

Differences in Academic Dishonesty Viewed from Gender and School Majors

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Abstract

A common thing done by students to get a good score is to cheat. This study aimed at examining the differences in academic dishonesty viewed from gender and majors in vocational high school (SMK) students throughout Godong Sub-district in Grobogan Regency. It involved 286 students. Their data were analyzed using a two-way anova test. Findings showed that (1) there found a difference in the academic dishonesty viewed from majors in which the electric power installation engineering department had the lowest academic dishonesty rate and the computer network engineering major had the highest academic dishonesty rate (2) there was no difference in academic dishonesty based on the type gender (3) there were differences in the level of interaction of academic dishonesty in terms of majors and gender, namely students in the electric power installation engineering department had the lowest level of academic dishonesty than the other groups. It can be concluded that there are differences in the level of academic dishonesty in terms of affairs, there are no differences in academic dishonesty based on gender and there are differences in the interaction between the level of academic dishonesty in terms of majors and gender.

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INTRODUCTION

Academic dishonesty can be found at any level of educational institution and is a serious problem that should be addressed immediately. If this problem is ignored, there is a possibility that this will be the beginning of bigger dishonesty. Lawson (2004) shows that most students who cheat at school will still engage in unethical behavior when entering the business world (work). They also believe that people who fail to do business in an ethical manner will act unethically to advance their careers.

According to McCabe & Trevino (1997) academic dishonesty among high school students is more common than university students. Galloway (2012) revealed that students at the high school levels stated that they were forced to cheat to prove the progress in the academic they have obtained. This opinion is proven by a study by Desi et al., (2018) which shows that there are indications of cheating by students of SMA Swasta Sriwijaya Medan in grade ten and eleven. Cheating behavior is categorized into three groups, in the large category 69 students show dishonesty in the form of copying friends' answers, late assignments submission for certain reasons and copy from small notes on exams.

Other forms of dishonesty have also occurred recently during online learning. Reporting from the news Intense. news (2020) at least 55 students from SMA Negeri 15 Padang were found to have cheated while taking online tests, causing the exam system to be locked. Barzegar & Khezri, (2012) report that the types of cheating committed by students include copying answers from other students, receiving answers from others, asking permission to view other students' answers during quizzes or tests, copying from the novel at the time of the test while the type of the test is closed book. Other forms are such as copying answers from the back of the card, copying the work of a friend, miswriting from what is seen, heard, and tried.

The academic dishonesty most often committed by students is violation of the rules in completing exams or assignments, helping other

students to get answers using any means in exams or assignments in a dishonest way, and reducing the expected accuracy of student performance. Cheating in the classroom includes using notebooks during tests, copying answers from other students' work, letting other people copy homework, plagiarizing, and so on.

According to McCabe & Trevino (1997) academic dishonesty is influenced by several factors, one of which is individual differences. Individual differences cover age, gender, parental education, and achievement. The results of a study conducted by Hasanah (2016) have revealed that there is a gender relationship to academic dishonesty. The observation done to 247 university students in the city of Malang shows that gender has a significant relationship with academic dishonesty.

Based on previous studies, it was found that male students show more academic dishonesty than female students (Bowers, 1964; Roskens & Dizney, 1966). McCabe & Trevino (1997) explain the relationship between gender and academic dishonesty through gender role socialization theory, namely women are more likely to be socialized in obeying rules than men. Nevertheless, the relationship between these two variables is still being investigated further. According to (McCabe & Trevino, 1997) concerning individual and contextual influences on academic dishonesty, there found some differences in the results of academic dishonesty research based on gender. Meanwhile, there is also a study conducted by Lipson and McGavers showing that there is no significant difference between men and women in terms of academic dishonesty.

There is even a study conducted by Antion & Michael which concludes that women commit academic dishonesty more than men. However, McCabe & Trevino (1997) study which investigated academic dishonesty based on gender and academic dishonesty at multiple campuses found a much lower cheating rate in women. Differences in the results of academic dishonesty based on gender are also shown in a study done in Indonesia, such as that of Herdian, (Herdian et al., 2019) which observed

95 student respondents and found no high differences in dishonesty between women and men.

Based on the above explanation, the present study attempted to examine the practice of academic dishonesty viewed from gender and majors in SMK students. It is expected to enrich the literature discussing academic dishonesty from the perspectives of gender and majors of study.

The findings of this study are expected to contribute to students' understanding of academic dishonesty. It can also be used as a reference in the development of personal areas related to academic dishonesty which can be provided through services in individual, classroom or group formats. This study was specifically directed to find out (1) differences in the level of academic dishonesty in terms of majors (2) differences in academic dishonesty based on gender (3) differences in the level of interaction of academic dishonesty in terms of majors and gender.

METHODS

This study was done by analyzing the academic dishonesty in terms of gender and majors. The population in this study were some SMK in Godong Sub-district in Grobogan Regency. The sample size in this study was calculated using the Harry King nomogram formula with a total sample of 286.

In the data collection, the scale used in this study was obtained from the adaptation processes, including: (1) Translation stage; (2) Synthesis stage of translation results; (3) Back translation stage; (4) Experts judgments; (5) Field trial.

The scale used in this study was adapted from (Bashir & Bala, 2018), namely the Academic Dishonesty Scale (ADS) which consists of 23 items. On the Academic Dishonesty Scale (ADS) it consists of aspects of cheating in examination, plagiarism, outside help, prior cheating, falsification and lying about academic assignments. This scale was scored

using the Likert method with a score range of 1 to 4.

The collected data in this study were analyzed in terms of hypothesis testing using the two-way ANOVA test with which previously have been through the normality and homogeneity tests in SPSS program.

RESULTS AND DISCUSSION

The description of the data specifically presents the intercorrelation of the mean and standard deviation of majors and gender. The results of the descriptive analysis showed that the mean of apparel design major got (M=61.16;SD=10.599), electric power installation major got (M=58.41;SD=9.898), accounting major got (M=59.82;SD= 10.563), computer and network engineering major got (M=62.18;SD=9.716). The results of descriptive statistics for all variants showed that the mean value (M) was greater than the Standard Deviation (SD) value. A higher mean value can be interpreted as a good response to the distribution of data.

Tabel 1 Data Description

JR	JK	Mean	SD
TB	P	61.16	10.60
	Total	61.16	10.60
TITL	L	58.69	9.67
	P	38.00	.
	Total	58.41	9.90
AK	P	59.82	10.56
	Total	59.82	10.56
TKJ	L	61.85	9.98
	P	63.83	8.38
	Total	62.18	9.72
Total	L	60.16	9.90
	P	60.59	10.55
	Total	60.39	10.24

JR: Majors; JK:Gender; SD:Standard Deviation L:Male; Q:Female; TB: Apparel design; TITL: Electric Power Installation Engineering; AK: Accounting; TKJ: Computer and Network Engineering.

The next step was performing the normality test and homogeneity test. Since the normality test using the Komogorov Smirnov indicated normally distributed data, homogeneity test was carried out through the Test of Homogeneity of Variances. It showed that the data were homogeneous or had the same variance. Further testing was carried out using a two-way ANOVA test or two-way ANOVA. The results of the two-way ANOVA analysis are in Table 2 as follows.

Tabel 2 Hasil Analisis Two Way Anova

Kelompok	M	SD	F	p
Gende r	M	60.16	1.66	> 0.05
	F	60.59	10.55	
Major	TB	59.19	9.43	
	TITL	56.99	10.68	7.72 < 0.05
	AK	61.28	9.30	
	TKJ	63.99	10.26	0
GxJ	-	-	1.77	< 0.05

M:Male; F:Female; TB: Apparel design; TITL: Electric Power Installation Engineering; AK: Accounting; TKJ: Computer and Network Engineering; GxJ: Gender&Major

Based on the results of the two-way ANOVA analysis in table 2, it was known that (1) there was no difference between male and female gender ($F = 1.66$; $p > 0.05$), (2) there was a difference in the level of academic dishonesty in terms of majors ($F = 7.72$; $p < 0.05$), (3) there were differences in the level of academic dishonesty interaction in terms of majors and gender ($F = 1.77$; $p < 0.05$). Furthermore, the differences in academic dishonesty in terms of majors are presented in table 3:

Tabel 3 Pairwise Comparisons

Group	Mean Difference	SE	p
TB-TITL	12.82	5.25	> 0.05
TB-AK	1.35	1.72	> 0.05
TB-TKJ	-1.68	2.02	> 0.05
TITL-AK	-11.47	5.25	> 0.05
TITL-TKJ	-14.50	5.35	< 0.05
AK-TKJ	-3.03	2.00	> 0.05

Ex: Group; SE: Standard Error; p: Significance; TB: apparel design; TITL:Electric Power Installation Engineering; AK:Accounting; TKJ: Computer Network Engineering;

Based on the results of the analysis in table 3, it can be seen that (1) there was no academic dishonesty difference in the students majoring in apparel design and electric power installation engineering ($p > 0.05$), (2) there was no academic dishonesty difference in the students majoring in apparel design and accounting ($p > 0.05$), (3) there was no academic dishonesty difference in the students majoring in apparel design and computer and network engineering ($p > 0.05$), (4) there was no academic dishonesty difference in the students majoring in apparel design and accounting ($p > 0.05$), (5) there was an academic dishonesty difference in the students majoring in electric power installation engineering and computer and network engineering ($p > 0.05$), and (6) there was no academic dishonesty difference in the students majoring in accounting and computer and network engineering ($p > 0.05$).

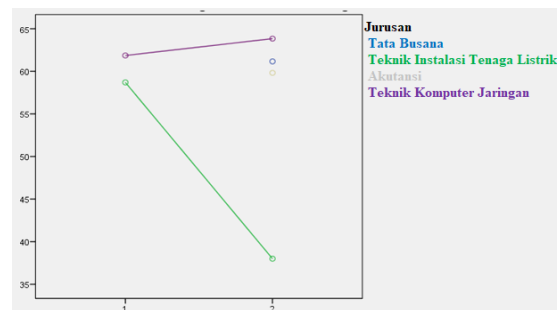


Figure 1: the moderating effect of GxJ on academic dishonesty

Based on figure 1 the students who had the lowest level of academic dishonesty were female students in the electric power installation engineering department, while the others had no difference.

The previous results have confirmed that there was no difference between majors and gender. These results are in line with a study by Sumaatmadja (2008). Wfy (2010) in his study shows that there are differences in the form of plagiarism between students of the Faculty of Science and Technology and Faculty of Social and Political Sciences students, namely the students in the Faculty of Science and Technology (FST) commit plagiarism higher than non-exact students, namely FISIP, whereas (Carpenter et al. al., 2006) found that more than 96% of engineering students proved that they were involved in at least one behavior defined as academic dishonesty or unethical behavior during the lecture process.

There found no difference in the academic honesty by male and female genders. The results of this study are in line with previous studies conducted by Davis et al (1992), (Aiken et al., 1991), and (Herdian et al., 2019) which state that there is no high difference between men and women in showing academic dishonesty. It is in contrast to a study by (McCabe & Trevino, 1997) that male students tend to commit academic dishonesty than female students. The differences in these findings indicate unique conditions in each population and various factors underlying the dishonesty.

Another finding was there were differences in academic dishonesty between genders and majors. Students who had the lowest level of academic dishonesty were female students in the electric power installation engineering department, while the other major gained similar mean and no difference.

CONCLUSION

After investigation the academic dishonesty by SMK students in the Godong Sub-district in Grobogan Regency, it can be concluded that there are differences in the level

of academic dishonesty in terms of majors where the Electrical Power Installation Engineering Department has the lowest academic dishonesty rate and the Computer Network Engineering Department has the highest academic dishonesty rate. Second, there is no difference in academic dishonesty based on gender and there are differences in the level of interaction of academic dishonesty in terms of majors and gender, where students in the electric power installation engineering department have the lowest level of academic dishonesty than the other groups.

Based on the findings, the differences in academic dishonesty happened in the aspect of majors. This can be a topic for further studies regarding how big the role of the department is in academic dishonesty so that it can become information in an effort to overcome student academic dishonesty in the educational environment.

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