa Pandemi Covid-19," *Sosio Informa: Kajian Permasalahan Sosial dan Usaha Kesejahteraan Sosial* 7, no. 2 (October 12, 2021): 118–26, <https://doi.org/10.33007/inf.v7i2.2672>.

of teachers were confused about determining the relevant media.⁵ According to Al Hakim teachers at the high school level also feel confused because learning has to switch to online using various technologies, which is something new and takes time to be able to learn and apply in learning activities.⁶

These things trigger teachers to continue to do learning with all limitations. In this condition, teachers choose online learning using various interactive media that can help communicate between teachers, students, and parents. Based on data from the Ministry of Education and Culture, as reported by Tempo.com 2020, approximately 68 million students ranging from early childhood to high school have been forced to study from home online during the pandemic.⁷

As online learning begins, children return to learning even if they stay home. Parents are busy preparing tools/technology to help their children learn at home during the pandemic. Learning with online media is a new thing for most educators and students. Of course, new things cannot be avoided from shortcomings, positive and negative impacts, as happens with online learning during the pandemic. In this case, the positive impact is that children can still learn and are more technology literate, while the negative impact is children's addiction to gadgets, which makes them complacent with the use of technology. Research results prove that 75% of online learning students are addicted to gadgets, so they are busy using gadgets for a long time for other activities outside of learning activities, namely playing games and accessing social media.⁸

Online learning is still ongoing today. Evaluation results at the beginning of learning while at the peak of the corona resulted in less-than-optimal learning, especially in practical or skill assessments. Students and parents are still confused about using gadget media and other technologies that help implement the learning process. Based on the research results, online learning is difficult for students to understand and can potentially cause stress. That happens because students find it difficult and confusing when learning online. It has a

⁵ Mubiar Agustin et al., "Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (June 20, 2020): 334–45, <https://doi.org/10.31004/obsesi.v5i1.598>.

⁶ Muhammad Fadhil Al Hakim and Abdul Azis, "Peran Guru Dan Orang Tua: Tantangan Dan Solusi Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19," *Riwayat: Educational Journal of History and Humanities* 4, no. 1 (March 2, 2021): 16–25, <https://doi.org/10.24815/jr.v4i1.19677>.

⁷ Arrijal Rachman, "Indonesia in Learning Crisis: Education Minister," trans. Ririe Ranggasari, February 11, 2022, <https://en.tempo.co/read/1559792/indonesia-in-learning-crisis-education-minister>.

⁸ Ramadhanti Husnah Bintari, "Kecanduan Gadget di Masa Pandemi Covid-19 pada Siswa Kelas XII MIPA SMAN 1 Sutojayan Kabupaten Blitar," *Jurnal Kesehatan Hesti Wira Sakti* 8, no. 2 (2020): 1–12, <https://doi.org/10.47794/jkhws.v8i2.294>.

massive impact on the ability of students, namely triggering students to be not creative and less productive.⁹

All levels of education run online learning. Through online learning, learners and educators are technology literate. It enhances digital transformation for all students and teachers. In addition, students and educators can easily access many things in this way. However, there are some opposing sides to the ease of internet media access. One is that students use it to do assignments more quickly and with satisfactory results, namely through copy and paste, cheating, and plagiarism. The fraud is increasing day-to-day because students feel the freedom and lack of monitoring of teachers and parents in online learning activities. In addition, abundant and easily accessible information makes students take advantage of it for their benefit. One of them is in doing school assignments.¹⁰

Academic fraud cannot be ignored because educators aim to form virtuous humans who are knowledgeable and have commendable character. It should also be remembered that character is a culture of the Indonesian nation that cannot be forgotten and ignored. Therefore, academic cheating must be addressed so that students do not fall into cheating and immediately realize that this is a bad thing and is not the attitude of a generation of intelligent and challenging Indonesians. Based on Ariyana's research results, a relationship exists between values in character education and academic cheating. First, the link between inculcating religious values, obedience, Honesty, and responsibility makes students avoid academic cheating. Second, instilling the value of integrity gives students an attitude of responsibility and loyalty to human and moral values. Third, students who have independent values independent values themselves will tend to avoid dependence on other people, especially when this is not following the value of truth.¹¹

A student's true value will lead him to become an individual with nationalism and cooperation values. That will prevent student behavior from committing academic fraud even though there is an opportunity. Because it begins with academic dishonesty, this nation's generation will become accustomed to living in fraud. It is certainly very dangerous,

⁹ Anggun Putri Ramadhan and Endang Ruhayat, "Kecurangan Akademik: Fraud Diamond, Perilaku Tidak Jujur, Dan Persepsi Mahasiswa," *JABI (Jurnal Akuntansi Berkelanjutan Indonesia)* 3, no. 1 (March 2, 2020): 13–25, <https://doi.org/10.32493/JABI.v3i1.y2020.p13-25>.

¹⁰ Alhamuddin Alhamuddin and Rony Sandra Yofa Zebua, "Perceptions of Indonesian Students on the Role of Teachers in Offline and Online Learning During the Covid-19 Pandemic Period," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 4 (December 11, 2021): 834–44, <https://doi.org/10.33394/jk.v7i4.3881>.

¹¹ Yudi Ariana and Pratista Arya Satwika, "Pendidikan Karakter Dan Kecurangan Akademik Pada Mahasiswa," *Jurnal Psikologi Mandala* 6, no. 2 (December 1, 2022): 57–72, <https://jurnal.undhirabali.ac.id/index.php/mandala/article/view/2128>.

both for the health of generations and the progress of Indonesia. According to Artani & Wetra, academic fraud committed by an individual in his youth will impact his personality and behavior in his future work environment.¹² Based on data from the Association of Certified Fraud Examiners, the most fraud perpetrators in Indonesia occurred at the undergraduate level, 73.2%, with 172 cases.¹³

Academic fraud can occur due to the lack of families providing examples and instilling confidence in children from an early age. Based on Pahlavi's research, character values, honesty, caring/empathy, independence, discipline, responsibility, hard work, simplicity, courage, fairness, patience, religion, tolerance, and leadership that is instilled and exemplified by parents in the family will make children accustomed to doing it.¹⁴ Based on Inten's research, 60.71% of parents have set an example and accustomed their children to be confident.¹⁵ It makes children brave and confident in showing their potential. Therefore, this study aims to find the factors causing academic fraud by students as well as strategies that can be used to reduce and even prevent fraud, which starts from raising children's awareness by parents at home about the dangers of cheating which then continues in the early childhood education to higher education.

Methods

This study used a quantitative approach with a survey method. The survey method was used to find out academic cheating committed by high school students in West Java during the Covid-19 pandemic. The stages of the research were: formulating the problem and determining the goal, determining the hypothesis by digging into the literature, determining the sample, making the questionnaire, distributing the questionnaire, processing the data, analyzing, and making the report. The data collection technique was done by distributing questionnaires through the Google Form platform. Questionnaires were distributed randomly to all students and equivalent high school students in the province of West Java.

¹² Gusti Ayu Sintiani, Ni Luh Gede Erni Sulindawati, and Nyoman Trisna Herawati, "Analisis Pengaruh Academic Self Efficacy dan Fraud Triangle terhadap Perilaku Kecurangan Akademik (Academic Fraud) (Studi Kasus Pada Mahasiswa Penerima Beasiswa Jurusan Akuntansi Program S1 Universitas Pendidikan Ganesha)," *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha* 9, no. 1 (2018), <https://doi.org/10.23887/jimat.v9i1.20504>.

¹³ Octavia Lhaksmi Pramudyastuti, Ari Nurul Fatimah, and Deva Sasti Wilujeng, "Perilaku Kecurangan Akademik Mahasiswa Akuntansi: Investigasi Dimensi Fraud Diamond," *Journal of Economic, Management, Accounting and Technology* 3, no. 2 (August 6, 2020): 147–53, <https://doi.org/10.32500/jematech.v3i2.1301>.

¹⁴ Reza Pahlevi and Prio Utomo, "Orang Tua, Anak Dan Pola Asuh: Studi Kasus Tentang Pola Layanan Dan Bimbingan Keluarga Terhadap Pembentukan Karakter Anak," *Jurnal Hawa : Studi Pengarus Utamaan Gender Dan Anak* 4, no. 1 (June 7, 2022): 91–102, <https://doi.org/10.29300/hawapsga.v4i1.6888>.

¹⁵ Inten, "Penanaman Kejujuran."

There were about 540 samples that were successfully captured in this study. Data analysis used descriptive statistics to describe the high number of academic frauds committed by students during the pandemic.

Discussion

Students' Academic Fraud Behavior and Its Factors

Distance learning using online media has several negative impacts: parents' stress because they have to become teachers, violence against children, threats of dropping out of school and academic fraud, which is increasingly rampant. Therefore, a deeper study related to the definition of academic cheating, forms of cheating, causal factors, and strategies that can be done to reduce and prevent academic cheating needs to be done.

Academic fraud behavior, or academic fraud, is an unsportsmanlike act in the academic field that students often do.¹⁶ Pramudyastuti argues that academic fraud is acts students use to fulfill academic desires.¹⁷ Meanwhile, according to Anderman & Murdock, academic fraud is an act of seeking profit in the field of values.¹⁸ Academic fraud is dishonest behavior that aims to obtain the desired academic value. Academic fraud is a determinant of more cheating in the future.¹⁹ A popular scam in Indonesia is corruption. The level of corruption in Indonesia in 2020 is 40th out of 100 countries or 85th out of 180 countries worldwide.²⁰

The survey was conducted randomly on high school students in West Java using Google Forms. Based on the distribution of the questionnaire, there were 540 respondents. The following is the identity of the respondents of high school students from the results of the initial survey of this research.

Table 1. Frequency Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	145	26,9%
Female	395	73.1%
Total	540	100%

¹⁶ Hilal Bashir and Ranjan Bala, "Development and Validation of Academic Dishonesty Scale (ADS): Presenting a Multidimensional Scale," *International Journal of Instruction* 11, no. 2 (April 25, 2018): 57–74, <https://doi.org/10.12973/iji.2018.1125a>.

¹⁷ Pramudyastuti, Fatimah, and Wilujeng, "Perilaku Kecurangan Akademik Mahasiswa."

¹⁸ Eric M. Anderman and Tamera B. Murdock, *Psychology of Academic Cheating* (Burlington: Academic Press, 2007), 4.

¹⁹ Sintiani, Sulindawati, and Herawati, "Analisis Pengaruh Academic."

²⁰ Yindi Cardina, Kristiani Kristiani, and Khresna Bayu Sangka, "Kecurangan Akademik (Academic Fraud) Pada Pembelajaran Daring," *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar* 1, no. 1 (2021): 27–35, <https://doi.org/10.25134/prosidingseminaspgsd.v1i1.8>.

Based on table 1, the number of male respondents in this initial survey was 145 (26.9%), and the number of female respondents was 395 (73.1%). Thus, the total respondents were 540 respondents, both male, and female. The status of both public and private schools is as follows.

Table 2. Frequency Distribution of Respondents by School Status

School Status	Frequency	Percentage
Public	96	17,8%
Private	444	82.2%
Total	540	100%

Based on table 2, the respondents from public school status were 96 people or 17.8%, and the students from the private school were 444 schools or 82.2%. It means that in this survey, many high school students filled out questionnaires distributed by researchers. Information about the position of their schools, namely the town, district, sub-district, and village where they study, is shown in Table 3 as follows.

Table 3. Frequency Distribution of Respondents by School Location

School's location	Frequency	Percentage
Town	78	14,6%
District	220	40,7%
Sub-district	140	25,7%
Village	102	19%
Total	540	100%

Based on table 3, most of the respondents were located in the district, those which were 220 students or 40.7%, followed by the students in the sub-district, those which were 140 students or equivalent 25.7%, followed by the students in the village, those which were 102 students or around 19%, and the students located in urban areas or town amounted to 78 or 14.6%. The first three tables describe the identity of the respondents.

The characteristics of students who misbehave, according to Anderman & Murdock, can be seen from (1) demographics which includes gender, age, and culture; (2) education which includes abilities, interests, and educational institutions; (3) motivation which includes self-efficacy and academic achievement goals; (4) personality that includes self-control and morals.²¹ Meanwhile, several forms of academic fraud were carried out, including cheating while taking exams, plagiarism, seeking help, falsifying information data without permission from related parties, and lying on academic assignments.²² Meanwhile,

²¹ Anderman and Murdock, *Psychology of Academic Cheating*, 274.

²² Bashir and Bala, "Development and Validation of Academic Dishonesty Scale (ADS)."

according to Hendrick, academic fraud can occur in the form of cheating, plagiarism, stealing, and falsifying something related to academic activities.²³

Table 4. Frequency Distribution of Respondents based on the Incidence of Fraud

Status	Frequency	Percentage
Ever	476	88,3%
Never	64	11,7%
Total	540	100%

Based on table 4, as many as 476 high school students, or 88.3% in West Java Province, committed academic fraud in their assigned tasks. Only as many as 64 students, or around 11.7%, did not commit fraud while doing the assignments given by the teacher during the Covid-19 pandemic. This data illustrates a concern for the character of the younger generation.

Table 5. Frequency Distribution of Respondents by Cheating

Cheating Trick	Frequency	Percentage
Copy and Paste from the internet and social media	269	58,2%
Copy and Paste from a friend	79	15,9%
Copy and Paste from the book	161	31,6%
Total	509	100%

Based on table 5, the habit of students committing academic fraud was mostly done by copying and pasting assignments from the internet and social media, as many as 269 or equivalent to 58.2%, while the students who stated that they had copied and pasted their friends' assignments were 79 people or equivalent to 15.5%; and the number of students who stated that they copied and pasted from the book amounted to 161 students or equivalent to 31.6%. These are some ways students did their assignments during the Covid-19 pandemic. Besides, there were several tasks that many parents complained about during the pandemic because some parents had to do the tasks given to students. The following data are related to whether the tasks given by the teacher would be done by themselves or someone else.

Table 6. Frequency Distribution of Respondents based on Tasks from the Teacher

Task from Teacher	Frequency	Percentage
I do it by myself	524	97,2%
The task is done by parents or siblings	2	0,4%
Friend conducts tasked	4	0,7%
I do not do the task from the teacher	10	1,7%
Total	540	100%

²³ Bryan Hendricks, "Academic Dishonesty: A Study in the Magnitude of and Justifications for Academic Dishonesty among College Undergraduate and Graduate Students" (Theses and Dissertations, New Jersey, Rowan University, 2004), <https://rdw.rowan.edu/etd/1160>.

Based on table 6, most students did their work. Parents or friends assisted only some. There were several reasons why they committed academic fraud in carrying out the assigned tasks. The following describes the data related to these reasons.

Table 7. Frequency Distribution of Respondents based on Reasons for Cheating

Reason to Cheat	Frequency	Percentage
No punishment from the teacher	36	7,2%
To obtain a good score	199	39,8%
I just do the task	218	43,6%
Teachers do not assess the task	20	4%
The teacher makes an omission	18	3,6%
I usually cheat	9	1,8%
Total	500	100%

Based on table 7, the majority of students' reason for doing assignments was to do the assignments given or got free from obligations, namely chosen by 218 students or 43.6%, followed by reason to get good grades or scores, namely chosen by 199 students or 39.8%; then followed by the reason, there was no punishment from the teacher, chosen by 36 students or 7.2%; the reason for the teacher did not check assignments amounted to 20 students or 4%; while the reason for the teacher's omission was chosen by 18 students or 3.6%; the last reason for committing academic cheating had become a habit of the student, chosen by nine people or 1.8%.

Research conducted by Desi, Elvinawati, and Marpaung, Fraud behavior is classified into three categories.²⁴ In the high category, 69 students showed fraud in copying friends' answers, submitting assignments not on time for specific reasons, asking for leaks on exam questions, cooperating with friends, making and viewing small notes during exams. In the medium category, 42 students admitted that they cheated only under certain conditions, such as when the teacher gave difficult questions, then they tended to work together during exams. While in the low category, six students admitted that they did not want to commit academic fraud for fear of being caught.

Another form of academic cheating that often occurs is plagiarism. The emergence of plagiarism behavior in education circles is caused by the ease of accessing digital information sources or the internet.²⁵ Plagiarism is a form of crime by taking other people's

²⁴ Desi Desi, Rianda Elvinawanty, and Winida Marpaung, "Perilaku Menyontek Ditinjau Dari Locus of Control Pada Pelajar SMA," *Philanthropy: Journal of Psychology* 2, no. 1 (December 6, 2018): 11–26, <https://doi.org/10.26623/philanthropy.v2i1.1137>.

²⁵ Noorbella Kustiwi, "Motivasi dan Perilaku Plagiat di Kalangan Siswa SMA (Studi Deskriptif Persepsi Siswa terhadap Perilaku Plagiat dan Motivasi Siswa dalam Melakukan Tindak Plagiat di Kalangan Siswa SMA Cita Hati Surabaya)" (Undergraduate Thesis, Surabaya, Universitas Airlangga, 2014), <https://repository.unair.ac.id/15731/>.

work and admitting it as personal work.²⁶ Plagiarism is an activity carried out by someone who takes words, sentences, and ideas without providing a reference source and then admits it as his own work.²⁷ One of the researchers from Rensselaer Polytechnic Institute online learning provides many opportunities for students to cheat. One of them is encouraging students to work together during online exams.²⁸ The behavior displayed can be: making a phone call during an online exam to discuss answers or searching for answers online.

Many factors can trigger students to commit academic fraud. These factors can be: lack of habit of being honest that is instilled in the family environment from the start; lack of instilling confidence in one's abilities; pressure, disability, stress, and demands to get good grades; and the lack of supervision of parents and teachers as adults who have been accompanying learning. However, specifically, these factors can be divided into two, namely: internal factors and external factors. According to Sagoro, there are two factors behind academic fraud: internal and external. Internal factors causing academic fraud are the level of awareness, self-ability, motivation, personality, morality, self-confidence, self-esteem, and levels of faith, while external factors can be the influence of friends, circumstances, educator factors, and institutional regulations.²⁹ Based on these factors, here are some reviews:

One of the common factors related to the emergence of fraudulent behavior is students' ability. Each student has confidence in their respective abilities. This self-confidence is an internal factor for students to succeed in completing assignments.³⁰ It is also reinforced by the opinion of Anderman & Murdock, who states that students who lack confidence in completing assignments will prefer to cheat. Self-confidence in one's abilities is often referred to as self-efficacy.³¹ According to Murdock, Hale, and Weber, academic cheating

²⁶ Erminia Adestyani, Yusmansyah Yusmansyah, and Ratna Widiastuti, "Hubungan Antara Efikasi Diri Dengan Perilaku Plagiarisme Akademik Pada Siswa SMA," *Alibkin (Jurnal Bimbingan Konseling)* 8, no. 2 (February 13, 2020), <http://jurnal.fkip.unila.ac.id/index.php/ALIB/article/view/20452>.

²⁷ Dominic A. Sisti, "How Do High School Students Justify Internet Plagiarism?," *Ethics & Behavior* 17, no. 3 (September 6, 2007): 215–31, <https://doi.org/10.1080/10508420701519163>; Risa Rosalia and A. Jauhar Fuad, "Peran Dosen Dalam Meminimalisasi Perilaku Plagiasi Mahasiswa," *Indonesian Journal of Islamic Education Studies (IJIES)* 2, no. 1 (August 21, 2019): 61–77, <https://doi.org/10.33367/ijies.v2i1.882>.

²⁸ M. Hidayat, "Peneliti Kembangkan Metode Baru untuk Kurangi Kecurangan Siswa Saat Ujian Online," *liputan6.com*, March 3, 2021, <https://www.liputan6.com/tekno/read/4495896/peneliti-kembangkan-metode-baru-untuk-kurangi-kecurangan-siswa-saat-ujian-online>.

²⁹ Endra Murti Sagoro, "Pensinergian Mahasiswa, Dosen, Dan Lembaga Dalam Pencegahan 26 Kecurangan Akademik Mahasiswa Akuntansi," *Jurnal Pendidikan Akuntansi Indonesia* 11, no. 2 (December 1, 2013), <https://doi.org/10.21831/jpai.v11i2.1691>.

³⁰ Damayanti and Savira, "Hubungan Efikasi Diri."

³¹ Anderman and Murdock, *Psychology of Academic Cheating*, 296.

can be caused by a lack of academic self-efficacy or the confidence to learn something.³² Christiana and Kritiani conducted other similar research results. Based on the research results on 387 accounting students, the researcher stated that based on the regression test, pressure, rationalization, and ability significantly affected cheating behavior in online learning.³³

The existence of online learning causes academic fraud behavior to increase. The mechanics of online and offline learning are definitely very different. Students can follow and understand offline learning methods compared to online learning. Moreover, the online learning environment is asynchronous. In this method, the teacher usually only instructs students to study the material or complete assignments. These conditions make students often not understand the subject matter and cause stress. Finally, these conditions trigger students to commit academic fraud. Unhealthy physical conditions, stress, class climate or a less conducive learning atmosphere will reduce abilities and skills in meeting academic demands.³⁴ When online, the lack of parental and teacher supervision is one of the factors that cause students to cheat. In the Fraud Diamond theory, academic fraud behavior is caused by pressure, opportunity, rationalization, and ability factors.³⁵ According to Szabo and Underwood, academic fraud can be caused by personal and situational factors.³⁶

Another factor is the emergence of pressure from various parties, both financial pressure causing children to be able to go to school well because their parents are not working. Therefore, this pressure triggers children to do various things to get the best grades and excel in school. In addition, some adults sometimes support and justify the behavior of children or students during online learning at home. According to Vousinas, rationalization

³² Tamera B. Murdock, Natalie M. Hale, and Mary Jo Weber, "Predictors of Cheating among Early Adolescents: Academic and Social Motivations," *Contemporary Educational Psychology* 26, no. 1 (January 1, 2001): 96–115, <https://doi.org/10.1006/ceps.2000.1046>.

³³ Angela Christiana, Alvina Kristiani, and Stevanus Pangestu, "Kecurangan Pembelajaran Daring Pada Awal Pandemi Covid-19: Dimensi Fraud Pentagon," *Jurnal Pendidikan Akuntansi Indonesia* 19, no. 1 (July 10, 2021): 66–83, <https://doi.org/10.21831/jpai.v19i1.40734>.

³⁴ Albert Bandura, W. H. Freeman, and Richard Lightsey, "Self-Efficacy: The Exercise of Control," *Journal of Cognitive Psychotherapy* 13, no. 2 (January 1, 1999): 158–66, <https://doi.org/10.1891/0889-8391.13.2.158>.

³⁵ Ramadhan and Ruhayat, "Kecurangan Akademik."

³⁶ Attila Szabo and Jean Underwood, "Cybercheats: Is Information and Communication Technology Fuelling Academic Dishonesty?," *Active Learning in Higher Education* 5, no. 2 (July 1, 2004): 180–99, <https://doi.org/10.1177/1469787404043815>.

is the last factor that can affect someone's cheating.³⁷ This is one part of the motivation to commit fraud by justifying the mistakes made by the perpetrators.³⁸

Table 8. Frequency Distribution of Respondents based on Reading Object

Reading Object	Frequency	Percentage
Social Media	416	77,6%
Beside social media	120	22,4%
Total	536	100%

Based on table 8, many students spent their daily time reading social media, as many as 416 people or 77.6%; then the number of students who read other than social media was 120 people or 22.4%. This data illustrates that most students were more engrossed in reading social media than reading books, et cetera.

Table 9. Frequency Distribution of Respondents based on Student's Perception Considering Academic Fraud as an Act of Corruption

Academic fraud is an act of corruption	Frequency	Percentage
Yes	287	53,3%
No	27	5%
I do not know	244	41,6%
Total	509	100%

Based on table 9, students understood that academic fraud was an act of corruption, chosen by 287 students or 53.2%; then, the students who stated that it was not an act of corruption amounted 27 or 5%; 244 students answered that they did not know or 41.6%. Based on these findings, the research team in previous research formulated a learning model that was expected to be able to internalize anti-corruption values in students at school.³⁹

Academic Fraud Prevention Strategies

Strategies that can be done to reduce and prevent academic fraud can be started by planting honesty from an early age in the family, namely through the example of parents and habits in everyday life, such as: getting children to admit mistakes, getting children to be humble and not arrogant, getting used to obedience towards religion, getting children to

³⁷ Georgios L. Vousinas, "Advancing Theory of Fraud: The S.C.O.R.E. Model," *Journal of Financial Crime* 26, no. 1 (January 1, 2019): 372–81, <https://doi.org/10.1108/JFC-12-2017-0128>.

³⁸ Alhamuddin Alhamuddin, "Abd Shamad Al-Palimbani's Concept of Islamic Education: Analysis on Kitab Hidayah al-Sālikin Fi Suluk Māsālāk Lil Muttāqin," *QIJS (Qudus International Journal of Islamic Studies)* 6, no. 1 (May 12, 2018): 89–102, <https://doi.org/10.21043/qijis.v6i1.3717>.

³⁹ Alhamuddin Alhamuddin and Bukhori Bukhori, "The Effect of Multiple Intelligence-Based Instruction on Critical Thinking of Full Day Islamic Elementary Schools Students," *Ta'dib: Jurnal Pendidikan Islam* 21, no. 1 (September 25, 2016): 31–40, <https://doi.org/10.19109/td.v21i1.590>.

apologize, getting used to self-confidence, getting children to work hard, getting used to simplicity and getting used to discipline.⁴⁰

Another strategy that parents or Early Childhood Education teachers can do is the Jack strategy, which is a strategy that introduces *kaulinan* (traditional games) and fairy tales to children to instill honesty and prevent corruption. The results showed that children who received learning about anti-corruption characters through the jack strategy could significantly improve children's understanding.⁴¹

While teachers can provide knowledge and skills to students related to self-efficacy, as well as create various strategies for delivering material with various methods that can involve students more actively and hone their skills. Students can only do these things through direct involvement in making a work or expressing ideas in an innovative product. To increase students' self-efficacy, teachers provide positive reinforcement to encourage students to complete their assignments. The teacher also arranges unique activities.⁴²

The following strategy that parents and teachers can do at school is to introduce students or invite students to be technology literate and convey things related to technology's various positive and negative impacts.⁴³ Thus, students become skilled in sorting and selecting the features or variety of things available on the internet and other social media. That can lead students to have the readiness to participate in online learning, so students can reduce the level of stress they experience. The online learning system also requires students to have total independence in carrying out their responsibilities. According to Hung et al., learning readiness is self-regulation in preparing for learning conditions under any circumstances.⁴⁴

Online learning requires students to be able to use technology in learning and communicating, both with teachers and with friends. Of course, the communication is not in the context of academic fraud but to make students more skilled in understanding the material presented. Communication between student-student and student-teacher will help

⁴⁰ Inten, "Penanaman Kejujuran."

⁴¹ Dinar Nur Inten et al., "Kearifan Lokal Sebagai Media Pendidikan Karakter Antikorupsi pada Anak Usia Dini Melalui Strategi Dongkrak," *Integritas: Jurnal Antikorupsi* 2, no. 1 (2016): 135–54, <https://doi.org/10.32697/integritas.v2i1.128>.

⁴² Bandura, Freeman, and Lightsey, "Self-Efficacy."

⁴³ Muhammad Alifuddin, Alhamuddin Alhamuddin, and Nurjannah Nurjannah, "School of Anak Laut (Sea Children): Educational Philanthropy Movement in Bajo Community of Three-Coral World Center," *Jurnal Iqra': Kajian Ilmu Pendidikan* 6, no. 1 (June 2, 2021): 164–79, <https://doi.org/10.25217/ji.v6i1.1057>.

⁴⁴ Min-Ling Hung et al., "Learner Readiness for Online Learning: Scale Development and Student Perceptions," *Computers & Education* 55, no. 3 (November 1, 2010): 1080–90, <https://doi.org/10.1016/j.compedu.2010.05.004>.

improve students' understanding of the learning process. Thus, self-efficacy in online communication during online learning plays an essential role in student learning readiness.⁴⁵

In high school students, there is a tendency to have an interest in groups and group recognition. Therefore, the strategy that teachers can carry out is through systemic intervention. The intervention, in this case, emphasizes that academic fraud is not following the norm, should not be done, and is not supported by the group. Based on research.⁴⁶ It is necessary to intervene in the handling and to prevent academic fraud for high school students during learning from home. In this case, systemic intervention is more crucial than individual intervention. In other words, when a person perceives that his environment allows him to commit academic fraud, he will tend to commit academic fraud. Based on these results, it can be seen that academic fraud in high school students is more influenced by their perception of friends' opinions regarding academic fraud than their goal of achievement. The school, school psychologists, counselors, and teachers can consider the results of this study in making interventions to overcome and prevent academic fraud in students so that the interventions carried out are not enough to be individual but need to be done systemically.

Another strategy that can be done to instill Honesty and prevent academic fraud is to use peer education, which is a literature review related to the process of reflection and monitoring based on Islam. The research results showed that religious self-monitoring (RESMI) effectively reduced academic dishonesty behavior in students ($F = 7.82$), with a practical contribution of 47.9%.⁴⁷ Based on these results, it can be concluded that religious self-monitoring (RESMI) through peer education is proven to reduce academic dishonesty behavior in students.

Academic fraud can be in the form of cheating on friends' work, working together to do assignments or exams, and distributing photos of answers from friends. Several reasons cause academic cheating: wanting the task to be completed quickly, not understanding the material, and believing that the teacher will not check the assignment. All of these things can be anticipated through: the cultivation of Honesty from the family environment, habituation of good behavior and religious observance in daily life, as well as instilling and growing

⁴⁵ Hung et al.

⁴⁶ Azka Amalina and Eva Septiana, "Peran Achievement Goal Orientation dan Norma Subjektif dalam Memprediksi Kecurangan Akademik Selama Belajar dari Rumah," *Journal of Psychological Science and Profession* 5, no. 3 (December 30, 2021): 224–35, <https://doi.org/10.24198/jps.v5i3.36145>.

⁴⁷ Hazhira Qudsyi, Achmad Sholeh, and Nyda Afsari, "Upaya untuk Mengurangi Ketidakjujuran Akademik pada Mahasiswa melalui Peer Education," *Integritas : Jurnal Antikorupsi* 4, no. 1 (June 30, 2018): 77–100, <https://doi.org/10.32697/integritas.v4i1.168>.

self-confidence in one's own abilities. According to Irianto, the ability of students to motivate themselves is one of the components supporting the success of the learning process.⁴⁸

Conclusion

Based on the results of the research and discussion above, the number of academic frauds committed by students in schools is still relatively high. For this reason, particular policies are needed by schools to reduce this number, namely by providing guidance and habituation to foster self-confidence, responsibility, hard work, and other characteristics in each student and always respect every Honesty that is done. In addition, parents at home also need to set good examples for children at home, especially instilling the values of honesty and anti-corruption from an early age, so that these values can permeate themselves and be used as guidelines in carrying out their duties in life.

Acknowledgment

Furthermore, we also thank to Indonesia Endowment Fund for Education (LPDP), Ministry of Education and Culture, Research and Technology, and LPPM of Unisba, who provided funding, monitoring, and evaluation support in this research activity. Our research partners SMA PGII 2 Bandung, who have also provided facilities, shared and tested the results of this research. Hopefully, the research activities will be useful and improve the order of life in society.

References

- Adestyani, Erminia, Yusmansyah Yusmansyah, and Ratna Widiastuti. "Hubungan Antara Efikasi Diri Dengan Perilaku Plagiarisme Akademik Pada Siswa SMA." *Alibkin (Jurnal Bimbingan Konseling)* 8, no. 2 (February 13, 2020). <http://jurnal.fkip.unila.ac.id/index.php/ALIB/article/view/20452>.
- Agustin, Mubiar, Ryan Dwi Puspita, Dinar Nur Inten, and Heni Nafiqoh. "Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (June 20, 2020): 334–45. <https://doi.org/10.31004/obsesi.v5i1.598>.
- Alhamuddin, Alhamuddin. "Abd Shamad Al-Palimbani's Concept of Islamic Education: Analysis on Kitab Hidayah al-Sālikin Fi Suluk Māsālāk Lil Muttāqin." *QIJIS (Qudus*

⁴⁸ Zahrah Kemala Gusnan, "Analisis Akar Masalah Kecurangan Akademik Plagiarisme Selama Pandemi Covid-19 (Studi Kasus Pada Mahasiswa Akuntansi Fakultas Ekonomi Dan Bisnis Universitas Brawijaya)," *Jurnal Ilmiah Mahasiswa FEB* 9, no. 2 (July 28, 2021): 1–26, <https://jimfeb.ub.ac.id/index.php/jimfeb/article/view/7570>.

- International Journal of Islamic Studies* 6, no. 1 (May 12, 2018): 89–102. <https://doi.org/10.21043/qijis.v6i1.3717>.
- Alhamuddin, Alhamuddin, and Bukhori Bukhori. "The Effect of Multiple Intelligence-Based Instruction on Critical Thinking of Full Day Islamic Elementary Schools Students." *Ta'dib: Jurnal Pendidikan Islam* 21, no. 1 (September 25, 2016): 31–40. <https://doi.org/10.19109/td.v21i1.590>.
- Alhamuddin, Alhamuddin, and Rony Sandra Yofa Zebua. "Perceptions of Indonesian Students on the Role of Teachers in Offline and Online Learning During the Covid-19 Pandemic Period." *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 4 (December 11, 2021): 834–44. <https://doi.org/10.33394/jk.v7i4.3881>.
- Alifuddin, Muhammad, Alhamuddin Alhamuddin, and Nurjannah Nurjannah. "School of Anak Laut (Sea Children): Educational Philanthropy Movement in Bajo Community of Three-Coral World Center." *Jurnal Iqra' : Kajian Ilmu Pendidikan* 6, no. 1 (June 2, 2021): 164–79. <https://doi.org/10.25217/ji.v6i1.1057>.
- Amalina, Azka, and Eva Septiana. "Peran Achievement Goal Orientation dan Norma Subjektif dalam Memprediksi Kecurangan Akademik Selama Belajar dari Rumah." *Journal of Psychological Science and Profession* 5, no. 3 (December 30, 2021): 224–35. <https://doi.org/10.24198/jpsp.v5i3.36145>.
- Anderman, Eric M., and Tamera B. Murdock. *Psychology of Academic Cheating*. Burlington: Academic Press, 2007.
- Andiwatir, Alexius, and Aliyil Khakim. "Analisis Perilaku Menyontek dan Rancangan Perubahan Perilaku pada Siswa SMP." *Intuisi : Jurnal Psikologi Ilmiah* 11, no. 2 (December 18, 2019): 88–97. <https://doi.org/10.15294/intuisi.v11i2.17808>.
- Ariana, Yudi, and Pratista Arya Satwika. "Pendidikan Karakter Dan Kecurangan Akademik Pada Mahasiswa." *Jurnal Psikologi Mandala* 6, no. 2 (December 1, 2022): 57–72.
- Bandura, Albert, W. H. Freeman, and Richard Lightsey. "Self-Efficacy: The Exercise of Control." *Journal of Cognitive Psychotherapy* 13, no. 2 (January 1, 1999): 158–66. <https://doi.org/10.1891/0889-8391.13.2.158>.
- Bashir, Hilal, and Ranjan Bala. "Development and Validation of Academic Dishonesty Scale (ADS): Presenting a Multidimensional Scale." *International Journal of Instruction* 11, no. 2 (April 25, 2018): 57–74. <https://doi.org/10.12973/iji.2018.1125a>.
- Bintari, Ramadhanti Husnah. "Kecanduan Gadget di Masa Pandemi Covid-19 pada Siswa Kelas XII MIPA SMAN 1 Sutojayan Kabupaten Blitar." *Jurnal Kesehatan Hesti Wira Sakti* 8, no. 2 (2020): 1–12. <https://doi.org/10.47794/jkhws.v8i2.294>.
- Cardina, Yindi, Kristiani Kristiani, and Khresna Bayu Sangka. "Kecurangan Akademik (Academic Fraud) Pada Pembelajaran Daring." *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar* 1, no. 1 (2021): 27–35. <https://doi.org/10.25134/prosidingsemnaspgsd.v1i1.8>.
- Christiana, Angela, Alvina Kristiani, and Stevanus Pangestu. "Kecurangan Pembelajaran Daring Pada Awal Pandemi Covid-19: Dimensi Fraud Pentagon." *Jurnal Pendidikan Akuntansi Indonesia* 19, no. 1 (July 10, 2021): 66–83. <https://doi.org/10.21831/jpai.v19i1.40734>.

- Damayanti, Virlyana Meika, and Siti Ina Savira. "Hubungan Efikasi Diri, Kesiapan Belajar Siswa Dengan Kecurangan Akademik Pada Pembelajaran Daring Di Masa Pandemi Covid 19." *Character: Jurnal Penelitian Psikologi* 9, no. 2 (2022): 113–25.
- Desi, Desi, Rianda Elvinawanty, and Winida Marpaung. "Perilaku Menyontek Ditinjau Dari Locus of Control Pada Pelajar SMA." *Philanthropy: Journal of Psychology* 2, no. 1 (December 6, 2018): 11–26. <https://doi.org/10.26623/philanthropy.v2i1.1137>.
- Gusnan, Zahrah Kemala. "Analisis Akar Masalah Kecurangan Akademik Plagiarisme Selama Pandemi Covid-19 (Studi Kasus Pada Mahasiswa Akuntansi Fakultas Ekonomi Dan Bisnis Universitas Brawijaya)." *Jurnal Ilmiah Mahasiswa FEB* 9, no. 2 (July 28, 2021): 1–26.
- Hakim, Muhammad Fadhil Al, and Abdul Azis. "Peran Guru Dan Orang Tua: Tantangan Dan Solusi Dalam Pembelajaran Daring Pada Masa Pandemic Covid-19." *Riwayat: Educational Journal of History and Humanities* 4, no. 1 (March 2, 2021): 16–25. <https://doi.org/10.24815/jr.v4i1.19677>.
- Hendricks, Bryan. "Academic Dishonesty: A Study in the Magnitude of and Justifications for Academic Dishonesty among College Undergraduate and Graduate Students." Theses and Dissertations, Rowan University, 2004. <https://rdw.rowan.edu/etd/1160>.
- Hung, Min-Ling, Chien Chou, Chao-Hsiu Chen, and Zang-Yuan Own. "Learner Readiness for Online Learning: Scale Development and Student Perceptions." *Computers & Education* 55, no. 3 (November 1, 2010): 1080–90. <https://doi.org/10.1016/j.compedu.2010.05.004>.
- Inten, Dinar Nur. "Penanaman Kejujuran Pada Anak Dalam Keluarga." *FamilyEdu: Jurnal Pendidikan Kesejahteraan Keluarga* 3, no. 1 (June 1, 2017): 35–45.
- Inten, Dinar Nur, Dewi Mulyani, Alhamuddin Alhamuddin, and Andalusia Neneng Permatasari. "Kearifan Lokal Sebagai Media Pendidikan Karakter Antikorupsi pada Anak Usia Dini Melalui Strategi Dongkrak." *Integritas : Jurnal Antikorupsi* 2, no. 1 (2016): 135–54. <https://doi.org/10.32697/integritas.v2i1.128>.
- Kustiwi, Noorbella. "Motivasi dan Perilaku Plagiat di Kalangan Siswa SMA (Studi Deskriptif Persepsi Siswa terhadap Perilaku Plagiat dan Motivasi Siswa dalam Melakukan Tindak Plagiat di Kalangan Siswa SMA Cita Hati Surabaya)." Undergraduate Thesis, Universitas Airlangga, 2014. <https://repository.unair.ac.id/15731/>.
- M. Hidayat. "Peneliti Kembangkan Metode Baru untuk Kurangi Kecurangan Siswa Saat Ujian Online." [liputan6.com](https://www.liputan6.com/tekno/read/4495896/peneliti-kembangkan-metode-baru-untuk-kurangi-kecurangan-siswa-saat-ujian-online), March 3, 2021. <https://www.liputan6.com/tekno/read/4495896/peneliti-kembangkan-metode-baru-untuk-kurangi-kecurangan-siswa-saat-ujian-online>.
- Murdock, Tamera B., Natalie M. Hale, and Mary Jo Weber. "Predictors of Cheating among Early Adolescents: Academic and Social Motivations." *Contemporary Educational Psychology* 26, no. 1 (January 1, 2001): 96–115. <https://doi.org/10.1006/ceps.2000.1046>.
- Pahlevi, Reza, and Prio Utomo. "Orang Tua, Anak Dan Pola Asuh: Studi Kasus Tentang Pola Layanan Dan Bimbingan Keluarga Terhadap Pembentukan Karakter Anak." *Jurnal Hawa : Studi Pengarus Utamaan Gender Dan Anak* 4, no. 1 (June 7, 2022): 91–102. <https://doi.org/10.29300/hawapsga.v4i1.6888>.

- Pramudyastuti, Octavia Lhaksmi, Ari Nurul Fatimah, and Deva Sasti Wilujeng. "Perilaku Kecurangan Akademik Mahasiswa Akuntansi: Investigasi Dimensi Fraud Diamond." *Journal of Economic, Management, Accounting and Technology* 3, no. 2 (August 6, 2020): 147–53. <https://doi.org/10.32500/jematech.v3i2.1301>.
- Qudsyi, Hazhira, Achmad Sholeh, and Nyda Afsari. "Upaya untuk Mengurangi Ketidakjujuran Akademik pada Mahasiswa melalui Peer Education." *Integritas : Jurnal Antikorupsi* 4, no. 1 (June 30, 2018): 77–100. <https://doi.org/10.32697/integritas.v4i1.168>.
- Rachman, Arrijal. "Indonesia in Learning Crisis: Education Minister." Translated by Ririe Ranggasari, February 11, 2022. <https://en.tempco.co/read/1559792/indonesia-in-learning-crisis-education-minister>.
- Ramadhan, Anggun Putri, and Endang Ruhiyat. "Kecurangan Akademik: Fraud Diamond, Perilaku Tidak Jujur, Dan Persepsi Mahasiswa." *JABI (Jurnal Akuntansi Berkelanjutan Indonesia)* 3, no. 1 (March 2, 2020): 13–25. <https://doi.org/10.32493/JABI.v3i1.y2020.p13-25>.
- Rosalia, Risa, and A. Jauhar Fuad. "Peran Dosen Dalam Meminimalisasi Perilaku Plagiasi Mahasiswa." *Indonesian Journal of Islamic Education Studies (IJIES)* 2, no. 1 (August 21, 2019): 61–77. <https://doi.org/10.33367/ijies.v2i1.882>.
- Sagoro, Endra Murti. "Pensinergian Mahasiswa, Dosen, Dan Lembaga Dalam Pencegahan 26 Kecurangan Akademik Mahasiswa Akuntansi." *Jurnal Pendidikan Akuntansi Indonesia* 11, no. 2 (December 1, 2013). <https://doi.org/10.21831/jpai.v11i2.1691>.
- Sakroni, Sakroni. "Kekerasan Terhadap Anak Pada Masa Pandemi Covid-19." *Sosio Informa : Kajian Permasalahan Sosial dan Usaha Kesejahteraan Sosial* 7, no. 2 (October 12, 2021): 118–26. <https://doi.org/10.33007/inf.v7i2.2672>.
- Sintiani, Gusti Ayu, Ni Luh Gede Erni Sulindawati, and Nyoman Trisna Herawati. "Analisis Pengaruh Academic Self Efficacy Dan Fraud Triangle Terhadap Perilaku Kecurangan Akademik (Academic Fraud) (Studi Kasus Pada Mahasiswa Penerima Beasiswa Jurusan Akuntansi Program S1 Universitas Pendidikan Ganesha)." *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha* 9, no. 1 (2018): 201–11. <https://doi.org/10.23887/jimat.v9i1.20504>.
- Sisti, Dominic A. "How Do High School Students Justify Internet Plagiarism?" *Ethics & Behavior* 17, no. 3 (September 6, 2007): 215–31. <https://doi.org/10.1080/10508420701519163>.
- Szabo, Attila, and Jean Underwood. "Cybercheats: Is Information and Communication Technology Fuelling Academic Dishonesty?" *Active Learning in Higher Education* 5, no. 2 (July 1, 2004): 180–99. <https://doi.org/10.1177/1469787404043815>.
- Vousinas, Georgios L. "Advancing Theory of Fraud: The S.C.O.R.E. Model." *Journal of Financial Crime* 26, no. 1 (January 1, 2019): 372–81. <https://doi.org/10.1108/JFC-12-2017-0128>.



© 2022 by Alhamuddin Alhamuddin, Dinar Nur Inten, Rabiatal Adwiyah, Andi Murniati, Ahmad Fanani. Submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC-BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).