

The Effect of Self Efficacy and Peer Conformity on Cheating Behavior of Student Accounting SMK Negeri in Jakarta

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ABSTRACT

This study aims to measure the self efficacy and peer conformity of the cheating behavior of accounting students of SMK Negeri in Jakarta using survey methods. The population in this study was one of SMK Negeri in Jakarta, with 10 and 11 class accounting sample students evaluating 108 students. The sampling technique uses proportional random sampling. Based on the results of the study concluded about self efficacy and peer conformity have a simultaneous relationship to cheating relationships. Adjusting to a large extent influences cheating relationships, while peer conformity influences cheating behavior.

Keywords: *self efficacy, Peer Conformity, Cheating Behavior*

PRELIMINARY

Cheating comes from the word cheat which has a meaning of imitation. Cheating has quite a number of definitions. If examined as a whole, cheating has an understanding that leads to imitating or tracing. (Ubadi, 2014, p. 12). (Republika.co.id) (Prayitno, 2009), Jakarta - "Acting Director General of Teachers and Education Personnel of the Ministry of Education and Culture Hamid Muhammad Said there are still five things in schools that are still considered normal until now. The first problem is cheating, "he said during the opening of the 2017 National Teacher's Day Exhibition (HGN) in Jakarta, Friday (11/24).

Willis (1985) self efficacy is the belief that someone is able to cope with a problem with the best situation and can provide something that is fun for others (Risnawita, 2017, p. 34). (Bengkuluekspress.com)– "Of the 150 violations of UNBK there have been five violations. This is a serious evaluation for Disdik, in the future participants may not play in participating in UNBK because once they bring mobile phones and other devices that violate the POS into the class and cheat, such as cheating, then the value is automatically immediately zero. And after we expose the parents just surrender to the behavior of their children. Academically, his children are smart and even get perfect scores (100). Maybe lack of confidence so that it violates the rules ". (Drs. Budiman Ismaun M.Pd) he said when met by Bengkulu Express in his office yesterday (5/16).

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Conformity is a social influence in the form of the expression of opinions or patterns of behavior of someone against others who influence it. Musen & Rosenweig, 1973 (Prayitno, 2009, p.71). (beritagar.id)- "students said that peer pressure and wanting to appear impressive with good grades made them cheat. However, they also admit that there is pressure from the environment and adults, especially those related to standard testing or the National Examination to achieve certain targets ". (Ika Ardiana, 2018)

RESEARCH THEORITICAL

Cheating Behavior

Cheating is someone's act of cheating stealing, imitating, plagiarized by justifying any means to gain profit by harming others. (Sobarudin, 2015, p. 7) Cheating or plagiarism is an act of lying, deception, academic fraud in order to obtain certain benefits at the expense of the interests of others. Meanwhile, according to Ahmad Dhani Malka (2005: 42)

According to (Pavela, 2008, p. 137) describe four types of academic dishonesty by cheating:

- 1) The act or behavior of using unauthorized material in any academic activity, for example using "cheat sheet" during the exam.
- 2) Making targets or objects to be targeted such as information, references for example falsifying results.
- 3) Plagiarism or plagiarism by copying word for word of other people's work with the right attribution.
- 4) Help others to copy homework.

Cheating behavior according to (Hartanto, 2012) can be grouped into two parts, namely internal factors and external factors. Internal factors that influence cheating behavior:

- 1) Low self efficacy
- 2) Low academic ability
- 3) Time management or time
- 4) management that is not good
- 5) Procrastination

External factors that influence cheating behavior:

- 1) Pressure from peers
- 2) Pressure from parents
- 3) Unclear school regulations
- 4) The teacher's attitude is less assertive towards students who cheat

Self Efficacy

Self efficacy and feel able to deal with all situations that will be passed without worrying about anything that will happen, individuals who have confidence will continue to think positively about themselves and deal with things calmly without haste so that all things can be passed well. According to Willis (1985) self efficacy is the belief that someone is able to cope with a problem with the best situation and can provide something that is fun for others (Risnawita, 2017, p. 34) Meanwhile, according to Hambly (1995) self- confidence is a belief in a person to be able to handle everything that is in front of him calmly. Confidence is a strong belief in oneself in <http://journal.unj.ac.id/unj/index.php/jpm>

the form of feelings and the assumption that he is in good condition so that individuals can perform and behave with confidence (Hambly, 2010, p. 49)

According to Lauster (Risnawita, 2017, p. 35) people who have positive confidence are mentioned below:

- 1) Confidence in self ability, positive attitude about himself. He is truly able to do what he does.
- 2) Optimistic, positive attitude possessed by someone who is always of good view in dealing with everything about himself and his abilities.
- 3) Objective, people who see the problem or something in accordance with the correct truth, not according to personal truth or according to himself.
- 4) Responsible, the willingness of people to bear everything that has become a consequence.
- 5) Rational and realistic, analysis of a problem, allies, and an event using thoughts that are acceptable to reason and in accordance with reality.

According to (idrus, 2017, p. 110) how are the characteristics of someone who has confidence and what are the benefits of self-confidence, the characteristics and benefits of self- confidence. That is :

- 1) Being able to see one's potential realistically and optimistically
- 2) Confidence in one's ability to make changes and face life's challenges
- 3) Understanding self-weaknesses and trying to improve themselves
- 4) People who are confident are always ready to face challenges and obstacles
- 5) People who are confident always determine new strategies in dealing with
- 6) various problems
- 7) People who are confident always improve their quality
- 8) With confidence will be trusted by others

Peer Conformity

According to Musen & Rosenweig, 1973 (Prayitno, 2009, p. 71) conformity is a social influence in the form of the expression of opinions or patterns of behavior of someone against others who influence it. Then according to Robert K Merton (Sugiharyanto, 2007, p. 104) (in conformity is behavior following the goals and the way people do to achieve these goals by conventional methods (customs) and institutions.

According to (Elvigro, 2014, p. 84) states there are several aspects that can affect conformity in adolescents, namely:

- 1) Lack of information. Often, peers know more about what we don't know. By doing what they do, we too will be splashed in the benefits of their knowledge.
- 2) Trust in groups. When self- confidence and self-assessment are weak, the level of conformity towards peers will be even higher.
- 3) Fear of social reproach. When the environment is reproachful, humans usually tend to seek agreement to avoid the reproach.
- 4) Fear of perversion. Most teenagers don't want to be in the field as someone else from someone else. So, they want their compactness to accept and treat them well.
- 5) Group cohesiveness. The higher the cohesiveness between one another, the higher the conformity between them.
- 6) Group agreement. Usually in a group has a certain mission and vision. So, when a teenager in the group is faced with a unanimous decision, he will

experience pressure to adjust his opinion towards that decision. Often, they agree only to avoid animosity.

- 7) Group size. Based on research conducted by Wilder (1977) the effect of group size on the level of conformity is no longer too large, but also the opinions of different groups or individuals in the group are the main influences.
- 8) Linkage to free judgments. Because of the agreed mission and vision within a group, their attachment will be stronger. They will have difficulty if they find one of their members having different opinions.
- 9) Attachment to non-conformity.

Someone who from the beginning does not adjust to conformity, usually over time it will be bound to the behavior of this conformity is usually caused by certain factors. According to (Sears, L, Freedman, & Peplau, p. 85) mentioned there are four factors that affect conformity, including:

- 1) Group cohesiveness Conformity is also influenced by the close relationship between individuals and groups. High compactness results in higher conformity when doing something valuable, conformity produced by groups will increase.
- 2) Group agreement A very important factor for conformity is group agreement. People who are faced with group decisions that are unanimous will come under strong pressure to adjust their opinions.
- 3) Group size In a series of experiments showed that conformity will increase if the size of the majority that agree also increases.
- 4) Attachment to non-conformity A somewhat different type of attachment concerns the behavior of the conformity itself. People who do not adjust to the end will tend to be bound by confomitas.

Self Efficacy in Cheating Behavior

Psychologically, those who practice cheating behavior generally have weaknesses in their moral development, they do not yet understand and realize which are good and which are bad in behavior. Besides cheating behavior may be caused by lack of self-confidence. (Sobarudin, 2015, p. 9)

Peer Conformity to Cheating Behavior

Revealed that conformity has an influence on students' behavior in cheating, especially at adolescence because adolescents' conformity tends to be high. (Hartanto, 2012)

Self Efficacy and Peer Conformity to Cheating Behavior

Explains the factors that influence students cheating behavior are internal and external factors. In internal factors:

- 1) low self-efficacy or self-confidence;
- 2) low academic ability;
- 3) time management;
- 4) procrastination.

In external factors:

- 1) pressure from parents;
- 2) peer pressure;
- 3) unclear school regulations;
- 4) teacher's attitude is less assertive (Hartanto, 2012)

RESEARCH METHODOLOGY

This research uses quantitative, and uses survey methods. The independent variables in this study are confidence and peer conformity, while the research variables in this study are cheating. Population is a generalization area consisting of: objects / subjects that have certain quantities and characteristics determined by researchers to be collected and then collected with the results of conclusions (Sugiyono, 2017, p. 61). The population in this study were accounting students at one of SMK Negeri in Jakarta. Affordable population in this study are students majoring in accounting in class X and XI at one of SMK Negeri in Jakarta.

In this study the sampling technique used was proportional random sampling. Determination of the sample in this study was calculated by the Slovin formula, so that the number of samples obtained in this study obtained 108 students. In collecting data using primary data in the form of questionnaires that have been collected and validated. Data analysis techniques used were descriptive statistics, prerequisite tests and hypothesis testing.

RESEARCH RESULT

Cheating Behavior Data

Based on the data collected by the researcher, some descriptive statistics of variable Y (cheating behavior) will be described.

Tabel 1
Descriptive Statistics of
Variable Y (Cheating Behavior)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Perilaku Menyontek	108	86	30	116	7078	65.54	14.653	214.700
Valid N (listwise)	108							

Based on the data collected by the researcher, some descriptive statistics of variable Y (cheating behavior) will be described. Statistical data shows the maximum cheating behavior score of 116, the minimum cheating behavior score of 30 with an average score of 65.54. Standard deviation (S) of 14,653 and variance (S²) of 214,700

Self Efficacy Data

Based on the data collected by the researcher, some descriptive statistics of the X1 (self efficacy) variable will be described.

Tabel 2
Descriptive Statistics of
Variable X1 (Self Efficacy)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Kepercayaan Diri	108	37	45	82	7436	68.85	6.012	36.146
Valid N (listwise)	108							

Based on the data collected by researchers, some descriptive statistical data X1 (confidence) will be described. Statistical data shows a maximum confidence score of 82, a minimum confidence score of 45 with an average of 68.85 standard deviations (S) of 6.012 and variance (S²) of 36.146

Peer Conformity Data

Based on the data collected by the researcher, some descriptive statistics of the X1 (self efficacy) variable will be described.

Tabel 2
Descriptive Statistics of Variable X2 (Peer Conformity)

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Konformitas Teman Sebaya	108	73	36	109	7238	67.02	12.835	164.729
Valid N (listwise)	108							

Based on the data collected by the researcher, some descriptive statistical data of variable X2 will be described (peer conformity). Statistical data shows a maximum peer conformity score of 109, a minimum peer conformity score of 36. The average is 67.02 standard deviation (S) of 12.835 and variance (S²) of 164.729

Normality Test

Normality test output calculation results state that the data of all variables in this study are cheating behavior (Y), Confidence (X1), and Peer Conformity (X2) are normally distributed. Evidenced by the significance value in Kolmogrov-Smirnov of 0.200 > 0.05. Then the results of these calculations can be seen that the data used in this study are normally distributed in the IBM SPSS V.26 Software.

LINEARITY TEST

Decision making can be done with the Test of Linearity by looking at the output in the ANOVA table in the IBM SPSS statistical software version 26 linearity test shown in the ANOVA table can be seen the significance value between confidence (X1) with cheating behavior (Y) is 0.841 greater than 0.05 (significance test > 0.05). Besides that, the Fcount value of 0.686 and Ftable can be known as 4.30 (F = 0.05 and df 1.22) because the Fcount value < Ftable, it can be concluded that there is a significant linear effect between self efficacy and cheating behavior. Linearity test known the significance value between peer conformity (X2) with cheating behavior (Y) is equal to 0.667 greater than 0.05 (significance test > 0.05). In addition, the Fcount value of 0.879 and Ftable can be known as 4.08 (F = 0.05 and df 1.41) because the value of Fcount < Ftable, then there is a significant linear effect between peer conformity with cheating behavior.

HYPOTHESIS TEST

Hypothesis testing is carried out using SPSS version 26. Following the results of the hypothesis test in table 6.

Regression Equation Analysis results

Tabel 4 t Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.562	15.009		2.503	.014
Kepercavaan Diri	-.260	.180	-.112	-1.442	.152
Konformitas Teman Sebaya	.685	.088	.601	7.765	.000

a. Dependent Variable: perilaku menyontek

The results of the t test above can be seen that the confidence count is -1.444 and Ttable is significant at 0.05. Thus it can be concluded that the tcount of self-confidence $-1.444 < 1.659$ then self-confidence has an insignificant negative effect on cheating behavior.

While it can be seen that the Tcount of peer conformity is 7.765 Thus it can be concluded that the Tcount of peer conformity is $7.765 > 1.659$. Then the coefficient is significant. This means that it can be said that there is a positive and significant effect between peer conformity and cheating behavior.

Table 5 F Test

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9325.357	2	4662.679	35.873	.000 ^b
Residual	13647.495	105	129.976		
Total	22972.852	107			

a. Dependent Variable: perilaku menyontek
 b. Predictors: (Constant), Konformitas Teman Sebaya, Kepercavaan Diri

From the above calculation, it is obtained that the value of Fcount is 35.873. Values can be found in the statistical table at the significance level of 0.05 $df_1 = (\text{number of variables} - 1)$ or $3 - 1 = 2$ and $df_2 = n - k - 1$ (n is the number of respondents and k is the number of independent variables) or $108 - 2 - 1 = 105$. obtained Ftable of 3.93 so that the Fcount of $35.873 > 3.93$. It was concluded that self- confidence and peer conformity jointly influence cheating behavior.

DISCUSSION

T test results showed no significant confidence variables in cheating behavior. this proves that students who have high confidence will not cheat. but on compilation agreement students have the opportunity to cheat then students will be asked.

T Test results prove that peers have significant influence on cheating motivation. this proves that students undertake by other students in order to maintain their friendship solidarity. then peer conformity leads to negative things like cheating relationships.

CONCLUSION

1. There is a partial effect of self-confidence that is not significant to the cheating relationship.
2. There is a partial influence of peer conformity on cheating behavior.
3. There is a simultaneous influence of self confidence and peer conformity on cheating behavior.

RECOMMENDATION

Based on the implications stated above, the researcher provides some useful suggestions or input, including:

1. For further researchers, the research is expected to be able to find out other factors that have a relationship with cheating behavior other than those that have been studied in this study such as self-confidence, peer conformity and so forth.
2. For students, in growing confidence students must be confident of their abilities such as being able to deal with problems without involving others, students must be accustomed to solving their own problems in order to grow a sense of confidence in themselves that students are able to live life. Furthermore, students must be able to strengthen relationships between individuals in groups in positive domains such as group learning in order to increase the enthusiasm for learning in each student. Cheating cheating can damage the image of education, students who know their classmates are smart in academics should not be targeted for cheating but should be targeted for learning together, teaching as peer tutors before the exam will be a positive action compared to making smart friends as targets cheat.
3. For teachers, it is expected to be able to provide external motivation to students before starting the lesson so that students get a strong urge to feel confident about themselves in facing problems in life. Creating a study group that is evenly distributed so as to strengthen the kinship in the classroom between students who are smart and less smart and share it randomly so that there is no gang in the classroom.

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