REGRESSION ANALYSIS OF RELIGIOUS COMMITMENT ON ACADEMIC DISHONESTY IN WEST JAKARTA STATE HIGH SCHOOL STUDENTS

Latifa Rahmanita[1]*, Rahmah Hastuti [2]

[1,2,]Universitas Tarumanagara

Email :
[1] latifa.705200211@stu.untar.ac.id [2] r.hastuti@untar.ac.id

Abstract

This research aims to determine the influence of religious belief or commitment on academic dishonesty behavior among public high school students in West Jakarta. A sample of 259 students aged 14-17 years was collected through visits and conducting surveys. Data collection was carried out using variable measurement instruments, namely Religious Commitment Inventory for Adolescents (RCI-A) and Frequency of Cheating Questionnaire (FoCQ). Linear regression analysis was used to obtain information regarding the effect of religious commitment on the behavior. Based on the results of hypothesis testing and discussion, it is concluded that there is a negative relationship between religious commitment and the behavior. This can be a reference for schools in prioritizing religious education to increase students' religious commitment.

Keywords: Regression Analysis; Dishonesty Academic; Religious Commitment

INTRODUCTION

In 2023, the Big Indonesian Dictionary (KBBI) defines education as a deliberate and planned effort with the aim of helping someone achieve their maximum potential. This potential can be realized in the form of skills, spiritual intelligence and knowledge, attitudes or behavior, or both. Attitude or behavior is one potential that can be helped by educators. Naturally, ethics must support behavior, because ethics influences positive behavior. However, this does not eliminate the possibility of unethical behavior occurring during the support process (Söylemez, 2023), especially for teenage students. Adolescence, according to Papalia et al. (2009), is a developmental stage that occurs when a person's physical, cognitive and psychosocial changes occur as they move from childhood to adulthood. Psychosocial and cognitive networks that show teenagers' tendencies to behave at risk, including unethical behavior (Steinberg, 2007 in Papalia, 2009).

Teenagers usually have an educational background ranging from middle school to high school. State High School, or abbreviated as SMAN, is one of the free education levels offered by the Indonesian government. Public high schools usually have quite large student populations. The Central Statistics Agency (BPS) estimates that public high school students in DKI Jakarta in 2021 will number 91,776 students. In contrast, private high school students in DKI Jakarta in 2021 will only number 89,807 students. Considering that there are more private schools (372 schools) than state schools (117 schools), the difference in results is quite large, namely 1,969 students (Central Bureau of Statistics [BPS], 2022). It was also stated that there are far more public high schools in Jakarta than in the cities of Bogor, Depok, Tangerang and Bekasi. With the number of public high schools in Jakarta as many as 117 schools, while the cities mentioned previously did not reach the number 100 (Kobul MYS, 2024). As a result, teachers find it difficult to uphold moral or behavioral principles for each student, and they narrow their focus to standards of academic intelligence. Therefore, high school students who strive for high academic grades, often engage in unethical behavior, such as cheating in academics.

Cheating or academic dishonesty is the most frequently found unethical behavior, according to research by Lanier (2006) in Söylemez (2023). Dishonesty or fraud is an act carried out intentionally with the aim of gaining unfair advantage. On the other hand, academic dishonesty or cheating is unfair behavior in the academic environment (Söylemez, 2023). Academic dishonesty, according to Kibler et al. (1988) in Söylemez (2023), is when another student uses another person's academic work or assistance without that person's consent. Plagiarism, cheating, sharing answers with friends, obtaining answers from the

internet, changing academic evaluations, and assisting, permitting, or allowing these behaviors and actions are three types of academic dishonesty (Olafson et al., 2014).

According to Mochamad Ashari, Chair of the Higher Education Entrance Test Institute (LTMPT), it is estimated that around 200 students will cheat on UTBK in 2022. The consequence for these 200 students will be disqualification and their UTBK results will be kept secret (Putra, 2022). High school students and other participants are required to take the Computer-Based Written Examination (UTBK) in order to be considered for the Joint State University Entrance Selection (SBMPTN). State Universities (PTN) are open to prospective new students who meet the SBMPTN requirements (Ministry of Education and Culture [Kemendikbud], 2022).

Cheating committed by UTBK participants is evidence of academic dishonesty. Academic dishonesty among junior and senior high school students was found to be quite high in research by Baeti and Herdian (2022), as many as 60 out of 146 students (F= 41.10%) had quite high (medium) academic dishonesty scores. In contrast to previous research, research by Lasala et al. (2022) revealed that in terms of academic integrity, the honesty dimension has the highest average value, namely 3.53 with a standard deviation of 0.55. This shows that research participants almost never act dishonestly. Apart from that, research by Taufik et al. in 2022 shows that high school students during the COVID-19 pandemic on average had levels of academic dishonesty that were in the low category. These two studies show a conflict with the phenomenon under study, namely the high prevalence of academic dishonesty. However, it is clear from the findings of the three studies above that every participant has experienced academic dishonesty.

Based on the background provided, researchers believe that religious commitment has an impact on academic dishonesty, especially in adolescents aged 14 to 17 years, who tend to have risky behavior. This age is generally at the high school level. High school teenagers who are experiencing a commitment crisis usually commit academic dishonesty because they only care about the end result and not the process. As previously explained, the population of public high schools in Jakarta is greater than that of private high schools and public high schools in other nearby cities. Therefore, researchers aim to determine the effect of religious commitment on academic dishonesty in public high school students in Jakarta through regression analysis.

METHOD

In this research, the method used by researchers is a non-experimental quantitative research method with survey techniques. The aim of using this technique is to obtain information and an overview regarding religious commitment and academic dishonesty. The survey design used was a cross-sectional survey design, which was very appropriate to the researcher's needs, considering that the researcher had limited time. This is because the cross-sectional survey design can be carried out at one time, thereby shortening the researcher's time in requesting a survey and obtaining information at the same time. Apart from that, a cross-sectional survey design is also used to determine individual attitudes, behavior, beliefs and opinions regarding an issue (Creswell, 2012). In line with the research objective, namely to determine the influence of religious belief or commitment on academic dishonesty behavior. Participants in this research were State High School (SMA) students in West Jakarta, consisting of class 10 and class 11 students with an age range of 14-17 years. The sampling technique was carried out using convenience sampling technique.

Apart from that, in determining the number of samples needed for this research, researchers used the G*Power 3.1 application to determine the required sample size. The calculation results in G*Power produce a sample size of 208 students, with an effect size of f = 0.143, α err prob = 0.05, and 1-β err prob = 0.536. This calculation is based on research conducted by Woodbine and Amirthalingam (2013) with the same variables, namely religious commitment and academic dishonesty. With this sample size as a benchmark for sampling, researchers are expected to obtain samples of more than 200 samples. This research was carried out by distributing questionnaires in the form of a Google form to several classes in two West Jakarta State High Schools. Researchers previously asked for permission from the party to conduct research at the school. After being permitted, the researchers began to enter the classes one by one and began distributing questionnaires. After being calculated, the number of participants obtained through visits and conducting surveys using questionnaires at two West Jakarta Public High Schools was 259 students.

Data collection was carried out using variable measurement instruments, namely the Religious Commitment Inventory for Adolescents (RCI-A) to measure religious commitment and the Frequency of Cheating Questionnaire (FoCQ) to measure academic dishonesty. The RCI-A scale was developed by Miller et al., (2013) referring to Worthington et al., (2003)'s theory of religious commitment, so that it can be used to see how committed students are to their religion. The FoCQ scale was developed by Šorgo et al. (2015) by referring to the theory of academic dishonesty, so that it can be used to see the frequency of

cheating among students which is a form of academic dishonesty behavior. Next, these two scales are combined and the items will be arranged according to a 5-point Likert scale. This makes it easier for students to fill out and answer questionnaires according to their current conditions and behavior. The analysis technique in this research is linear regression analysis. Linear regression analysis was used to obtain information regarding the influence of religious commitment on academic dishonesty.

RESULTS AND DISCUSSION

As discussed in the background, this research aims to find out more about how much influence religious commitment has on academic dishonesty. This research uses linear regression analysis with a significance of 5% to see whether there is an influence and how big the influence is. A strong attachment to and belief in God's supernatural power is an important component of religious commitment, which is a social process (David & Knudsen, 1977; Hill et al., 2000). According to Worthington et al. (2003), someone who is very religious or has high religiosity is said to be committed to religion. It indicates the extent to which a person applies and incorporates religious principles and beliefs throughout most of his or her life. Nasution's (2022) research found that developing a religious attitude—which originates from strong religious commitment—is a prerequisite for having high religiosity.

The high level of religious commitment can of course be seen from a person's level of obedience to his religion. This person has strong religious beliefs, and practically he always lives based on the principles of his beliefs (Worthington et al., 2003). According to Aslamawati et al. (2011), someone is said to have high religious commitment if he shows high values in every aspect of his religious commitment. Individuals with high religious commitment scores, according to research by Small and Bowman (2011), usually have a strong attachment to their religion and some often socialize with friends who adhere to that religion. After that, highly devout individuals also contribute to their religious institutions (Miller et al., 2013; Stark & Bainbridge, 1980). A person who has a strong religious commitment should not commit academic dishonesty, knowing that this action is a bad act related to cheating.

Tests were carried out to see whether there were connections and impacts using linear regression analysis, namely the t test. The t test was carried out to see whether there was an influence between the dependent variable and the independent variable. It is said to have an effect if the significance value in the coefficient table is less than 0.05 and t count > t table, whereas it is said to have no effect if the significance value is more than 0.05 and t count < t table. From the

results of the hypothesis test carried out, it is known that religious commitment has a significant effect on academic dishonesty. This can be seen in the results of the t test (table 1) with a significance value or p-value = 0.001 < 0.05 and t calculated with a negative charge of 3,247 > t table 1,969 (df: α (n - k)). So the hypothesis is accepted, meaning that religious commitment has an influence on academic cheating.

Table 1. Linear Regression Test Results.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.555	.231		11.066	.000
	TOT_RCIA	-.197	.061	-.198	-3.247	.001

a. Dependent Variable: TOT_FoCQ

The results of this research are in line with research by Woodbine and Amirthalingam (2013), which states that religious commitment is one of the factors that has a big impact on student dishonesty. Different from students in private schools who have primary religious education as part of their curriculum, public schools focus on multiculturalism, so they learn to be more tolerant between religious differences. However, even so, seeing the unstable nature of teenagers who are still at the stage of searching for their identity (Erikson in Papalia et al., 2009), quite a few of them give up their commitment to their own religion. This form of psychosocial conflict causes students to act unethically, such as committing academic dishonesty (Woodbine & Amirthalingam, 2013). This is in line with research results which explain the influence of religious commitment on academic dishonesty in public high school students.

Apart from that, the results of this research are also in line with research by Onu et al. (2019), which states that there is a relationship between religious commitment and academic dishonesty. This is said to be in line, because basically something that has an influence must have a relationship. Researchers also conducted a correlation test to prove this conclusion. Obtained a significance of 0.001 < 0.05 and a Pearson correlation value of -0.198 (Table 2). So, it can be said that the conclusion that there is a relationship in influence is correct and the conclusion is in line with the results of this research with the research of Onu et al. (2019), is also true. Namely, there is a significant negative relationship between religious commitment and academic dishonesty.

Table 2. Pearson Correlation Test Results

Correlations

		TOT_FoCQ	TOT_RCIA
TOT_FoCQ	Pearson Correlation	1	-.198[**]
	Sig. (2-tailed)		.001
	N	259	259
TOT_RCIA	Pearson Correlation	-.198[**]	1
	Sig. (2-tailed)	.001	
	N	259	259

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

CONCLUSION

Based on the results of hypothesis testing and discussion, it is concluded that the linear regression analysis of religious commitment on academic dishonesty explains the negative influence. The negative influence of religious commitment on academic dishonesty means that the higher the residual religious commitment, the lower the academic dishonesty. This can be a reference for schools in prioritizing religious education to increase students' religious commitment, so that academic dishonesty can be prevented and the nature of honesty can be improved.

REFERENCES

Aslamawati, Y., Nurlailiwangi, E., & Wulandari, A. (2011). Hubungan religious commitment dengan motivasi belajar pada mahasiswa di UNISBA. Journal of Psychological Research, 2(2), 60–73.

Badan Pusat Statistik. (2022). Jumlah sekolah, guru, dan murid sekolah menengah atas (SMA) di bawah Kementerian Pendidikan dan Kebudayaan menurut Kabupaten/Kota di Provinsi DKI Jakarta 2019-2021. BPS Provinsi DKI P-2 Jakarta.

Baeti, L. N., & Herdian. (2022). Academic dishonesty among junior high and high school at islamic boarding school: How is fear of failure impacted? GESJ: Education Science and Psychology, 4(46).

Buana, Z. P., & Soetjiningsih, S. (2019). Penalaran moral dan perilaku kecurangan akademik mahasiswa yang sedang mengerjakan skripsi. Jurnal Psikologi Perseptual, 4(1), 65. https://doi.org/10.24176/perseptual.v4i1.2271
Creswell, J. W. (2012). Educational research (4th ed., Nomor 1). Pearson.

Davidson, J. D., & Knudsen, D. D. (1977). A new approach to religious commitment. Sociological Focus, 10(2), 151–173. https://doi.org/10.1080/00380237.1977.10570284

Hill, P. C., Pargament, K. I., Hood, R. W., Mccullough, M. E., Swyers, J. P., Larson, D. B., & Zinnbauer, B. J. (2000). Conceptualizing religion and spirituality: Points of commonality, points of departure. Journal for the Theory of Social Behaviour, 30(1), 51–77. https://doi.org/10.1111/1468-5914.00119

Kementrian Pendidikan dan Kebudayaan. (2022). Perubahan mekanisme pada penerimaan mahasiswa baru PTN 2022. Kemendikbud. https://www.kemdikbud.go.id/main/blog/2022/01/perubahan-mekanismepada-penerimaan-mahasiswa-baru-ptn-2022

Kobul MYS, T., I. (2024, Januari 29). Blogspot.com. https://bangimam-berbagi.blogspot.com/

Lasala, M. J., B. Gorillo, E. R., & T. Ederio, N. (2022). Academic Integrity of Senior High School Students at St. Paul University Surigao. International Journal of Current Science Research and Review, 05(11). https://doi.org/10.47191/ijcsrr/V5-i11-27

Miller, W. A., Shepperd, J. A., & Mccullough, M. E. (2013). Evaluating the Religious Commitment Inventory for adolescents. Psychology of Religion and Spirituality, 5(4), 242–251. https://doi.org/10.1037/a0031694

Muñoz-García, A., & Aviles-Herrera, M. J. (2014). Effects of academic dishonesty on dimensions of spiritual well-being and satisfaction: a comparative study of secondary school and university students. Assessment and Evaluation in Higher Education, 39(3), 349–363. https://doi.org/10.1080/02602938.2013.832729

Nasution, N. K. (2022). Hubungan persepsi tentang nilai hikmah pada topik kimia dengan religiusitas [Universitas Negeri Medan]. http://digilib.unimed.ac.id/id/eprint/50259

Olafson, L., Schraw, G., & Kehrwald, N. (2014). Academic dishonesty: Behaviors, sanctions, and retention of adjudicated college students. Journal of College Student Development, 55(7), 661–674. https://doi.org/10.1353/CSD.2014.0066

Onu, D. U., Onyedibe, M. C. C., Ugwu, L. E., & Nche, G. C. (2019). Relationship between religious commitment and academic dishonesty: is self-efficacy a factor? Ethics & Behavior, 31(1), 13–20. https://doi.org/10.1080/10508422.2019.1695618

Papalia, D., Olds, S., & Feldman, R. (2009). Human development (11th ed.). McGrawHill.

Putra, I. P. (2022). 200 Peserta ketahuan curang pada UTBK-SBMPTN 2022. Medcom.id. https://www.medcom.id/pendidikan/news-pendidikan/xkEZ5wrK200-peserta-ketahuan-curang-pada-utbk-sbmptn-2022#:~:text=Sebanyak 200 peserta kedapatan curang pada UTBK-SBMPTN 2022., memastikan ke 200 peserta yang kedapatan curang telah didiskualifikasi.

Putra, P. D., Zainal, A., & Thohiri, R. (2023). Dishonesty in online learning: Distance Learning Perspective During Pandemic. Turkish Online Journal of Distance Education, 24(2), 108–119. https://doi.org/10.17718/TOJDE.1022365 R.

Santrock, J. W. (2018). Education psychology (6th ed.). McGrawHill.

Sarwono, S. W. (2016). Psikologi remaja (Revision). PT. RajaGrafindo Persada. Shara, S. (2016). Hubungan self-efficacy dan perilaku menyontek (cheating) pada mahasiswa fakultas psikologi universitas x. Jurnal Ilmiah Psikologi Gunadarma, 9(1), 42–49. https://ejournal.gunadarma.ac.id/index.php/psiko/article/view/1542

Šorgo, A., Vavdi, M., Cigler, U., & Kralj, M. (2015). Opportunity makes the cheater: High school students and academic dishonesty. CEPS Journal, 5. https://doi.org/10.25656/01:11628

Söylemez, N. H. (2023). A problem in higher education: Academic dishonesty tendency. Bulletin of Education and Research, 45(1), 23–46. http://pu.edu.pk/images/journal/ier/PDF-FILES/2_45_1_23.pdf

Taufik, I. A., Mubarokah, N. U., Lana, W., & Susilawati, S. (2022). Survey tingkat academic dishonesty oleh siswa SMA di Cilacap pada masa pandemi covid19. Indonesian Journal of Guidance and Counseling: Theory and Application, 11(Special Ed), 186–195. https://doi.org/10.15294/IJGC.V11I2.60852

Tonasa, M., Tri, C., & Susilowati, D. (2021). Pengaruh religiusitas terhadap kecurangan akademik mahasiswa akuntansi. Robust: Research of Business and Economics Studies, 1(2). http://ejournal.iainkendari.ac.id/robust

Woodbine, G. F., & Amirthalingam, V. (2013). Dishonesty in the classroom: The effect of cognitive dissonance and the mitigating influence of religious commitment. Journal of Academic Ethics, 11(2), 139–155. https://doi.org/10.1007/S10805-013-9185-8/METRICS

Worthington, E. L., Wade, N. G., Hight, T. L., Ripley, J. S., McCullough, M. E., Berry, J. W., Schmitt, M. M., Berry, J. T., Bursley, K. H., & O'Connor, L. (2003). The Religious Commitment Inventory-10: Development, refinement, and validation of a brief scale for research and counseling.

Journal of Counseling Psychology, 50(1), 84–96. https://doi.org/10.1037/0022-0167.50.1.84.