

THE INFLUENCE OF MOTIVATION, PERSONALITY AND ATTITUDE ON ACADEMIC DISHONESTY STUDENTS OF SMKN 12 JAKARTA

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Motivation, Personality, Attitude, Academic Dishonesty

Abstract

The research entitled The Influence of Motivation, Personality, and Attitude towards Academic Dishonesty has the aim of knowing how the influence of Motivation, Personality, and Attitude towards Academic Dishonesty Students of SMKN 12 Jakarta with a total sample of 87 students. The research method uses quantitative research with multiple regression analysis and data collection techniques conducted online through questionnaires. The results of the study revealed that motivation had a significant effect on academic dishonesty with a t-test value of $4.018 > t\text{-table } 1.66342$. Second, personality has a significant effect on academic dishonesty with a t-test value of $1.666 > t\text{-table } 1.66342$. Third, attitude has a significant effect on academic dishonesty with a t-test value of $2.218 > t\text{-table } 1.66342$. Fourth, Motivation, Personality and Attitude have a significant effect on academic dishonesty with an f-test value of $4584.58 > f\text{ table } 1.66$.

Motivasi, Kepribadian, Sikap, Ketidakjujuran Akademik

Penelitian dengan judul Pengaruh Motivasi, Kepribadian, dan Sikap terhadap Ketidakjujuran Akademik ini memiliki tujuan untuk mengetahui bagaimana pengaruh Motivasi, Kepribadian, dan Sikap terhadap Ketidakjujuran Akademik Siswa SMKN 12 Jakarta dengan jumlah sampel sebanyak 87 Siswa. Metode penelitian menggunakan penelitian kuantitatif dengan Analisis regresi Berganda dan teknik pengumpulan data yang dilakukan secara daring melalui kuesioner. Hasil penelitian mengungkapkan bahwa Motivasi berpengaruh secara signifikan terhadap ketidakjujuran akademik dengan nilai uji-t hitung $4.018 > t\text{-tabel } 1.66342$. Kedua, Kepribadian berpengaruh secara signifikan terhadap Ketidakjujuran Akademik dengan nilai uji-t hitung $1.666 > t\text{-tabel } 1.66342$. Ketiga, Sikap berpengaruh secara signifikan terhadap ketidakjujuran akademik dengan nilai uji-t hitung $2.218 > t\text{-tabel } 1.66342$. Keempat, Motivasi, Kepribadian dan Sikap berpengaruh secara signifikan secara bersama-sama terhadap ketidakjujuran akademik dengan nilai uji-t hitung $4584.58 > f\text{ tabel } 1,66$.

1. INTRODUCTION

At this time education is one of the means in improving the quality of human resources. Education is also an important instrument in the development of the nation, both as a developer and enhancer of national productivity and as a shaper of the nation's character. The progress of a country can be seen, one of which is based on how

the country manages the education system and produces humans who are beneficial for the development of the country (Syalen, 2019). Quoted from the Global Education Ranking (GER) in 2019, Indonesia ranked 88th out of 113 countries. With the current data, the progress of education in Indonesia at this time has low competitiveness when compared to other countries.



Figure 1.1 Indonesia's Ranking in Education Global 2019

This ranking even persists to this day which is also influenced by the presence of the Covid-19 Pandemic which makes the learning system have to be changed and there are many unpreparedness faced by students. So if we look more deeply into education, it can be concluded that education is important, however, in the process of realizing a perfect education and in accordance with standards, there are certainly many problems that hinder the realization of such education.

A phenomenon that is quite interesting and also a threat to the world of academic education and is currently becoming an important issue is about academic honesty. In the academic world, dishonesty can be reflected in the form of plagiarism, copying friends' assignments, cheating, and other fraudulent behavior. This is supported by research conducted by Nursalam et al. (2019)

One of the effects of academic dishonesty in the academic world is the presence of increasingly sophisticated technological innovations (Ningsi, 2018). The rapid development of information technology in the era of digitalization is currently the concern of the Indonesian people, especially among students in schools. With the mastery possessed by students on technology, it can support all aspects of academic services, so that convenience can be achieved and finding information becomes easier.

In 2019, based on research conducted by Herdian et al. (2019), it was obtained that 83.2% of students and female students behaved dishonestly in each semester. This is also the same as expressed by Eastman et al., (2008) that the level of academic dishonesty is increasing. Academic dishonesty behavior is certainly contrary to the

goals of Indonesian National Education, because this will affect the attitudes and personality of students as well as creativity to educate the nation. Individuals who commit acts of academic dishonesty will get used to getting things instantaneously, without going through a process, effort, and not involving cognition for critical thinking in students who are used to taking the easy way in doing assignments/exams (Faradiena, 2018).

In today's academic environment, the epidemic of academic dishonesty among students cannot be ignored. The implications for the academic world are very serious. When students cheat, the culture at school is affected. Instead of being a learning environment, school can be an environment to support academic dishonesty activities.

Academic dishonesty is often done in order to produce a satisfactory output value for students. This increases the possibility of committing fraud also in the world of work or business, especially for vocational high school graduates who are expected to be ready to work in the industrial and business world. If this research is not carried out, then the next generation of the nation will not find a bright spot for the progress of the nation.

Academic dishonesty is very important to be researched and investigated because it reflects the ethical behavior of students. The rise of academic dishonesty behavior in the world of work becomes a "reminder" because students who commit academic dishonesty at school have a tendency to engage in unethical actions in the world of work. This research is expected to identify efforts and suggestions that can be made to minimize the potential for academic dishonesty to occur in students of SMK Negeri 12 Jakarta.

Based on the problems and the results of pre-research that has been done by the researcher, the researcher is interested in conducting a study entitled: "The Influence of Motivation, Personality, and Attitudes towards Academic Dishonesty Students of SMKN 12 Jakarta".

2. RESEARCH METHOD

The research entitled "The Influence of Motivation, Personality, and Attitudes towards Academic Dishonesty" using a quantitative approach to determine the effect between variables. This research is a quantitative research. In this case, quantitative

research is in the form of relationship research or correlation research (Sugiyono, 2016).

The quantitative method in this study using linear regression analysis starting from test instruments consisting of validity and reliability tests, classical assumption test, t test, f test and coefficient of determination. The number of research samples was 87 students who were taken from 684 students as the research population using the Slovin formula with an error rate of 5% and purposive sampling technique with the following criteria: 1) Students in SMK are students who are prepared to work after graduation, such as class XI who is taking an internship at a company and class XII who will take the world of work where students must have high honesty at work; 2) Students are the next generation of the nation who will continue the development of the country, so they must uphold the value of honesty; 3) Students of SMKN 12 Jakarta tend to often commit academic dishonesty based on the results of pre-research conducted by previous researchers. The development of the instrument was carried out using a Likert scale. The data collection technique was carried out by researchers using the survey method questionnaire or questionnaire which would later be processed with SPSS Version 25 software.

3. RESULTS AND DISCUSSION

Quantitatif Deskriptif Analysis

The characteristics of the respondents in this study consisted of 16 students with male gender and 71 students with female gender. Second, respondents were classified by age where 60 students aged 15-16 years old, 20 students aged 17-18 years old and 7 students aged >18 years old. Third, based on the study program or department consisting of 56 students majoring in Office Administration, 13 students majoring in Accounting, 11 students majoring in Software Engineering and 7 students majoring in Online Business And Marketing. Quantitative analysis that is processed based on respondents' responses to each variable is categorized with very low to very high intervals. The Academic Dishonesty variable has an average response of respondents with an average of 32.26 (high), the Motivation variable has an average response of respondents with an average of 23.16 (high), the Personality variable has an average response of respondents with an average of 50.20 (high) and the Attitude Towards variable has an average response respondents' answers with a value of 21.17 (high).

Validity Test

Table 1 Result of Validity Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Academic_Dishonesty	94.53	119.624	-.016	.296	.276
Motivation	103.63	151.282	.430	.280	.334
Personality	76.60	196.429	-.097	.096	.285
Attitude	105.62	196.052	.054	.161	.082

Source: Data processed by researchers, 2022

Based on the table above, it can be concluded that each statement instrument has a valid value because it has a value of $r_{count} > r_{table}$ based on the applicable provisions.

Reliability Test

Table 2 Result of Reliability Test

Variabel	Cronbach's Alpha	Keterangan
Academic Dishonesty	0.937	Reliabel
Motivation	0.730	Reliabel
Personality	0.709	Reliabel
Attitude	0.700	Reliabel

Source: Data Processed by researches, 2022

Based on the data above, it is known that each variable starting from Academic Dishonesty, Motivation, Personality and Attitude has a Cronbach alpha value > 0.7 which indicates reliable symptoms that pass are used as a condition for further research.

Normality Test

Table 3 Result of Normality Test

		Motivation	Personality	Attitude	Academic_Dishonesty
N		87	87	87	87
Normal Parameters ^{a,b}	Mean	23.16	50.20	21.17	32.26
	Std. Deviation	4.903	7.063	4.871	10.553
Most Extreme Differences	Absolute	.055	.074	.061	.076

	Positive	.055	.045	.057	.076
	Negative	-.048	-.074	-.061	-.053
Test Statistic		.055	.074	.061	.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

Source: Data Processed by researches, 2022

Based on the results of the processing of the normality test in the table above, it is known that the Motivation, Personality and Attitude variables as independent variables and Academic Dishonesty as dependents have a normal distribution. This is proven by the value of sig. $0.200 > 0.05$.

Multiple Regression Analysis

Table 4 Result of Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-19.659	2.761		-7.120	.000
	Motivation_X1	1.124	.280	.522	4.018	.000
	Personality_X2	.209	.140	.140	1.666	.138
	Attitude_X3	.728	.328	.336	2.218	.029

Source : Data processed by researches, 2022

Based on the table regression equation can be arranged as follows:

$$Y' = -19.659 + 1.124X_1 + 0.209X_2 + 0.728X_3$$

- Based on the table above, the constant value is -19.659, meaning that if motivation, personality and attitude are 0, then the value of academic dishonesty will decrease by -19.659..
- The value of the regression coefficient of the motivation variable (X1) is 1.124, which means that motivation has a positive effect on academic dishonesty.
- The regression coefficient value of the personality variable (X2) is 0.209, meaning that personality has a positive effect on academic dishonesty.
- The regression coefficient value of the attitude variable (X3) is 0.728, which means that attitude has a positive effect on academic dishonesty.

T-Test

Table 5 Result of T-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-19.659	2.761		-7.120	.000

Motivation_X1	1.124	.280	.522	4.018	.000
Personality_X2	.209	.140	.140	1.666	.138
Attitude_X3	.728	.328	.336	2.218	.029

a. The motivation variable has a t value of $4.018 > 1.66342$, so there is an influence of the motivation variable (X1) on the academic dishonesty variable (Y) or the hypothesis is accepted.

b. Personality variable has a t value of $1.666 > 1.66342$, so there is an influence of personality variable (X2) on academic dishonesty variable (Y) or the hypothesis is accepted.

c. Attitude variable has a t-count value of $2.218 > 1.66342$, so there is an influence of the attitude variable (X3) on the academic dishonesty variable (Y) or the hypothesis is accepted.

F-Test

Table 6 Result of F-Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9519.472	3	3173.157	4584.587	.000 ^b
	Residual	57.447	83	.692		
	Total	9576.920	86			

Based on the data above, it was obtained that the calculated F value was 4584,587 which concluded that there was a relationship between motivation (X1), personality (X2) and attitude (X3) with academic dishonesty (Y). This is based on the value of F-count $>$ F- table which is $4584,587 > 1.66$.

Coefficient of Determination

Table 7 Result of Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997 ^a	.994	.994	.832

Source: Data processed by researches, 2022

Based on the table, it can be seen that (R Square) R² is 0.994. It can be concluded that Motivation (X2), Personality (X2) and Attitude (X3) to explain simultaneously are 99% while the remaining 1% is influenced by other factors studied by researchers.

Discussion

The effect of Motivation toward Academic Dishonesty

The results of the calculations in this study are known that motivation has a positive and significant effect on academic dishonesty in SMKN 12 Jakarta students. Based on the results of multiple regression calculations obtained $Y = -19.659 + 1.124X_1 + 0.209X_2$

+ $0.728X_3$. From the regression equation, it can be seen that the constant is -19659. This means that if motivation, personality and attitude are 0, then the value of academic dishonesty will decrease by -19.659.

The regression coefficient value of the motivation variable (X_1) is 1.124, meaning that if motivation increases by 1%, then motivation will increase by 1.124. The X_1 coefficient is positive, meaning that there is a positive influence between motivation (X_1) and academic dishonesty (Y). This shows that the higher the motivation, the higher the academic dishonesty.

These results are in line with the research proposed by David (2015) which states that there is an influence of motivation on academic dishonesty in students of SMKN 12 Jakarta. In this study, it was also found that indicators of motivation were most influenced by indicators of intrinsic motivation, which was 39%. While extrinsic motivation indicators have an effect of 26%, introjection motivation is 23% and identification of motivation has the smallest effect, which is 12%.

The effect Personality toward Academic Dishonesty

The results of the calculations in this study are known that personality has a positive and significant effect on academic dishonesty in SMKN 12 Jakarta students. Based on the results of multiple regression calculations obtained $Y = -19.659 + 1.124X_1 + 0.209X_2 + 0.728X_3$. From the regression equation, it can be seen that the constant is -19659. This means that if motivation, personality and attitude are 0, then the value of academic dishonesty will decrease by -19.659.

The regression coefficient of personality variable (X_2) is 0.209, meaning that if the personality increases by 1%, the personality will increase by 0.209. The X_2 coefficient is positive, meaning that there is a positive influence between personality (X_2) and academic dishonesty (Y). This shows that the higher the personality, the higher the academic dishonesty.

These results are in line with the research proposed by Peled et al., (2019) which states that there is an influence of personality on academic dishonesty in students of SMKN 12 Jakarta. In this study, it was also found that indicators on motivation were most influenced by indicators on the extraversion dimension by 24%, neuroticism by 23%, conscientiousness and openness by 18%, and agreeableness gave the smallest effect, which was 17%.

The effect of Attitude toward Academic Dishonesty

The results of the calculations in this study are known that attitudes have a positive and significant effect on academic dishonesty in SMKN 12 Jakarta students. Based on the results of multiple regression calculations obtained $Y = -19.659 + 1.124X_1 + 0.209X_2$

+ 0.728X₃. From the regression equation, it can be seen that the constant is -19.659. This means that if motivation, personality and attitude are 0, then the value of academic dishonesty will decrease by -19.659.

The regression coefficient value of the attitude variable (X₃) is 0.728, meaning that if the attitude increases by 1%, the attitude will increase by 0.728. The X₃ coefficient is positive, meaning that there is a positive influence between attitudes (X₃) and academic dishonesty (Y). This shows that the higher the attitude, the higher the academic dishonesty.

These results are in line with the research proposed by Khan et al., (2019) which states that there is an influence of attitude towards academic dishonesty in students of SMKN 12 Jakarta. In this study, it was also found that the indicator of attitude was most influenced by the affective indicator, which was 43%, and other indicators such as cognition 29% and conation by 28% giving the least influence.

The effect of Motivation, Personality, and Attitude toward Academic Dishonesty

Based on the F test, the F table value is 1.66 while the calculated F has a value of 4584.58 where the calculated F value is greater than the F table, then H₀ is rejected and H_a is accepted. From this explanation, it can be concluded that motivation (X₁), personality (X₂), and attitude (X₃) have a concurrent effect on academic dishonesty (Y). This is in line with the research of Nasution (2021) which states that the overall influence of motivation, personality, and attitude is significant on the intention of academic fraud.

Then from the t-test calculation, the t-count of motivation is 4.018 which is greater than the t-table of 1.66342, which means H_0 is rejected. It can be concluded that motivation has a positive and significant influence on students' academic dishonesty. Meanwhile, the t-count of the personality variable is 1.666, which is greater than the t-table of 1.66342, which means that H_0 is rejected. So it can be concluded that personality has a positive and significant influence on students' academic dishonesty. And the attitude variable has a t-count of 2.218, it can be concluded that attitude has a positive and significant influence on academic dishonesty.

Furthermore, the calculation of R^2 or the coefficient of determination has a value of 0.994 which means that motivation (X1), personality (X2) and attitude (X3) to explain the effect on academic dishonesty (Y) simultaneously is 99% while the remaining 1% is influenced by other factors. which were not investigated by the researcher.

4. CONCLUSION

Based on the results of the research that the researcher has done, the researcher concludes that empirically what has been described in the previous chapter is statistical data processing, description, and discussion. Researchers conclude several things as follows:

1. There is a positive and significant effect between motivation (X1) and academic dishonesty (Y).
2. There is a positive and significant influence between personality (X2) and academic dishonesty (Y).
3. There is a positive and significant effect between attitudes (X3) and academic dishonesty (Y).
4. There is a positive and significant influence between motivation (X1), personality (X2), and attitude (X3) simultaneously on academic dishonesty (Y).

Suggestion

Based on the conclusions, implications, and limitations of the research that has been presented, the researcher will provide some recommendations for researcher in the hope that it can be used as reference material and useful later, among others: Schools should provide an assessment of no based solely on student test scores/assignments. Because the highest motivation indicator which is 39% on

academic dishonesty is to get a good score good, then it appears that students will not actually take action academic dishonesty if the assessment is not only taken based on a number listed on the results of the assignment/exam. Assessment can be based on the process learning when interacting with students, this is also evident in the highest indicator on the personality variable is 24%, namely active students in learning tend not to do academic dishonesty.

Furthermore, students should not help friends just because see them having trouble doing exams/tasks. This is reflected of the highest indicator of personality, which is 24%, is that it will help friends when having trouble doing assignments/exams. It would be better if the results the end of the assignment/exam comes from yourself and is adjusted to your abilities each.

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