

**DRIVERS OF ACADEMIC CHEATING AMONG VOCATIONAL ACCOUNTING STUDENTS: THE ROLE OF MOTIVATION, SELF-EFFICACY, PROCRASTINATION, AND TECHNOLOGY MISUSE**

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**ABSTRACT**

This study examines how learning motivation, self-efficacy, procrastination, and the misuse of information technology influence academic cheating among 11th grade accounting students in East Jakarta. These four variables were chosen because they represent essential internal and external drivers of academic behavior. Using a quantitative approach and proportional random sampling, with study population consisted of 180 students and sample size of 123 students. Data analysis was conducted using SPSS version 25, which included multiple regression analysis. The findings reveal that motivation and self-efficacy negatively affect cheating, while procrastination and technology misuse increase its likelihood. These results emphasize the importance of enhancing students' intrinsic motivation and digital ethics to reduce dishonest behavior in vocational settings.

**Keywords: Learning motivation, Self-efficacy, Procrastination, Misuse of information technology, Academic cheating behavior**

**ABSTRAK**

Penelitian ini mengkaji bagaimana motivasi belajar, efikasi diri, prokrastinasi, dan penyalahgunaan teknologi informasi memengaruhi kecurangan akademik di kalangan siswa kelas 11 jurusan akuntansi di Jakarta Timur. Keempat variabel ini dipilih karena mewakili faktor internal dan eksternal yang esensial dalam perilaku akademik. Menggunakan pendekatan kuantitatif dan sampling acak proporsional, dengan populasi penelitian terdiri dari 123 siswa. Analisis data dilakukan dengan menggunakan SPSS versi 25 yang meliputi analisis regresi berganda. Temuan menunjukkan bahwa motivasi dan kepercayaan diri secara negatif mempengaruhi kecurangan, sementara penundaan dan penyalahgunaan teknologi meningkatkan kemungkinan terjadinya kecurangan. Hasil ini menekankan pentingnya meningkatkan motivasi intrinsik siswa dan etika digital untuk mengurangi perilaku tidak jujur di lingkungan pendidikan vokasi.

**Kata kunci: Motivasi belajar, Efikasi diri, Prokrastinasi, Penyalahgunaan teknologi Informasi, Perilaku kecurangan akademik**

**INTRODUCTION**

In today's educational landscape, academic cheating is increasingly seen as a serious concern, especially among students facing academic pressure and technological distractions. As learning becomes more digital and performance-driven, integrity in education is being

challenged globally. According to the 2003 Indonesian National Education System Law (Law No. 20 of 2003, Article 1 Paragraph 1), education is defined as a conscious and planned effort to create a learning environment and process that enables students to actively develop their potential, spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, and the nation. Education is not only limited to formal school settings but also includes learning experiences within the family and broader community.

One of the essential pillars supporting successful education is academic integrity, particularly in fostering honest and responsible character development. However, many students focus primarily on achieving high grades as a measure of academic success. This narrow focus can lead to behaviors that are detrimental to themselves and others. Misguided academic practices, including academic cheating, are still prevalent in educational institutions (Aron et al., 2021). Academic cheating refers to unethical behaviors by students aimed at achieving academic goals through dishonest means Melasari (2019), which contradicts the very values of integrity education aims to instill. Often, such dishonest acts arise when students struggle to understand the material or fail to use learning resources effectively. The overemphasis on grades as a success metric further drives students to seek those grades through any means necessary, even unethical ones.

The issue of academic integrity is further highlighted in the 2023 Integrity Assessment Survey (SPI) conducted by Indonesia's Corruption Eradication Commission (KPK), which revealed that 43% of school students and 58% of university students admitted to engaging in academic cheating, such as cheating during exams (Khafid, 2025). This data shows that academic cheating is a widespread problem, occurring across all education levels, and points to a persistent culture that fails to uphold honesty within academic environments. In vocational schools, especially within accounting programs, this issue is particularly concerning, as accounting as a discipline demands high standards of honesty, accuracy, and professional ethics. If academic cheating is left unaddressed, it could lead to graduates who are unqualified, damage the reputation of schools, and ultimately harm the integrity of the professional and industrial sectors. Common dishonest behaviors among students include cheating, plagiarism, and manipulating data in assignments or exams.

A study by Safitri (2022) illustrates this problem within accounting students at a vocational high school, where 72 out of 166 students (or 3.40%) admitted to cheating during exams. In-depth interviews with students revealed that such behavior often stems from academic pressure, such as difficult exam questions, lack of preparation, low self-confidence, and fear of failure. These findings suggest that cheating is not always motivated by malicious intent, but rather by anxiety and insufficient readiness to meet academic demands. Students resort to various methods of cheating, such as copying from peers, using hidden notes, or covertly collaborating during tests. Further research by Lestari et al. (2022) explored several factors influencing students' decisions to cheat. Interviews indicated that cheating often results from both internal and external pressures rather than a deliberate desire to break rules. A significant factor is procrastination, where students delay studying or completing assignments until the last moment, leaving them overwhelmed and pressured by time constraints. This lack of preparation increases their likelihood of resorting to dishonest practices as a coping mechanism.

In addition, the advancement of digital technology has had a major impact on education. The integration of information and communication technologies into the learning process—through computers, smartphones, and various digital devices—has enabled faster, more efficient, and flexible access to educational resources. While this development has undoubtedly enhanced learning quality and digital literacy, it also presents new challenges, such as the misuse of technology in academic settings. Examples include using phones to look up answers

during exams, sending or receiving answers via messaging apps, or copying assignments using computers. Without a strong foundation of integrity and accountability, technology can become a tool that facilitates academic cheating. A study by Melati et al. (2020) confirmed that academic cheating remains a significant problem in vocational schools, especially in accounting programs. The most frequent dishonest behaviors were cheating during exams and using mobile phones to find answers. The study found that over 60% of grade X and XI accounting students engaged in these practices, such as preparing hidden notes or using digital devices to cheat. These findings emphasize that academic challenges in vocational schools extend beyond technical skills and must include character education and ethical awareness.

Based on these findings, academic cheating among vocational accounting students is influenced by a range of internal and external factors. Internally, low self-confidence, procrastination, and exam anxiety play major roles, while externally, academic pressure and easy access to technology contribute significantly. This study introduces several novel aspects compared to previous research: (1) it focuses on 11th-grade accounting students at public vocational schools in East Jakarta; (2) it was conducted in 2025; (3) it involves three public vocational schools in East Jakarta; and (4) it examines the integrated effects of four variables.

However, most existing studies focus on university students or general high school contexts, leaving a gap in understanding how these factors operate within vocational schools, particularly in accounting programs. Moreover, comparative international data (e.g., Aruğaslan, 2024; Krienert et al., 2022) shows similar trends in cheating behavior driven by procrastination and technology misuse, highlighting the global relevance of this issue. This research addresses this gap by investigating these dynamics specifically in Indonesian vocational education. The objectives of this research are to investigate: first, whether learning motivation affects academic cheating; second, whether self-efficacy influences academic cheating; third, whether procrastination contributes to academic cheating; fourth, whether misuse of information technology impacts academic cheating; and finally, whether these four factors—learning motivation, self-efficacy, procrastination, and technology misuse—collectively influence students' academic cheating.

## LITERATURE REVIEW

### Theory of Planned Behavior

The Theory of Planned Behavior (TPB) developed by Ajzen (1991) is a theory of planned behavior that explains a person's intention to behave. There are three components that influence an individual's intention to behave, the first being attitude or attitude toward behavior, which is influenced by an individual's beliefs about the consequences of a behavior, as well as their positive or negative evaluation of the consequences arising from their behavior. Thus, the more positive an individual's attitude toward a behavior, the greater the likelihood of having the intention to perform it. The second component is subjective norm, which is an individual's belief in the pressure or influence of others in their behavior, including beliefs about important others who are expected to want the individual to perform a certain action, as well as how much the individual desires to follow the expectations of others.

Thus, if an individual feels that important people in their life support a certain behavior, they are likely to intend to perform it. The last factor is perceived behavioral control, which is an individual's perspective on the ease or difficulty of performing a behavior, influenced by beliefs about the existence of factors that support or hinder behavior, and the extent to which the individual feels capable of overcoming these obstacles. The higher the perceived control, the more likely a person is to perform a behavior, even if their intention is not yet very strong. Thus, it can be concluded that in the Theory of Planned Behavior (TPB), attitudes, subjective norms, and perceptions of behavioral control collectively influence an individual's intentions

and actions. In relation to academic dishonesty, the TPB can be used to understand the factors that drive students to engage in dishonest academic behavior.

According to Sagita & Mahmud (2019), learning motivation and procrastination can influence academic cheating. In line with the Theory of Planned Behavior (TPB), the more attractive the attitude and subjective norms toward a behavior, and the greater the perceived behavioral control, the stronger the likelihood of engaging in the behavior being considered. Students with good learning motivation are more likely to manage themselves effectively in the learning process, thereby avoiding academic dishonesty. In contrast, students with low learning motivation are more likely to have the intention to engage in academic dishonesty.

Procrastination also influences academic cheating behavior. In line with TPB, when someone has a high level of procrastination, it can encourage them to engage in academic cheating behavior (Sagita & Mahmud, 2019). When students delay studying or completing assignments until close to the deadline, they may feel significant pressure and choose to engage in academic cheating. In the TPB, self-efficacy is related to an individual's belief in their ability to handle various problems (Rahmat & Setiawan, 2024). Self-efficacy influences academic dishonesty, as students with high self-efficacy feel capable of completing assignments or exams without cheating. Conversely, students with low self-efficacy may feel incapable and are more likely to cheat as a solution.

The misuse of information technology is also a factor in academic dishonesty. In line with the Theory of Planned Behavior, where the main factor is an individual's intention to engage in a specific behavior, according to Rahayu et al., (2023), this is related to a high desire to misuse information technology, which increases the likelihood of academic dishonesty. Based on the Theory of Planned Behavior, it can be concluded that academic cheating behavior is determined by attitude, social norms or pressure from the environment, and self-control. High learning motivation and strong self-efficacy can reduce academic cheating behavior, while procrastination and misuse of information technology can worsen perceived social norms and behavioral control, thereby increasing academic cheating behavior.

### **Learning Motivation**

Learning motivation refers to the internal drive that encourages individuals to engage in and persist with learning activities to achieve specific goals (Deci & Ryan, 1985; Hafizhah & Akbar, 2022). Several factors influence learning motivation, including students' aspirations, their academic abilities, physical and emotional conditions, supportive learning environments, dynamic learning elements such as teaching methods and classroom atmosphere, and the teacher's role as a model of discipline and responsibility (Ihsani & Nurfarhanah, 2024). When these factors are positively present, students are more likely to develop strong and consistent motivation, leading to effective and meaningful learning experiences. High learning motivation can shape students' positive attitudes and reduce the intention to cheat, as aligned with the TPB component of behavioral attitude.

### **Self-Efficacy**

Self-efficacy, as defined by Bandura (1997), is an individual's belief in their ability to plan and execute actions required to achieve specific goals. It reflects a person's confidence in overcoming challenges and performing tasks independently (Fonny & Hastuti, 2024; Damayanti & Savira, 2022). In the academic context, self-efficacy plays a crucial role in helping students complete school tasks and reach success. On the other hand, students who don't have self efficacy will always hesitate in doing the easier or difficult task (Saputri et al., 2023). Within TPB, strong self-efficacy enhances perceived behavioral control, decreasing the likelihood of academic cheating.

**Procrastination**

Procrastination, as defined by Udil (2022), is a voluntary and conscious delay of tasks despite knowing its negative consequences, while Schraw et al. (2007) emphasize that procrastination is not only about poor time management but also involves motivation, anxiety, and mindset. In academic contexts, this refers to students' habitual delay in completing academic tasks. Steel (2007) identifies four main factors influencing procrastination: task value (higher perceived importance increases motivation), deadline pressure (shorter deadlines reduce procrastination), impulsiveness (preference for more enjoyable tasks), and time perception (feeling of ample time often leads to delay). Together, these factors illustrate how procrastination is a multifaceted behavior influenced by individual traits and contextual elements. Procrastination weakens self-regulation and perceived control, increasing cheating behavior in high-pressure situations.

**Misuse of Information Technology**

According to Katz et al. (1973), the misuse of information technology refers to excessive and unhealthy use aimed at personal gratification, such as addiction to social media, video games, or digital communication, which can lead to neglect of real-life responsibilities. Kurniawati & Arif (2023) define it as using technology in abnormal ways to gain personal advantage, while Manalu & Sari (2024) describe it as deviating from the intended function of technology. In essence, the misuse of information technology involves behavior that strays from its proper purpose, often resulting in negative consequences. Factors influencing this misuse include psychological conditions such as anxiety, depression, or emotional dependence Young (1998), as well as social environments that normalize excessive tech use or apply pressure to stay constantly connected (Kuss & Griffiths, 2017). The misuse of technology can lower perceived behavioral control and facilitate unethical academic practices, aligning with TPB predictions.

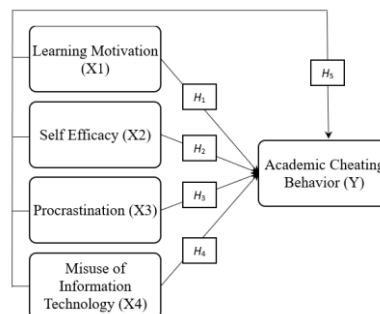


Figure 1. Research Constellation

**METHOD**

The method employed in this study was a survey method with a quantitative approach. Data were collected through an online questionnaire distributed via Google Forms to 11th-grade accounting students at three state vocational school in East Jakarta. The questionnaire was distributed online via Google Forms to ensure accessibility and ease of data collection. Each variable was measured using validated Likert-scale statements. For example, motivation included “I study because I enjoy learning,” procrastination included “I delay doing assignments until the last moment,” and misuse of technology included “I use my phone to find answers during tests”. The sample was selected using the proportional random sampling technique, resulting in a total of 123 respondents. Proportional random sampling was chosen to ensure representation from each school according to its population size, enhancing the generalizability of findings. The instrument validity was confirmed through Pearson

correlation ( $r > 0,05$  for all items), and reliability was tested using Cronbach's Alpha, resulting in values above 0.7 for all variables, indicating strong internal consistency. Data analysis was conducted using SPSS version 25, which included multiple regression analysis, assumption testing for data analysis, hypothesis testing, and the coefficient of determination test.

## RESULTS AND DISCUSSION

### Statistics Descriptive

Based on the descriptive statistical results obtained from 123 respondents (Table 1), the Learning Motivation variable has a mean score of 60.41 with a standard deviation of 5.81, with the highest score recorded at 70 and the lowest at 46. The Self-Efficacy variable shows a mean of 64.60 and a standard deviation of 7.64, with the highest score being 80 and the lowest 47. The Procrastination variable has a mean value of 24.19 and a standard deviation of 6.91, with scores ranging from a minimum of 12 to a maximum of 45. The Misuse of Information Technology variable has a mean score of 12.97 and a standard deviation of 3.27, with a highest score of 21 and a lowest score of 7. Lastly, the Academic cheating variable has a mean of 24.14 and a standard deviation of 5.14, with the maximum score being 37 and the minimum 15.

Table 1. Descriptive Statistics Results

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Learning Motivation	123	24,00	46,00	70,00	60,4146	5,81818
Self-Efficacy	123	33,00	47,00	80,00	64,6016	7,64771
Procrastination	123	33,00	12,00	45,00	24,1951	6,91240
Misuse of Information Technology	123	14,00	7,00	21,00	12,9756	3,27550
Academic Cheating	123	22,00	15,00	37,00	24,1463	5,14492
Valid N (listwise)	123					

### Normality Test

Based on the Table 2, it can be concluded that all four variables in this study are normally distributed, as the significance value is  $0.200 > 0.05$ . Therefore, the variables meet the assumption of normality and are suitable for hypothesis testing. This indicates that the data does not deviate significantly from a normal distribution and fulfills one of the essential prerequisites for parametric statistical analysis. Moreover, the normality of these variables ensures that subsequent hypothesis testing can be conducted with a higher level of statistical reliability.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		123
Normal Parameters <sup>a,b</sup>	Mean	0,0000000
	Std. Deviation	2,65306932
Most Extreme Differences	Absolute	0,053
	Positive	0,053
	Negative	-0,034
Test Statistic		0,053
Asymp. Sig. (2-tailed)		,200c,d

### Linearity Test

Based on Table 3, the significance value for the learning motivation variable is  $0.375 > 0.05$ , indicating that it meets the criteria for linearity. Therefore, it can be concluded that learning motivation and academic cheating have a linear relationship. Based on Table 4, the significance value for the self-efficacy variable is  $0.129 > 0.05$ , indicating that it also meets the

criteria for linearity. This means that self-efficacy and academic cheating demonstrate a consistent and proportional relationship, where changes in self-efficacy levels are associated with predictable changes in the tendency for academic cheating. Similarly, based on Table 5, the significance value for the procrastination variable is  $0.115 > 0.05$ , which fulfills the linearity assumption. This result shows that the relationship between procrastination and academic cheating follows a linear pattern, meaning that higher levels of procrastination are likely to correspond with a more predictable pattern of academic misconduct.

Furthermore, based on Table 6, the significance value for the misuse of information technology variable is  $0.709 > 0.05$ , indicating that this variable also meets the linearity assumption. This implies that the inappropriate or excessive use of information technology has a linear connection with academic cheating behavior. The fulfillment of the linearity criteria for all variables confirms that the relationships between independent variables (learning motivation, self-efficacy, procrastination, and misuse of information technology) and the dependent variable (academic cheating) are consistent and proportional. In other words, these results support the suitability of conducting further parametric analyses, such as multiple regression, because the linearity assumption has been satisfied for all observed variables.

Table 3. Linearity Test Results of Learning Motivation (X1)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Academic Cheating Learning Motivation	Between Groups	(Combined)	1979,538	23	86,067	6,817	0,000
		Linearity	1677,993	1	1677,993	132,915	0,000
		Deviation from Linearity	301,545	22	13,707	1,086	0,375
	Within Groups		1249,828	99	12,625		
Total			3229,366	122			

Table 4. Linearity Test Results of Self-Efficacy (X2)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Academic Cheating * Self-Efficacy	Between Groups	(Combined)	2391,354	31	77,140	8,377	0,000
		Linearity	2012,872	1	2012,872	218,579	0,000
		Deviation from Linearity	378,483	30	12,616	1,370	0,129
	Within Groups		838,012	91	9,209		
Total			3229,366	122			

Table 5. Linearity Test Results of Procrastination (X3)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Academic Cheating Procrastination	Between Groups	(Combined)	2097,457	29	72,326	5,942	0,000
		Linearity	1618,378	1	1618,378	132,969	0,000
		Deviation from Linearity	479,079	28	17,110	1,406	0,115
	Within Groups		1131,909	93	12,171		
Total			3229,366	122			

Table 6. Linearity Test Results of Misuses of Information Technology (X4)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Academic Cheating Misuse of Information Technology	Between Groups	(Combined)	1634,763	13	125,751	8,596	0,000
		Linearity	1504,776	1	1504,776	102,860	0,000
		Deviation from Linearity	129,988	12	10,832	0,740	0,709
	Within Groups		1594,602	109	14,629		
Total			3229,366	122			

**Multiple Linear Regression Test**

Based on the multiple regression test results shown in the Table 7, the following equation can be concluded:

$$Y = 46.025 - 0.227X_1 - 0.240X_2 + 0.167X_3 + 0.252X_4$$

Based on the regression equation, the constant value ( $\alpha$ ) of 46.025 suggests that when the values of learning motivation, self-efficacy, procrastination, and misuse of information technology are zero, the estimated level of academic cheating is 46.025. The regression coefficient for learning motivation is -0.227, implying that a one-unit increase in motivation corresponds to a 0.227 decrease in academic cheating. Similarly, the self-efficacy coefficient is -0.240, indicating that higher self-efficacy leads to a 0.240 reduction in academic cheating. In contrast, the coefficient for procrastination is 0.167, signifying that each additional point in procrastination is associated with a 0.167 increase in academic cheating behavior. Lastly, the coefficient for misuse of information technology is 0.252, meaning that a one-point rise in this variable is predicted to raise academic cheating by 0.252.

Table 7. Multiple Linear Regression Test Results

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	46,025	5,552		8,290	0,000
	Learning Motivation	-0,227	0,059	-0,256	-3,812	0,000
	Self-Efficacy	-0,240	0,053	-0,356	-4,506	0,000
	Procrastination	0,167	0,050	0,224	3,322	0,001
	Misuse of Information Technology	0,252	0,107	0,161	2,359	0,020

a. Dependent Variable: Academic Cheating

**Hypothesis Test**

*F Test (Simultaneous)*

Based on the Table 8, the calculated F value is 81.438, which is greater than the F table value of 2.45 ( $df_1 = 5 - 1 = 4$ ;  $df_2 = 123 - 5 = 118$ ), and the significance value is  $0.000 < 0.05$ . These results indicate that the independent variables collectively have a significant effect on the dependent variable. This finding confirms that the regression model used in this study is appropriate for explaining the variation in the dependent variable.

Table 8. F Test Results

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2370,635	4	592,659	81,438	,000b
	Residual	858,731	118	7,277		
	Total	3229,366	122			

a. Dependent Variable: Academic Cheating

b. Predictors: (Constant), Misuse of Information Technology, Procrastination, Learning Motivation, Self-Efficacy

*T Test (Partial)*

Based on Table 7, the t-test results indicate that all independent variables exert a significant influence on academic cheating. First, the learning motivation variable has a t-value of -3.812, which is lower than the t-table value of 1.982. This result implies that  $H_1$  is accepted and that learning motivation has a negative and significant relationship with academic cheating, meaning that higher learning motivation tends to reduce the likelihood of engaging in academic misconduct. Second, self-efficacy produces a t-value of -4.506, which is also below the t-table

value of 1.982, confirming that  $H_2$  is accepted. This demonstrates that self-efficacy significantly and negatively affects academic cheating, indicating that students with higher self-confidence and belief in their capabilities are less likely to commit academic violations.

Furthermore, procrastination shows a positive t-value of 3.322, which is higher than the t-table value of 1.982, confirming  $H_3$ . This finding indicates that procrastination has a positive and significant influence on academic cheating, where a tendency to delay tasks increases the probability of engaging in dishonest academic behavior. Lastly, the misuse of information technology variable presents a t-value of 2.359, which exceeds the t-table value of 1.982. This result leads to the acceptance of  $H_4$ , signifying that inappropriate or excessive use of information technology has a positive and significant relationship with academic cheating. Collectively, these findings highlight that while learning motivation and self-efficacy serve as protective factors against academic misconduct, procrastination and technology misuse function as risk factors that increase the likelihood of academic cheating.

### Coefficient of Determination Test ( $R^2$ )

Based on the Table 9, the R square value is 0.734 or 73.4%. This indicates that the combined influence of learning motivation, self-efficacy, procrastination, and misuse of information technology on academic cheating is 73.4%. It is also possible that other factors not examined in this study such as peer influence, school policies, or parental pressure may contribute to academic cheating behavior.

Table 9. Coeffocoent of Determination Test Results

Model	R	R Square	Model Summary <sup>b</sup>	
			Adjusted R Square	Std. Error of the Estimate
1	.857a	0,734	0,725	2,69766

a. Predictors: (Constant), Misuse of Information Technology, Procrastination, Learning Motivation, Self-Efficacy  
 b. Dependent Variable: Academic Cheating

## Discussion

### *The Influence of Learning Motivation on Academic Cheating*

Based on the results of data analysis and hypothesis testing, it can be concluded that learning motivation has a negative and significant effect on academic cheating. This is shown by the t-value of -3.812, which exceeds the t-table value of 1.982, and a significance value of 0.000 ( $< 0.05$ ). Therefore, it can be stated that the higher the learning motivation, the lower the likelihood of academic cheating. This finding is consistent with research conducted by Eshet (2024), which found that intrinsic motivation significantly and negatively affects academic cheating. In other words, the stronger a student's intrinsic motivation—driven by curiosity, interest, or personal satisfaction rather than external rewards—the less likely they are to engage in dishonest behavior. Similar results were found in studies by Rahayu et al. (2023) and Septia et al. (2022), which also concluded that increased learning motivation leads to reduced academic cheating. The consistency among these studies and the current research highlights that higher levels of learning motivation encourage students to complete academic tasks with integrity, thereby reducing the likelihood of cheating during exams or assignments.

### *The Influence of Self-Efficacy on Academic Cheating*

The results also show that self-efficacy has a negative and significant effect on academic cheating. This is indicated by a t-value of -4.506, which is greater than the t-table value of 1.982, and a significance level of 0.000 ( $< 0.05$ ). Therefore, students with higher self-efficacy are less likely to engage in academic cheating. This is supported by research from Aurel et al. (2023), Paulus & Septian (2021), and Apriliyanti et al. (2022), all of which found that students with higher self-efficacy tend to avoid cheating. These studies suggest that

students who believe in their own ability to complete tasks and solve academic problems are more likely to act honestly, even under pressure.

#### *The Influence of Procrastination on Academic Cheating*

The study found a positive and significant relationship between procrastination and academic cheating. This is evidenced by a t-value of 3.322, exceeding the t-table value of 1.982, with a significance of 0.001 ( $< 0.05$ ). Thus, the more students procrastinate, the more likely they are to engage in academic cheating. This aligns with research by Yulianto et al. (2020), which found that students who delay completing assignments often experience anxiety and fear of failure, leading them to cheat. Additional support comes from Maulida et al. (2023), Muawanah et al. (2023), and Aruğaslan (2024), who highlight that academic procrastination often leads to dishonest behaviors due to time pressure and a desire for shortcuts such as copying peers' work or cheating during exams.

#### *The Influence of Misuse of Information Technology on Academic Cheating*

The analysis also indicates that the misuse of information technology has a positive and significant impact on academic cheating. The t-value is 2.359, greater than the t-table value of 1.982, with a significance level of 0.020 ( $< 0.05$ ). This suggests that the more frequently students misuse digital tools, the more likely they are to commit academic misconduct. This finding is in line with Krienert et al. (2022), who revealed that students who are adept at using technology are more prone to abusing it for academic cheating. Similar conclusions were drawn by Hafizhah & Akbar (2022) and Arifin (2021), all of whom emphasized that access to advanced technology when not accompanied by strong ethical values—can be a gateway to cheating academic behavior.

#### *The Combined Influence of Learning Motivation, Self-Efficacy, Procrastination, and Misuse of Information Technology on Academic Cheating*

The findings of this study show that learning motivation, self-efficacy, procrastination, and misuse of information technology collectively influence academic cheating. This is supported by an F-value of 81.438, which is higher than the F-table value of 2.45, and a significance level of 0.000 ( $< 0.05$ ). This implies that these four variables significantly and simultaneously affect students' engagement in academic cheating. These variables are closely related to students' behavior and self-control. Students with strong motivation, confidence in their abilities, effective time management, and responsible use of technology are more likely to avoid dishonest practices. In contrast, low motivation, poor self-efficacy, habitual procrastination, and misuse of technology increase the risk of academic cheating. The coefficient of determination ( $R^2$ ) is 0.725, indicating that 72.5% of the variation in academic cheating can be explained by these four variables, while the remaining 27.5% is influenced by other factors not examined in this study. Based on the standardized beta values, procrastination is the most influential factor ( $\beta = 0.224$ ), followed by motivation ( $\beta = -0.256$ ), self-efficacy ( $\beta = -0.356$ ), and misuse of information technology ( $\beta = 0.161$ ). Thus, procrastination is identified as the most dominant variable affecting academic cheating among vocational high school students in accounting programs. This research aligns with the research of Krienert et al. (2022); Aruğaslan (2024); Paulus & Septian (2021); and Eshet (2024). These results highlight the urgent need for educational interventions that simultaneously strengthen intrinsic motivation, build students' confidence, and reduce behaviors that trigger academic dishonesty.

## **CONCLUSION AND RECOMMENDATION**

Based on the research results, it can be concluded that learning motivation and self-efficacy have a negative and significant influence on academic cheating, while procrastination

and misuse of information technology have a positive and significant influence on academic cheating among accounting vocational high school students in East Jakarta. Simultaneously, these four variables are able to explain most of the variation in academic cheating behavior, where procrastination emerged as the most dominant factor. These findings emphasize the importance of strengthening intrinsic motivation, increasing academic self-confidence, cultivating good time management habits, and controlling the ethical use of information technology to minimize academic cheating behavior. This study has limitations because it was only conducted on 11th grade students at three public vocational high schools in East Jakarta, so the results are not representative of the entire context of vocational education. In addition, the use of online questionnaires has the potential to cause perception bias or socially desirable answers from respondents.

Based on the research that has been conducted, there are suggestions and recommendations that can be used as input for related parties and future researchers, namely: (1) For teachers and parents, it is important to foster student motivation to learn through approaches that support interest, self-confidence, and appreciation for the learning process. This can reduce the tendency for students to engage in academic cheating; (2) Students' self-efficacy needs to be improved through tutoring, reflection, and mentoring so that students are more confident in their abilities to face academic challenges and do not choose shortcuts such as cheating; (3) Procrastination needs to be reduced by getting students used to having a regular study schedule, managing their time well, and having a conducive learning environment. Thus, with time discipline, students will avoid academic pressure that encourages cheating; (4) The misuse of information technology must be prevented by providing digital education that emphasizes the ethics of technology use. Students need to be guided to use technology as a learning tool, not for cheating; and (5) For future researchers, it is recommended that the scope of the population and research area be expanded so that the results are more representative. Additionally, other variables such as academic pressure, parental support, or school atmosphere can be added to obtain a more comprehensive picture. Further research is also expected to use more varied methods and instruments to make the results more valid and useful.

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