DISCRIMINANT FACTORS AFFECTING CHEATING BEHAVIOR IN IPS

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Abstract

The problem in this study is that learning in schools is very ineffective because of a virus that can cause death, namely the Corona Virus pandemic. This study aims to analyze the effect of self-confidence, academic procrastination, peer conformity, interest in learning and school discipline simultaneously on cheating behavior in social studies subjects class VIII UPT SMPN 1 Koto XI Tarusan. This type of research is descriptive associative. Sampling using proportional random sampling technique using an instrument in the form of a questionnaire. The data analysis technique used in this study is descriptive and inductive analysis and using multiple linear regression. The results of data analysis show that there is a negative and significant influence between self-confidence and cheating behavior, where the coefficient. there is a positive and significant effect between academic procrastination on cheating behavior, where the coefficient value there is a negative and significant influence between peer conformity on cheating behavior, where the coefficient value there is a negative influence between learning interest on cheating behavior, where the coefficient value there is a negative and significant influence between school discipline on cheating behavior, where the coefficient there is a significant effect between self-confidence, academic procrastination, peer conformity, interest in learning and school discipline on cheating behavior.

Jel Classification:

D83; I24; I21; I24; D83

Keywords: Self-Confidence, Academic Procrastination, Peer Conformity, Interest Learning, School Discipline

INTRODUCTION

Education is a means and plays an important role in creating an intellectual generation of a nation that is intelligent, honest, disciplined, competitive, has a noble character, is devoted to God Almighty, creative, responsible and ready to face the challenges and demands of the global world, as well as technological progress, and also participate in bringing changes to the socio-economic development of a nation's society. The rapid development of science and technology in this era of globalization, students are required to face such rapid developments. Therefore, students must equip themselves with the ability and skills to deal with these changes, one way is through education. In formal education, the provision of assistance and tutoring is manifested in the teaching and learning process in schools. In the teaching and learning process there must be interaction between teachers and students, students with students, and students with teachers. In this interaction, the teacher plays a function as a teacher, while students act as students or learning individuals. The integration between the two functions refers to the learning objectives. One indicator of the achievement of learning objectives can be seen by looking at the high and low levels of student understanding seen from the learning outcomes achieved by students.

However, when viewed from the current conditions learning in schools is very ineffective due to a virus that can cause death, namely the Corona Virus pandemic. The learning process during the pandemic is only through online or online such as Zoom, E-Learning, Whatsapp and so on without direct face-to-face learning. This makes it difficult for students to understand the subject matter given by the teacher. In the teaching and learning process there will be deviant actions or student actions that attract the attention of teachers or parents, such as cheating behavior. Cheating behavior is often encountered during the learning process in an effort to get high scores in an easy way (Desi, 2019). Based on research conducted by (Agustin, 2013) it is known that the form of student cheating behavior can be categorized as high, this can be seen from the habits of students who like to see their friends make cheats, use cheats during exams, ask for answers or copy answers from friends. and give answers to friends if friends ask. Cheating can also be defined as an act of cheating in a test through the unauthorized use of information from outside.

The class that was most reprimanded was class VIII.3 and VIII.6 where this class had very high cheating behavior, because they wanted good/high grades so that students did various ways, one of which was by cheating. A student cheats with the aim of getting good grades, according to the understanding of students by getting high and satisfying grades will make them proud by teachers, parents and even their friends. That's what makes them look for the value they get to be satisfying. They don't care anymore which method is good or bad in the future. These things really trigger the cheating activity that is often done. In line with that, cheating behavior is closely related to the students' self-confidence in participating in the ongoing learning process.

Based on observations about student self-confidence, it can be seen that the overall self-confidence of class VIII students of SMPN 1 Koto XI Tarusan is still lacking. It was noted that there were only 37 active students, but 39 of the total cases recorded were 157. This shows that there are still students whose self-confidence is still lacking. According (Fatchurrahan, 2012). one of the indicators used as a measure of self-confidence related to student learning activities is believing in self-confidence. Confidence in self-ability is a positive attitude of students about themselves. The results of research conducted by (Reyaan, 2015) say that the higher the self-confidence, the lower the cheating behavior, the lower the self-confidence, the higher the cheating behavior.

Another problem besides the lack of self-confidence, violations that are often repeated by students, namely in the results of observational research, researchers found cases of students

who did not collect on time or called Academic Procrastination. This is because there the change in the learning system from face-to-face to online caused by the corona virus pandemic so students are required to study at home using cellphones. According (Desi, 2019) students who usually procrastinate in doing assignments do not have the readiness to face the tasks given by the teacher, as a result these students will tend to cheat in completing assignments and when the exam is given and as for expressed by (Hasnah, 2016) that procrastination has an effect on the increase in the occurrence of an act of cheating. The higher the attitude of students' academic procrastination, the higher the level of cheating or cheating, and vice versa. Based on data from SMPN 1 Koto XI Tarusan in class VIII, it can be seen in table 3 below Based on the table above regarding the completeness of assignments, the class that collected a lot of assignments on time was in class VIII.3 as many as 27 students while the highest class in collecting assignments not on time was in class VIII.1 as many as 22 students. This may be because students are not looking for learning resources and often procrastinate in doing the assignments given by the teacher, it is possible that students do not understand the material or assignments. Dody Hartanto, students who usually procrastinate in doing assignments do not have the readiness to face the tasks given by the teacher, as a result these students will tend to cheat in completing assignments and when the exam is given.

Furthermore, one of the external factors that influence jerking behavior among students is peer conformity. According (Muflihah, 2019).) says that peers are an important group for students because the frequency of togetherness with friends is more frequent than with their families at home. Therefore, the influence of peer conformity on students is very large, especially in terms of attitudes, interests and behavior. The results of research conducted by (Mardian, 2017) show that the level of peer conformity is at a strong level, proving that peer influence plays a role which is quite large in student behavior, this is because the characteristics are unstable and easily influenced so that it causes raise certain behaviors in students as well as cheating behavior.

Based on it is known that more than half of the students who participate in school extracurricular activities are 86 students out of 187 students, both academic and non-academic, which means that the majority of students socialize in their environment. This socialization is processed from students who influence their members to behave in a socially acceptable manner. Cheating is one of the behaviors that is influenced by peer conformity. According (Angraini et al. 2017) Conformity from peers at school has a major influence on cheating behavior. Students who don't want giving answers or following the behavior of a friend as well as cheating is usually shunned or even subjected to violence both verbally and physically.

Another factor that influences cheating behavior is learning interest. Student interest in learning is a very important thing in learning. Interest is a concentration of attention that contains elements of feeling, pleasure, inclination of the heart, an unintentional desire that is active in nature to receive something from the outside (environment) (Amri, 2018). (Angraini, et al, 2017) say that students have a high interest in learning in the learning process can support the teaching and learning process for the better, and vice versa, if students' interest in learning is low, the quality of learning will decrease and will affect learning outcomes. From the observations obtained, the learning interest of UPT SMPN 1 Koto XI Tarusan students is still low where there are still many who have not achieved the results according to the KKM standard determined during the daily test, we can see in the table below

The test scores of students of SMPN 1 Koto XI Tarusan from six classes, there are still many who do not reach the KKM compared to the test scores of students who reach the KKM, where the daily test scores of 1 are many students. 111 students did not complete the test and only 76 students completed the test, in the 2nd daily test there were also many students who did not complete the test, namely 97 students and 90 students completed. A strong interest will

lead to an earnest effort, persistent and not easily discouraged in the face of challenges. If a student has a desire to learn then he will quickly be able to understand and remember it, but conversely if a student does not have an automatic interest in the material taught by many teachers that they do not understand, causing students to do various things. ways when the exam implementation process comes, one of which is cheating behavior (Angraini, et al, 2017). Other problems besides the lack of student self-confidence, academic procrastination, peer conformity and interest in learning, which can affect cheating behavior is school discipline. This discipline is closely related to students' skills in school and also learning.

It is different from the research conducted by (Wigiyanti, 2015). that partially the school discipline variable has a significant negative effect on the tendency to cheat. Many schools lack discipline so that it affects student attitudes in learning, the school has never given strict sanctions against the habits of students who often cheat both when doing assignments and when exams are in progress, with a lack of discipline set by the school so that students become disobedient to the rules. . What has been determined, so that in addition to the tendency of students to cheat, there are many other rules that are often violated by students. Meanwhile, reprimands from teachers are often ignored by students. The level of school discipline can be seen from the number of rules that are violated by students at school. Based on the results of observations, there are still many students who violate several phenomena about cheating. So the uniqueness of this study is the influence of peer conformity that affects cheating behavior

Student violations that occur during class hours. Students at UPT SMPN 1 Koto XI Tarusan still commit many violations, namely violations of students being late, withdrawing, having long hair and playing with cellphones during study hours and cheating. There are several reasons that cause students to copy the results of their friends' work, ranging from lack of confidence in written answers, not understanding the assignments given, wanting to get good grades in a short time, to being supported by low grades. competence. school discipline that does not oppose this delinquent behavior. This study aims to analyze the effect of self-confidence, academic procrastination, peer conformity, interest in learning and school discipline simultaneously on cheating behavior in social studies subjects class VIII UPT SMPN 1 Koto XI Tarusan.

RESEARCH METHODS

The method in this research is associative research. According to (Sugiyono. 2014) associative research is research that aims to determine whether there is a relationship or influence between one variable and another. Based on previous research according to (Khairat et al : 2014). the method used is using Try Out but in this research it is modified using Stratified Random Sampling. The population in this study is a population consisting of 187 students and the level of education of parents of class VIIIUPT SMPN1 Koto XI Tarusan students is as follows. The sample is part of the number and characteristics possessed by the population. The number of samples in this study were 87 respondents.

According to (Arikunto 2016) the sample is part or representative of the population being studied, while according to (Sugiyono:2014). the sample is part of the number and characteristics possessed by the population. In this study, the sampling method using Stratified Random Sampling is a procedure or method in determining the sample by dividing the population into several strata so that each stratum becomes an instrument and does not overlap with other groups. The error rate is 5% because the population is stratified. Thus, the sample is also stratified based on certain levels, such as: high, medium, and low levels.

RESULTS AND DISCUSSION

The results showed that (1) self-confidence had a significant effect on students' cheating behavior. It can be with a regression coefficient value of -0.557. This coefficient value is significant because the tcount is 4.692 > ttable is 1.66691. (2) academic procrastination has a significant effect on cheating behavior with a regression coefficient value of -0.482. This coefficient value is significant because the tcount is 4.3339 > ttable 1.66691. (3) significant peer conformity to cheating behavior. With a regression coefficient value of -0.379 This coefficient value is significant because the value of tcount, 3.333 > ttable of 1.66691. (4) interest in learning has a significant effect on cheating behavior. With a regression coefficient of -0.507. The value of this coefficient is significant because the value of tcount, 3.612 > ttable, is 1.66691. (5) school discipline against cheating behavior. With a regression coefficient of -0.433. The value of this coefficient is significant because the value of tcount, 4.022 > ttable of 1.66691, (6) the effect of self-confidence, academic procrastination, peer conformity, interest in learning and school discipline simultaneously on cheating behavior. With a value of Fcount 20.419 > Ftable 2.35 with a significant level of $0.000 < \alpha = 0.05$. This means H_0 is rejected and H_a is accepted. Based on the results of testing the coefficient of determination (R^2), the R^2 value is 0.593, thus the influence of self-confidence, academic procrastination, peer conformity, interest in learning and school discipline simultaneously on cheating behavior is able to provide a variety of contributions to influence learning outcomes by 0.593 or 59.3% . While the remaining 40.7% is explained by other variables that are not used in this research model.

Table 1. Results of Regression Analysis

Model	Coefficients ^a				
	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
1 (Constant)	163.280	10.667		15.307	.000
X1	-.557	.119	-.362	-4.692	.000
X2	-.482	.111	-.337	-4.339	.000
X3	-.379	.114	-.265	-3.333	.001
X4	-.507	.140	-.284	-3.612	.001
X5	-.433	.108	-.311	-4.022	.000

a. Dependent Variable: Y

Source: Primary Data Processing

The Effect of Confidence on Cheating Behavior

Based on hypothesis testing, it is known that partially self-confidence has a significant effect on students' cheating behavior in social studies subjects in Class VIII UPT SMPN 1 Koto XI Tarusan. This is evidenced by the results of research which states that the value of tcount - 4.692 > ttable 1.66691 and a significance value of $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted. Good self-confidence is a positive view of one's condition and confidence in one's abilities, so that it can lead to high self-confidence (Petrus Galih and Marwanto 2015 ; 259).

The results of this study are in line with previous research conducted by (Sumarni, 2017). that the Effect of Learning Motivation, Self-Confidence and Locus Of Control on Cheating Behavior in Class Xi Ips Students in Economics Subjects at Sman 3 Lubuk Basung states that self-confidence is a self-assessment of abilities self to organize and carry out the necessary actions to achieve the set performance Based on the results of the study, it can be

seen that the overall level of parental education on the self-confidence variable has the most influence on cheating behavior -0.557 because if an individual does not have high confidence in his abilities, he will cheat in learning.

The Effect of Academic Procrastination on Cheating Behavior

In the test, it is known that partially academic procrastination has a significant effect on students' cheating behavior in social studies subjects in Class VIII UPT SMPN 1 Koto XI Tarusan. This is evidenced by the results of research which states that the value of $t_{count} - 4.339 > t_{table} 1.66691$ and a significant value of $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted. Procrastination literally comes from the Latin *procrastinatus*; *procrastinare* which means "defer till the morning" delaying until tomorrow morning, the meaning is derived from the word *pro* which means forward and *crastinus* which means belonging to tomorrow so that the notion of procrastination basically refers to the notion of a tendency to delay or even avoid doing an activity until tomorrow or even until an unspecified time (Wangid, 2014:237).

Based on the results of the study, it can be seen that the overall level of parental education on the Academic Procrastination variable has a large influence on cheating behavior -0.482 caused because if an individual has high Academic Procrastination then he will tend to procrastinate doing something and not have a plan. in study. This can cause individuals not to have thorough preparation in learning because they often procrastinate in learning so that they will take cheating actions to get satisfactory results. The results of this study are in line with previous research conducted by (Khairat et al, 2014). with the research title "The Effect of Academic Procrastination on Cheating Behavior in High School Students at Pesantren X" which states delay until tomorrow morning, the meaning is derived from the origin of the word *pro* which means forward and *crastinus* which means belonging to tomorrow so that the notion of procrastination basically refers to the notion of procrastination. the tendency to delay or even avoid doing an activity until tomorrow or even indefinitely. So individuals do not have careful preparation in learning because they often procrastinate in learning so they will take cheating actions to get satisfactory results. So Academic Procrastination has an effect on cheating behavior. At the high level of parental education, the variable level of Academic Procrastination on cheating behavior is with a constant value of -0.497 and the level of education of parents is low, the variable of Academic Procrastination is -0.515

The Effect of Peer Conformity on Cheating Behavior

Hypothesis testing is known that partially peer-to-peer conformity has a significant effect on students' cheating behavior in social studies subjects in Class VIII SMPN 1 Koto XI Tarusan. This is evidenced by the results of research which states that the value of $t_{count} - 3.333 > t_{table} 1.66691$ and a significant value of $0.001 < 0.05$ means that H_0 is rejected and H_a is accepted. Conformity is an adjustment of one's attitude to adhere to the norms of the reference group, in accepting ideas or rules that show how that person behaves. According to Taylor in (Mardian et al, 2017:4) conformity is the tendency to change one's behavior to match the behavior of others.

The results of this study are in line with previous research conducted by P Angraini et al. 2017 with the research title "The Influence of Learning Interest, Self-Efficacy and Peer Conformity on Cheating Behavior in Economics Subject Class Xi at Sma Negeri 6 Padang, states that to say that conformity is a tendency to be influenced by group pressure and not against the norms that have been outlined by the group so that someone who conforms to the group only because individual behavior is based on group expectations. So, the overall level of parental education on the peer-to-peer conformity variable has a large influence on cheating behavior -0,379 because if an individual has a friend who has a tendency to cheat, he will be carried away to incline while studying. This can cause individuals to cause individuals to be compelled to commit fraud in learning so that they will take cheating actions to get satisfactory

results. So Peer Conformity has an effect on cheating behavior. At the high level of parental education, the variable Peer Conformity level of cheating behavior with a constant value of -0.517 and the low parental education level of Peer Conformity variable of -0.315.

Interest in Learning Against Cheating Behavior

Hypothesis testing is known that partially learning interest has a significant effect on students' cheating behavior in Social Studies subjects Class VIII UPT SMPN 1 Koto XI Tarusan. This is evidenced by the results of research which states that the value of $t_{count} 3.612 > t_{table} 1.66691$ and a significant value of $0.001 < 0.05$, meaning that H_0 is rejected and H_a is accepted. Interest is basically the acceptance of a relationship between oneself and something outside oneself, the stronger or closer the relationship, the greater the interest. the importance of that activity" (Amri. 2019:207). Interest is a concentration of attention that contains elements of feeling, pleasure, inclination of the heart, an involuntary desire that is active in nature to receive something from the outside (environment).

The results of this study are in line with previous research conducted by P Angraini et al. 2017 with the research title "The Influence of Learning Interest, Self-Efficacy and Peer Conformity on Cheating Behavior in Economics Subject Class Xi at Sma Negeri 6 Padang, states that interest has a very big influence on student activities because with an interest in a lesson they will study seriously - really because of the attraction. The learning process will run smoothly when accompanied by interest, so from the results of the study it can be seen that the overall level of education of parents on interest in learning has a large influence on cheating behavior -0.507 because if an individual has low interest in learning, he will be lazy to prepare himself in studying. This can cause individuals to be compelled to commit fraud in learning so that they will take cheating actions to get satisfactory results. So interest in learning has an effect on cheating behavior. At the high level of parental education, the variable level of interest in learning towards cheating behavior is with a constant value of -0.820 and the level of education of parents is low, the variable of interest in learning is -0.614

School Discipline Against Cheating Behavior

Based on hypothesis testing, it is known that partially school discipline has a significant effect on students' cheating behavior in social studies subjects in Class VIII SMPN 1 Koto XI Tarusan. This is evidenced by the results of research which states that the value of $t_{count} -4.022 > t_{table} 1.66691$ and a significant value of $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted. Discipline is essentially the ability to control oneself in the form of not taking an action that is inappropriate or contrary to something that has been determined and doing something that supports and protects it (Sumadi, et al. 2015: 2). The term discipline as obedience and obedience that arises because of awareness and encouragement from within oneself. Order means a set of rules that apply to create orderly and orderly conditions (Ariananda et al. 2016).

The results of this study are in line with previous research conducted by Wigiyanti and Wahyun in 2015 which said that the Effect of Learning Motivation, Confidence and School Discipline on the Tendency to Cheat in Economics Subjects for Class X Social Studies Students at Sma Negeri 1 Sitiung, Dharmasraya Regency, which said that school discipline was a regulation made by the school to get used to an orderly and orderly life in carrying out the applicable rules which if violated will be subject to sanctions. Teaching and learning activities in schools are a process of interaction between teachers, students and also the school environment that is directed and in line in order to achieve optimal learning outcomes in accordance with the goals set, it can be seen that the overall level of parental education in school discipline has a major influence on cheating behavior -0.433 is caused because if school discipline tends to be loose, it will cause students to be difficult to manage and have no willingness to learn. This can lead to openings for students to commit fraud in learning so that

they will take cheating actions to get satisfactory results. So school discipline has an effect on cheating behavior. At the high level of parental education the variable level of school discipline on cheating behavior with a constant value of -0.349 and the level of education of parents being low on the variable of school discipline of -0.462.

CONCLUSION

Based on the results of the research and discussion above, it was found that the influence of self-confidence, academic procrastination, peer conformity, learning interest and school discipline on cheating behavior in social studies subjects class VIII UPT SMPN 1 Koto XI Tarusan Based on the results of R square of 0.593 which means 59, The 3% change in the dependent variable (cheating behavior) can be explained that the independent variable (Effect of Confidence, Academic Procrastination, Peer Conformity, Learning Interest and School Discipline) while the remaining 40.7 is not influenced by other variables. included in this study. This is different from the results of previous research conducted by (Sumarni, 2017). who found that cheating behavior occurred because of the influence of the students themselves.

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