RESEARCH ARTICLE

IS ACADEMIC DISHONESTY RELATED TO ACADEMIC PROCRASTINATION IN STUDENT COLLEGE?

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ABSTRACT

This study aims to determine the effect of academic procrastination on academic dishonesty in teaching and education faculties students in Indonesia. Respondents in this study were 260 students (N=260). The data collection method used the procrastination assessment scales-student ($\alpha = 0.88$) and dishonesty academic scale ($\alpha = 0.93$). Data analysis in this quantitative study uses Simple Linear Regression. The results of the analysis show that academic dishonesty affects student procrastination. F value = 53.078 with a significant level of $0.000 < 0.05$, it can be said that H_0 is rejected and H_a is accepted, so that it can be said that H_0 is rejected and H_a is accepted. From the output of R^2 value = 0.175, this value means that the effect of academic procrastination (x) on academic dishonesty (y) is 17.5%. In comparison, 82.5% of academic dishonesty is influenced by other variables that do not positively impact increasing academic procrastination carried out by a student. It will affect the increase in academic dishonesty in the student. So it can be said that there is a positive and significant influence between academic procrastination and academic dishonesty on students of the faculty of teaching and educational sciences at University X Purwokerto.

KEYWORDS

Academic Dishonesty, Academic Procrastination, Student College.

1. INTRODUCTION

Based on statistical data from the Higher Education Database of the Ministry of Research, Technology and Higher Education, it is stated that the faculty of teaching and educational sciences is the most prominent faculty with 6,127 faculties throughout Indonesia. The number of active students as of June 2021 registered is 1,371,105 students (PPDIKT Kemdikbud, June 4, 2021). Students who are educated at the faculty of teaching and educational sciences in the future are expected to become educators, where an educator must fulfill professional competence to become an educator. Becoming a teacher cannot be done by untrained and unprepared people (Sulfemi, 2019). As attached to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraphs 1, 4 states: "kompetensi yang harus dikuasai oleh calon pendidik meliputi kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional. diperoleh melalui pendidikan tinggi" (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, 2006).

Personal competence is an individual ability that reflects a steady, stable, mature, wise, and authoritative personality that becomes an example for students who have good character and has noble character (Sulfemi, 2019). The reason educators must show good character because an educator is a frontline in the formation of superior human resources, and educators have an irreplaceable role in character building in the academic field (Maryono, 2016). Therefore, qualified educators are expected to be able to become examples of good character. One of the good characters

that are part of personality competence is honesty. Students who will become educators must have honesty in themselves because before teaching honesty to their students, educators must also have good character in themselves (Dewanti, 2011). Applying academic honesty in the educational environment by prospective educators should have been used since students who become future educators should take higher education. If the honest character of prospective educators is not realized, it can be considered as not meeting the competency standards of graduates and competencies as teachers or future educators.

Based on research by Herdian & Lestari, in the PAUD teacher education study program in Indonesia, it was found that dishonesty often occurs in the academic field, including asking others to do thesis and dishonesty during exams such as cheating (Herdian and Lestari, 2018). Dishonesty among student educators will have implications for teacher behavior in the future. In practice, prospective educators or teachers must have the courage to reject academic dishonesty and dare to report it if dishonesty is found (Yendrawati and Akbar, 2019). Because teachers who cheat in testing may lack integrity in their duties to disseminate knowledge, exercise autonomy and fairness in classroom settings, and conduct assessments (Saidin and Isa, 2013). Students may be aware of ongoing dishonest behavior by their friends because they are used to the behavior. In the end, unethical behavior may appear normative to them and become part of their values (Siev and Klinger, 2019). As a result, they do not perceive dishonest behavior as behavior to be avoided, and no mechanism will direct their awareness in the opposite direction of honesty (Lovrić et al., 2020).

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Academic dishonesty is defined as a treatment or act that involves dishonesty in academics, the same as imitating, buying assignments, plagiarizing, and printing without the truth of the work of others (Shafie and Nayan, 2008). According to Pavela, academic dishonesty violates unethical behavior in executing academic assignments that include cheating, fabrication, plagiarism, and facilitating others to take actions in academic fraud (Pavela, 1997). According to a study, academic dishonesty is an act or attempt of fraud committed by students using unauthorized and unacceptable means to carry out educational work (Lambert et al., 2003). A group researcher also stated that academic dishonesty is cheating in exams, plagiarism, printing, taking unfair chances, copying recordings, and accessing the rights of others without the truth (Stuber-McEwen et al., 2009). Many factors affect academic dishonesty, including grit, academic stress and religiosity, peer pressure, intense competition between friends, and societal expectations, weak supervision during exams, digital technology, teacher pressure, learning styles (Herdian and Wahidah, 2021; Herdian et al., 2021; Pantu et al., 2020; Simpson, 2016; Ezama et al., 2015; Oran et al., 2016; Huang et al., 2015; Jurdi et al., 2011). This study refers to one of the most critical factors, namely academic procrastination (Patrzek et al., 2015).

According to academic dishonesty factors include procrastination, academic pressure, and locus of control (Arifah et al., 2018). Research conducted by on all students of Accounting Education class 2016, which amounted to 108 students, stated that procrastination positively affected students' academic dishonesty behavior (Arifah et al., 2018). As the results of research found, academic procrastination has a relationship with student academic dishonesty (Indah and Shofiah, 2012). The higher the student's academic procrastination, the higher the student's academic dishonesty. Some researchers defines academic procrastination as a tendency to delay behavior in starting or completing activities (Solomon and Rothblum, 1984). Performance becomes hampered, never completes tasks, and is often late for meetings. In other study, researchers revealed that academic procrastination is a condition experienced by a student when he has to complete various academic activities but tends to delay it to fail to meet the movement, whether it is his task or others (Ramadhan and Winata, 2016). Academic procrastination is a tendency or habit of procrastinating someone repeatedly in doing or completing academic tasks, including studying for exams, assignments, carrying out administrative tasks, and attending meetings (Bukhori and Darmu'in, 2019).

Academic procrastination is the behavior of procrastinating academic work that students repeatedly do to carry out activities that are not so important that result in school assignments being done at the end of time and experiencing delays or studying at the end of the day—exams. This condition causes anxiety or panic (Faujiah et al., 2018). According to a study, students' procrastination behavior is carried out by students on formal tasks related to literary studies, such as school assignments (Ferrari et al., 1995). Procrastination is a person's tendency to delay starting or completing an important task or thing by doing other activities so that performance is hampered, unable to complete tasks on time. It is often late when attending meetings (Solomon and Rothblum, 1984).

A student who performs academic procrastination will delay starting or completing his assignment. This is what influences students to commit academic dishonesty in achieving their academic assignments. When a student demands to get perfect results, students tend to commit academic dishonesty, such as cheating, plagiarism, and collaboration. Based on this description, academic dishonesty and academic procrastination are exciting problems to be investigated further, so that the research problem in this study is: "Is there any effect of academic procrastination on academic dishonesty in teaching and education faculty students?". This study aims to examine the effect of academic procrastination on academic dishonesty in the faculty of teaching and education.

2. MATERIAL AND METHOD

This study uses a quantitative method with the independent variable is academic procrastination, and the dependent variable is academic dishonesty. The population in this study were students of the faculty of teaching and education at the university x Purwokerto, Indonesia, with a sample of 260 active students who were conducting lectures ($N = 260$). The academic dishonesty scale uses the academic dishonesty scale ($\alpha = 0.93$) with a total of 14 items based on aspects of academic dishonesty developed by among others: fraud, unauthorized collaboration, and plagiarism (Stone et al., 2010; McCabe and Trevino, 1993; Ampuni et al., 2019). This scale uses only one type of statement, namely in the form of explicit information.

The research instrument used the Procrastination Assessment Scales-Student (PASS) ($\alpha = 0.88$) developed, based on the Academic Procrastination indicator proposed (Solomon and Rothblum 1984; Grafiyana, 2020). The dimensions are being late for writing assignments, delaying studying when facing exams, postponing reading activities, delaying the implementation of administrative tasks, delaying attending face-to-face, delaying overall academic performance. This scale is divided into two parts. The first part is the prevalence of academic procrastination in 6 areas. The second part is the reasons for academic procrastination, which consists of 32 items.

3. RESULT

Based on the data obtained, it was found that the average (mean) for the academic procrastination variable was 24.75, with a standard deviation of 7.11. The research findings showed that 9.6% (25 people) of the subjects had low academic procrastination, 33.5% (87 people) had moderate academic procrastination, and 9.2% (24 people) had very high academic procrastination. Descriptive data shows the average (mean) of academic dishonesty is 24.76, with a standard deviation of 13.10. It was also found that 26.9% (70 people) had low academic dishonesty, 54.2% (141 people) had moderate academic dishonesty, and 6.9% (18 people) had very high academic procrastination.

Before testing the hypothesis, we tried the assumptions, which included tests for normality and linearity, as shown in table 2—testing the normality of the distribution of data scores using the Kolmogorov-Smirnov test with the help of the SPSS for Windows 25 computer program. The level of significance used as the basis for rejecting or accepting a normal decision or not a distribution is alpha (α) 0.05. Based on the results obtained, the variables of academic dishonesty and academic procrastination data are typically distributed because the significance value $> \alpha$ 0.05, the significance of both is $0.164 > 0.05$. Besides that, table 2 showed that the linearity test performed using the ANOVA table, the F value was 1.351 with a significance value (p) of 0.067, so it can be concluded that the data is linear because it shows a significance (p) more significant than ($0.067 > 0.05$).

Table 1: Normality and Linearity Test			
X	Y	P	Interpretation
Academic Procrastination	Academic Dishonesty	0,164	Normal
		0,067	Linear

Based on the study results, based on table 2, the significance test (f test) on the simple linear regression technique was carried out to test whether the independent variable affected the dependent variable. F count regression $> F$ table (4.03) or if the significance value (p) of F count $< (0.05)$. It is known that the calculated F value = 52.651 with a significant level of $0.000 < 0.05$, then the regression model can be used to predict or, in other words, there is an influence of the academic procrastination variable (X) on the academic dishonesty variable (Y).

Table 2: F Test						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2241,144	1	2241,144	52,651	,000b
	Residual	10556,472	248	42,566		
	Total	12797,616	249			
a. Dependent Variable: AD						
b. Predictors: (Constant), PASS						

Based on table 3. The regression equation $Y = 1.919 - 0.233 X$. The equation shows that the constant is 1.919, which means that if there is no increase in the value of the academic procrastination variable, the consistency value of academic dishonesty is 1.919. The regression coefficient of 0.233 means that if there is an increase in academic procrastination, there will be an increase of 0.233 in academic dishonesty.

Table 3: Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,919	3,173		,605	,546
	PASS	,233	,032	,418	7,256	,000

a. Dependent Variable: AD

Thus the hypothesis of this study states that academic procrastination has a positive effect on academic dishonesty because the regression coefficient value is positive (+), accepted. Based on table 4. Academic procrastination contributes to academic dishonesty in teaching and education faculty by 17.5% (R square = 0.175).

Table 4: Coefficient Value R Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,418a	,175	,172	6,524

a. Predictors: (Constant), PASS

4. DISCUSSION

The results showed that academic procrastination significantly influenced academic dishonesty in teaching and educating Purwokerto, Indonesia. The results of this study are supported by the research, who researched students of Accounting Education class 2016, a total of 108 (Arifah et al., 2018). The results prove that procrastination has a positive effect on students' academic dishonesty behavior. Following research, academic procrastination correlates with students' academic dishonesty (Indah and Shofiah's, 2012). Procrastination behavior towards academic assignments can have an impact on academic dishonesty. Our results show that procrastination has a significant effect on this unethical behavior.

Generally, students who procrastinate do not prepare many things for their academics, including academic assignments and preparation before facing exams. This is what ultimately causes anxiety and panic to the inability of students to meet exams, which can decide to cheat in the end (Faujiah et al., 2018). This research implies that it is time for universities to intervene in students who commit academic dishonesty. One of them is self-regulation training, emotional training. Following the analysis, which proves that there is a decrease in academic procrastination behavior after being given self-regulation training with $t = 6.968$ ($> t$ table = 1.66298); p -value = 0.000 ($p < 0.05$), and the results of Musslifah's research (2018) which proves that emotional regulation skills training has a significant effect in reducing academic procrastination behavior for final year students who are completing the thesis (Putri et al., 2020).

5. CONCLUSION

The study results prove that academic procrastination affects the academic dishonesty of the students of the Faculty of Teacher Training and Education, University of X Purwokerto, Indonesia. This means that the research hypothesis is accepted. This can be interpreted that the higher the academic procrastination carried out by students, the higher the students will also commit acts of academic dishonesty. Based on these results, it is expected that educational institutions can handle this harmful behavior to be prevented so that it can form students, especially students of the teaching and education faculty, who will become educators who have good and honest characters.

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