

Self-Efficacy, Goal Orientations, and Religious Moral Orientations on Academic Dishonesty

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Abstract

This study aimed to examine the prediction of self-efficacy, goal orientations, and religious moral orientations on academic dishonesty. The design used in this study was explanatory correlational research design. On the one hand, the samples were gathered through cluster random sampling technique and resulted 275 students. The results showed that: (1) self-efficacy possessed significant influence on academic dishonesty ($\beta = -0,141$; $p < 0.05$). (2) Mastery goals and Performance goals influenced academic dishonesty ($\beta = -0.21$; $p < 0.05$ and $\beta = 0.34$; $p < 0.05$). (3) Religious moral orientations contributed no significant influence on academic dishonesty ($\beta = -0,102$; $p > 0.05$). In conclusion, this study gives understanding to counselors regarding the prediction of the involvement of self-efficacy, goal orientations, and religious moral orientations on academic dishonesty.

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INTRODUCTION

Academic dishonesty is an act by a student such as manipulating or violating rules decided in examinations or tasks and done either intentionally or unintentionally (McCabe, Treviño, and Butterfield, 2001). Meanwhile, cheating behavior according to Athanasou, and Olasehinde (2002) is to cheat by obtaining, giving, or receiving information from others; cheating by violating religious norms and using restricted materials or information. Further, Taylor (in Money, 2008) views academic dishonesty as unethical behaviors done intentionally.

The consequences of academic dishonesty will arise in students' behaviors or characters who are unconfident, undisciplined, irresponsible, uncreative, lack achievement, lazy to read textbooks and prefer to make small notes for cheating material (Mulyawati, Masturoh, Anwaruddin, Mulyati, Agustendi, and Tartila, 2010). Whereas, factors that influence academic dishonesty on students are still very high. This can be seen through the factors of academic self-efficacy as the most dominant and mean empirical factors (Purnamasari, 2013).

The results of studies about academic dishonesty as mentioned above are mostly experienced by students at Vocational High School (SMK) Kedungtuban Blora. Therefore, guidance and counseling teachers needed to solve this problem to stop the continuation of this phenomenon by other students. Some ways that can be done are such as by improving self-efficacy, goal orientations, and religious moral orientations.

Based on Bandura (1997), self-efficacy is individuals' beliefs on their abilities to complete particular tasks successfully. Bandura (in Suprayogi, 2007) states that a person who has a high level on his abilities would view difficult tasks as challenges which need to be mastered, not as threats to avoid. Conversely, students who have a low level of self-confidence will do academic dishonesty in doing examinations (Pudjiastuti, 2012).

Ames, and Archer (in Pintrich, and Schunk, 1996) defines goal orientations as the integration of beliefs which differently leads to approach, involvement, and ways to cope with the achievement situation. Stipek (in Suprayogi, 2007) argues that goal orientation is a part of cognitive factors in a motivation that becomes a trigger for individuals to draw to and go away from objects. Also, goal orientation is the pattern of beliefs about goals that direct to achievement in school (Woolfolk, 2009).

Ames, and Archer (in Pintrich, and Schunk, 1996) calls goal orientation as mastery orientation and performance orientation. Children who acquire mastery orientation will focus on their tasks rather than abilities they have. They have positive attitudes (enjoying challenges) and create strategies which are oriented to solvers to improve their performances (Anderman, Maehr, Midgley, 1996; in Santrock, 2008). Meanwhile, performance goal orientation will lead students to learn merely in order to obtain good scores or teacher, friends, and parents' compliments. (Ames, and Archer, 1988).

Kohlberg (1973) explains that moral leads to a concept about bad or good ideas that are agreed upon and become commitments, individual, and manage individuals' behaviors regarding their relationship with society and social group. According to Hasan (2006), religion is a belief in the power of a substance that regulates the universe. This definition is a part of moral because moral regulates all good deeds and needs to be done, as well as bad deeds to avoid. For more, religion also regulates good or bad behaviors. Psychologically, it also belongs to moral. Additionally, things that belong to moral cover manners, politeness, and other social norms.

Allport, and Ross (1967) distinguishes religiosity into two groups, namely intrinsic and extrinsic. Intrinsic religiosity shows that religions are carefully thought and taken seriously as an end. Meanwhile, extrinsic religiosity views religions as means of achieving self-centered goals. Alternatively, an individual who has extrinsic religiosity will immediately responds worldly external factors that influence him. Other

than that, religious moral is a moral that concerns about the relationship between humans and the God they believe. It covers: believing in God's power, believing in the existence of the God, surrendering to the God, and begging forgiveness of the God (Sulistiyorini, 2011).

The purpose of this study was to analyze the influence of self-efficacy, goal orientations, and religious moral orientations on academic dishonesty. It was expected that from this study a psychological dynamics model of the relationship between self-efficacy, goal orientations, and religious moral orientations could be obtained in predicting academic dishonesty. This study is important because the results of this study were expected to be used as input in reducing student academic dishonesty.

METHODS

The design used in this study was correlational design by employing Cluster Random Sampling to ample the students of Vocational Schools in Kedungtuban Sub-district Blora. At last, the samples involved in this study were 275 students (151 female and 124 male). All instruments utilized were processed through validity and reliability tests. Also, academic dishonesty scale consists of 34 items developed from 3 indicators, namely giving, taking and receiving; using materials, and utilizing one's weaknesses. Besides, the reliability of this instrument used Cronbach Alpha of .936.

Self-efficacy scale of 40 items was developed from 2 indicators, namely academic self-efficacy and academic self-regulation. The reliability of this instrument used Cronbach Alpha of 0.964. For more, goal orientation scale consists of 30 items and is developed from 2 indicators, namely mastery goal, and performance goal. The reliability of this instrument used Cronbach Alpha of 0.922. Next, religious moral orientation scale consists of 20 items and is developed from 2 indicators, namely values related to the God, and values related to the afterlife. The reliability of this instrument used Cronbach Alpha of 0.918. Overall used

Likert scale scoring, namely 1 (very suitable) up to 4 (very unsuitable).

RESULTS AND DISCUSSION

Based on the results of the descriptive statistical test, it was known that the amount of academic dishonesty obtained (mean = 88.43; SD = 11.31). Self-efficacy (mean = 92.17; SD = 9.04). Mastery goals (mean = 31.4; SD = 3.78), and performance goal (mean = 40.38; SD = 4.7). Meanwhile, the religious moral orientations obtained (mean = 41.61; SD = 6.68). Moreover, the whole description of the results of this study can be seen in Table 1. This table displays the mean, standard deviation, and some study samples.

Table 1. Descriptive Statistical Test (N = 275)

| Variables | Mean | Standard deviation |
|-----------------------------|-------|--------------------|
| Academic dishonesty | 88.43 | 11.31 |
| Self-efficacy | 92.17 | 9.04 |
| Mastery goals | 31.40 | 3.78 |
| Performance goal | 40.38 | 4.77 |
| Religious moral orientation | 41.61 | 6.68 |

The results of the regression test showed that self-efficacy, mastery goals, performance goal and academic dishonesty acquired ($R = 0.47$, $p = 0.001$). The contribution of the effectiveness of all predictors were 22% for the samples ($R^2 = 0.22$) in explaining academic dishonesty.

Furthermore, self-efficacy negatively predicted academic dishonesty ($\beta = -0.131$; $p < 0.05$). The same also went to mastery goals which negatively predicted academic dishonesty ($\beta = -0.204$; $p < 0.05$). Meanwhile, performance goal had a relationship with academic dishonesty ($\beta = 0.325$; $p < 0.05$). On the other hand, religious moral orientations negatively predicted academic dishonesty ($\beta = -0.098$; $p > 0.05$).

Table 2. The Results of Multiple Linear Regression Analysis of Academic Dishonesty

| Predictors | β | t | p |
|------------------------------|---------|-------|--------|
| Self-efficacy | -0.14 | -2.17 | < 0.05 |
| Mastery goals | -0.21 | -3.41 | < 0.01 |
| Performance goal | 0.34 | 5.64 | < 0.01 |
| Religious moral orientations | -0.10 | -1.61 | > 0.05 |

Based on Table 2, the results of multiple linear regression tests showed that self-efficacy negatively predicted academic dishonesty ($\beta = -0.14$; $t = -2.17$; $p < 0.05$). Likewise, mastery goals negatively predicted academic dishonesty ($\beta = -0.21$; $t = -3.41$; $p < 0.05$), while performance goals predicted positively against academic dishonesty ($\beta = 0.34$; $t = 5.64$; $p < 0.05$). However, religious moral orientation predicted negatively towards academic dishonesty ($\beta = -0.10$; $t = -1.61$; $p > 0.05$).

By referring to the results of hypothesis testing, it was known that the four predictors in this study, namely self-efficacy, mastery goals, performance goals, and religious moral orientation, together correlated with academic dishonesty. Meanwhile, when further correlated, each predictor of self-efficacy, mastery goal and religious moral orientation had a negative correlation with academic dishonesty. Conversely, the performance goal gained a positive correlation with academic dishonesty.

The results of this study were supported by Pudjiastuti (2012) who states that there is a relationship between self-efficacy and cheating behavior. The higher the student's self-efficacy, the lower the cheating behavior. Also, Kusrieni (2014) mentions that there is a relationship between self-efficacy and cheating behavior found in the tenth-grade students of Senior High School 4 Yogyakarta.

Hendra (2012) describes the existence of a very significant relationship between self-efficacy and goal orientations on students' cheating behavior. For more, Widyaningsih, and Budiningsih (2016) conducted a study at Senior High School 1 Godong and found that when high mastery goals accompany self-efficacy, they will enable students to do tasks without hesitation, but if low-performance goals accompany low self-efficacy, the tendency to cheat will increasingly high.

The findings of this study are consistent with the studies of Purnamasari (2013); Pamungkas (2014); Zamzam, Mahdi, and Ansar (2017) which state the level of religiosity influences academic dishonesty. This result shows that the level of religiosity negatively

influences academic dishonesty. It means that when students own high level of religiosity, it is still possible for them to commit academic dishonesty.

In this study, however, almost all predictors had significant level except for religiosity. It was because the subjects of this study prioritized *akhlak* (a good character in Islam), namely how individuals act with the rules of their religion, how they relate to their world, especially with other humans. Akhlak is a deed covering helpful action, cooperation, no stealing, no corruption, no cheating.

The findings of this study also provide facts that academic dishonesty developed from students' socialization processes. The desire to be seen as competent and accepted by social environment as well as supported by the low level of independence made students consider themselves need to do academic dishonesty in a learning activity, particularly school examinations. If educators would like to reduce students' cheating behaviors, therefore, students need to be trained to develop their skills and objective self-confidence. The same also goes for students' religious moral development.

The implication is that guidance and counseling has a role as a preventive function which always struggles for anticipating any possible problems and preventing them from counselees as well as understanding function to make counselees have self-understanding on themselves (potentials), and surrounding environment (education and occupations).

School counselors or guidance and counseling teachers are required to understand students' characters in a problem-solving the situation of the problems experienced by the students. About this study is how Vocational High School students can master their abilities and think critically in facing various problems.

The findings of this study have proved that self-efficacy, mastery goals and performance goals had a significant influence on academic dishonesty. However, these findings still had limitations in it regarding the unclear elaboration about religious moral orientation as one of the factors that influence the dishonesty.

CONCLUSION

Based on the results of the study, several conclusions are drawn, namely: self-efficacy and goal orientations have a significant influence on academic dishonesty, while religious moral orientation has no significant effect on it.

According to the findings, guidance and counseling teachers are suggested to plan Guidance and Counseling programs in order to prevent any cheating behaviors by students, and improve the implementation of the service, especially in the group and individual services, not only regarding quantity but also of quality. For more, the future researchers are recommended to be able to conduct studies regarding religious morality arose by students about cheating behaviors.

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