

CONTRIBUTING TO THE INTENTION FACTORS OF CHEATING BEHAVIOR IN STUDENTS OF SMA NEGERI 2 JAKARTA

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ABSTRACT

This study aims to analyze the contribution of peer conformity, self-concept and self-efficacy to the intention of cheating behavior in SMAN 2 Jakarta students. Research Design the research approach used in this research is quantitative research with a descriptive approach. The associative method aims to see the relationship between research variables, both dependent and independent variables. Sugiyono (2014:14). Time and Place, This research was conducted in 2021. Population, sample and sampling the sample in this study was 112 students of class XI at SMA Negeri 2 Jakarta. Sampling was done by cluster sampling. This study involved classes X1 IPA.1, X1 IPA.2, X1 IPS.1, and X1 IPS.2, each class consisted of 36 students. The questionnaire was distributed on Thursday 27 May 2021. Data was collected using a questionnaire. Prior to data analysis, the validity and reliability tests were calculated and the data were declared to be variable and reliable. Furthermore, the classical assumption test was carried out which stated that the data were normally distributed and there were no confounding symptoms of multicollinearity, heteroscedasticity and auto-correlation regression. Data analysis used multiple linear regression and t test. The results showed that 1) Peer conformity had an effect on Cheating Behavior Intentions indicated by the regression coefficient value of peer conformity variable on Cheating Behavior Intentions of 0.147 and supported by a t-test significance value of 0.000 <0.05. 2) Self-efficacy has an effect on Cheating Behavior Intentions indicated by the regression coefficient value of the Self efficacy variable affecting Cheating Behavior Intentions of 0.244 supported by a t-test significance value of 0.000 <0.05. 3) Self-Concept has an effect on Cheating Behavior Intentions as indicated by the regression coefficient value of 0.658 supported by a t-test significance value of 0.000 <0.05.

Keywords: Peer Conformity, Self-Concept and Self-Efficacy and Intention to Cheat.

BACKGROUND

The intention of cheating behavior in students, especially at the secondary education level is an interesting topic to discuss. Among the noble character that has been widely discussed lately, its existence in the world of education has begun to fade, is honesty. Dishonesty activities in education are a serious problem. According to Djauhari & Wardani (2018), the opinion supported by (Afrizal, 2021), (Anggrainy & Maddusa, 2021), and (Anitasari et al., 2021) is one of the criteria for cheating behavior in students educational phenomena that often and even always appear accompanying the activities of the learning process.

Lack of attention to cheating behavior is caused by a lack of awareness that the problem of cheating is not something trivial (Miranda, 2017). This view is supported by (Savira, 2021), (Ermannudin, 2021), (Fadilah & Rafsanjani, 2021). This cheating behavior is carried out in an organized manner starting from the formation of an answer key distribution team so that all students in the class can receive cheats and get grades best.

There are many reasons why someone cheats. From a motivational perspective, some students cheat because they are very focused on grades or rankings in class, others cheat because they are very afraid of the impression their peers will give them. This is also because there is pressure to get high scores from parents, peers and teachers which causes cheating behavior. With this view, the pressure on students to get high scores needs to be changed. This pressure will make students focus more on not only grades but on the knowledge to be gained.

The limitations regarding the intention of cheating behavior still need to be explored in further studies. Differences in student character, family background and student learning environment are the cause of the need for continuous similar research. Each student has different self-efficacy, some are high some are low (Priaswandy, 2015). Supported opinions (Fajriyah, 2021), (Helawati et al., 2022), (Herdian & Wahidah, 2021) and (Kusrini & Saraswati, 2022) the difference in self-efficacy possessed by each individual is influenced by several factors, namely the nature of the task at hand, external incentives (rewards), individual status in the environment, and information about self-ability. Students who have high self-efficacy will feel confident in their competence, are encouraged to overcome various challenges, and are able to face difficulties.

The tendency to cheat is one of the educational phenomena that often and even always appears accompanying the activities of the daily teaching and learning process. The same thing happened at SMAN 2 Jakarta. Students gave various reasons when they were asked why they cheated. One of the reasons they mentioned was because they didn't really understand the material and didn't study enough, so they didn't feel confident in their abilities and were afraid of failure. This study aims to analyze the contribution of peer conformity, self-concept and self-efficacy to the intention of cheating behavior in SMAN 2 Jakarta students.

RESEARCH METHODS

Research Design The research approach used in this research is quantitative research with a descriptive approach. The associative method aims to see the relationship between research variables, both dependent and independent variables. Sugiyono (2014:14). Time and Place, This research was conducted in 2021. Population, sample and sampling the sample in this study was 112 students of class XI at SMA Negeri 2 Jakarta. Sampling was done by cluster sampling. This study involved classes X1 IPA.1, X1 IPA.2, X1 IPS.1 and X1 IPS.2, each class consisted of 36 students. The questionnaire was distributed on Thursday 27 May 2021. Before the questionnaire was distributed, it was started with a notification that the distribution of this questionnaire was only for research purposes. The process of filling out the questionnaire through the google form which is then grouped and analyzed according to research needs. Students fill out the form sent to him and then return the answers to the questionnaire containing the description of the respondent and the questionnaire containing the variables of peer conformity, self-concept, self-efficacy and intention of cheating behavior was received as many as 112 sheets.

Instrument

The research instrument was used to obtain research data based on the variable indicators.

Cheating Behavior Intention (Y)

Cheating or plagiarizing is imitating, imitating, or quoting the writings of other people's work as original. A cheater as someone who can accept or carry out copying or copying (plagiarizing) other people's work at the time of the test or using notes that are not allowed or assisting someone in cheating while the exam is in progress. According to Klausmeier (in Purwono,

2014) aspects of cheating behavior include cheating by making small notes, cheating with textbooks or diaries, cheating classmates, cheating through digital media.

Peer Conformity (X1)

Conformity is the tendency to change one's beliefs or behavior to match the behavior of others. When someone displays a certain behavior because everyone else displays that behavior, it is called conformity. The urge for conformity in peers tends to be especially strong during adolescence. Peer conformity consists of three things, namely anti-social activities, neutral activities and prosocial activities (Octarina, 2013).

Self concept (X2)

Academic self-concept is everything that refers to students' perceptions and feelings about themselves related to their academic fields. Academic self-concept has a role in determining the quantity and quality of student learning. The scale for measuring academic self-concept in this study was compiled based on aspects of academic self-concept, namely: 1. self-confidence; 2. self-acceptance; 3. self-esteem (Samiroh, 2015).

Self-efficacy (X3)

Self-efficacy is the expectation of beliefs about how far a person is able to perform a behavior in certain situations. Positive self-efficacy is a belief in being able to perform the intended behavior, but if self-efficacy is negative, a person will be reluctant to try a certain behavior. According to Bandura, self-efficacy determines whether a person is able to exhibit certain behaviors, how strong a person can withstand in the face of adversity or failure, and how success or failure affects a person's behavior in the future. The dimensions of self-efficacy according to Bandura (Hairida and Astuti, 2012) are divided into three, namely: level (grade), strength (strength), and generality (generality).

RESULTS AND DISCUSSION

Data presentation concisely and carefully

1. Description of Respondents by Gender

As a basis for calculation through the help of the SPSS for Windows V.20 program, the gender of the respondents who participated in this study based on gender was presented as follows:

Table 1: Description of Respondents by Gender

		Frequency	Percent
Valid	Man	64	44.4
	Woman	80	55.6
	Total	144	100.0

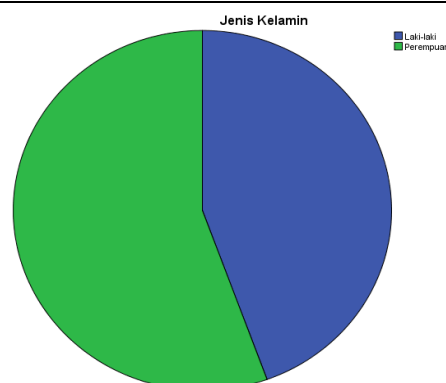


Figure 1. Description of Respondents by Gender

From the data above, information can be obtained that the respondents in this study, namely students of class XI science and social studies at SMA Negeri 2 Jakarta, are known to number 144 with male students being 64 or 44.4% while female students are 80 people or 55.6%. From the data collected, it can be seen that there are more female students than male students.

2. Description of Respondents Based on Parents' Occupation

Based on calculations through the help of the SPSS for Windows V.20 program, the work of the parents of respondents who participated in this study based on their parents' occupations is presented as follows:

Table 2: Description of Respondents Based on Parents' Occupation

		Frequency	Percent
Valid	Civil Servant	68	47.2
	Private	21	14.6
	Other	55	38.2
	Total	144	100.0

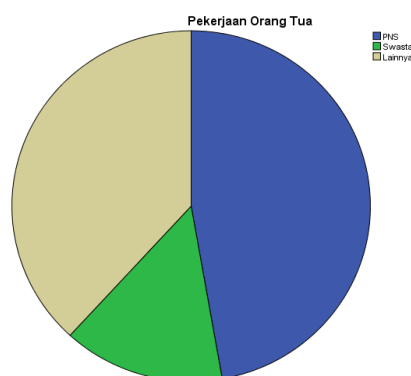


Figure 2 Description of Respondents Based on Parents' Occupation

From the data above, further information can be obtained that the respondents in this study were parents of students who worked as civil servants as many as 68 or 47.2%, privately as many as 21 people or 14.6% and others as many as 55 people or 38.2%. From the data collected, it can then be seen that students with parents' professions as Civil Servants are the most respondents in this study, amounting to 68 or 47.2%.

Description of Respondents by Ethnicity

Based on calculations using the SPSS for Windows V.20 program, a description of the respondents based on ethnicity who participated in this study is presented as follows:

Table 3: Description of Respondents by Ethnicity

Ethnic Group			
	Frequency	Percent	
Valid	Java	6	4.2
	Sundanese	12	8.3
	Chinese	41	28.5
	Malayan	70	48.6
	Batak	5	3.5
	Madura	5	3.5
	Other	5	3.5
	Total	144	100.0

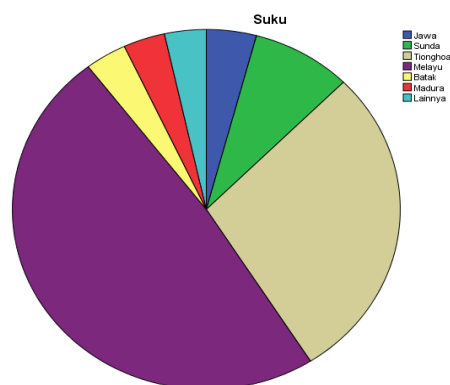


Fig.3 Description of Respondents by Ethnicity

From the data above, further information can be obtained that the respondents in this study were ethnic students from Java as many as 6 people or 4.2%, Sundanese as many as 12 people or 8.3%, Chinese as many as 41 people or 28.5, ethnic Malays as many as 70 people or 48.6 people, Batak tribes as many as 5 people or 3.5%, Madurese as many as 5 people or 3.5%, ethnic groups and others as many as 5 people or 3.5%. From the data collected, it can be seen that students from the Malay ethnic group are the most respondents in this study, namely 70 people or 48.6%.

Results of Data Analysis and Research Findings

Instrument Test Results

Instrument testing was carried out on 20 respondents outside the sample, namely in class XI MIPA 3 students with the following description:

1. Results of the Validity Test of Peer Conformity Variables

The results of the calculation of the validity of the questionnaire for peer conformity variables are presented in table 4 below as follows:

Table 4: Peer Conformity Variable Validity Test Results

	Item-Total Statistics		
	Corrected Item- Total Correlation	r tabel n 20	Decision
X1_1	0,756	0,444	valid
X1_2	0,641	0,444	valid
X1_3	0,876	0,444	valid
X1_4	0,877	0,444	valid
X1_5	0,788	0,444	valid
X1_6	0,597	0,444	valid
X1_7	0,869	0,444	valid
X1_8	0,666	0,444	valid

Based on the table above, it can be seen that the eight question items (X1_1 to X1_8) are declared valid because the value of r tabel n 20 is 0.444 or r count (chronbach alpha) > 0.444. From these results, it can be interpreted that the eight question items are valid as a data collection tool for the Peer Conformity variable.

2. Results of the Self-Efficacy Variable Validity Test

The results of the Self-Efficacy Variable Validity Test are presented in table 5 below as follows:

Table 5: Self-Efficacy Variable Validity Test Results

Item-Total Statistics			
	Corrected Item- Total Correlation	r tabel n 20	Decision
X2_9	0,300	0,444	Tidak valid
X2_10	0,030	0,444	Tidak valid
X2_11	0,658	0,444	Valid
X2_12	0,476	0,444	Valid
X2_13	0,672	0,444	Valid
X2_14	0,644	0,444	Valid
X2_15	0,784	0,444	Valid
X2_16	0,681	0,444	Valid
X2_17	0,744	0,444	Valid
X2_18	0,608	0,444	Valid
X2_19	0,795	0,444	Valid
X2_20	0,308	0,444	Tidak valid
X2_21	0,545	0,444	Valid
X2_22	0,251	0,444	Tidak valid
X2_23	0,377	0,444	Tidak valid
X2_24	0,398	0,444	Tidak valid
X2_25	0,244	0,444	Tidak valid
X2_26	0,409	0,444	Tidak valid
X2_27	0,298	0,444	Tidak valid
X2_28	0,652	0,444	Valid

Based on the table above, it can be seen that the twenty question items (X2_9 to X2_28) 11 are declared valid because the value of r table n 20 is 0.444 or r count (chronbach alpha) > 0.444 and 9 items were declared invalid (X2_9, X2_10, X2_20, X2_22-27) because the value of r table n 20 was 0.444 or r arithmetic (chronbach alpha) < 0.444 data collection tool for the Self-Efficacy variable.

3. Results of Self-Concept Variable Validity Test

The results of the Self-Concept Variable Validity Test are presented in table 6 below as follows:

Table 6: Self-Concept Variable Validity Test Results

Item-Total Statistics			
	Corrected Item- Total Correlation	r tabel	Decision
X3_29	0,515	0,444	Valid
X3_30	0,500	0,444	Valid
X3_31	0,545	0,444	Valid
X3_32	0,552	0,444	Valid
X3_33	0,539	0,444	Valid
X3_34	0,413	0,444	Tidak valid
X3_35	0,545	0,444	Valid
X3_36	0,243	0,444	Tidak valid
X3_37	0,392	0,444	Tidak valid
X3_38	0,387	0,444	Tidak valid
X3_39	-0,059	0,444	Tidak valid
X3_40	0,625	0,444	Valid
X3_41	0,559	0,444	Valid
X3_42	0,601	0,444	Valid
X3_43	0,452	0,444	Valid
X3_44	0,623	0,444	Valid

X3_45	0,617	0,444	Valid
X3_46	0,663	0,444	Valid
X3_47	0,604	0,444	Valid
X3_48	0,696	0,444	Valid
X3_49	0,527	0,444	Valid
X3_50	0,416	0,444	Tidak valid

Based on the table above, it can be seen that the twenty-two question items (X3_29 to X3_50) 16 are declared valid because the value of r table n 20 is 0.444 or r count (chronbach alpha) $>$ 0.444. and 6 items are declared invalid (X3_34, 36, 37, 38, 39 and 50) because the value of r table n 20 is 0.444 or r count (chronbach alpha) $<$ 0.444, From these results it can be interpreted that the sixteen items is valid as a data collection tool for the Self-Concept variable.

4. Results of the Variable Validity Intention of Cheating Behavior

The results of the Validity Test of the Cheating Behavior Intention Variable are presented in table 7 below as follows:

Table 7: The Result of the Validity Test of the Intention of Cheating Behavior Variables

Item-Total Statistics			
	Corrected Item- Total Correlation	r tabel	Decision
Y_51	0,876	0,444	Valid
Y_52	0,302	0,444	Invalid
Y_53	0,762	0,444	Valid
Y_54	0,816	0,444	Valid
Y_55	0,803	0,444	Valid
Y_56	0,795	0,444	Valid
Y_57	0,857	0,444	Valid
Y_58	0,882	0,444	Valid
Y_59	0,475	0,444	Valid
Y_60	0,202	0,444	Invalid
Y_61	0,383	0,444	Invalid
Y_62	0,434	0,444	Invalid
Y_63	0,749	0,444	Valid
Y_64	0,539	0,444	Valid
Y_65	0,555	0,444	Valid
Y_66	0,782	0,444	Valid
Y_67	0,370	0,444	Invalid
Y_68	0,809	0,444	Valid
Y_69	0,840	0,444	Valid
Y_70	0,870	0,444	Valid
Y_71	0,855	0,444	Valid
Y_72	0,837	0,444	Valid
Y_73	0,783	0,444	Valid
Y_74	0,692	0,444	Valid

Based on the table above, it can be seen that the twenty-four item questions (Y_51 to Y_74) 19 are declared valid because the value of r table n 20 is 0.444 or r arithmetic (chronbach alpha) $>$ 0.444. and 5 items are declared invalid (X3_34, 36, 37, 38, 39 and 50) because the value of r table n 20 is 0.444 or r count (chronbach alpha) $<$ 0.444, From these results it can be interpreted that the nineteen items it is valid as a data collection tool for the variable Intention of Cheating Behavior.

5. Reliability Test Results

Based on the calculation of the reliability test with the help of the SPSS for Windows V 20 program then the test results are presented in the table below as follows:

Table 8: Reliability Test

Variable	Mark Cronbach's	Limit Value	Decision
Peer Conformity	0,927	0,700	Reliable
Self-Efficacy	0,885	0,700	Reliable
Self concept	0,897	0,700	Reliable
Cheating Behavior Intention	0,958	0,700	Reliable

From the reliability test above, it can be seen that the Cronbach's value for the variables of Peer Conformity, Self-Efficacy, Self-Concept and Cheating Behavior Intentions > 0.700 . These results indicate that all variables in this study are reliable so that further calculations can be carried out.

Assumption Test Results

Normality Test

Before testing the hypothesis, the assumption of normality is first tested, with the results presented in the table below as follows:

Table 9: Normality Test
One-Sample Kolmogorov-Smirnov Test

		Zscore: Unstandardized Residual
N		137
Normal Parameters ^{a,b}	Mean	.1355241
	Std. Deviation	.81906128
	Absolute	.114
Most Extreme Differences	Positive	.114
	Negative	-.092
Kolmogorov-Smirnov Z		1.333
Asymp. Sig. (2-tailed)		.057

a. Test distribution is Normal.

b. Calculated from data.

From table IV.9 above, it can be seen that the significance value is $0.057 > 0.05$. Furthermore, it can be stated that the data is normally distributed and is declared eligible for further testing.

1. Multicollinearity Test

The next assumption test is the multicollinearity test with the results presented in the table below as follows:

Table 10: Multicollinearity Test

Variable	Mark Tolerance	VIF Value	Decision
Peer Conformity	0,713	1,402	There is no multicollinearity disorder
Self-Efficacy	0,820	1,220	There is no multicollinearity disorder
Self Concept	0,604	1,655	There is no multicollinearity disorder

Dependent Variable: Cheating Intentions

Based on the data collection and calculation of the multicollinearity test in table IV.9 above, it can be seen that the data on the Peer Conformity, Self-Efficacy and Self-Concept variables have no symptoms of multicollinearity disorder because the tolerance value > 0.1 and the VIF value in each. Each independent variable < 10 so that the data is declared feasible for further calculations.

2. Autocorrelation Test

The next assumption test is the Autocorrelation test with the results presented in the table below as follows:

Table 11: Autocorrelation Test
Model Summary^b

Model	Durbin-Watson
1	2.397

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Based on the data collection and calculation of the multicollinearity test in table IV.10 above, it can be seen that the data on the Peer Conformity, Self-Efficacy and Self-Concept variables have no symptoms of auto-correlation disorder because the Durbin-Watson value is 2.397 between -2, 5 to 2.5 so that the data is declared suitable for further calculations.

3. Heteroscedasticity Test

Based on the data collected, calculations are then carried out with the help of the SPSS for Windows V 20 program, then the results of the heteroscedasticity test are presented in the following figure:

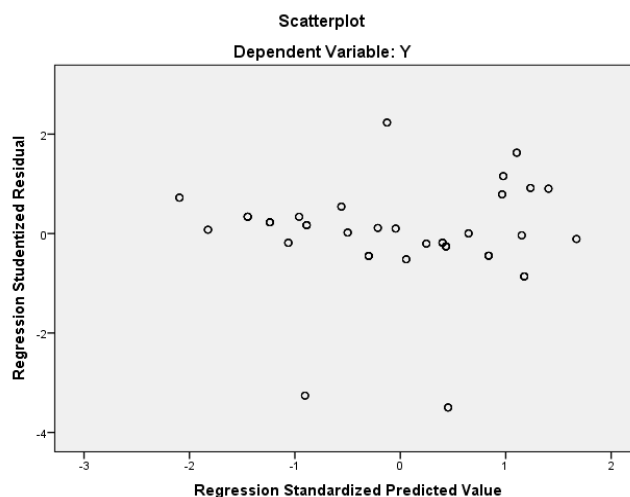


Figure 4 Heteroscedasticity Test

Based on the picture above, it can be stated that the data does not show symptoms of heteroscedasticity because the data is spread out. From the distribution of data that does not form a pattern, it can be seen that there is no pattern so that there are no symptoms of heteroscedasticity, so that hypothesis testing can be continued.

Hypothesis Testing

Multiple Linear Regression

Hypothesis testing in this study was conducted to examine the effect of peer conformity, self-concept and self-efficacy on the intention of cheating behavior in SMAN 2 Jakarta students using the SPSS for Windows V 20 program with a description of the output in the table below as follows:

Table 12: Multiple Linear Regression Test Results

Coefficients ^a				
Model		Unstandardized Coefficients		Sig.
		B	Std. Error	
1	(Constant)	8.746	1.251	.000
	Peer Conformity	.147	.032	.000
	Self-Efficacy	.244	.029	.000
	Self Concept	.658	.045	.000

a. Dependent Variable: Intention of Cheating Behavior

Based on table IV.12 above, the data in further research can be described the equation of the regression line as follows:

$$Y = a + bX_1 + bX_2 + bX_3 \text{ or } Y = 8.746 + 0.147X_1 + 0.244X_2 + 0.658X_3$$

From the regression equation above, it can be explained as follows:

- $a = 8.746$, indicating that the constant value of cheating behavior intention of 8.746 points means that the intensity of cheating behavior in students is 8.746 without being influenced by peer conformity variables, self-efficacy variables and student self-concept variables.
- $bX_1 =$ regression coefficient of peer conformity variable to Cheating Behavior Intention of 0.147. This shows that when the peer conformity variable plays a role, Cheating Behavior Intentions increase by 0.147.

- c. bX_2 = regression coefficient of the self-efficacy variable on the Intention of Cheating Behavior is 0.244. This shows that when the self-efficacy variable plays a role, the Intention of Cheating Behavior increases by 0.244.
- d. bX_3 = self-concept variable regression coefficient on cheating behavior intention of 0.658. This shows that when the Self-Concept variable plays a role, the Intention of Cheating Behavior increases by 0.658.

t Test

The significance test in this study was carried out by looking at the t test output which is presented in the table below as follows:

Table13: t Test Results
Coefficients^a

Model	t	Sig.
(Constant)	6.991	.000
Peer Conformity	4.522	.000
Self-Efficacy	8.279	.000
Self Concept	14.670	.000

a. Dependent Variable: Intention of Cheating Behavior

Based on table IV. 12 above, it can be seen that the t-test value for the peer conformity variable, self-efficacy variable and student self-concept variable is known to have a significance value of $0.000 < 0.05$. This means that partially peer conformity variables, self-efficacy variables and student self-concept variables affect the Intention of Cheating Behavior.

R²

The results of the coefficient of determination test (R²) in this study were carried out by looking at the Adjusted R² test output which is presented in the table below as follows:

Table 14: Coefficient of Determination Test Results (R²)
Model Summary^b

Model	R	R Square	Adjusted R Square
1	.920 ^a	.847	.844

- a. Predictors: (Constant), Konsep-Diri, Self Efficacy, Konformitas Teman Sebaya
b. Dependent Variable: Intensi Perilaku Menyontek

Based on table 14 above, the value of Adjusted R² shows a value of 0.844 indicating that the students' cheating behavior intentions are influenced by variables in this study, namely peer conformity variables, self-efficacy variables and self-concept variables by 84.4% and the remaining 15.6% influenced by variables outside this research.

Cheating behavior is one of the problems faced by educational institutions for the past few decades and will continue to be a concern in the world of education. Many factors influence cheating behavior, there is a relationship between self-concept and attitudes towards cheating behavior. High efficacy for academic ability shows low cheating behavior when compared to students who have low levels of efficacy. Cheating behavior occurs because there is pressure from the group, to help friends and because everyone is doing it.

The results of this study contradict the research conducted by Pudjiastuti (2012), namely: 1) There is a negative and significant relationship between self-efficacy and cheating behavior in students; 2) There is a negative and significant relationship between self-concept and cheating behavior in students; 3) There is a positive and significant relationship between conformity to peer groups and cheating behavior in students; 4) Taken together there is a significant contribution between self-efficacy. The results of this study are also supported by (Mellayu, et al., 2022) and (Meydiansyah, 2021).

The results of the study are not in line with Prayugo et al. (2018) The results of partial data analysis show that there is no significant relationship between self-concept and aggressive behavior and there is a negative relationship between peer conformity and aggressive behavior. So it can be concluded that the peer conformity variable has a contribution to the aggressive behavior variable. The higher the peer conformity in adolescents, the lower the aggressive behavior, and vice versa. Research results are also not supported by (Mushthofa et al., 2021) and (Prahesti, et al., 2022).

The results of this study are in line with the research conducted by Raharjo and Marwanto (2015) with the results of the research. Hypothesis testing used simple regression analysis and multiple regression. The results of the first hypothesis research are indicated by a coefficient of determination of 0.290 which means that 29% of the X1 variable affects the Y variable. The second hypothesis is indicated by the determination coefficient of 0.547 which means that 54.7% of the X2 variable affects the Y variable. The third hypothesis test of the X1, X2 variable has positive influence on variable Y which is indicated by a coefficient of determination of 0.550 which means that 55% of variables X1, X2 together affect Variable Y. The results of this study are also supported by (Nurdin & Munawwarah, 2022) and (Rahayu, 2022).

Closing

Based on the results of the research above, the following conclusions are presented in this chapter:

1. Peer conformity has an effect on Cheating Behavior Intentions, indicated by the regression coefficient value of peer conformity variable on Cheating Behavior Intentions of 0.147 and supported by a t-test significance value of $0.000 < 0.05$.
2. Self-efficacy has an effect on Cheating Behavior Intentions indicated by the regression coefficient value of the Self efficacy variable affecting Cheating Behavior Intentions of 0.244 supported by a t-test significance value of $0.000 < 0.05$.
3. Self-concept has an effect on Cheating Behavior Intentions as indicated by the regression coefficient value of 0.658 supported by a t-test significance value of $0.000 < 0.05$.

Implication

From the conclusions that have been presented, the implications of this research are as follows:

1. The supervising teacher can use a learning model that can increase self-confidence in the form of a personal learning model.
2. The supervising teacher can add to the experience and development of students to actualize their individuality potential.
3. Supervising teachers can provide guidance and counseling services to deal with problems felt by students related to peer conformity. Guidance services provided to students can be formulated in the design of personal social guidance programs to develop students' assertive behavior in their peer group.

Suggestion

Based on the conclusions and implications that have been presented, the suggestions in this study are described, namely:

1. Theoretically, basic services in the form of group guidance or classical guidance by providing information about:
 - a. Ways to appear more confident,
 - b. Express feelings in free, open and non-conflict ways
 - c. Choose positive activities to do with your peer group.
2. Practical, responsive services in the form of group counseling or individual counseling with a focus on services to help students be able to determine attitudes, be able to express their opinions and feelings without feeling pressured by other groups. Students who have high self-confidence invite friends who are less confident to form study groups. It is intended to:
 - a. Improve understanding and mastery of the material being taught,
 - b. Train students' ability to communicate well,
 - c. Cultivate a sense of social among fellow students,
 - d. Sharpen students' ability to discuss. At the time of group study, you should formulate questions or problems that will be solved together and limit the scope so that the discussion does not deviate.

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