

The Role Of Religious Morals On Students' Academic Cheating Behavior During Online Learning During The Covic-19 Period

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Abstract.

Cheating behavior is a dishonest act carried out by someone in order to get a satisfactory end result. Academic cheating is still often done by students, to get high grades. The emergence of a feeling of worry or feeling threatened that is felt because of the inability or less than optimal of a student in completing his college assignments triggers students to commit academic fraud due to various demands from the environment that expect high results and grades. This study aims to determine the effect of academic integrity factors and religious moral factors on student academic cheating during online learning during the Covid-19 period at Prof. University. Dr. Moestopo (Religious) Academic Year 2021-2022 even. The sample method used is purposive sampling. The number of students who were sampled in this study were 350 students of Prof. University. Dr. Moestopo (Religious), Even Semester. The data used is primary data in the form of questionnaires distributed to respondents using google form facilities. This analysis method uses descriptive statistical tests, data quality tests, classical assumption tests, data analysis tests and model suitability tests using the SPSS program. The results showed that religious moral factors and academic integrity had a significant effect on students' academic cheating behavior. Partially, this study shows that religious moral factors have a negative and significant effect, while academic integrity factors have a positive and significant effect on academic cheating behavior in the online learning system.

Keywords: religious moral, integrity, academic fraud

I. INTRODUCTION

Education is a very important thing and becomes a benchmark for someone to improve the quality they have. Education is an important thing in life because with education, humans can be creative, express, have quality, avoid ignorance, and many other things that make life more positive both in terms of Informal Education (in the family environment), Formal Education (in the family). school environment), Non-formal Education (in the community). When the Covid-19 pandemic situation occurred, the government imposed a Social Distancing policy, or better known as physical distancing, to minimize the spread of the corona virus. The Ministry of Education and Culture responded by establishing a policy of learning from home, using online learning methods. Online learning takes place as a result of the Covid-19 pandemic. Committing a fraud does not only occur when the implementation of education is offline, but when the implementation of online education can also occur. This also does not become a barrier for circles or especially for students to commit an act of cheating. Getting used to committing fraud will have an impact on one's morals and psychology. Academic fraud is an action taken by students by using methods that are not accepted in carrying out academic tasks in order to get success. When someone violates the rules and ethics in the learning process such as cheating and plagiarism, then it can be said as academic cheating. Academic fraud is dishonest behavior in academic activities, such as cheating, plagiarism, falsifying authors and bibliography, using other people's work, citing information without citing sources. The issue of student academic integrity in online learning is really a challenge for many educational institutions, especially at Prof. University. Dr. Moestopo (Religious).

There are thinkers who propose strengthening the ability to think original (original thinking), considering it very important for everyone because it opens the way to success and innovation. Through original thinking, one will be able to come up with creative, innovative solutions to produce great business ideas which then lead to major transformations. Online learning is not a barrier that integrity is still upheld in the field of education. However, academic cheating can still occur during online learning. Some examples of cheating when learning takes place online are for example when carrying out an exam, there are some lecturers who use the exam administration system using the closebook method, but there are still many students who when they don't know the answer, the student opens notes or books secretly then copy answers from the book or note. Another example is, when the exam is in progress, students can look for sources of answers from the internet, even though the exam is monitored via zoom by turning on the camera, but it is still not detected or known when the lecturer is off guard. The next example is when the exam is in progress, students can communicate and work together with their friends by chatting on other social media. This is also a fraud that often occurs when studying online because during the pandemic they do not meet face-to-face with their friends. Not only during exams, when lecturers give lectures, there are still many students who cheat by plagiarism because time is tight or just lazy to do assignments. University of Prof. Dr. Moestopo (Religious) is very qualified to do online learning, so when the government sets a total online learning program policy due to the Covid-19 outbreak in early 2020, Prof. University. Dr. Moestopo (Religious) carried out well and there were almost no problems. However, as has been reported in the findings of the preliminary study, what is still a problem is how to ensure that student work when answering assignments and online quizzes is really done with a high level of integrity and there is no academic cheating. Religious morals in the form of students' faith and devotion to God can eliminate academic fraud significantly, effectively and efficiently. From this problem will be answered scientifically, from a series of studies.

The phenomenon of academic cheating behavior that occurs in students at Prof. University. Dr. Moestopo (Religious), namely before the implementation of online learning, the student scores were still objective or according to the ability of the student, but the implementation of online learning during the Covid-19 era, students at Prof. University. Dr. Moestopo (Religious) found that the average student score increased very significantly, this made a question whether the scores obtained were truly from their own results or were done with the results of cheating. Because in conditions like this to detect honesty is very difficult. To control all of this, there must be a religious moral factor and academic integrity that can be used as a benchmark for the action or implementation of the online exam. To make students able to think original in doing online learning tasks, they must be given direction because it is a religious moral guidance. If you do it dishonestly, it will have a negative impact on yourself, become a sin and don't believe in your abilities. The purpose of this study was to determine the effect of academic integrity factors and religious moral factors on student academic cheating during online learning during the Covid-19 period at Prof. University. Dr. Moestopo (Religious) Academic Year 2021-2022.

II. LITERATUR REVIEW

This section presents theories on religious morals, Academic Integrity, and Academic Fraud:

Religious Morals

According to Burhanuddin Salim (1997) Morality has two meanings: First, the value system about how we should live well as humans. This value system is contained in teachings in the form of advice, advice, advice, regulations, orders, etc., which are passed down from generation to generation through certain religions or cultures about how humans must live well so that they really become good human beings. Second, the tradition of belief, in religion or culture about good and bad behavior. Morality gives humans concrete rules or instructions about how humans should live, how humans should act as good humans, and how to avoid bad behaviors. Faith comes from Arabic which means to believe, to be faithful, to be safe, to protect and to put something in its place. In general, faith here is always associated with belief or favor with religion. Faith is often also known as aqidah. Aqidah means bond, namely the bond of the heart. A person who believes means binding his heart and feelings with a belief that cannot be exchanged for another

belief. While faith according to the term is belief in the heart and verbal pronunciation. So, faith is spoken orally, justified with the heart, and realized by deeds with full confidence, because belief is the perfection of faith, but not all faith is sure. Like the understanding of Sufism experts, that belief is the work of the heart and with that belief becomes perfect faith, and belief is the key to makrifat to Allah SWT. Faith is word and deed, it can increase or decrease. Allah SWT says, in Q.S. AL-Fath/48:4. Which means as follows: "So that their faith will increase in addition to their faith (which already exists)" 3.

Practice with limbs is the fruit or proof of one's faith. The practice of the teachings of faith is intact and enters all dimensions of life. No matter how hard it is, if the practice is a consequence of the teachings of faith, then it is still carried out, such as jihad, sacrifice, paying zakat, performing Hajj and so on. In this aspect a person's faith can decrease and increase, an increase in one's faith is caused by an increase in charity, and a decrease in faith due to a decrease in charity. Faith is the foundation for every Muslim. Stability of faith can be obtained by instilling the sentence of monotheism Lailaha Illallah. Taqwa which comes from Arabic which means self-preservation, khauf/fear, taking care of oneself, being alert, fulfilling obligations and others. Taqwa according to the term is guarding something immoral from Allah SWT. In Q.S. AL-Jasiyah/45: 18. "Then We made you on a shari'a (rules) of (religious) affairs, so follow that shari'a and do not follow the desires of people who do not know. Therefore, people who are pious are people who fear Allah based on awareness: carrying out His commands, not violating His prohibitions, afraid of falling into sinful acts. People who are taqwa are people who guard (fortify) themselves from evil, keep themselves from doing actions that are not pleasing to Allah, are responsible for their attitudes, behavior and actions, and fulfill obligations to Allah SWT, the Prophet and His Messenger. The position of taqwa is very important in Islam and human life. Taqwa is the (base) of all Muslim work. Apart from being a principal, taqwa is also a measure. In the Q.S. Al-Hujurat/49:13. Allah SWT, says that, the most honorable human in the sight of Allah is the one who is the most pious.

Academic Integrity

Academic integrity is academic honesty in which there are five principles, namely honesty, mutual trust, fairness, mutual respect and responsibility (Ronokusumo, 2012). The following are indicators of academic integrity:

1. **Honesty**
Someone who is honest means that the individual is said to have moral virtue (Wulandari, 2012). Honesty in lecture behavior, seen when students take exams, whether students try to do it themselves with their own abilities and not cheat during the exam. Students do not lie to themselves or to others, especially when students are asked about their work. Trustfully carry out and carry out tasks in accordance with the agreed division of work, and do not take the rights of others. During lectures, students do not falsify or entrust lecture attendance signatures to friends or other things that are classified as negative actions (Mutaqin, 2014).
2. **Trust**
Trust is an important component of human social life. Within the brain, neural network functions involved in interpersonal and socio-cognitive processing are associated with the way belief-based decisions are made. Trust being a belief between one person and another regarding intentions and behavior has a profound impact on individual behavior (Ronokusumo, 2012).
3. **Justice**
The principle of justice that upholds action so that it can provide fair value for others. This principle does everything universally and respects the things of others. From this point of view, plagiarism can be considered as a violation of the principle of justice. Everyone has an obligation to respect and appreciate other people, as well as the work of others. The act of plagiarism does not respect the work of others, by not giving what other people should give. These actions cause material and non-material losses and injustice to others (Ronokusumo, 2012).
4. **Responsibility**
This sense of responsibility will be able to improve the quality of learning and increase confidence in the abilities of each student. Students are able to be responsible for the task, the mandate of the rules

that exist in the learning place. It is the responsibility of students to be able to have the value of academic integrity (Ronokusumo, 2012).

5. Courage

Courage is a state of courage, valor. Contesa Diane in the journal BK Unesa (2013) argues that courage is victory and the will that fear will face and to be transformed into courage. According to Hasibuan and Moedjiono (2008) asking is a verbal utterance that asks the respondent from someone who has been hit. Respondents who provide can be in the form of knowledge to things that are the result of consideration. So asking is an effective stimulation that encourages the will to think.

Academic Cheating

Davis, Drinan and Gallant (Purnamasari, 2013) termed academic cheating as an action taken by students to deceive, obscure or trick the teacher so that the teacher thinks that the results of academic work carried out are the results of the student's work, such as using the results of other people's work or cheating the results. The work of others is then recognized as the result of one's own work. Academic fraud is the behavior of cheating, deceiving or falsifying beyond the limits of the regulations that are permitted to be carried out, this is a challenge to the values of honesty.

According to McCabe, Trevino, and Butterfield (2001) the indicators of academic cheating are:

a. Cheating

Cheating is a variety of ways or means used to retrieve or share information with others during an exam or academic assessment process. For example, seeing the results of the work as the result of one's own work.

b. Plagiarism (Plagiarism)

Plagiarism is the theft of someone else's writing. It can also be interpreted as taking other people's essays or writings (opinions and so on) which are then made as if they were written by themselves or made by the individual perpetrators of the plagiarism. For example, when working on a paper or essay using the work of others, it is then used to replace part or all of the work of the individual himself.

c. Fabricating or falsifying authors and bibliography

Making up or falsifying what is meant is how an individual makes up a statement / statement then makes the writing as if it was made by someone with various specific purposes. For example, when working on a paper or essay, an individual does not find the right source to support his writing, then the individual makes up a theory and falsifies a bibliography to support the results of his writing.

d. Using other people's work

What is meant by using the work of others here is how individuals use the work of others, whether articles, assignments or so on obtained from various sources. Furthermore, the results of the work are made as if they are the results of the work of the individual, then used as a tool for measuring the individual's academic performance. For example, individuals use the work of others so that they can be used as their own, such as doing tasks done by friends or making essays made by friends.

e. Citing information without citing the source

Citing information by not including the source of the quote in question, what is meant is how an information is not clearly included where the source of the information comes from for various reasons. This makes the source of information from an article unclear whether the writing itself is by the author or is the work of someone else. For example, when citing an individual, it does not include the results or sentences that have been stated by others which make the results appear as if they are original works submitted by the individual.

The following research model can be described in this research:

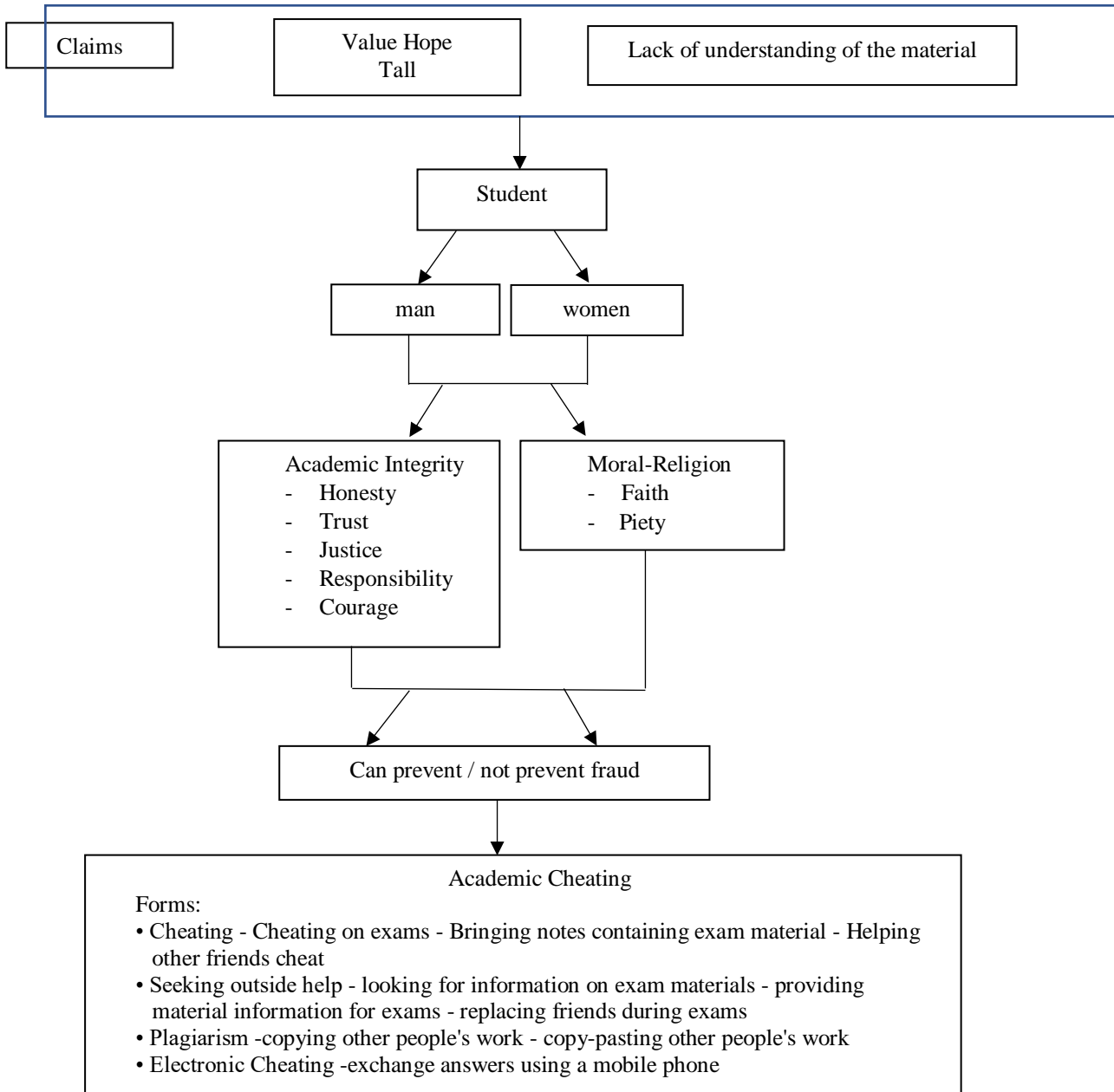


Fig 1. Research Model

While the framework of thought in this study can be drawn as follows:

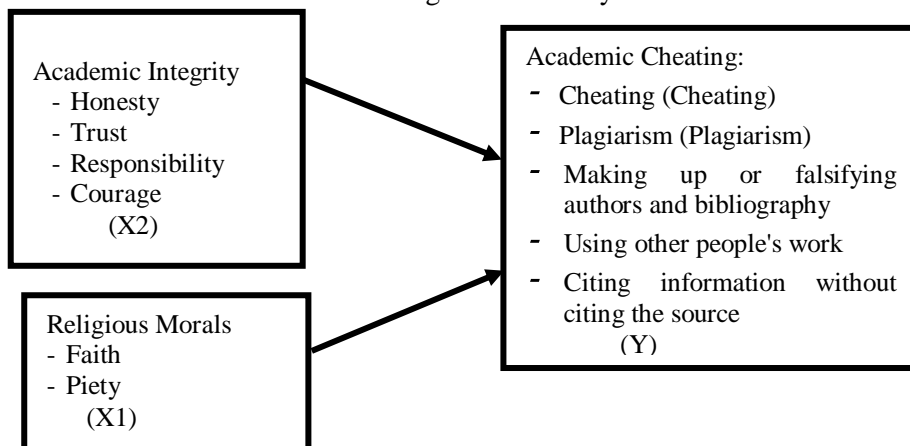


Fig 2. Frameworks

III. RESEARCH AND METHODOLOGY

This study uses a causal relationship research design. This study aims to determine the Religious Moral Factors and Academic Integrity on Academic Fraud Behavior. In this study the independent variables are Moral Religion and Academic Integrity. While the dependent variable is Academic Cheating Behavior. The type of data used in this study is primary data using Google Form facilities.

The population used in this study were University Students Prof. Dr. Moestopo (Religious) Academic Year 2021-2022 totals 2,203 students. While the sample in the study amounted to 350 students using the Purposive Sampling method, which is a sampling technique based on selected groups where the characteristics of the criteria used as samples in this study are:

1. Student of FEB Univeristy Prof. Dr. Moestopo (Beragama) Department of Accounting and Management Even Semester of Academic Year 2021-2022 who takes the courses Introduction to Accounting II, Tax Accounting, Public Sector Accounting, and Financial Management.
2. FKG University students Prof. Dr. Moestopo (Religious) Even Semester for the Academic Year 2021-2022 which takes courses in Stomatognathics 2, Biomedicine, Conservation. IKGD, Geriatrics I and Forensic Odontology.
3. Students of FISIP University Prof. Dr. Moestopo (Religious) Department of International Relations and Public Administration, Even Semester of the Academic Year 2021-2022 who takes the subject of International Security. South Pacific Dynamics, Public Policy, Leadership, and Indonesian Political System.
4. Students of FIKOM University Prof. Dr. Moestopo (Religious) Department of Public Relations, Journalism and Advertising Even Semester Academic Year 2021-2022 taking courses in Protocol, Communication Psychology, Capita Selecta Public Relations, and Communication theory.

Data collection methods in this study used primary data collection methods, namely using the questionnaire method by filling out questions that had been prepared in advance by researchers to be given to respondents who became the object of research, namely to students at the University of Prof. Dr. Moestopo (Religious) who is taking the Even Semester of the Academic Year 2021-2022 by using the google form via social media such as Instagram, whatsapp, gmail and others. The data analysis technique used in this study uses multiple regression analysis which consists of: descriptive statistics, data quality tests, namely reliability and validity tests, classical assumption tests, coefficients of determination and hypothesis testing with multiple regression equations (multiple regression), which are as follows :

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Information:

Y = Academic cheating behavior

X1 = Religious morals

X2 = Academic integrity

$\beta_1, \beta_1, \beta_1$ = Coefficient

e = Residual error

IV. TEST RESULTS AND DISCUSSION

Descriptive Statistics Test Results

Based on the results of descriptive statistical analysis In table 1 below, the data analyzed from 350 respondents obtained all the variables studied showed the mean value was smaller than the standard deviation which indicated that the results were good.

Tabel 1. Decriptive Statistical Test Result

Descriptive Statistical Test Result					
Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
X1.1	350	1	5	4.59	.634
X1.2	350	2	5	4.52	.641

X1.3	350	1	5	4.51	.676
X1.4	350	3	5	4.44	.686
TOTAL.X1	350	9	20	18.06	2.271
X2.1	350	1	5	4.00	1.063
X2.2	350	1	5	2.44	1.350
X2.3	350	1	5	4.27	.885
X2.4	350	1	5	4.15	.911
X2.5	350	1	5	4.47	.782
X2.6	350	2	5	4.65	.610
X2.7	350	2	5	4.57	.651
X2.8	350	1	5	2.51	1.377
X2.9	350	1	5	4.25	.876
X2.10	350	1	5	4.33	.817
TOTAL.X2	350	20	50	39.65	5.987
Y.1	350	1	5	2.48	1.023
Y.2	350	1	5	3.07	1.007
Y.3	350	1	5	3.34	1.236
Y.4	350	1	5	3.23	1.105
Y.5	350	1	5	2.24	1.065
Y.6	350	1	5	2.45	1.085
Y.7	350	1	5	2.63	1.038
Y.8	350	1	5	2.29	1.079
Y.9	350	1	5	2.51	1.096
Y.10	350	1	5	2.37	1.065
TOTAL.Y	350	10	50	26.63	7.782
Valid N (listwise)	350				

Based on the results of data processing in table 1 above, the data was obtained from the results of distributing questionnaires to 350 respondents. The questionnaire consists of 12 indicators using a Likert scale to describe how much the subject agrees or disagrees with a predetermined statement which is measured by the lowest score of 1 (reflecting the subject strongly disagrees with the statement) and the highest score of 5 (reflecting the subject strongly agrees with the statement). . So to be able to describe the results of descriptive statistical analysis on each variable, the following intervals are obtained:

$$\text{Interval} = \frac{5-1}{5} = 0,80$$

1,00 - 1,80 : Very Low

1,81 - 2,60 : Low

2,61 - 3,40 : A Bit High

3,41 - 4,20 : High

4,21 - 5,0 : Very High

The results of the analysis of Religious Morals

The results of the descriptive analysis of the religious moral variable in the table above show that the average value (mean) is greater than the standard deviation so that the respondents' assessment of all indicators is in the very high category, which means that the cause of the data shows normal results and does not cause bias and the application of religious morals has conducted by students of the University of Prof. Dr. Moestopo (Religious) in committing academic fraud. This can be seen from the first indicator (X1.1) with an average (mean) of 4.59 which is in the very high category and includes the indicator with the highest respondent's assessment. Furthermore, the second indicator (X1.2) has an average respondent's assessment of 4.52 which is in the very high category. Then the third indicator (X1.3) has an average (mean) respondent's assessment of 4.51 which is in the very high category. And finally the fourth indicator (X1.4) has an average (mean) assessment of respondents of 4.44 which is in the very high category.

Academic Integrity Analysis Results

The results of the descriptive analysis of the academic integrity variable in the table above show that the average value (mean) is greater than the standard deviation so that the respondents' assessment of all

indicators is in the very high category which means that the cause of the data shows normal results and does not cause bias and the application of academic integrity has conducted by students of the University of Prof. Dr. Moestopo (Religious) in committing academic fraud. This can be seen from the first indicator (X2.1) with an average (mean) of 4.00 which is in the very high category and includes the indicator with the highest respondent's assessment. Furthermore, the second indicator (X2.2) has an average (mean) respondent's assessment of 2.44 which is in the very high category. Then the third indicator (X2.3) has an average (mean) respondent's assessment of 4.27 which is in the very high category. Furthermore, the fourth indicator (X2.4) has an average (mean) respondent's assessment of 4.15 which is in the very high category. then the fifth indicator (X2.5) has an average (mean) respondent's assessment of 4.47 which is in the very high category. then the sixth indicator (X2.6) has an average (mean) respondent's assessment of 4.65 which is in the very high category. then the seventh indicator (X2.7) has an average (mean) respondent's assessment of 4.57 which is in the very high category. then the eighth indicator (X2.8) has an average (mean) respondent's assessment of 2.51 which is in the very high category. then the ninth indicator (X2.9) has an average (mean) respondent's assessment of 4.25 which is in the very high category. And finally the tenth indicator (X2.10) has an average (mean) respondent's assessment of 4.33 which is in the very high category.

Academic cheating analysis results

The results of the descriptive analysis of the academic cheating variable in table above show that the average value (mean) is greater than the standard deviation so that the respondents' assessment of all indicators is in the very high category, which means that the cause of the data shows normal results and does not cause bias and there are still many students University of Prof.Dr. Moestopo (Religious) who commits academic fraud. This can be seen starting from the first indicator (Y.1) with an average (mean) of 2.48 which is in the very high category and includes the indicator with the highest respondent's assessment. Furthermore, the second indicator (Y.2) has an average (mean) respondent's assessment of 3.07 which is in the very high category. Then the third indicator (Y.3) has an average (mean) respondent's assessment of 3.34 which is in the very high category. Furthermore, the fourth indicator (Y.4) has an average (mean) respondent's assessment of 3.23 which is in the very high category. then the fifth indicator (Y.5) has an average (mean) respondent's assessment of 32.24 which is in the very high category. Furthermore, the sixth indicator (Y.6) has an average (mean) respondent's assessment of 32.45 which is in the very high category. then the seventh indicator (Y.7) has an average (mean) respondent's assessment of 2.63 which is in the very high category. then the eighth indicator (Y.8) has an average (mean) respondent's assessment of 2.29 which is in the very high category. then the ninth indicator (Y.9) has an average (mean) respondent's assessment of 2.51 which is in the very high category. And lastly, the tenth indicator (Y.10) has an average (mean) respondent's assessment of 2.37 which is in the very high category.

Data Quality Test Results

The validity test used is by looking at the Correlated Item-Total Correlation value, then comparing the value of rcount with rtable for the degree of freedom (df) 100, with an alpha of 5%, resulting in an rtable value of 0.105 with the following criteria:

- 1) If the value of rcount > rtable (0.105), then it is said to be valid
- 2) If the value of rcount < rtable (0.105), then the statement item is invalid

Table 2. The Result of Religious Moral Validity Test

The Result of Religious Moral Validity Test (X1)						
Correlations						
		X1.1	X1.2	X1.3	X1.4	TOTAL.X 1
X1.1	Pearson Correlation	1	.750**	.608**	.534**	.833**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	350	350	350	350	350
X1.2	Pearson Correlation	.750**	1	.667**	.651**	.887**
	Sig. (2-tailed)	.000		.000	.000	.000

	N	350	350	350	350	350
X1.3	Pearson Correlation	.608**	.667**	1	.725**	.875**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	350	350	350	350	350
X1.4	Pearson Correlation	.534**	.651**	.725**	1	.851**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	350	350	350	350	350
TOTAL.X 1	Pearson Correlation	.833**	.887**	.875**	.851**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	350	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Academic Integrity Validity Test Results

Academic Integrity Validity Test Result (X2)												
Correlations												
		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	TOTAL.X2
X2.1	Pearson Correlation	1	.350*	.472*	.548*	.314*	.181*	.240*	.294*	.474*	.429**	.691**
	Sig. (2-tailed)		.000	.000	.000	.000	.001	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.2	Pearson Correlation	.350*	1	.209*	.182*	.164*	.009	.050	.721*	.272*	.172**	.603**
	Sig. (2-tailed)	.000		.000	.001	.002	.868	.348	.000	.000	.001	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.3	Pearson Correlation	.472*	.209*	1	.606*	.353*	.348*	.388*	.172*	.499*	.486**	.674**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.001	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.4	Pearson Correlation	.548*	.182*	.606*	1	.405*	.423*	.460*	.220*	.551*	.528**	.729**
	Sig. (2-tailed)	.000	.001	.000		.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.5	Pearson Correlation	.314*	.164*	.353*	.405*	1	.525*	.485*	.179*	.442*	.398**	.603**
	Sig. (2-tailed)	.000	.002	.000	.000		.000	.000	.001	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350

X2.6	Pearson Correlation	.181*	.009	.348*	.423*	.525*	1	.689*	-.018	.322*	.452**	.500**
	Sig. (2-tailed)	.001	.868	.000	.000	.000		.000	.740	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.7	Pearson Correlation	.240*	.050	.388*	.460*	.485*	.689*	1	.021	.412*	.547**	.564**
	Sig. (2-tailed)	.000	.348	.000	.000	.000	.000		.691	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.8	Pearson Correlation	.294*	.721*	.172*	.220*	.179*	-.018	.021	1	.273*	.168**	.590**
	Sig. (2-tailed)	.000	.000	.001	.000	.001	.740	.691		.000	.002	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.9	Pearson Correlation	.474*	.272*	.499*	.551*	.442*	.322*	.412*	.273*	1	.688**	.741**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
X2.10	Pearson Correlation	.429*	.172*	.486*	.528*	.398*	.452*	.547*	.168*	.688*	1	.701**
	Sig. (2-tailed)	.000	.001	.000	.000	.000	.000	.000	.002	.000		.000
	N	350	350	350	350	350	350	350	350	350	350	350
TOTAL X2	Pearson Correlation	.691*	.603*	.674*	.729*	.603*	.500*	.564*	.590*	.741*	.701**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350	350	350	350	350	350

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Results of Academic Fraud Validity Test

Result of Academic Fraud Validity Test (Y)												
Correlations												
		Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8	Y.9	Y.10	TOTAL Y
Y.1	Pearson Correlation	1	.455*	.552*	.510*	.499*	.399*	.549*	.536**	.428*	.475*	.747**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.2	Pearson Correlation	.455**	1	.415*	.492*	.365*	.336*	.460*	.357**	.337*	.367*	.630**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350

Y.3	Pearson Correlation	.552**	.415*	1	.649*	.351*	.287*	.486*	.427**	.269*	.367*	.677**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.4	Pearson Correlation	.510**	.492*	.649*	1	.364*	.304*	.482*	.466**	.298*	.387*	.692**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.5	Pearson Correlation	.499**	.365*	.351*	.364*	1	.677*	.517*	.631**	.514*	.550*	.756**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.6	Pearson Correlation	.399**	.336*	.287*	.304*	.677*	1	.458*	.527**	.432*	.488*	.679**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.7	Pearson Correlation	.549**	.460*	.486*	.482*	.517*	.458*	1	.653**	.449*	.509*	.769**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.8	Pearson Correlation	.536**	.357*	.427*	.466*	.631*	.527*	.653*	1	.590*	.660*	.810**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.9	Pearson Correlation	.428**	.337*	.269*	.298*	.514*	.432*	.449*	.590**	1	.694*	.693**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	350	350	350	350	350	350	350	350	350	350	350
Y.10	Pearson Correlation	.475**	.367*	.367*	.387*	.550*	.488*	.509*	.660**	.694*	1	.761**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	350	350	350	350	350	350	350	350	350	350	350
TOTAL	Pearson Correlation	.747**	.630*	.677*	.692*	.756*	.679*	.769*	.810**	.693*	.761*	1

Y	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	350	350	350	350	350	350	350	350	350	350	350
**. Correlation is significant at the 0.01 level (2-tailed).												

Based on the table, the validity test results have been carried out on each variable in this study (religious morals, academic integrity, academic cheating) which can state that all statement items in each variable have a value of $r_{count} > r_{table}$ which means that all statement items are related. with all research variables declared valid so that each statement in the questionnaire can be used in research. Reliability test is a tool to measure the questionnaire which is an indicator of a construct or variable. A construct is said to be reliable or reliable if a person's answer to a statement is stable or consistent from time to time (Ghozali, 2006). The criteria for testing are carried out using internal consistency reliability, namely the Cronbach's Alpha technique. The basis for making reliability test decisions: (1) If Cronbach's Alpha > 0.60 then the construct is reliable; (2) If Cronbach's Alpha < 0.60 then the construct is unreliable.

Table 5. Reliability Test Results

Variabel	Cronbach's Alpha	Nilai Kritis	Keterangan
Religious Morals	0,884	0,60	Reliabel
Academic Integrity	0,823	0,60	Reliabel
Academic Cheating	0,896	0,60	Reliabel

Source: Processed primary data, 2022

Based on the table, the results of reliability tests have been carried out on each variable in this study (religious morals, academic integrity, academic cheating) which can state that all research variables have Cronbach's alpha greater than 0.60 so that the respondents' answers are related to all variables. The research is reliable and each statement in the questionnaire can be used in the study.

Classic Assumption Test Results

Normality Test Results

The normality test used in this study is the One-Sample Kolmogorov Sminorv Test (1-Sample K-S). The provisions of a regression model are normally distributed if the probability value of Kolmogorov Sminorv > 0.05 (Ghozali, 2006).

Table 6. The results of the One Sample Kolmogrov-Smirnov Test (K-S)

		Unstandardized Residual
N		350
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,54050409
Most Extreme Differences	Absolute	,045
	Positive	,039
	Negative	-,045
Test Statistic		,045
Asymp. Sig. (2-tailed)		,086 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Sumber: Data primer yang diolah, 2022

Based on the table above, the results of the normality test have been carried out with a known significance value of $0.086 > 0.05$. So it can be concluded that the residual value is normally distributed.

Multicollinearity Test Results

Multicollinearity test used to detect the presence or absence of multicollinearity can be done by looking at the variable tolerance and Variance Inflation Factor (VIF) by comparing as follows: (1) If the tolerance value is > 0.10 , then there is no multicollinearity; (2) If the value of VIF < 10.00 then there is no multicollinearity

Table 7 . Multicollinearity Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,983	2,885		7,620	.000		
	Religious Morals	-1.280	,190	-,403	-6,743	.000	,638	1,566
	Academic Integrity	,705	,074	,566	9,465	.000	,638	1,566

a. Dependent Variable: Academic Cheating

Source: Processed primary data, 2022

The results of the Multicollinearity test show that the Tolerance value in the independent variable is > 0.1, namely Religious Morals (X1) 0.638 and Academic Integrity (X2) 0.638. While the VIF value of the two variables < 10.00, namely Religious Morals (X1) 1.566 and Academic Integrity (X2) 1.566. This shows that there is no multicollinearity in the variables of Moral Religion (X1) and Academic Integrity (X2). So it can be concluded that the two variables do not occur multicollinearity.

Heteroscedasticity Test Results

The heteroscedasticity test used in this study is the Park test. The basis for decision making in this park test is if the significance probability value is > 0.05, then the regression model used does not occur heteroscedasticity. And vice versa if the significance value is < 0.05 then heteroscedasticity occurs.

Table 8. Heteroscedasticity Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,334	1,122		2,080	,038
	Religious Morals	,059	,074	,053	,793	,429
	Academic Integrity	-,028	,029	-,066	-,984	,326

a. Dependent Variable: LN_RES

Source: Processed primary data, 2022

Based on the table above, it can be seen that the significance value of the Moral Religion variable (X1) is 0.429 and Academic Integrity is 0.326. So this can indicate that all significance values are greater than 0.05 so it can be concluded that the two variables (religious morals and academic integrity) do not have heteroscedasticity symptoms.

Model Feasibility Test Results

The results of Multiple Linear Regression Analysis are used to determine how the influence of religious moral factors and academic integrity on academic cheating behavior.

Table 9. Multiple Linear Regression Test Results
Coefficients^a

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	21,983	2,885
	Religious Morals (X1)	-1,280	,190
	Academic Integrity (X2)	,705	,074

a. Dependent Variable: Academic Cheating

Source: Processed primary data, 2022

Based on table 9. above shows that the multiple regression equation obtained is as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

Information :

$$Y = \text{Academic Cheating}$$

- X1 = Religious Morals
- X2 = Academic Integrity
- A = Constant
- e = error terms
- b1 = Regression Coefficient for X1
- b2 = Regression Coefficient for X2

Academic Cheating = 21,983 + -1,280X1 + 0,705X2 + e

T . Test Results

The test results of the t statistic used in the study can be seen in table 10 below:

Tabel 10 T Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,983	2,885		7,620	,000
	Religious	-1,280	,190	-.403	-6,743	,000
	Morals			,566		
	Academic Integrity	,705	,074		9,465	,000

a. Dependent Variable: Academic Cheating

Source: Processed primary data, 2022

Based on table 10 above, this study uses a one-way hypothesis with a significance level of 0.05. Thus the level of prediction of the significance of the hypothesis is $0.05 : 2 = 0.025$.

$$T_table = t (0.025 ; 350 - 2 - 1)$$

$$= t (0.025 ; 347)$$

$$= 1.967$$

Then the results of the t test can be explained as follows:

1. The religious moral variable (X1) has a t count of -6.743 greater than t table 1.967 or $(- 6.743 < 1.967)$ with a significance value of 0.000 less than 0.05 or $(0.000 < 0.05)$ has a significant negative effect and so hypothesis one (H1) is accepted, then this shows that religious morals have no significant positive effect on academic cheating. The magnitude of the influence of religious morals on academic cheating is $(-1,280) 2 \times 100\% = 1.6\%$.
2. The academic integrity variable (X2) has a t count of 9.465 greater than t table 1.967 or $(9.465 > 1.967)$ with a significance value of 0.000 less than 0.05 or $(0.000 < 0.05)$ has a significant and positive effect so that hypothesis one (H2) is accepted, then this shows that academic integrity has a positive effect on academic cheating. The magnitude of the influence of academic integrity on academic cheating $(0.705) 2 \times 100\% = 49.7\%$.

3. F Test Results

The F statistical test in this study can be done by looking at the following provisions:

- (1) If the value of $sig < 0.05$ or $f \text{ arithmetic} > f \text{ table}$ then there is an effect of variable X simultaneously on variable Y.
- (2) If the value of $sig > 0.05$ or $f \text{ count} < f \text{ table}$ then there is no effect

The results of the F test in this study are as follows:

Tabel 11. F Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3929,268	2	1964,634	45,663	.000 ^b
	Residual	14929,590	347	43,025		
	Total	18858,857	349			

a. Dependent Variable: Kecurangan Akademik (Y)

b. Predictors: (Constant), Integritas Akademik (X2), Moral Agama (X1)

Sumber: Data yang diolah, 2022

a. Dependent Variable: Academic Cheating (Y)

b. Predictors: (Constant), Academic Integrity (X2), Moral Religion (X1)

Source: Processed data, 2022

Based on table 4.16 above, it is known that the significance value for the influence of religious morals (X1) and academic integrity (X2) simultaneously on academic cheating (Y) is $0.000 < 0.05$ and the calculated F value is $45.663 > 3.027$ F table, so it can be concluded that independent variables, namely religious morals (X1) and academic integrity (X2) together or simultaneously have a significant influence on the dependent variable, namely Academic Fraud (Y).

Model Conformity Test Results

Coefficient of Determination Test (R²)

The R² test is used to determine how far the model's ability to explain the variation of the dependent variable is. The level of accuracy of the regression is expressed in coefficients (R²) whose value is between 0 – 1. If R² is small, it means that the ability of the independent variables to explain the dependent variation is very limited. A value that is close to one, means that the independent variable provides almost all the information needed to predict the variation of the dependent variable (Ghozali, 2016). The following is a table of data processing results on SPSS (Statistical Product and Service Solutions) software for windows version 26, the results of the coefficient of determination test (R²) in this study are as follows:

Tabel 12 . The result of the coefficient of determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error Of the Estimate
1	,789 ^a	,623	,620	1,908

a. Predictors: (Constant), Academic Integrity(X2), Moral Religion(X1)

b. Dependent Variable: Academic Cheating (Y)

Based on table 12 above, it is known that the Adjusted R Square value is 0.623, this means that the influence of religious moral variables (X1) and academic integrity (X2) simultaneously on Y is 62.3% while the rest ($100\% - 62.3\% = 37.7\%$) is the influence of other variables outside the two variables in this study.

Discussion

Based on the results of the data analysis of the research conducted, it can be seen clearly that by testing, it can be explained that the hypothetical answers have an effect or not with the independent variables on the dependent variable which have been formulated as follows:

Academic Integrity Factors on Academic Cheating Behavior

Based on the results of the analysis that has been carried out in this study, it proves that the academic integrity factor as measured by the indicators of honesty, trust, fairness, responsibility and courage has a positive and significant effect on academic cheating behavior. The variable of academic integrity as measured by the honesty indicator proves that the students of the University of Prof. Dr. Moestopo (Religious) tries to do assignments, quizzes and online exams with his own abilities and does not cheat. Students do not lie to themselves or to others, especially when students are asked about their work. Maintaining honesty is a good character to avoid sin. Because in religion it is recommended that humans always behave honestly. The academic integrity variable as measured by the trust indicator proves that students in doing assignments, quizzes and online exams have high integrity. This belief is based on the student's academic responsibility in doing it, so work that is purely done by yourself, and which work is copy paste. This level of trust is very strong, meaning that if students are not consistent in carrying out good academic moral values and if it is known that fraud has occurred such as plagiarism, copy paste, and others, then the trust in academic integrity will automatically change by itself. Trust is very important for human social life. Trust being a belief between one person and another regarding intentions and behavior has a profound impact on individual behavior.

The academic integrity variable as measured by the indicator with responsibility proves that the students of the University of Prof. Dr. Moestopo (Religious) tends to be morally and academically responsible in establishing integrity. Beliefs based on students' academic responsibility state that doing assignments, quizzes and online exams is purely from their own thoughts and knowledge of learning outcomes. Students continue to try and work on the problem even though it is quite difficult. It can be said that the level of student responsibility in doing assignments, quizzes and online exams. This sense of responsibility will improve the quality of learning and increase confidence in the abilities of each student. The variable of academic integrity as measured by the indicator of courage proves that the students of the University of Prof. Dr. Moestopo (Religious) level of courage to do assignments, quizzes and online exams with great integrity. This belief is based on the statement of students who choose to refrain from cheating when working on online questions and choose to answer quizzes, assignments and online exams seriously and avoid cheating, because these students dare to take any risks and will get their grades. Courage is the triumph and the will that fear will face and turn into courage. Courage in taking risks for all efforts made with the right values and accepting whatever results are obtained, is a form of attitude with high integrity.

Religious moral factors on academic cheating behavior

Based on the results of the analysis that has been carried out in this study, it proves that religious moral factors have a negative and significant effect on academic cheating. It is proven that the moral factor of religion is measured by indicators of faith and piety of university students. Prof. Dr. Moestopo (Religious) in answering quizzes, assignments and online exams, students still violate academic morals where students know that the act is not good and believe that everything that is done related to academic cheating will always be supervised by God, even though assignments are done online or online. The religious moral variable as measured by the faith indicator proves that students' faith in online learning has a negative and significant effect on academic cheating in online learning. It is proven that in online learning, Prof. University students. Dr. Moestopo (Religious) when answering quizzes, assignments and online exams, there are still many violations of academic morals which know that the act is not good. Belief in sin and retribution received in online learning keeps students from committing unethical actions. Students who have a higher level of faith will tend to reduce the occurrence of academic fraud. To know the level of one's faith can be seen from the ability to recognize or understand religious values and make it into attitudes and behavior. Religious values will become mature characteristics, if students' religious beliefs are high automatically then their behavior will have a good moral attitude. Therefore, students will tend to avoid cheating, plagiarism, cheating, fabricating or including or falsifying authors and bibliography, using other people's work and citing information without citing sources.

The religious moral variable as measured by the taqwa indicator proves that the piety of Prof. University students. Dr. Moestopo (Religion) has a negative and significant effect, meaning that they do not act according to academic rules in carrying out or answering assignments and quizzes, there are still many cheating behaviors. Even though the task is done online or online, admitting cheating is a wrong action, everything that is done good or bad will be accounted for in the hereafter, surrender to God or everything that is done will produce the best, continue to behave honestly and trustworthy in doing something and avoid sin. If assignments, quizzes and exams are honest and in accordance with academic rules and do not commit fraud such as cheating, plagiarism, fabricating or falsifying authors and bibliography, using other people's work, and citing information without including the source, then it is morally justified by religious teachings. whatever the student holds. On the other hand, if it is done fraudulently, students will get religious moral sanctions in the form of sin. Because every sinful act must be accounted for in the hereafter to God, even the world will get a negative impact because dishonest attitudes and actions will be seen in the future, although slowly but surely.

V. CONCLUSION

The conclusions obtained from this study are as follows:

1. Based on the results of the tests that have been carried out in this study, it proves that religious moral factors have a negative and significant effect on academic cheating. This means that student academic fraud can be significantly eliminated by optimizing religious morals, in the form of a thickness of faith and piety to God according to the religion and beliefs of each student.
2. Based on the results of the tests that have been carried out in this study, it proves that the academic integrity factor as measured by the indicators of honesty, trust, fairness, responsibility and courage has a positive and significant effect on academic cheating behavior. This means that academic integrity is very important for students if they comply with academic rules by applying honesty, trust, fairness, responsibility and courage so that students can maintain academic integrity and reduce the intention to commit fraud in online learning activities.

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