



Analysis of Student Tendencies in the Learning Process: Judging from Cheating Behavior

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Abstract: This study discusses the analysis of cheating behaviour in the world of education. This type of research uses a qualitative descriptive method. The research subjects were SMP Nurul Khoir Jambi students, with a total population of 94 students and a sample of 34 students. The sampling technique used is random. Then, the data collection techniques used were Google Forms, interviews with two questions, and documentation. This study found that the number of students who often cheated was 15 people, the number of students who sometimes cheated was 10 people, and the number of students who rarely cheated was nine people. The results of this study state that for the often cheating category, there are ten students with a percentage of 29.41%; the next category is sometimes cheating, there are 15 students with a percentage of 44.12%, while the rarely cheating category has nine students and with a percentage of 26.47%. The most significant research results are in the sometimes cheating category, while the smallest category is in the rarely cheating category.

INTRODUCTION

Teaching has become necessary for every individual to develop abilities, creativity and potential. Education, according to the Big Indonesian Dictionary, comes from the word "education", which gets the affix "pe" and the ending "an", which means the process, method or deed to educate. It can be defined that education is an intellectual activity through a learning process to make a person more understanding, understanding, and able to think critically about a topic. Education dramatically influences one's mindset and behaviour (Zb et al., 2022 Nada et al., 2022). Education is an essential factor for the progress and success of a nation because whether or not the quality of education determines the quality of society it receives. Education should provide a safe and positive environment for children to learn and grow. This includes avoiding any practice damaging a child's mental or moral well-being.

Character education is very important in helping to restore a level of honesty and integrity when this is lost. Character must be educated because it is very important about teaching children about values and the consistent application of those values. This is very

important for teachers and parents alike, as it helps create a solid foundation for a child's future behavior. Character education that is done correctly and applied in everyday life will be easily embedded in students. This will help form good character. In the world of education the problem of cheating is a major problem and still exists in the world of education, and will continue to be the concern of educational institutions in the future (Mukti, 2015).

Cheating behavior occurs in many corners of the country, both in Indonesia and in other countries. For example, in 2015 India was shocked by the action of dozens of fathers who climbed over the school wall and then gave answer keys to help their children during exams. This makes the teachers confused to handle it. There is a form of cheating in Kazakhstan where a man dresses up as a woman to stand in for his girlfriend in completing college entrance exams. This is an unusual act, and is considered cheating. One of the common reasons for cheating in Indonesia is because there are no laws specifically dealing with cheating, which is the norm in places where education laws are not properly enforced; they are applied by teachers and lecturers themselves, not entirely on the part of the teachers and lecturers. school or university. Because there are no laws that regulate people usually think that cheating is not a bad thing (Kurniasih, Limbong, & Handayani, 2019). There are many types of academic dishonesty, such as cheating, copying answers, and so on. There is no single effective way to prevent this behavior, and it still persists. Some students think that cheating is a bad thing and should be avoided. On the one hand, cheating is a behavior that can help you get good grades, while on the other hand, it's considered a bad thing. This is because cheating means students take shortcuts instead of taking risks to stay safe instead students will be given bad grades or may fail the subject. This shows that students are stretching their morals when they cheat.

In education, cheating behavior has been documented in many circles. Many studies have shown that cheating has become commonplace in elementary schools, colleges, and beyond. According to Cizek (Lusiane & Garvin, 2018), one third of elementary school students cheat or commit academic fraud. This is also supported by research results (Hariandi, 2020) which state that environmental factors are the main cause of students cheating on exams. environmental factors or situations make it easier for someone to cheat. For example, if the proctor leaves the room, or if no one is around to watch the test, people are more likely to cheat. In conventional learning, students have the courage to try their best even though not all answers are correct. But in online learning, where teachers cannot be present to supervise them, cheating is more likely (Watson & Sottile, 2010).

THEORETICAL SUPPORT

Students carry out cheating to achieve success dishonestly, such as answering exam questions and doing school assignments (Hartanto, 2012). According to Hetherington and Feldman (Hartanto, 2012), there are four forms of cheating behaviour: individualistic-opportunistic, namely the behaviour of changing exam answers using notes when the teacher is not in class; planned individualistic, behaviour using notes or bringing answers that have been made from home beforehand. The exam takes place socially active, namely,

copying, seeing or asking for other people's answers, and socially passive, namely, allowing someone to see or copy the answers to the exam. Cheating at school can involve copying another student's work, asking a friend for help on a test, or exchanging answers with someone outside the class. You can also look for leaked questions, social gatherings to help with assignments, and order or ask for help from other people in completing exam assignments (Kiki & Hadjam, 2015).

Nursalam's statement in 2012 stated that aspects of cheating could be obtained from a person's behaviour, where there are four types of cheating behaviour, namely specific behaviour that will be realized later, for example, cheating on tests or exams by using answer notes or plagiarizing other students' answers; then Behavior that may or may not be realized later, for example pretending to know the answer or trying to get around school rules; then Act in ways that are not directly related to cheating, such as talking in class or exchanging notes with other students; and there are also behaviours that are not explicitly related to cheating, for example chatting with friends or looking at Facebook during class. In the case of student cheating behaviour, there are Goals (targets): Three types of targets that can be the focus of Behavior: a specific person or object (particle object), a group of people (object class), and people or objects in general (anything). Object). Cheating can occur if someone tries to gain an advantage by cheating in a test or game. Fraud can also occur when someone tries to deceive another person by hiding information or pretending to be someone else.

Moreover, there are situations where unfairness can make a behaviour more likely to occur. For example, if there is suddenly a lot of test material to study or if several tests are given on the same day, students may feel pressured and cheat to pass the test. Cheating can occur when students suddenly take an exam or test because they have limited time to memorize the material. This can happen. For example, there is an emergency exam or several exams in one day. Students may cheat when they think their Behavior will go unnoticed, but the punishment they receive will be less severe. Then there is Time, the Time in your mind when a behaviour occurs. This can be a specific time, such as a day, date, or Time, or a specific period, such as one month. However, it could also be for an unlimited period in the future. Cheating is a behavior that must be eradicated in schools, especially with regard to academic achievement. Behavior that was initially considered trivial will have a major impact on people's lives. If not handled quickly, it will continue to affect people's lives. If someone cheats constantly, it will become a habit for them and they will likely become dishonest. This can make the system corrupt. One way to reduce the incidence of cheating is to increase self-efficacy among students. High self-efficacy is associated with less cheating behavior in online learning. This may be due to the fact that students who have more self-confidence will be more likely to believe in their own abilities to learn and behave responsibly in an online environment (Purwanto, 2015).

Several studies on cheating behavior have identified many factors that encourage students to cheat. According to research conducted (Nyamwange, Ondima and Onderi, 2013), factors causing students to cheat include lack of preparation for exams (32%), intense competition among students (13.8%) and pressure to get good grades (21.6%). Several other studies mention the role of self-confidence and religiosity in relation to

cheating. Trust has been shown to influence fraudulent behavior (Raharjo & Marwanto, 2015). At the same time, religiosity also has a negative relationship with cheating. The higher the religiosity, the weaker the cheating behavior (Silaen, 2015).

METHOD

The research method is the process by which the researcher receives information and data and then analyzes the information or data. The research method section describes an overview of the design, including the steps and procedures needed, the time of the research, and the method of collecting, processing and analyzing data. Research techniques are scientific methods for collecting data for uses and purposes (Sugiyono, 2018). The research object was Nurul Khoir Jambi Middle School students. This study used primary data, namely information collected directly from the research site. The research approach used in this study is to use a qualitative descriptive method. According to (Moleong, 2017) qualitative research examines phenomena from a holistic perspective, using descriptions of what the research subjects experienced in the form of words and language. This type of research is usually carried out using natural methods. According to (Hendryadi, et. al, 2019), qualitative research seeks to understand natural social phenomena by observing and interacting with people in their natural environment.

The population in this study amounted to 94 students, determining the sample using a random technique to obtain a sample of 34 students. Determination of research participants was carried out using purposive sampling, namely determining the sample using certain considerations (Sulistyaningsih, 2011: 74). This consideration is the ability, in this case, the understanding of the informant who will be interviewed for the information expected by the researcher. The information obtained is intended to be clearer and in accordance with what happened. About this research, the sample in this study was students and teachers at SMP Nurul Khoir Jambi. The criteria for case subjects are based on reports of cheating behaviour often carried out when doing assignments or homework from friends and subject teachers. Data collection techniques in this study used the Google form; interviews are a method for collecting research data. One of the techniques is done face-to-face with informants through question and answer. The interview is a process of serious interpersonal communication with predetermined goals, and the interaction is in the form of question-and-answer activities with predetermined questions (Stewart, C.J. & Cash W.B., 1982). A documentation study is a direct examination of related document sources to provide documentation for data collection. In other words, documentation is the extraction of data from written or electronic records, which are then used to verify the accuracy of other data. Documentation is used to collect data and information from books, archives, documents, written numbers and pictures with information relevant to research and then reviewed again (Sugiyono, 2018: 138). The documentation used by researchers aims to collect data in the field, both in the form of documents and in the form of pictures and field notes of researchers when conducting research.

RESULT AND DISCUSSION

From the research that has been carried out and there is a variety of data, in general researchers can put forward this data, although this data is still very insufficient to be able

to provide a more comprehensive conclusion. Where the research data that researchers found in terms of children's tendency to copy researchers' learning is as shown in table 1.

Table 1. Data on the number of children's tendencies to cheat in the learning process

| No. | Cheating Category | Total Students | Percentage |
|-----|--------------------|----------------|------------|
| 1. | Cheating Often | 10 | 29,41% |
| 2. | Cheating Sometimes | 15 | 44,12% |
| 3. | Cheating Rarely | 9 | 26,47% |

From Table 1 above it is clear how students tend to carry out cheating activities in the learning process. This of course still requires a lot of supporting data, but at least it shows that integrity has not been established in students, that learning is actually to obtain knowledge and information, so that cheating activities are not required. A simple description of the data obtained can be seen in the form of diagram 1 below.

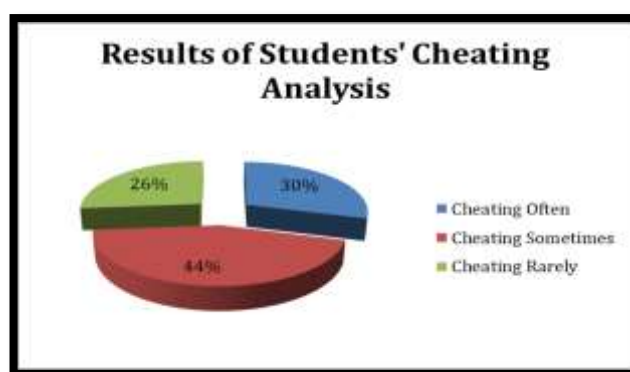


Diagram 1. Percentage of Students Cheating

In diagram 1 it shows that there are 34 amounts of data. The results show several cheating categories, the number of students, and their score percentages. In the frequently cheating category, there are 10 students with a percentage of 29.41%; in the following category, 15 students sometimes cheat with a percentage of 44.12%, while in the rarely cheating category, there are 9 students with a percentage of 26.47%. The most significant research results were in the sometimes cheating category, while the smallest category was the rarely cheating category. This data results from research via Google Forms, which consists of several questions: 1) how often have you committed fraud? With answers rarely, sometimes, and often, 2) How do you feel after cheating? With normal answers, feeling guilty and feeling happy. Cheating activities do not only occur during tests and exams, but also when doing school assignments and homework. Subject teachers often encounter students who cheat on friends' assignments or homework, but very rarely do students admit to cheating. Students are even willing to come to school early to copy their friends' homework to collect cheat sheets from friends and then make small notes to submit before tests or exams.

From the results of the study there are still many students who cheat but more in the category of sometimes cheating. As they get older, their interests and tastes change. This

happens because we continue to learn from the closest environment such as parents and neighbors. When we accept that we are imitating others, it becomes a valid form of imitation. Because we are constantly growing and improving, our imitations are always valid. Everything around is influenced by parents and guardians. That is, imitation is legal because it is humane and natural. However, impersonation can be invalid or wrong when used for personal gain with harmful consequences. Cheating is a natural part of imitation, as it helps ourselves and others by taking advantage of situational opportunities. This is not a healthy behavior, but it has certain benefits. (Kurniasih, Limbong, & Handayani, 2019).

Analysis of Students who Often Cheating

The results of this study indicate that there are only 10 students who often cheat from the total number of samples or around 29.41% which indicates that there are still many students who often cheat even though they have been given directions by the teacher but students will still cheat because This has become a culture in the world of education. There may be many factors that can cause students to cheat, one of which is the environmental factor that can cause students to cheat because in their environment the student is used to it so that the student easily imitates the style of cheating, maybe with an even better technique or method. Students have many ways to cheat especially when tests or exams take place.

The methods used by students in cheating also vary, starting with making notes on small pieces of paper, asking friends directly, exchanging answer sheets, keeping books under the table to searching for answers via Google or discussing group chats such as Whatsapp and so on. At the time of the test or exam students will first work independently. When it is in the middle of time and the teacher starts to be careless or comes out of class, students start to change answers or match them with small notes that have been prepared in advance before the test takes place and start looking at the notes they have prepared.

In addition, the form of student cheating behavior that is most often encountered is discussion with friends on the left and right and front and back. Students will exchange information or answers, then give each other permission to copy one another's work. Students who are used to cheating will become very dependent and lose confidence or believe in their own abilities. This bad habit has become an open secret that is often considered as a culture and is even considered normal because the most important thing is that students get good grades. Cheating behavior arises because there is encouragement from the surrounding environment, including the expectation that good results will be achieved if he cheats.

With regard to friendship, self-confidence determines students' decisions to follow the behavior of their friends or to be more realistic. Students are identical with unstable characteristics or are not firm in their stance and are easily influenced by the surrounding environment because they do not yet have principles. Students tend to follow the conditions and situations of the surrounding environment. In terms of cheating, it is common that students tend to follow their friends and even this has become an indirect requirement in a friendship environment. Such student attitudes influence and cause certain behaviors in

students, including in terms of cheating. There is a relationship between cheating behavior and demands to follow the surrounding environment. If there is no influence from the environment around student behavior tends to be better in this case will not cheat. Conversely, if students get influenced a lot from the surrounding environment, in this case their friends, then the chances of cheating behavior arising from students will be high.

As with research (Hariandi, 2020) there is extensive research showing that students tend to cheat when they are in an environment that encourages it. For example, if a supervisor leaves the room or no one is watching them, the temptation to cheat will be stronger.

Analysis of Students who Sometimes Cheating

The results of this study indicate that students who sometimes cheat are only 15 students from the total number of samples or around 44.12%, which means that this study explains that the biggest category of cheating is sometimes cheating due to many factors. which causes students to cheat but many students also choose to study and show that not everything can be achieved by cheating if only expecting cheating from friends there is a possibility that friends also do not understand the problem with the question, so students also choose to sometimes cheat indicates that students also want to learn. Some students are afraid of getting bad results if they don't cheat, even though many students have done it themselves, many are still not sure about their own work. The students who were met during the observation did not hesitate to admit that they had cheated while doing assignments or during tests and exams. Another reason that causes cheating behavior is because students do not understand the subject matter and are lazy to think. Some students also admit that sometimes cheating has an effect on increasing the grades achieved in a subject.

As with research (Andiwatir & Khakim, 2019), through data analysis it is known that the internal factors that cause students to cheat on subject 1 are: (1) feelings of panic when the exam begins, because the subject is afraid of not completing and being embarrassed by other people; (2) fear of disappointing parents. And the internal factors that cause students to cheat on subject 2 are: (1) there is a feeling of worry when the exam is carried out, and (2) there is a feeling of embarrassment when going to remedial. Thus, students can easily cheat on tests to fulfill the KKM and feel that it is due to their own efforts.

Analysis of Students who Rarely Cheating

The results of this study indicate that there are only 9 students who rarely cheat from the total number of samples or around 26.47%, which means that there are many students who still adhere to ethics and are confident about their knowledge and abilities. Just like research (Kusdiana, et al, 2018), self-confidence can be beneficial for students in terms of their learning activities. Factors that can affect a person's level of self-confidence include self-concept, self-esteem, experience and education. Students who are aware of these factors and work to maintain high levels of self-confidence are likely to be more successful in their academic pursuits.

As well as research (Putarek & Pavlin-Bernardic, 2019) states, respondents have self-confidence and confidence in their ability to cheat, and the level of cheating behavior is classified as moderate. The level of self-efficacy contributes to cheating behavior. Students need to have confidence in their ability to apply knowledge and skills in a variety of situations, and they need to have high self-efficacy for self-regulated learning in order to copy. Students who have high self-confidence tend to avoid cheating behavior and believe in their own work. While students who have low self-confidence are more likely to cheat. In accordance with the opinion (Mujahida, 2009), a person's behavior is influenced by certain factors, namely situational factors, personal factors, and democratic factors. Personal factors that often become obstacles for students are a lack of self-confidence and a fear of failure in competence. Confidence is the most important factor that determines students' attitudes while at school in learning and making friends. In academic terms, student confidence plays a role in influencing cheating behavior because self-confidence leads students to act rationally and realistically in doing academic tasks including analyzing other academic problems at school.

As previously stated, students with high self-esteem tend to avoid cheating at school. Conversely, students with low self-confidence rely more on cheating as reinforcement in order to get satisfactory things to achieve academic achievement in school. Thus students who have a high sense of trust are able to prevent cheating behavior.

Several other studies have also found that self-confidence and religious values possessed by a student are proven to have contributed to cheating behavior. The lower the level of self-confidence of a student, the higher the tendency of a student to cheat. The same thing also applies to religious values where the higher the religious value of a student, the lower the tendency for cheating behavior (Kushartanti, 2009).

CONCLUSION

Cheating behaviour is widespread in schools, especially junior high schools. In general, researchers assume that the causal factor, self-confidence, is one of the internal factors influencing students' tendency to cheat. Cheating activities occur during tests and exams and when doing school assignments and homework. Cheating is one of the shortcuts students take to get good grades. Students who are used to cheating will become very dependent and lose confidence or belief in their abilities. Cheating behaviour arises because there is encouragement from the surrounding environment, such as expectations about good results that can be achieved if the student participates in cheating. The results of this study state that for the often cheating category, there are ten students with a percentage of 29.41%; the next category is sometimes cheating, there are 15 students with a percentage of 44.12%, while the rarely cheating category has nine students and with a percentage of 26.47%. The most significant research results are in the sometimes cheating category, while the smallest category is in the rarely cheating category. It is suggested that future researchers examine problems with clear indicators to investigate the influence of student self-confidence on cheating behaviour more deeply.

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