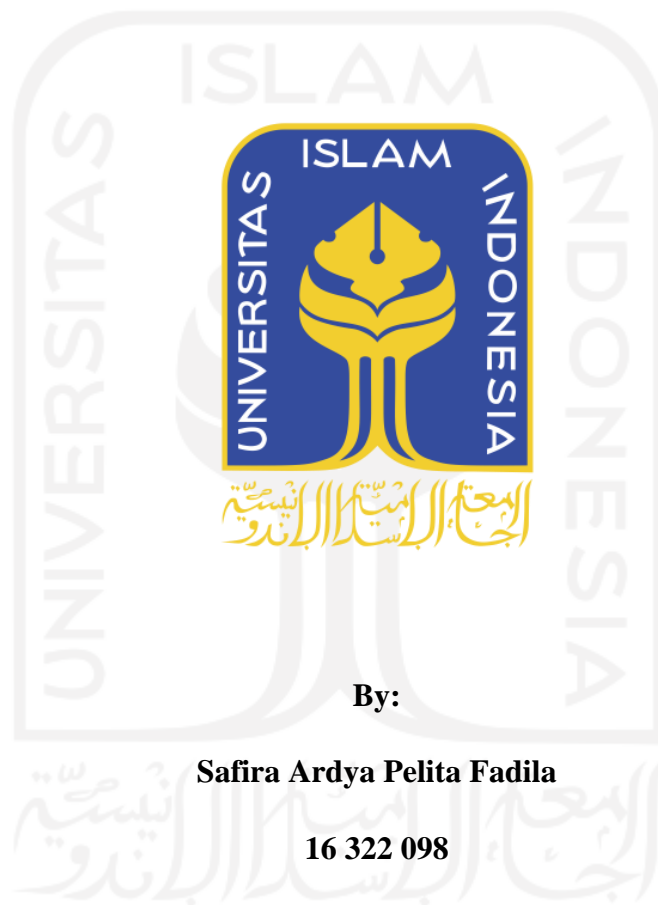


**STUDENTS' BEHAVIORS ON ACADEMIC DISHONESTY IN A
SENIOR HIGH SCHOOL**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By:

Safira Ardy Pelita Fadila

16 322 098

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

YOGYAKARTA

2019

APPROVAL SHEET

**STUDENTS' BEHAVIORS ON ACADEMIC DISHONESTY IN A SENIOR
HIGH SCHOOL**

By

Safira Ardy Pelita Fadila

16322098



Approved at July 17th, 2020

By

Supervisor

A handwritten signature in black ink, which appears to be 'Istah Maharsi', written over a horizontal line.

Ista Maharsi, S.S, M.Hum

NIP: 056130501

RATIFICATION SHEET

**STUDENTS' BEHAVIORS ON ACADEMIC DISHONESTY IN A
SENIOR HIGH SCHOOL**

By

Safira Ardy Pelita Fadila

16322098

Defended before the Board Examiner on Jum'at, December 18, 2020 and

Declared Acceptable

Board Examiner

Chairperson : Ista Maharsi, S.S., M.Hum.

First Examiner : Intan Pradita, S.S., M.Hum.

Second Examiner : Adam Anshori, S.S., M.A.



Bekasi, December 18, 2020

Department of English Language Teaching

Faculty of Psychology and Socio-Cultural Sciences Islamic University of
Indonesia

Head Department



Irma Windy Astuti, S.S, M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work of parts of the work of other people. Except those cited in the quotations and references, as a scientific paper should.

Bekasi, 2 January 2021

The Writer,



Safira Ardy Pelita Fadila

16322098

MOTTO

“When one stops learning, one stops dying.”



DEDICATION

I completely dedicate this thesis for myself for being able to accomplish the final step of my undergraduate journey, and as one of my writings in which I gave my best efforts.



ACKNOWLEDGEMENT

In this very moment, I would like to express my gratitude for people who have been contributing actively and positively during my undergraduate journey. It might not be an easy one, but it is worth everything.

The biggest thanks go for my *Papi*, Priambudi Pelita Handoko, S.T., M.T., and my *Mami*, Hesti Mulya Artanti, for being such amazing parents. This includes my siblings as well, Nadya Pramesti Pelita Ramadhanti (a freshman in Faculty of Medicine, Brawijaya University), Jasmine Audya Pelita Fadila (an early genius teenager who studies in Bintang Pelajar Junior High School), and Muhammad Alfathdya Pelita Ghiffari (an annoying boy who grows up slowly and starts losing his cuteness).

A big thanks also go for my thesis supervisor, Mrs. Ista Maharsi, S.S., M.Hum. Without her help, suggestion, and direction, I am sure that I would not be able to complete this thesis. This one also goes to a very kind-hearted lecturer, Mrs. Intan Pradita, S.S., M.Hum., who has been such an inspiration, *guru*, as well as “a mother” for me personally. And thank you for all lecturers in English Language Teaching Department who have shared their knowledge sincerely since my very first day of becoming an undergraduate student.

The next goes for Adita Widhantara, S.H., who is recently writing his thesis in order to pursue his master degree in the Faculty of Law in Gadjah Mada University. As my ex-boyfriend, and as a best friend now, he contributed a lot during my college life. Thank you for accompanying me since I enrolled Islamic University of Indonesia, until I wrote this thesis.

To Muhammad Iqbal Maulana, who is now officially my fiancé. Thank you for your endless kindness, patience, and support. Thank you for always believing

me even when I doubt myself, for catching me when I fall, for offering your shoulder when I want to cry, for helping me to have it all together when things break into pieces, for showing me the bright side of everything, and for staying by my side whenever I need you. Thank you for out of the blue proposing me a few days after my thesis defence, even when I have not revised my thesis just yet. Thank you for being so thoughtful and inspiring.

A sincere thanks from the deepest of my heart also goes to my soulmate, Mohamad Izam Ghali, as well as a group called “*Sukses dan Tajir Bersama*”.

Last but not least, I would like to thank all friends whom I am not able to mention your name here, one by one. Thank you for accompanying during my university life and supporting me regardless.

I believe that this thesis is far from perfect. Therefore, any suggestion or recommendation would be highly appreciated.

Bekasi, 2 January 2021

Safira Ardy Pelita Fadila

TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF TABLES	ii
Abstract	iii
CHAPTER I INTRODUCTION	1
1.1 Background Study	1
1.2 Identification of the Problem	3
1.3 Limitation of the Problem	3
1.4 Formulation of the Problem	3
1.5 Objective of the Study	4
1.6 Significance of the Study	4
CHAPTER II LITERATURE REVIEW	5
2.1 Academic Dishonesty	5
2.2 Theoretical Framework	8
CHAPTER III RESEARCH METHODOLOGY	9
3.1 Research Design	9
3.2 Population and Sample	9
3.3 Data Collecting Techniques	10
3.3.1 Instrument	10
3.3.2 Validity	12
3.3.3 Reliability	13
3.4 Data Analysis Techniques	14
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	15
4.1 Research Findings	15
4.2 Discussion	20
CHAPTER 5 CONCLUSION	24
REFERENCES	Error! Bookmark not defined.
APPENDIX	27

LIST OF TABLES

Table 3. 1 Distribution of Questionnaire Item	11
Table 3. 2 The Score of Likert Scale.....	12
Table 3. 3 Validity Test.....	12
Table 3. 4 Reliability test	13



Abstract

Research on academic integrity has been popular in the inner circle countries. However, in EFL context, there are still very few researches toward academic dishonesty in high school. The existed researches which explained students' views of academic dishonesty were conducted in countries outside the inner circle and the outer circle. In Indonesia, an academic dishonesty research is still in a very small number. This survey study aims to identify students' perception and knowledge related to academic dishonesty, specifically plagiarism and cheating. By using an adapted questionnaire developed by Ledesma (2011), the data were collected from grade 10 to 12 students whose school applies academic integrity as the basic rules. 9 statements in four distinguished domains are included in the questionnaire. The findings indicate that most of have issues in the understanding and consideration of academic dishonesty. Meanwhile, other options are not being considered as parts of academic dishonesty by students.

Keywords: *Academic Dishonesty, Plagiarism, Cheating, Indonesia*



CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, problem formulation and the objectives of the study and also the significance of the study as a closing of this chapter.

1.1 Background Study

Academic institution has been working on building academic integrity since a very long time ago. Over these two decades, academic integrity has been a concern by academic institutions. Until today, Indonesia's government is working on a new program in the development of academic integrity in this country. The program, Character Education (*Penguatan Pendidikan Karakter* or PPK), is being promoted to all stages of schools from elementary until university in order to build and strengthen character among students by the Ministry of Education and Culture (MoEC). This program expects to focus on five aspects; religiosity, integrity, nationalism, independence, and mutual cooperation (Kurniasih, Utari, & Akhmadi, 2016). It also expects students to be well-developed emotionally and spiritually, by initiating 18 values in it. One of the points in academic integrity is Honesty. Meanwhile, honesty is often being betrayed by cheating and plagiarism. These things lead to academic misconduct and academic dishonesty which then inhibit the development of academic integrity.

Studies related to academic integrity has been conducted by researchers over the years. McCabe, Trevino, and Butterfield (2001) in their research found that a survey of more than 5,000 students of 99 samples in the US colleges and universities has been conducted by Bowers in 1964. The research found that three fourths of the respondents engaged in academic dishonesty. It was also duplicated by McCabe and Trevino in 1997, engaged 9 schools who participated in Bower's research in 1964. Academic dishonesty is a field of academic integrity that takes a

lot of attention. Academic misconduct done by students, is an issue that many researchers are interested in. Research regarding academic integrity is prevalent in the inner-circle countries. It appears that research of integrity in academic field is risen by the Western culture.

However, a research toward students' academic dishonesty is still quite rare in the EFL context. Bacha (2010) was the first researcher who conducted an academic integrity research on Lebanese context. Other studies related to academic integrity in EFL context were mostly conducted in college context such as; Middle Eastern (McCabe, 2008), South Korea (Ledesma, 2011), Doró (2014), Razek (2014), Hu & Lei (2015), Rathore (2015), and Babaii & Nejadganbar (2016). Whereas, it was only found one study regarding academic dishonesty in EFL highschool context, in Lebanon (Bacha et.al. 2012).

The first study related to academic dishonesty is conducted by Bacha, et.al. in 2012. The respondents of the study were 3,986 of high schoolers in Lebanon. The study was aimed to compare high schoolers' perception on cheating and plagiarism among different grades. The result of the study was students more likely tolerated cheating peers on examination and chose to remain silent to the teachers.

Rathore et. al. in 2015. The respondents of this study were 421 medical students and 95 faculty members in a medical school in Pakistan. It turned out that the author suggested that students in medical schools in Pakistan should be given the ethic code on academic environment. This study showed that students represent their approval toward plagiarism, with the number 55% of medical students and 82,7% faculty members.

In Indonesian context, a preliminary study of students' beliefs had been conducted by Fridani and Yasnita (2018). The study analyzed students' perceptions and understanding of academic honesty and academic integrity. The survey was conducted with university students at a state university in Jakarta. The findings of this study show that many students have issues in both understanding and maintaining academic honesty as well as academic integrity.

Due to the rareness of the research in EFL context, especially in terms of high school students' behavior, this research aims to identify those things. To the researcher's knowledge, no research related to high school students' behaviors toward academic dishonesty have been done in the Indonesian context. There are many studies on academic integrity in higher education context, yet it is still limited in high school context.

1.2 Identification of the Problem

Academic integrity is still being a serious issue faced by academic institution. Even though either prevention or repressive action has been attempted to reduce academic misconduct by education institutions. A well-developed behavior can be someone's character which is very difficult to be changed. The same argument goes to academic dishonesty as well. Based on Lim & See (2001), Sim (1993) in his research stated that academic dishonesty is highly related to employee theft and other kinds of dishonesty at the workplace. Sim found that people who misbehave with such academic dishonesty in his/her college, tend to continue his/her behavior in the professional environment. Also, Sim added that those kinds of people are more likely to have dishonest behavior at a higher scale in their careers.

Hence, a research which figure out the real data of students' perception toward academic dishonesty is highly needed, specifically for academic institution, in hope that academic institutions will invent a way to reduce such dishonest behavior.

1.3 Limitation of the Problem

This research will identify students' perceptions toward academic in general and academic dishonesty specifically in a high school in Yogyakarta.

1.4 Formulation of the Problem

This research aims to answer the following question:

- a) What are some behaviors that were done by EFL senior high school students?

1.5 Objective of the Study

Based on the formulation of the problem, this study aims to identify EFL senior high school students' behaviors on Academic Dishonesty.

1.6 Significance of the Study

This research will have some benefits in the study of English teaching and learning process empirically and practically. Empirically, this research can be the reference for conducting such kind of research in the future.

This research gives description about the issue faced by academic institution on how students perceive cheating and plagiarism, therefore, hopefully academic institution can figure a way out to reduce such behaviors. Practical benefits from this research is that this research will provide information related to how high school students perceive academic dishonesty; Cheating, Tolerance, Outside Help, and Plagiarism.

CHAPTER II

LITERATURE REVIEW

A review of literature and references of theories will be discussed in this second chapter. It covers theoretical review, theoretical framework, and review of relevant studies.

2.1 Academic Dishonesty

International Center for Academic Integrity has defined academic integrity into five cores, which are honesty, trust, fairness, respect, and responsibility, are all supposed to be built, maintained, and retained academician communities. This is in line with Jones' (2011) statement that academic integrity is a particular action or personal choice toward something that can be accounted for by a person himself academically. Macfarlane, et.al. (2012) defined "*the term 'academic integrity' is widely used as a proxy for the conduct of students, notably in relation to plagiarism and cheating*" (p.2).

As Hodges (2017) quoted from Bricault (2007), academic dishonesty can be "*... viewed as a range of deliberate, unacceptable behaviors that students use to gain an unfair advantage on tests and assignments*" (p. 15). Razek (2014) also stated that academic misconduct can differ in several behaviors in regard to intentionality, seriousness of misconduct from students' perception, and students' awareness of types and consequences of academic misconduct. Hodges (2017) explained that academic dishonesty can be vary from paying someone to do an assignment, buying a class' assigned paper, attaining an exam questions before the due date of examination, or copying somebody's work to one's work. All of these actions are being taken place for variety of reasons; an emphasis on success, pressure from peers, unrealistic expectations, or lack of preparedness can all lead to student cheating, Hodges added.

Furthermore, McCabe's research in 2005 included six behaviors related to academic dishonesty in tests and examination; copying someone's answer on a test or exam with or without them knowing; using cheat notes during a test or exam; asking exam's questions to other students who have taken the exam; helping other students cheat on an exam; and having an excuse to delay taking an exam or submitting a written assignment to have more time to study or prepare or ask other students about an exam or assignment.

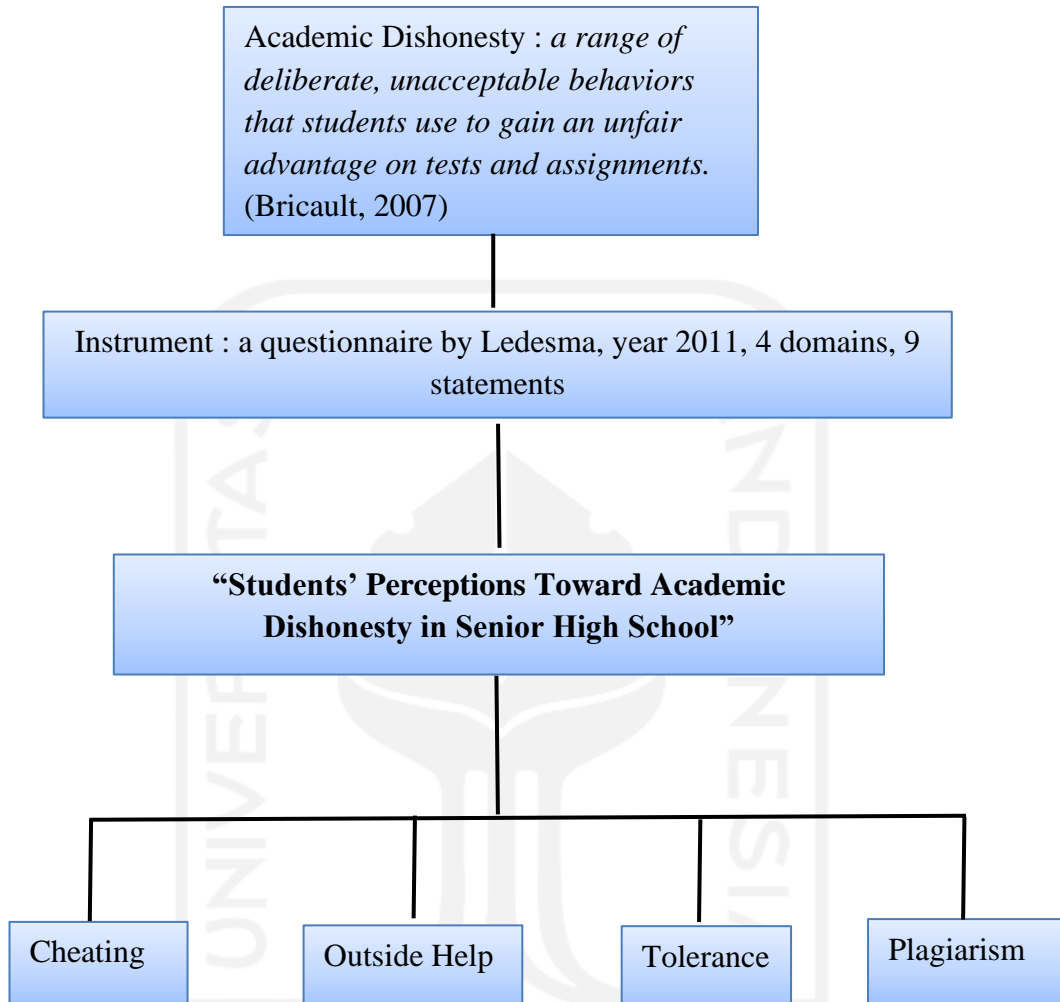
Clear categories of academic dishonesty are still gaining confusion among students. As it was mentioned by Doro (2014), McCabe (2005), and Huges and McCabe (2006) found that in real life, students often do not consider several acts as parts of academic dishonesty, such as plagiarism and cheating, which then lead to inadvertently cheating. According to Pavela (1978), academic dishonesty can be categorized into four components; cheating or using unauthorized information, fabrication, plagiarism or re-creating others' ideas without quotation or citation, and facilitating academic dishonesty. In line with Pavela's statement, McCabe et. al. (2001) explained that academic dishonesty can be differed in four kind of behaviors; plagiarism, fabricating or falsifying a bibliography, turning in work done by someone else, and copying sentences in a paper without writing the footnote. This is also in line with Jensen et. al. (2002) who mentioned various types of violation in academic integrity, including plagiarisms, cheating on exams, and copying assignments from other students.

Ledesma in 2011 conducted a research in academic integrity in higher educations in South Korea. The study aimed to identify the condition that may affect students to do cheating. In the data collection, Ledesma developed a questionnaire by herself which contained 9 statements in 4 domains. She mentioned that the population of this study was 18,000 students in a private university in Seoul, South Korea. It concluded that class size is the main problem that enable students to cheat. The smaller the class size, the lower potential for students to either cheat or seek out for help.

Meanwhile, academic dishonesty actions are being taken place for variety of reasons. According to Hodges (2007), those reasons include; an emphasis on success, pressure from peers, unrealistic expectations, or lack of preparedness can all lead to student cheating.



2.2 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain the type of this research, how the data are gathered, and specification on methodology of data collection in this research.

3.1 Research Design

This research is designed to identify the high schoolers' perceptions on academic dishonesty, which in this case are cheating and plagiarism in many high schools spread in big cities in Indonesia.

This study is categorized as quantitative research. The data were collected using random sampling. The data were gathered by using a questionnaire, made by Ledesma (2011). The questionnaire will reveal how students generally perceive cheating and plagiarism, which are the part of academic dishonesty. Survey questionnaire were deployed to the students through online platform – Google Form.

The collected data were analyzed by using SPSS 25 (Statistical Package for The Social Sciences) and Microsoft Excel.

3.2 Population and Sample

High school students are being the focus of this research. The specification of this research is high school students whose school applies academic integrity as the basic rules. The researcher mentioned in the questionnaire that the questionnaire is limited for students who study in a school where cheating is strictly forbidden. Thus, those whose school did not apply punishment to academic misconduct were not suggested to fill the form nor to be a participant in this research. The students vary from grade 10 to 12. The total respondents of this research are a hundred and twenty-two (N=122) students from various senior high schools, 4 schools in Bekasi and 2 schools in Yogyakarta.

Since this research is conducted in the global pandemic, there were challenges faced by the researcher. During this global pandemic, Indonesia's government sets up rules for civilians to continue their lives at home, including teaching and learning processes. In line with School from Home, the researcher found it challenging to gather the data from only one school. Therefore, the researcher decided to collect the data by using Google Form (bit.ly/SkripsiDea), as the most effortless online platform to collect the data without having to meet students face-to-face. The collecting data process took a month long. The researcher published the link of Google Form on September 16, 2020 and closed the receival in the Google Form on October 16, 2020.

The city in which the researcher chose is Bekasi and Yogyakarta. Schools in this city are applying academic honesty strictly. A basic requirement which was applied in this survey study is the respondents must study at a school which implements academic integrity in its learning and teaching process. Otherwise, the data would not be valid and reliable. The students who study at a school which does not implement academic integrity in the learning process are not allowed to take this survey. As the data had been gathered, there are a few students who break the rules. The data of these students are not included in the data analysis.

3.3 Data Collecting Techniques

3.3.1 Instrument

The instrument used in this research is a questionnaire developed by Ledesma (2011). The questionnaire is adapted and translated into Bahasa Indonesia. There will be four domains, which are Cheating, Outside Help, Plagiarism, and Tolerance. From the domains, there will be 9 statements in the questionnaire which will reveal the activity in academic misconduct that students never or often do.

Table 3. 1 Distribution of Questionnaire Item

Items	Statements (translated to Bahasa)	Domain
CHTG-1	Menyalin jawaban dari siswa lain selama ujian	Cheating
CHTG-2	Menggunakan "lembar contekan" selama ujian	Cheating
CHTG-3	Menyalin jawaban dari siswa lain selama ujian tanpa persetujuan	Cheating
OUHP-4	Bekerjasama dengan siswa lain saat mengerjakan tugas individu	Outside Help
OUHP-5	Meminta informasi tentang ujian yang akan datang dari siswa lain yang telah mengambilnya	Outside Help
OUHP-6	Berbagi informasi tentang ujian dengan siswa lain yang belum mengikuti	Outside Help
PLAG-7	Menyalin beberapa kalimat dari sumber yang dipublikasikan tanpa menyebutkan atau merujuk sumber	Plagiarism
PLAG-8	Menemukan atau membeli karya ilmiah dari internet dan mengumpulkannya sebagai karya sendiri	Plagiarism
TOLC-9	Mengetahui siswa lain menyontek dan tidak melaporkannya	Tolerance

Each statement uses five-points Likert's scale which are Never (coded as 1), Once (coded as 2), Twice (coded as 3), Three times (coded as 4), and More than three times (coded as 5).

Table 3. 2 The Score of Likert Scale

Likert Scale	Score
Never	1
Once	2
Twice	3
Third times	4
More than three times	5

3.3.2 Validity

Validity test using SPSS is required to measure the validity of the research instrument, in this case is a questionnaire, in Indonesian context. The questionnaire which contains 9 items is being measured, and the result is as followed:

Table 3. 3 Validity Test

Items	Pearson correlation	r-table n=122	criteria
CHTG-1	0.662	0.176	Valid
CHTG-2	0.674	0.176	Valid
CHTG-3	0.476	0.176	Valid
OUHP-4	0.561	0.176	Valid
OUHP-5	0.736	0.176	Valid

OUHP-6	0.752	0.176	Valid
PLAG-7	0.506	0.176	Valid
PLAG-8	0.423	0.176	Valid
TOLC-9	0.594	0.176	Valid

The validity decision is according to the value calculated Pearson Correlation > R-table of 0.176 (N=122). Thus, all questionnaire items are valid.

3.3.3 Reliability

The reliability test was conducted using Cronbach's alpha coefficient. Cronbach's alpha coefficient statistical tools are used to calculate the questionnaire's items (Cohen et. al., 2009). In addition, Cronbach's alpha is the most correct test to assess the internal consistency of a calculated 5-point Likert's scale, Starborn (2006) added.

Based on the SPSS 25 output below, out of 9 items, the reliability of Cronbach's alpha value is 0.788, which indicates high reliability. As a result, the items in the questionnaire are reliable.

Table 3. 4 Reliability test
Case Processing Summary

		N	%
Cases	Valid	122	100.0
	Excluded ^a	0	.0
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.779	9

3.4 Data Analysis Techniques

The questionnaire used in this research consists of 9 items. Data processing techniques use Microsoft Excel 2013 and the computational calculation program of SPSS Statistic 25. Descriptive statistics were used to find out the percentages, frequencies, mean, and standard deviation of the variable. Then the result is presented in the form of a chart. The researcher took the same appropriate steps with this research: Reliability Statistics Cronbach's Alpha N of Items 0.788.

- a. Reviewed the questionnaire by Ledesma
- b. Adapted the questionnaire as the instrument and translated into Bahasa Indonesia
- c. Checked and had the translated items reviewed by an expert
- d. Checked validity of the questionnaire in Bahasa Indonesia Version
- e. Checked reliability of the questionnaire in Bahasa Indonesia Version
- f. Distributed 9 items questionnaire to students at using Google Form as the main tool
- g. Used Microsoft Excel 2013 and SPSS 25 to analyze the data from the questionnaire into a statistical package to find Standard Deviation and Mean.

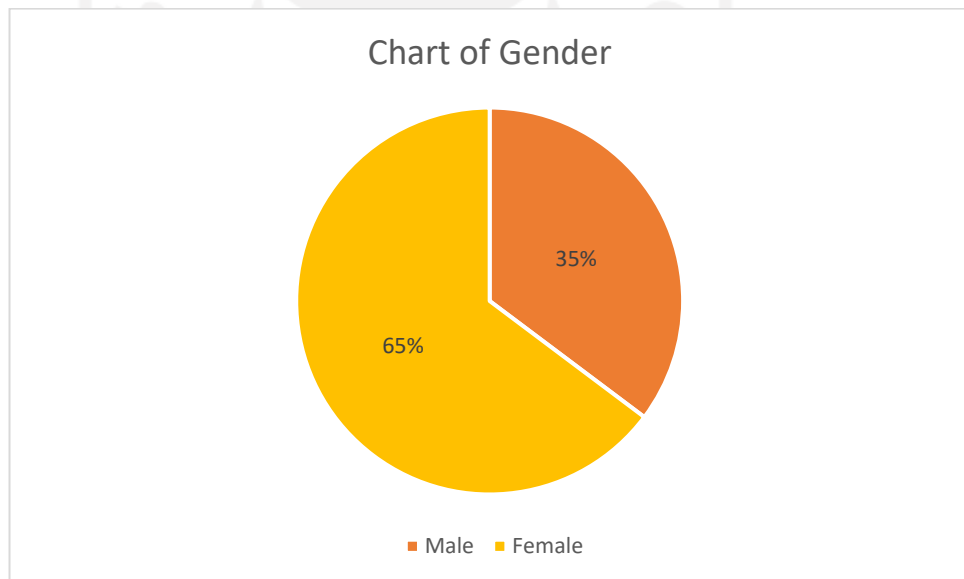
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings obtained from the questionnaire to identify the perception of students toward academic dishonesty, which in this case are plagiarism and cheating, in various school in a few big cities in Indonesia.

4.1 Research Findings

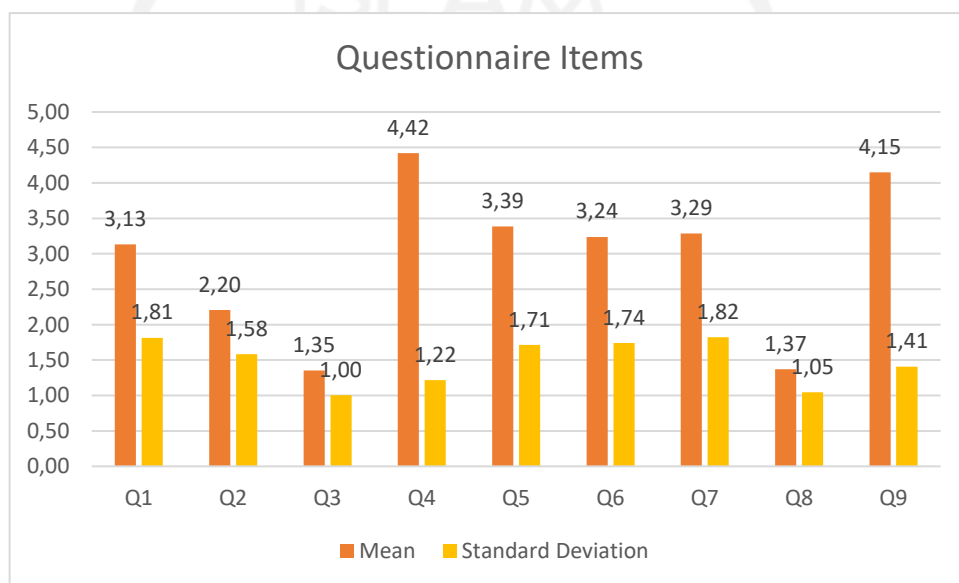
The result of this survey study is dominated by female. Out of total 122 participants, 65% of the participants are female with 79 people. Meanwhile the male participants are 43 people, with 35% of the total.



This chart below shows that the item with the highest Mean ($M=4.42$) is Q4: working with another student on a paper assigned as individual work (translated as “*Bekerjasama dengan siswa lain saat mengerjakan tugas individu*”). However, the Standard Deviation score from Outside Help (OUHP4) ($SD=1.22$) is not more than Plagiarism (PLAG7) ($SD=1.82$). On the second place, Tolerance (TOLC9) has the highest score below Outside Help (OUHP4), with Mean ($M=4.15$) and Standard

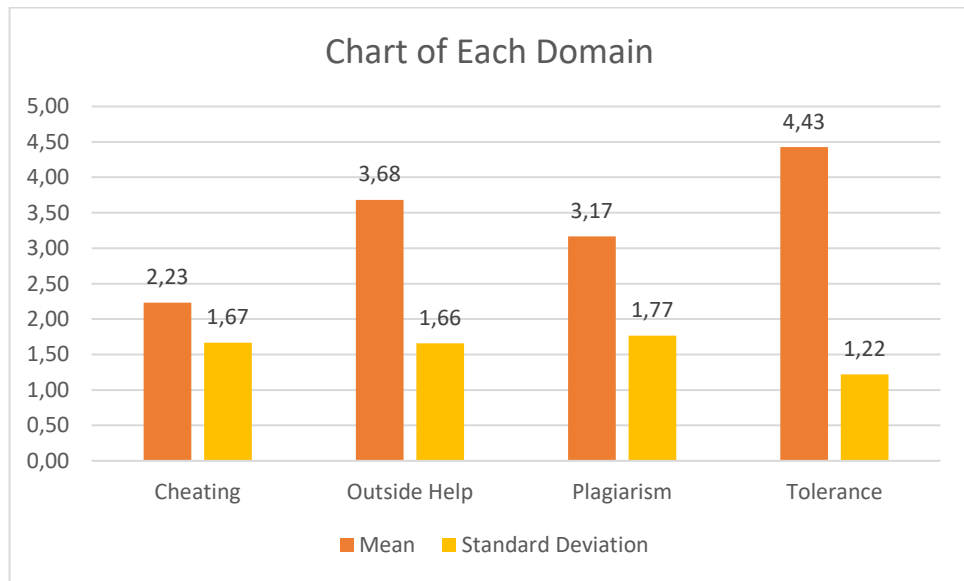
Deviation (SD=1.41). Following Tolerance (TOLC9), Outside Help (OUHP5) is on the third place, with Mean (M=3.39), yet it has the highest score on Standard Deviation.

There is Cheating (CHTG3: translated as “*Menyalin jawaban dari siswa lain selama ujian tanpa persetujuan*”) on the last, with the lowest Mean (M=1.35) and the lowest Standard Deviation (SD=1.00).

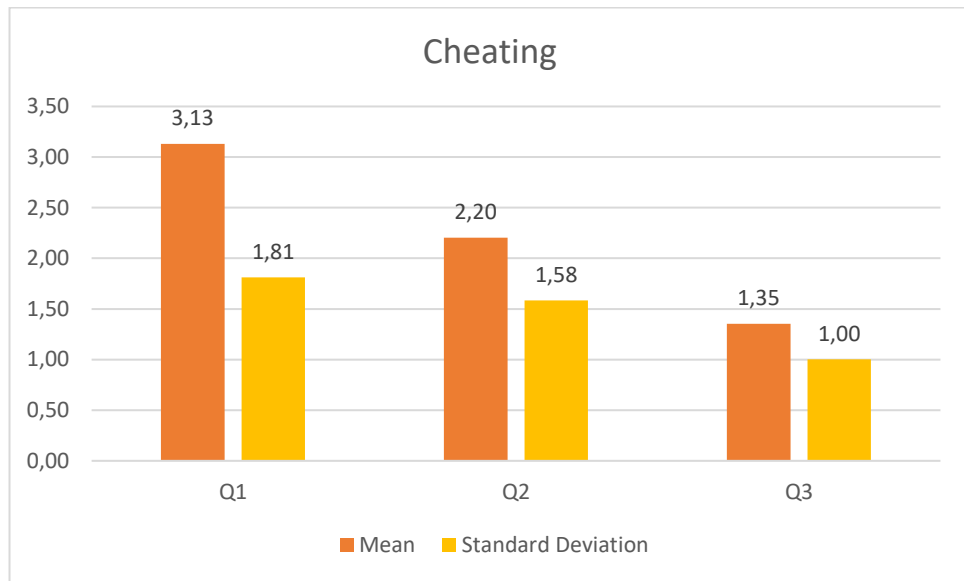


The highest Mean is on the domain of Tolerance (M=4.43) and supported by having the lowest Standard Deviation (SD=1.22). Then, Tolerance is followed by Outside Help on the second place with Mean=3.68. in the third place, there is Plagiarism with Mean=3.17. However, Plagiarism has the highest Standard Deviation (SD=1.77).

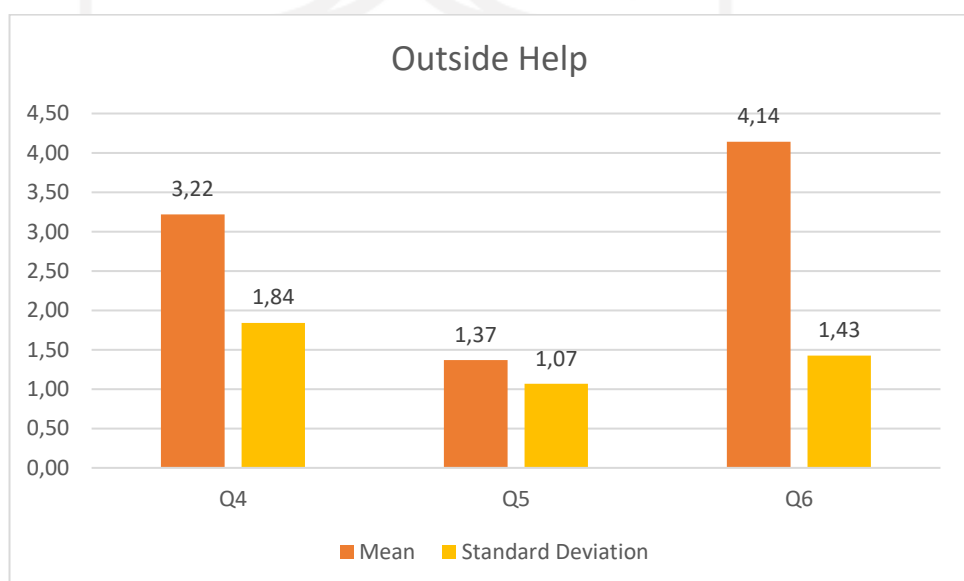
On the other hand, Cheating has the lowest Mean (M=2.23), even though the Standard Deviation level is on 1.67.

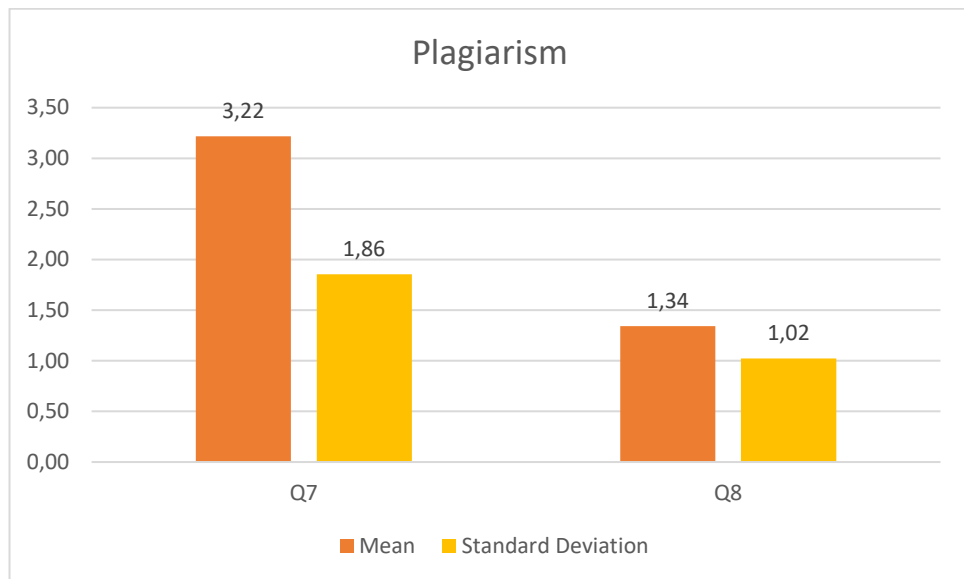


The first domain of the questionnaire, which is Cheating, has 3 statements. The highest Mean ($M=3.13$) is found in the first statement (CHTG1: “*Menyalin jawaban dari siswa lain selama ujian*”), alongside with its Standard Deviation which is at its highest ($SD=1.81$). Followed by the second statement (CHTG2: “*Menggunakan ‘lembar contekan’ selama ujian*”), with Mean ($M=2.20$) and Standard Deviation ($SD=1.58$). Meanwhile the least Mean belongs to the third statement of this domain (CHTG3: “*Menyalin jawaban dari siswa lain selama ujian tanpa persetujuan*”) with Mean ($M=1.35$) and Standard Deviation ($SD=1.00$).

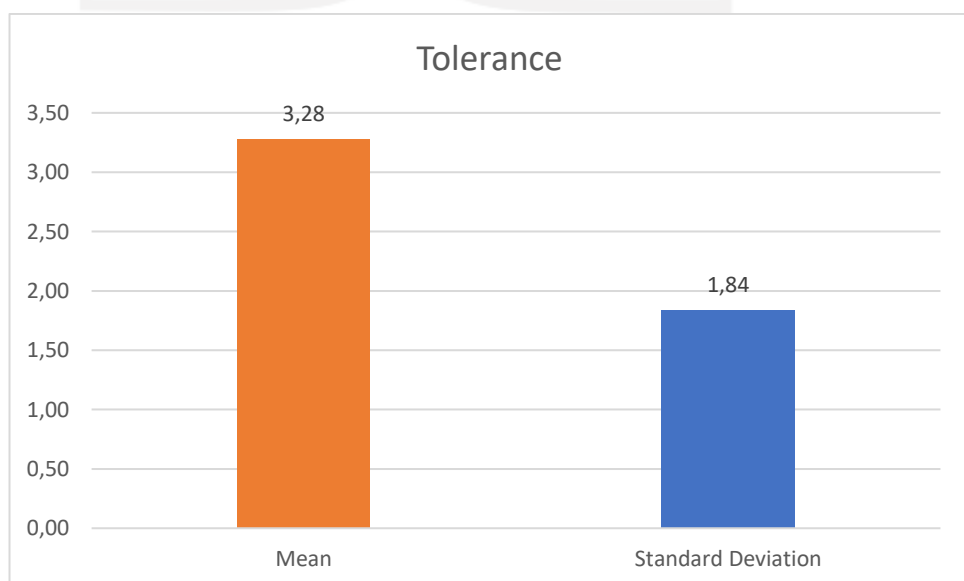


The third domain of the questionnaire, which is Outside Help, has three statements in it. The highest Mean is found in OUTH-6: *“Berbagi informasi tentang ujian dengan siswa lain yang belum mengikuti”* (M=4.14) with the Standard Deviation (SD=1.43). On the second place, there is OUTH-4: *“Bekerjasama dengan siswa lain saat mengerjakan tugas individu”* (M=3.22) with the Standard Deviation (SD=1.84). Meanwhile on the third place, there is OUTH-5: *“Meminta informasi tentang ujian yang akan datang dari siswa lain yang telah mengambilnya”* with the lowest Standard Deviation (SD=1.07).





On the second domain – Plagiarism – the highest level of Mean is found on PLAG-7: “Menyalin beberapa kalimat dari sumber yang dipublikasikan tanpa menyebutkan atau merujuk sumber” (M=3.22), with the Standard Deviation (SD=1.34). Meanwhile, PLAG-8: “Menemukan atau membeli karya ilmiah dari internet dan mengumpulkannya sebagai karya sendiri” has Mean (M=1.34) and Standard Deviation (SD=1.02).



The last domain on the questionnaire is Tolerance, with one statement. The Mean of TOLC-9: "*Mengetahui siswa lain menyontek dan tidak melaporkannya*" is $M=3.28$, and Standard Deviation ($SD=1.84$).

4.2 Discussion

Academic honor codes may differ one to another place, however, it still needs to be respected. Students' academic development will grow healthily in an environment which encourage, promotes, and protects student responsibility for academic integrity. Otherwise, students will not implement integrity in their lives. According to Jones (2011), younger and immature learners involve in various academic dishonesty on a more continuous basis. It happens more when the punishment toward academic dishonesty is low.

Academic dishonesty, including cheating and plagiarism, is not an uncommon thing amongst high schoolers in several cities in Indonesia. Even if the school has applied a set of rules or honor codes concerning integrity in academic fields, pupils seem to be still ignoring both honesty and integrity in their daily lives. From the collected data, 7 of 9 statements gained more than 50% "one or more times" answer in the questionnaire. It indicates that most of the participants of this study has done activity against academic integrity frequently.

Ledesma (2011) in his study regarding academic dishonesty in undergraduate students in South Korea found out that the likelihood of cheating is higher on male than female. This result is supported by McCabe and Trevino (1997), Hrabak et. al. (2004), Eastman (2006) that male is more likely to have a higher level of academic dishonesty rather than female. Ledesma (2011) mentioned that Kerkvliet (1994) had a slightly different result on his study. He conducted a study toward academic misconduct and found out that men are less likely to cheat than women, even though in the next study (Kerkvliet & Sigmund, 1999) was mentioned that gender did not play a role on academic misconduct.

Out of four domains in the questionnaire, the researcher classified the domain by the highest to the lowest percentage of the students who were reported to do academic misconduct from “never” to “one or more times”.

Based on the spelled data, the fourth statement on the questionnaire on the domain of Outside Help (OUHP-4: “Working with another student on a paper assigned as individual work” or translated as “*Bekerjasama dengan siswa lain saat mengerjakan tugas individu*”) has the highest percentage of 93% or 144 students for one or more times working with another student on a paper assigned as individual work. Meanwhile, the rest of 7% or 41 students admitted that they never do working with another student on a paper assigned as individual work. Students perceive this as a way to help to their peers, as cultural society in Indonesia teaches them to help one another. It is more considered as giving aid to their friends, rather than a sort of cheating. This behavior is acceptable as a kind of ‘helping friends’ type of relationship, even when students are on an examination where help from outside is not allowed, for it might either give them a negative labelling by their peers or break their friendship (Bacha, 2007). In her study of cheating in Lebanon’s high schoolers, Bacha (2007) explained that for most of high schoolers, it is more likely to be difficult to not helping their peers as they think that they would betray their friendship or that it would be rude to not helping friends.

The fifth statement on Outside Help domain (OUHP-5: “Asking for information about a forthcoming test from another student who has taken it” or translated as “*Meminta informasi tentang ujian yang akan datang dari siswa lain yang telah mengambalnya*”) has 75% of the participants or 92 students who agree that they ask for information about a forthcoming test from other student(s) who has taken it for one or more times during their school lives.

Furthermore, it is in line with the next highest percentage, the sixth statement on the questionnaire (OUHP-6: “*Berbagi informasi tentang ujian dengan siswa lain yang belum mengikutinya*”). There are 71% of the participants who of participants agree sharing information about a test with another student who has yet to take the test on for once or more, regardless the rules that they should keep the information

about a test they have taken before and keep the learning environment both sportive and competitive in a healthy way.

Followed by the ninth statement on the domain of Tolerance of the questionnaire (TOLC-9: “observing another student cheating and not reporting it” or translated as “*Mengetahui siswa lain menyontek dan tidak melaporkannya*”) which has the second highest percentage of 89%. There is only one statement in the domain of Tolerance. It is found that students tend to observe another student cheating and do not report it to their teacher in the class. As Ledesma (2011) explained in his study about Tolerance’s definition, that Tolerance is when students distinguish their peers’ involvement in cheating, and choose to not reporting it. Whether they realize that this is a violence against academic integrity or not, students still tolerate this kind of activity.

The next highest percentage is from Cheating domain (CHTG-1: “copying from another student during a test” or translated as “*Menyalin jawaban dari siswa selama ujian*”). Based on the collected data, there are 66% of high schoolers agree on this statement. The second statement of the questionnaire in Cheating domain (CHTG-2: “using a ‘cheat sheet’ during a test” or translated as “*Menggunakan ‘lembar contekan’ selama ujian*”) has 47% of the participants or 57 students who agree on using a “cheat sheet” during a test. On the other hand, the least percentage comes from Cheating domain (CHTG-3: “copying from another student during a test without consent” or translated as “*Menyalin jawaban dari siswa lain selama ujian tanpa persetujuan*”). 15% of high schoolers or 18 students admit that they copy another student’s answers during a test without their consent. The rest of the participants, which are 85 students, deny that they copy answers from peers without their consent. This implied that students let their peers to copy their answer during a test. The relation between cheating and peers’ behavior is also being explained by McCabe (2001). As McCabe (2001) quoted McCabe and Treviño (1993), they hypothesized a relation between cheating and peers’ behavior:

“the strong influence of peers’ behavior may suggest that academic dishonesty not only is learned from observing the behavior of peers, but that peers’

behavior provides a kind of normative support for cheating. The fact that others are cheating may also suggest that, in such a climate, the non-cheater feels left at a disadvantage. Thus, cheating may come to be viewed as an acceptable way of getting and staying ahead.” (p. 533)

The domain of Plagiarism (PLAG-7: “copying a few sentences from a published source without mentioning or referencing the source” or translated as “*Menyalin beberapa kalimat dari sumber yang dipublikasikan tanpa menyebutkan atau merujuk sumber*”) has the exact same of percentage with the first statement in Cheating domain. 66% of the participants or 81 students admit that they copy a few sentences from a published source without mentioning or referencing the source. Moreover, they also admit on finding or buying a paper off the internet and submitting it as own work. Rocklin (2005) stated “that much of plagiarism students commit is also theft.” Students do not consider ideas to be a private thing, even when they comprehend a general theory of intellectual property. That being said, it is difficult for students to realize that giving credit to the author or the originator of a certain idea is important in academic field. Otherwise, this kind of fraud will be considered as academic misconduct.

However, it is not supported by the next statement in the domain of Plagiarism (PLAG8: “finding or buying a paper off the Internet and submitting it as own work” or translated as “*Menemukan atau membeli karya ilmiah dari internet dan mengumpulkannya sebagai karya sendiri*”) has 13% of students who reported on one or more times. There are 109 students who reported they never found of bought a paper off the internet, then submitting as their own work.

CHAPTER 5

CONCLUSION

Most of the participants on this study perceives “cheating” as only when they copy their peers’ exact answers on a certain test. Other options that are counted in Cheating and Plagiarism are not being considered by students for many reasons. Meanwhile, students tend to have a high tolerance to academic misconduct. It is proven by the data that shows students cover their peers when they are cheating or involved in academic dishonesty. However, this study does not depict the whole perception of students in Indonesia as an EFL country. It is limited since random sampling is applied in the collecting data process. Further and deeper study regarding this specific field is highly recommended. An interesting insight from this study was the existing bias between Plagiarism and Collaboration as mentioned in the Research Findings part on the CHTG3.

REFERENCES

- Bacha, N. N., Rima, B., & Mona, N. (2012). High Schoolers' Views on Academic Integrity. *Research Papers in Education*, 365-381.
- Budaya, K. P. (2021, January Friday). *Kebijakan Penguatan Pendidikan Karakter*. Retrieved from Cerdas Berkarakter: <https://cerdas.kemendikbud.go.id>
- Doró, K. (2014). Why do students plagiarize? EFL undergraduates' views on the reasons behind plagiarism. *Romanian Journal of English Studies*, 255-263.
- Fridani, L., & Yasnita. (2018). Academic Honesty and Academic Integrity in a State University Culture: A Preliminary Study of Students' Beliefs and Practices in Jakarta, Indonesia. *International Conference on Univeristy and Intellectual Culture*, 1-2.
- Hodges, S. (2017). Academic Dishonesty in Higher Education: Perceptions and Opinions of Undergraduates. *Electronic Theses and Dissertations University of Tennessee*.
- Hu, G., & Lei, J. (2015). Chinese University Students' Perceptions of Plagiarism. *Ethics & Behavior*, 233-255.
- Jones, D. (2011). Academic Dishonesty: Are More Students Cheating? *Business Communication Quarterly*, 141-150.
- Kurniasih, H., Utari, V. Y., & Akhmadi. (2016). Character Education Policy and Its Implementations for Learning in Indonesia's Enducation System . *Research on Improving System of Education*, 1-2.
- Ledesma, R. G. (2011). Academic Dishonesty among Undergarduate Students in a Korean University. *Research in World Economy*.
- Lim, V., & See, S. (2001). Attitudes toward, and Intentions to Report Academic Cheating among Students in Singapore. *Ethics & Business*, 261-274.
- Macfarlane, B., Zhang, J., & Pun, A. (2014). Academic Integrity: a Review of the Literature. *Studies in Higher Education*, 339-358.
- McCabe, D., & Trevino, L. (1997). Individual and Contextual Influences on Academic Dishonesty: a Multicampus Investigation . *Research in Higher Education*, 379-396.
- Rathore, F., Waqas, A., Zia, A., Mavrinac, M., & Farooq , F. (2015). Exploring the attitudes of medical faculty members and students in Pakistan towards plagiarism: a cross sectional survey. . *PeerJ* 3:e1031<https://doi.org/10.7717/peerj.1031>.

Razek, N. (2014). Academic Integrity: a Saudi Student Perspective. *Academy of Educational Leadership Journal*, 18.

APPENDIX

Academic Dishonesty Item (scale reliability coefficient = 0.79)	Mean	Std. Deviation
<i>CHEATING</i>		
<i>Q1: copying from another student during a test</i>	2.93	1.79
<i>Q2: using a "cheat sheet" during a test</i>	2.05	1.50
<i>Q3: copying from another student during a test without consent</i>	1.32	0.94
<i>OUTSIDE HELP</i>		
<i>Q4: working with another student on a paper assigned as individual work</i>	4.18	1.41
<i>Q5: asking for information about a forthcoming test from another student who has taken it</i>	3.20	1.70
<i>Q6: sharing information about a test with another student who has yet to take it</i>	3.07	1.74
<i>PLAGIARISM</i>		
<i>Q7: copying a few sentences from a published source without mentioning or referencing the source</i>	3.07	1.81
<i>Q8: finding or buying a paper off the Internet and submitting it as own work</i>	1.40	1.08
<i>TOLERANCE</i>	3.95	1.55
<i>Q9: observing another student cheating and not reporting it</i>		