

## Islamic Religiosity and Perceived Behavioral Control on Academic Cheating

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### ABSTRACT

Cheating in education has been an issue. Students who pursue education are sometimes only value-oriented. There are many cases of students cheating on exams, committing plagiarism, and cheating on each other's answers to get high grades. This study aims to determine the relationship between Islamic religiosity and perceived behavioral control in academic cheating. The research method used was quantitative multiple regression correlation. The research subjects were 201 active Islamic psychology students. The measuring instruments used were the Islamic Religiosity Scale (a-0.935), the Perceived Behavioral Control Scale (a-0.771), and the Academic Cheating Scale (a-0.925). The data analysis used was multiple regression. The results showed a significant negative relationship between Islamic religiosity and academic cheating and a significant relationship between perceived behavioral control and academic cheating. Islamic religiosity and perceived behavioral control contributed 51.5% to the academic cheating variable. The main conclusion is that Islamic religiosity and perceived behavioral control are related to academic cheating.

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## INTRODUCTION

Education is essential to improving the quality of human resources (Rismayani & Merdeka, 2022). The National Education System Law Number 20 of 2003 explains that the purpose of education is to educate students, be creative, and have noble character. Based on these goals, education is required to form intelligent people and, more importantly, people of honest, noble, and personal integrity.

However, in the education process, sometimes the purpose of undergoing education is only focused on the value of a diploma or graduation mark, so in this case, the education process is misdirected (Aulia, 2015). When students only focus on grades rather than on the stages of learning, everything will be done to get a good score on the exam, including cheating (Prawira & Irianto, 2018). One of them is cheating behavior, which is called academic fraud (Uyun, 2018).

Academic cheating is a serious issue in education. In Indonesia, Nursalam et al. (2013) found that out of 50 students, 88% were involved in cheating activities during the exam, and the remaining 12% were not involved in cheating during the exam. Saputra et al. (2021), in a study involving 232 students, found that students cheated during exams, plagiarized, and received help from other parties. Another study involving 144 students found that they had cheated by falsifying attendance and submitting plagiarized assignments (Monica & Putra, 2021).

According to Lambert et al. (2003), the definition of academic cheating refers to fraudulent acts or attempts by a student to perform unauthorized or unacceptable acts in academic work. Strengthened by Loppies (2014), who states that academic fraud is dishonest behavior of students that aims to gain profit, and this behavior generally includes cheating, plagiarism, stealing, and manipulating matters related to academics. Based on this definition, academic fraud can be said to be dishonest behavior in the academic field carried out by students to gain benefits fraudulently, so they dare to cheat, plagiarize, and steal other people's work.

Academic fraud, according to Hendricks (2004), includes: using notes when taking exams; copying other people's answer texts; using dishonest methods to find out what will be tested; copying other people's answers secretly without permission; providing assistance to people to cheat; using various methods to cheat; copying scientific work made by others and claiming it as one's work; falsifying the bibliography; conspiring with the supervisor in completing individual work; copying sentences but not including information in the bibliography; paying for scientific work made by others; and providing false arguments to get additional time to submit assignments. Cheating behavior by students is influenced by perceptions of behavioral control, subjective norms, and attitudes, which are also related to cheating intentions among students (Yusliza et al., 2022). According to Novianti (2022), academic cheating is one of the impacts of a lack of self-integrity and a low level of religiosity.

Among the many factors that cause academic cheating, low levels of religiosity are one of the critical aspects to consider because religiosity is one aspect that underlies students committing academic fraud (Salsabilla, 2020). Saifuddin (2020) stated that religiosity is a person's spirituality when feeling the presence of God. Religiosity refers to how often a person participates in organized and unorganized religious activities and worship services and how often individuals read religious books or other reading materials (Dawn et al., 2013).

Religiosity encourages individuals to behave according to their level of obedience to religious teachings (Rahmawati, 2016). According to Glock and Stark (1966), religiosity has five dimensions, namely the belief dimension (belief in God, angels, books, messengers, and faith in qadha and qadar, and glorifying God's name), the worship dimension (religious practice, worship, worship, prayer, fasting, prayer, zakat, and reading the book), the appreciation dimension (religious experience, feelings, sensations, perceptions, and sensations), the intellectual dimension (knowledge of religious teachings), and the consequential dimension (relationships with others, how far religious teachings in daily habits). Since religiosity is related to a person's behavior in his daily life (Khotimah et al., 2022), students with a high level of religiosity tend to avoid committing academic fraud more than students with a low level of religiosity because they realize that religion prohibits dishonest acts (Zannah & Hariyanto, 2022).

Herdian and Mildaeni (2022) stated that religiosity significantly influences student academic fraud. Although the effect is small, religiosity is essential to preventing academic fraud. Research by Hamdani et al. (2022) shows that students' religiosity level is a factor in their inclination to engage in academic fraud. Apart from Islamic religiosity, perceived behavioral control also influences students' academic cheating behavior (Sarumpaet, 2022). Students often cheat when they feel an opportunity to cheat (Billy et al., 2019). On the other hand, they choose not to cheat when they find obstacles or do not believe in their ability to overcome obstacles (Tiwi, 2020) because Perceived behavioral control is a reference in determining actions. After all, it is closely related to people's perceptions of the ease or difficulty of showing an attitude of interest (Shodiq & Rosmida, 2022). The difference between this research and previous research lies in the subject and place; this study makes psychology students at UIN Raden Fatah subjects. Besides that, there are differences in the variables in this study, making Islamic religiosity and perceived behavioral control independent variables. Based on these differences, the author believes this research is worthy of further proof.

Perceived behavioral control, according to Ajzen (1991), refers to an individual's perception of the opportunities and obstacles they feel when about to display behavior. Perceptions of behavioral control, according to Ajzen (2020), are based on an individual's beliefs about supporting or inhibiting factors for doing something (control belief), along with individual perceived power (perceived power belief). Individuals tend to perceive themselves as being more likely to

exhibit a behavior if there are many supporting aspects and few inhibiting aspects. Conversely, individuals will find it challenging to perform a behavior if many inhibiting factors exist. Research by Yusliza et al. (2020) on undergraduate students demonstrates that the level of behavioral control felt by students to cheat affects the tendency to cheat among students. Dewanti et al. (2020) indicated that perceived behavioral control significantly correlates with academic cheating.

Based on the issues mentioned earlier, religiosity involves implementing the religious values that one adheres to. When individuals strictly follow religious orders, they avoid behaviors that contradict religious teachings, such as cheating, particularly in academic contexts. Additionally, the perception of behavioral control relates to how students view the supporting and inhibiting factors they encounter when contemplating cheating. The desire to cheat strengthens when students perceive more supporting than inhibiting factors. Research that explains the relationship between Islamic religiosity and academic cheating has been found, as well as research on the relationship between perceived behavioral control and academic cheating. In previous studies from the aspect of variables, Islamic religiosity and perceived behavioral control were studied separately. In contrast, in this study, Islamic religiosity and perceived behavioral control were studied together or partially because this study aims to determine whether there is a relationship between Islamic religiosity and perceived behavioral control and academic cheating in Islamic psychology students.

## METHODS

The study utilized the quantitative method of regression correlation. Its objective was to establish the association between Islamic religiosity, perceptions of behavioral control, and academic cheating. The variables examined in the research were Islamic religiosity, perceived behavioral control, and academic cheating. Active psychology students from the 2020–2021 UIN Raden Fatah Palembang batch were included in the study. The Isaac Michael method selected 201 research participants with a 5% error rate. The sampling technique used to determine who became the participant was the purposive random sampling technique.

Three psychological instruments were used: the Academic Cheating Scale (ACS), the Perceived Behavioral Control Scale (PBCS), and the Islamic Religiosity Scale (IRS). All instruments were modified. The Academic Cheating Scale (ACS) measures 12 forms of academic cheating (Hendricks, 2004). The scale had 36 items with high reliability ( $\alpha = 0.925$ ). Examples of psychological scale statements include exchanging answers via WhatsApp during online exams ( $r = 0.510$ ) and copying answers given by classmates ( $r = 0.809$ ). The Perceived Behavioral Control Scale (PBCS) measured two components: control beliefs and perceived strength (Ajzen, 2020). This scale consisted of 25 items with a reliability value of ( $\alpha = 0.771$ ). Example statements: It is easy to see the notes in my pocket despite

sitting in the front seat ( $r = 0.747$ ) and having no money to pay someone else to do my coursework ( $r = 0.517$ ). The Islamic Religiosity Scale (IRS) measures five dimensions: belief, worship, devotion, intellectual, and consequential (Glock & Stark, 1966). The scale has 35 items and very high reliability ( $\alpha = 0.935$ ). Examples of statements on this scale include: My heart trembles when I hear the recitation of the holy verses of the Qur'an ( $r = 0.443$ ), and Allah cannot see when I cheat on an exam ( $r = 0.735$ ).

Data analysis used multiple regression techniques. The technique predicted the dependent variable's condition when more than one independent variable as a predictor factor was manipulated (Sugiyono, 2019). The analysis was conducted with SPSS (Statistical Product for Social Science) version 25 for Windows.

## RESULT AND DISCUSSION

### Result

One of the requirements for the regression model is the distribution of data normality to see whether the research data from respondents has a normal distribution (Abdillah et al., 2022). To ensure data normality, a normality test is carried out. This study used the Kolmogorov analysis technique, with the data being normal if the significant value was  $> 0.05$ . Based on the One-Sample Kolmogorov-Smirnov Test, Table 1 shows a significant value of 0.200 ( $p > 0.05$ ). This research data is normally distributed.

**Table 1.** Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		199
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	4.47095521
Most Extreme Differences	Absolute	.044
	Positive	.044
	Negative	-.026
Test Statistic		.044
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

In Table 2, the two predictor variables of Islamic religiosity and perceived behavioral control have a linear correlation with academic cheating. Interpreted, the significance of academic cheating with Islamic religiosity is 0.000 ( $< 0.05$ ), while academic cheating and perceived behavioral control are 0.000 ( $< 0.05$ ). Therefore, academic cheating and Islamic religiosity have a linear correlation, as do academic cheating and perceived behavioral control.

**Table 2** Linearity Test

Variable	F	Sig	Description
Academic Dishonesty- Islamic Religiosity	2.453	0.000	Linearity
Academic Dishonesty- Perceived Behavior Control	4.211	0.000	Linearity

Table 3 shows that the predictor variables of Islamic religiosity and academic cheating do not have multicollinearity. The tolerance value is  $0.459 > 0.10$ , and the Variance Inflation Factor is  $<10.00$ .

**Table 3.** Multicollinearity test

Variable	Collinearity statistic		
	Tolerance	VIF	Description
Islamic religiosity	0.459	2.178	No Multicollinearity
Perceived Behavior Control	0.459	2.178	

Following the multiple linear regression analysis results, the significant value must exceed 0.05. If the significant number is smaller than 0.05, then there is no influence between one variable and another (Uyun & Yoseanto, 2022). The analysis in this study also includes the coefficient of determination test, partial t-test, and simultaneous f-test. The coefficient test determines how far the model can explain the variation in the dependent variable (Laksmidara & Nashori, 2022). The coefficient of determination of test results ranges from zero to one. If the value is close to zero, the model’s ability to explain the variable is limited.

**Table 4.** Determination Coefficient Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.718 <sup>a</sup>	0.515	.510	4.49371

Table 4 shows that the coefficient value approaches 1 at 0.718, meaning that the relationship between the independent and dependent variables is 71.8%. While the coefficient of determination 1 is 51.5%, meaning that the contribution of Islamic religiosity and perceived behavioral control to academic cheating is 51.5%, each contributed 11% to the Islamic religiosity variable and 40.5% to the perceived behavioral control variable. The remaining 48.5% comes from other variables not measured in this study.

The partial t-test determines whether the independent variable affects the dependent variable. If the partial t-test yields a sig value less than 0.05, the independent variable significantly affects the dependent variable. Conversely, if the sig value exceeds 0.05, the independent variable does not affect the dependent variable.

**Table 5.** Partial T-Test Results

Variable	B (Coefficient)	Beta	Sig	Description
Islamic Religiosity	-0.048	-0.182	0.014	Accepted
Perceived Behaviour Control	-0.204	-0.573	0.000	Accepted

In Table 5, the partial t-test indicates that the Islamic religiosity variable has a significant value of 0.014 ( $p < 0.05$ ) and 0.242. Therefore, Islamic religiosity partially harms academic fraud. Meanwhile, the significance value of the perceived behavioral control variable is 0.000 ( $p < 0.05$ ), and the value is -0.573.

There is a partially negative effect of the perceived behavioral control variable on academic cheating.

The simultaneous f-test aims to determine whether or not there is a joint influence between the dependent and independent variables (Laksmidara & Nashori, 2022). The simultaneous f-test follows certain criteria. If the significant value of f is 0.05, then there is a significant relationship between the independent variable and the dependent variable. Conversely, if the significant value of f is > 0.05, the independent variable does not influence the dependent variable.

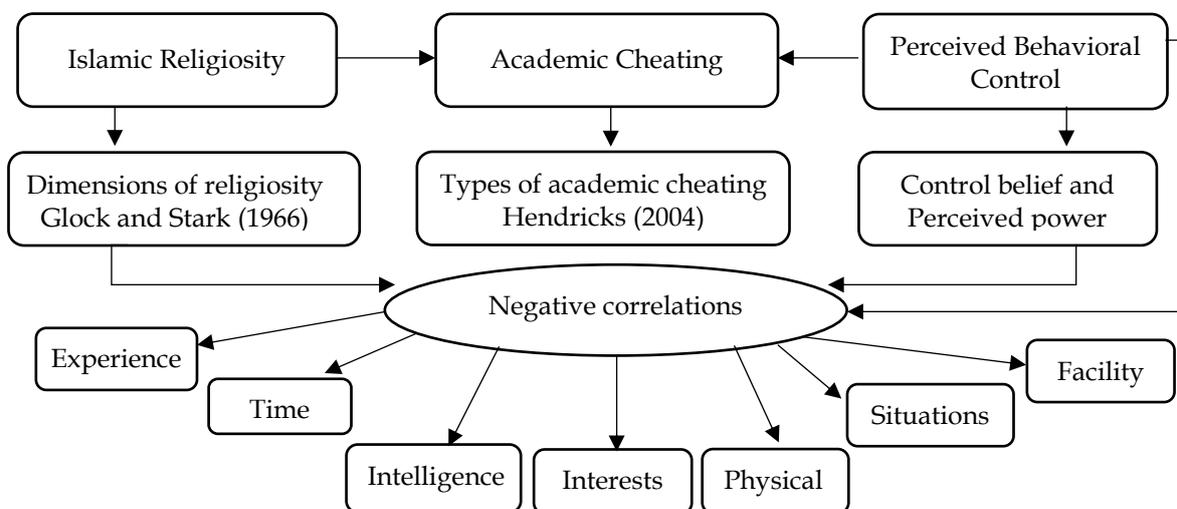
The simultaneous F-test value can be determined by comparing it with the critical value from a statistical table. The table has a significance level of 0.05, with (k-1) and (n-k) representing the number of independent and dependent variables and the number of respondents, respectively.

**Table 6** Simultaneous F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4205.558	2	2102.779	104.132	0.000
Residual Total	3957.909	196	20.193		
	8163.467	198			

Based on Table 6, the simultaneous f-test in this study has a significance value of 0.000 ( $p < 0.05$ ). Islamic religiosity and perceived behavioral control simultaneously influence student academic cheating.

Based on the results of hypothesis testing, the partial t-test value states that there is a significant negative effect between Islamic religiosity and academic cheating in students. Thus, the first hypothesis is accepted. Meanwhile, the partial t-test conducted on perceived behavioral control and academic fraud states that perceived behavioral control significantly influences academic fraud. Thus, the second hypothesis is accepted. Furthermore, the f-test found that the results of Islamic religiosity and perceived behavioral control simultaneously influenced academic cheating. Thus, the third hypothesis is accepted.



**Figure 1** Hypothesis Result Conclusion

## Discussion

According to research by several experts, Islamic religiosity has a significant negative impact on academic dishonesty. This study supports the theory and research results that Islamic religiosity affects academic fraud. Herdian & Mildaeni (2022), Hamdani et al. (2022), Ridwan & Diantimala (2021), as well as Oktaviyani, Sunawan, & Khairkhah (2022), and Djie & Ariela (2021), showed a negative relationship between Islamic religiosity and academic cheating. This study was conducted on university students (Herdian & Mildaeni, 2022; Hamdani et al., 2022; Ridwan & Diantimala, 2021; Djie & Ariela, 2021) and madrasah aliyah students (Oktaviyani et al., 2022). The results of this study and several studies above confirm the effect of Islamic religiosity on academic cheating.

Herdian and Mildaeni (2022) found Islamic religiosity to be a variable that needs attention in dealing with academic cheating. Shafina et al. (2021) stated that religiosity is the level of a person's belief in and appreciation of the religion he adheres to. It encourages him to behave and act according to daily religious teachings. Islam teaches to always be honest, as in Surah Al-Taubah verse 199, Allah SWT says: "O you who believe, fear Allah and be with those who are honest" (QS. Al-Taubah: 119). In Katsir (2003), the verse explains that it is recommended to be honest and remain honest because, indeed, those who do so honestly are among those who are saved from destruction. Allah will give luck to his servants in all affairs.

Honesty is one of the critical values associated with one's faith (Suud & Subandi, 2017). Therefore, religious values will certainly be held firmly by individuals with a high level of faith or religiosity (Cahyadi & Sujana, 2020). In education, honesty is an important principle because, no matter how big the opportunity to lie, it will certainly not be done without it (Ahyani et al., 2021). Therefore, students with a high level of Islamic religiosity will avoid committing academic fraud because they realize that religion teaches them to be honest and avoid cheating.

In addition, this study found a negative influence between perceived behavioral control and academic fraud. The results of this study support the theory and research findings that perceived behavioral control is related to the intention to commit academic fraud. This study's results align with research (Yusliza et al., 2020; Juan et al., 2022; Dewanti et al., 2020). Perceived behavioral control is a predictor of academic fraud. If the perceived behavioral control is high, the student's desire to commit academic fraud will be low.

In Planned Behavior Theory, Ajzen (1991), other predictors determine intention apart from perceived behavior control. However, they are not examined in this study, namely, attitude towards behavior and subjective norm; attitude towards behavior refers to individual assessments of both positive and negative attitudes towards behavior. The more individuals believe that a behavior has a positive impact, the more preferred the behavior is; in this case, individuals who perform

the same behavior are called behavioral beliefs. Selfira Salsabilla (2020) found that attitudes had a significant positive relationship with cheating intentions; similarly, Mustapha et al. (2016) and Harding et al. (2017) found that attitudes had a positive relationship with the intention to cheat. Students who believe their behavior positively impacts their personal goals tend to have stronger cheating intentions.

Meanwhile, subjective norms refer to individual perceptions of the social pressure received when about to do or not do a behavior. A person's perception of behavior is obtained from the norms that apply in society. Generally, students with good subjective norms always want to behave well; fulfilling this behavior is known as fulfilling normative beliefs. Previous research found a positive relationship between subjective norms and intentions (Meitriana et al., 2019; Fang et al., 2017).

Perceived behavioral control is one factor in determining Behavior (Ajzen, 2020). Perceived behavioral control refers to an individual's belief in supporting and inhibiting factors in demonstrating a behavior (Ajzen, 1991). When students perceive more supporting factors than inhibiting factors, their intention to commit academic fraud is stronger. Perceived behavioral control is the most prominent variable in influencing student academic fraud, as well as being a crucial variable to pay attention to. Based on the data that has been obtained, students believe and find it difficult to cheat because, based on their experience, they have witnessed a friend's exam sheet being torn up by a lecturer. Besides that, the tendency of students to show behavior by looking at notes during the exam is determined by the lecturer; when the lecturer is careless or does not monitor the learning process, students' confidence to look at notes becomes strong. The facilities provided by the campus also affect students' desire to cheat; in this case, related to the Wi-Fi provided by the campus, students launch actions to open the internet during exams when the Wi-Fi network is smooth. Besides that, students' beliefs about obstacles to academic fraud are also determined by time; it is difficult for students to exchange answers during exams because the time for collecting assignments given by lecturers is short.

Apart from students' control beliefs regarding the amount of support and perceived obstacles to cheating, the perceived power beliefs that students have also influenced students to show academic cheating behavior; based on research data, solid physicality influenced students to complete assignments independently; facilities owned by students regarding money also played an essential role for students to pay other people to do coursework; besides, the inability to manage time made students negligent in doing assignments, so that assignments piled up and they were forced to cheat on other students' scientific work.

According to the author, in the research process, there are several research weaknesses, including that when the research took place, the data was collected by online methods through the g-form scale, thus making researchers unable to

observe and see behavior directly. Besides that, technically, not all students immediately responded when receiving the g-form scale.

## CONCLUSION

Islamic religiosity has an impact on academic cheating. Similarly, perceived behavioral control also has a negative influence on academic cheating. Furthermore, Islamic religiosity and perceived behavioral control influence the academic cheating of psychology students. The implications of this research are significant for optimizing students' religiosity so as not to commit academic fraud. In addition, it is expected that future researchers can conduct the same research with different faculties. At the same time, lecturers are required to be able to give strict sanctions to students who cheat so that it can be used as a lesson for other students. Lecturers must be on time to end the exam so that students do not have the opportunity to exchange answers. Lecturers are required to monitor the exam process and ensure that it is free from academic fraud. Then, for policymakers, they can hopefully form an integrity zone unit or institution, which includes researching academic fraud.

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