

How Does In-Group Conformity Affect Students' Academic Dishonesty? Study During Online Learning

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Abstract


This study aims to determine the effect of group conformity on academic dishonesty in students of the Faculty of Economics and Business in Banyumas, Indonesia. Technique taking sample study use technique simple random sampling. Participants study totaling 331 students Faculty of Economics and Business in Banyumas, Indonesia. The data collection instrument used a group conformity scale with a reliability coefficient of 0.875 and a scale of academic dishonesty with a reliability coefficient of 0.911. Data analysis in this study used simple regression analysis. This study indicates the effect of group conformity on academic dishonesty in students of the Faculty of Economics and Business in Banyumas, Indonesia. Group conformity becomes essential to note because of its impact on academic dishonesty behavior on campus. The increasing behavior of academic dishonesty during online learning needs to be evaluated to prevent unethical behavior.

Keywords: Group conformity, Academic dishonesty, Online learning, Student college.

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Introduction

Online learning has been enforced on whole-level education globally since COVID-19 was declared a pandemic in 2020. The whole learning is conducted online for continuity education. However, several studies said that enforcement of online learning is ineffective (Lestari & Agustang, 2021; Puspita, 2022; Zapata-Cuervo et al., 2021) because of technical problems or not problems understanding the material. Besides that, results from another study say that online learning provides convenience for the student for doing behavior no honest; results in the study qualitative say that college students use various methods for behavior no, honest-including making groups specializing in social media, signing in with accounts owned by her friend with standard user password. Results from another study noted that pressure to get a scholarship, pressure from a parent permanently, and the burden of challenging academic becomes the reason for dishonesty in academic During online. Several results could conclude that academic dishonesty occurs more often than offline learning.

Academic Dishonesty

As agreed Together, academic dishonesty is a severe problem in this world of education. This problem occurs not only in one or two countries but also in many countries around the globe. Many journals have reported academic dishonesty behavior in various countries based on the last five years. In the Asian continent, such as Malaysia (Tiong, 2018), Indonesia (Ampuni et al., 2019; Herdian & Mildaeni, 2022; Parkinson et al., 2011), Thailand (Thomas, 2017), Philippines (Balbuena & Lamela, 2015). In Continental Europe, such as Russia (Maloshonok & Shmeleva, 2019), Moldova (Ives & Giukin, 2020), and Austria (Hopp & Speil, 2021). The Americas, such as the United States (Peled, 2019) and Mexico (Guerrero, 2020).

Based on education level, academic dishonesty behavior has been studied at all levels of education. First, at the *Elementary School level*, the study results stated that 92% of elementary school students carried out academic dishonesty, and 45% considered academic dishonesty an acceptable social behavior (Jatmiko, 2020). Second, at the *Junior High School level*, research shows that 32% of plagiarized students use the internet, 51% of students cheat on exams, and 74% of students copy their friends' homework (Krou, 2020). In comparison, junior high school students are considered to behave honestly (Le et al., 2019). Third, at the *Senior High School level*. High school students commit dishonesty when taking national exams (Herdian, 2017). Fourth, at the tertiary level, it is stated that there are 83.48% of undergraduate students and 52% of postgraduate students commit plagiarism via the internet (Pantu, 2020). Many students think that academic dishonesty behavior can be accepted and used as an educational strategy by students (Shmeleva & Semenova, 2019). Whereas at the tertiary level, the cultivation of character education is still critical because the learning activities held at the tertiary institution do not only provide knowledge and skills but also direct students to become human beings who develop their thoughts and in their personalities are strived to be able to develop and improve in a better direction (Janosik, 2005).

Focusing on the phenomenon of academic dishonesty at the tertiary level, dishonest behavior is contrary to the competency standards of graduates in Indonesia. The competency standards of graduates in Indonesia, especially at the tertiary level, have been regulated in the Government Regulation of the Republic of Indonesia article 26



number 19 of 2005, explaining that one of the competency standards for graduates at the tertiary level education level is to prepare students to become members of society with noble character, even though universities are expected to produce competent and good moral students (Vinet & Zhedanov, 2011).

On the side, On the other hand, globalization opens various things to enter the territory of Indonesia, including various customs, cultures, and all information from outside, which often does not follow the culture of the Indonesian nation. The unpreparedness of the Indonesian people to accept various things from outside, including understanding and patterns of thinking, has resulted in the nation's moral decadence. This unpreparedness causes a decline in the character of the nation's children. The decline in the character of this nation's children results from the *output* of the world of education, which is more concerned with cognitive than affective. Such rapid social change causes a shift in values. One of the values that have changed is honesty. Higher education is more concerned with student intelligence than honest character or process and based on noble character. As a result, it is not uncommon for many students to pursue a 100% graduation rate incorrectly (Santoso, 2013). This is contrary to the goal of the national education system as previously stated that honesty is the main character that every student needs to have, as well as honesty in the academic sphere.

Academic dishonesty behavior is considered normal for students. Students are increasingly cultivating academic dishonesty behavior (Nugraha, 2020), and frequent behavior happens in college (Herdian & Rahayu, 2022). This is evidenced by the research of Choi & Kim (1996), which states that almost 90 percent of students are dishonest in their exams. Another study noted that at the Faculty of Economics, Padang State University, Indonesia, the percentage of academic dishonesty in the Economic Education Study Program was 48%, the Accounting Study Program was 42.6%, the Development Economics Study Program was 52.4%, and Management Study Program by 45.0% (Fitriyani, 2011).

Academic dishonesty is any behavior that violates standards where students have used the work of others to support their work (Lambert et al., 2006). Several factors influence academic dishonesty: group conformity (Fitriah, 2022). Conformity occurs when an individual changes his attitude or behavior to suit his group. So that individuals who initially have never carried out certain behaviors will equate their behavior with the norms in their group so that they can be accepted and become part of the group, including those related to academics. This may also occur in how the individual is in groups with his friends who are used to doing things academic dishonesty. Individuals will do anything to achieve the targets set together. If one of the individuals in the group does not take the same action to achieve a common target, that individual will be punished for conformity, such as intimidation.

Group Conformity and Its Effect on Educational Outcomes

Group conformity is a change in behavior due to group pressure, as can be seen from teenagers' tendency always to equate their behavior with the group so that they can avoid reproach and alienation from Santrock (cited in Lestari & Lestari, 2017). Group conformity is also defined as adjusting adolescents' attitudes to adhere to the norms of the reference group and accept ideas or rules that show how adolescents behave (Baron, 2005).



Conformity also occurs when students adopt the attitudes or behavior of other students because they feel pressured, either real pressure or just a shadow pressure by their friends (Rohana, 2015). an experimental study reports how academic achievement interacts with conformity. low-achieving students in minority roles tend to conform more often than high-achieving minority students—especially when among the high-achieving majority (Uchida et al., 2020). The influence of group conformity on academic achievement of active students of UKM Religious Arts State Islamic University Maulana Malik Ibrahim Malang, Indonesia (Albardi, 2019)

Academic dishonesty behavior can occur if there has been an intention, creating trust, attitude, and intention to perform academic dishonesty behavior. The emergence of an individual's intention to commit academic dishonesty is primarily learned from the individual's environment (Amalia Mintarso, 2020). With the existence of Inner conformity in groups, individuals will carry out academic dishonesty behavior together to get good and impressive grades so that it is seen that conformity is a good and natural thing.

Muliyani's (2016) research shows a significant positive effect between group conformity and deviation from social cheating. Furthermore, a study by Amelia et al. (2016) also explains a positive and significant influence between group conformity and intention to cheat. From this research, it can be concluded that group conformity has a positive and significant influence on academic dishonesty behavior that occurs in students. The higher the group conformity, the higher the academic dishonesty behavior. Vice versa, the lower the conformity of the group, the lower the academic dishonesty behavior that occurs.

Purpose of the Study

This study aims to investigate how group conformity affects academic dishonesty behavior during online learning. Benefits This research is expected to contribute to ethical research in universities, especially regarding academic dishonesty. In addition, this study provides information on how peer conformity affects academic dishonesty when online learning occurs during the pandemic. So this research helps evaluate online learning in higher education. This research is essential because online learning is often considered ineffective. it has limitations, such as the difficulty of inviting students to participate actively, but students are more active outside of learning. This is significant in how student interaction can influence unethical behavior during online learning, and this study differs from a study that previously studied academic dishonesty in online learning. So that result could be compared to with results study before.

Method

Study this use quantitative, quantitative study notice on collection and deep data analysis form numeric and character objective. Intercorrelation variables could be measured methodology study quantitative used to explain the connection between cause and effect between researched variables.



Table 1. Demographics of Participants

No	Demographic	N	percent
1	Sex		
	Male	136	41.1%
	Female	195	58.9%
2	Major		
	Management	307	92.7%
	Accounting (bachelor)	23	6.9%
	Accounting (diploma)	1	0.3%
3	Semester		
	Two	36	10.9%
	Four	213	64.4%
	Six	26	7.9%
	Eight	56	16.9%
4	GPA		
	<2	2	0.6%
	2.00-2.75	9	2.7%
	2.76-3.50	123	37.2%
	3.51-4.00	197	59.5%

Participants

Demographic data participants showed in table 1. Based on demographic data, gender is dominated by female participants amounted to 195 (58.9%) compared to male participants, namely 136 (41.1%). Based on demographic data, the study program participants were dominated by from the Management study program, totaling 307 (92.7%) than participants 23 students (6.9%) from the accounting study program (bachelor) and 1 participant from the Accounting (diploma) study program (0.3%). Based on the demographics of the participating semesters, the research was dominated by 4th-semester participants totaling 213 (64.4%), then 2nd-semester participants totaled 36 (10.9%), 6th-semester participants were 26 (7.9%), and 8th-semester participants were 56 (16.9%). Based on the GPA demographic data, it can be concluded that most research participants are participants with a GPA range of 3.51-4.00 total of 197 (59.5%) than participants with a GPA range of 2.75-3.50, totaling 123 (37.2%), participants with GPA ranges from 2.00-2.75 were 9 (2.7%), and participants with GPA ranges <2 were 2 (0.6%).

Measurement

Academic Dishonesty Scale

Scale Dishonesty academic used to measure behavior dishonesty academic based on aspects according to McCabe & Trevino (1993) and Stone et al. (2010), developed by Ampuni et al. (2020), including cheating, unauthorized collaboration, and plagiarism. The scale is arranged using a *Likert scale* (0-4) with 14 items. The academic dishonesty scale has a Mark reliability of 0.91. A high score indicates more significant levels of Academic Dishonesty.



Conformity Scale

Scale group conformity consists of 40 items developed based on aspects in the conformity group according to Frings (2018): cohesiveness, agreement, and obedience. The scale is arranged using a *Likert scale* (1-5) with 25 items. The conformity scale has a Mark reliability of 0.91. A high score indicates more significant levels of Group Conformity than lower scores and vice versa

Analysis

This study examines whether group conformity affects academic dishonesty in students of the Faculty of Economics and Business in Banyumas, Indonesia. The data analysis method used in this study uses the regression test analysis method simple. Simple regression analysis is used when one independent variable and one variable are dependent. A simple regression analysis technique was used to determine the extent of the simultaneous influence between the independent variables X (conformity group) and dependent variable Y (dishonesty academic). Normality and linearity calculations were performed before hypothesis analysis. Based on the normality test results, the academic dishonesty variable has a value of .370 and group conformity .120. This shows that the data is normally distributed. The results of the linearity test show a value of .285, which means that the group conformity variable to academic dishonesty is linear. All calculations in this study use SPSS (Statistical Product and Service Solution) version 23.00 for windows.

Results

This study aims to test the effect of conformity on academic dishonesty. Based on Table 2. The results of the regression test at a significance level of 5% for the effect of group conformity on academic dishonesty obtained the results ($F(1,329)=38.691, p < .000$), with $R^2.105$. Participants predicted academic dishonesty equals $9.867 + 0.334$ (group conformity). Participants' academic dishonesty increased by 0.334 for each group conformity. Based on the analysis results, the coefficient of determination R-square of 0.105 means that conformity gave an adequate contribution of 10.5% to academic dishonesty in this study group. In comparison, 89.5% contributed to other factors (not examined).

Table 2. Linear Regression Result

Model	R	R ²	Adj. R ²	Overall Model Test				
				F	Estimate	B	t	p
Ego depletion to academic dishonesty	.324	.105	.103	38,691	.334	9,867	6,220	<.001

Results of data analysis on the study this show that ($F(1,329) = 38.681, t = 6.220, p = 0.000$) then proposed hypothesis accepted that there is a significant influence group to dishonesty academic on college student Faculty Economy and Business Banyumas, Indonesia. This thing strengthened with results from equality line regression ($y = a + bx$), i.e., $y = 9.867 + 0.334x$; dishonesty academic will change by 0.334 for every change in the conformity



group. From the result analysis of the data obtained, the taller the conformity group, the higher behavior dishonesty academic going on. So also, on the contrary, the lower conformity group so the lower behavior and dishonesty academic going on.

Discussion

This study aims to investigate how group conformity affects academic dishonesty behavior during online learning. This study Results following research conducted by Lestari & Lestari (2017) that variable conformity group have significant influence by 39.7% against happening behavior dishonesty academic. Conformity group Becomes the wrong one's factor happening behavior dishonesty academic. Other factors causing academic behavior dishonesty are price self and efficacy self. In research, the individual will be affected by academic dishonesty when seeing others do something similar.

Behavior dishonesty academic has done by the individual in the background back by conformity group as researched by Andriani (2013), behavior dishonesty academic is behavior that is not ethical. However, this occurs because the effect of a conformity group can change an individual's perception of something experienced so that conformity can be justified. An individual will follow behavior dishonesty academic when seeing a friend in the group also do behavior dishonesty academic for individual could welcome in the group.

They are reinforced with research results conducted by Wahyuningtyas & Indrawati (2020), who stated that the conformity group takes effect significantly by 40.3% against the intention to cheat. This means the more height conformity group, the more high-intensity cheating is done, and vice versa, the lower conformity group, so the more low-intensity cheating happens. Study this also in line with research conducted by Mulyani (2016) that the conformity group has a significant influence of 39.4% against deviation social cheat. They were reinforced again with research by Amalia (2017), which states that conformity with friends of the same age affects 19.8% of academic dishonesty. This means that the taller the conformity group so well, the taller behavior dishonesty academic and vice versa; the lower the conformity group so well, the lower the behavior dishonesty academic going on.

Based on the description above, so could conclude that the conformity group influences the academic behavior of college students. Faculty Economy and Business in Banyumas, Indonesia. Based on results analysis also obtained results coefficient determination R-square of 0.105. Mark the contain meaning that in Ridhayana et al., (2018) research, this conformity group donates effective by 10.5% against behavior dishonesty academic while 89.5% are a donation from other factors (factors that do not research). Other factors that can influence dishonesty in academic is the locus of control (Desi, 2018), procrastination academic (Beautiful & Shofiah, 2012), religiosity (Ridhayana, 2018), pressure academic (Pantu, 2020), climate organization (Mustapha et al., 2017), fear will failure (Lusiane & Garvin, 2019) and intelligence intellectual (Riyana, 2021).



Conclusion

Based on the statistical analysis results, the hypothesis that group conformity significantly affects academic dishonesty in students of the Faculty of Economics and Business in Banyumas, Indonesia, is acceptable. The practical contribution of the group conformity variable to academic dishonesty was 10.5%, while the remaining 89.5% was contributed by other factors not examined.

Recommendations

The results of this study are expected that students can increase their self-confidence by studying every time they will face an exam and by looking for a positive environment for themselves, and by knowing the forms of academic dishonesty, students can sort out behaviors that should or should not be done so that the process of internalizing honesty can go well. It is hoped that educational institutions will be able to handle this academic dishonesty behavior so that it can be prevented, especially students of the Faculty of Economics and Business in Banyumas, Indonesia, who are prepared to become excellent graduates to enter the world of work in finance and entrepreneurship who must have good and honest characters. The limitation of this study is the relatively small number of samples, and this is due to the difficulty of getting willing participants during the pandemic. In addition, this study does not discuss in depth how group conformity affects individuals in committing academic dishonesty. Therefore we recommend further research to use mixed methods to understand the phenomenon of academic dishonesty more deeply.

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