

## STUDENT PERCEPTIONS OF CHEATING BEHAVIOR REVIEWED FROM TAUHID CHARACTER VALUES AT DJUANDA UNIVERSITY

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### Abstract

The research uses a qualitative research design to determine students' perceptions of cheating behavior regarding the tauhid character value at Djuanda University. Using thematic analysis, data was obtained through questionnaires distributed to 30 students from the Primary School Teacher Education (PGSD), Islamic Education Management (MPI), and Law study programs. The research results obtained three categories: forms of violations, causal factors, and solutions to handle cheating habits. The research concluded that in the students' view, cheating behavior is a form of breach of honesty, which lies in a person's intentions, promises, and activities. The leading solution taken by students to deal with cheating behavior is to apply the tauhid character values of integrity, honesty, responsibility, and self-awareness in every activity. This research contributes to fostering tauhid character values to overcome all acts of academic dishonesty.

**Keywords:** Cheating, Student Perception, Tauhid Character Values

## INTRODUCTION

In education, honesty is one of the character values that must be ingrained in individuals, which can be demonstrated by being frank, not lying, not cheating, and treating others fairly (Abdullah, 2023). Honesty is a form of self-management skills, and just as academic honesty is the lifeblood of education, students must have an honest character within themselves (Gunawan, 2020). However, in education, acts of academic dishonesty are still found, including cheating. Cheating behavior is a hostile act that has become commonplace among elementary to tertiary education students (Lestari et al., 2022). The research showed that 96.5% of students admitted cheating (Yuliyana et al., 2023). Other research shows that 93.4% of students are involved in academic dishonesty activities (Anitha & Sundaram, 2021). This is due to pressure to achieve perfect grades, less strict sanctions, and fear of repeating courses.

Cheating behavior must be eradicated as early as possible because if it continues to be considered normal, the habit of dishonest behavior will be ingrained, and even worse, it can give birth to potential corruptors (Anitasari et al., 2021). Law Article 3 Number 12 of 2012 regulates Higher Education, emphasizing that the system must be based on honesty (Kementerian Pendidikan dan Kebudayaan, 2012). This policy aims to improve the quality of education by prohibiting all forms of academic dishonesty, including cheating (Hamidayati & Hidayat, 2020). Cheating behavior can be prevented with character education management. The stages in character education management consist of (1) planning, namely instilling awareness to implement character values; (2) organizing, namely distributing tasks and responsibilities to all people at the university; (3) movement, namely activities academics that support the cultivation of character values, and (4) control, namely evaluating the achievement of character values (Hasanah & Husnul, 2021). Character instilling in students can be carried out in all aspects and activities to support the application of character values and cheating behavior, such as integrity, honesty, responsibility, independence, and discipline. Students who genuinely apply these character values will easily control themselves and not carry out academic dishonesty activities (Ariana & Satwika, 2022).

Several previous studies regarding cheating behavior in students include an analysis of academic cheating through cheating behavior (Al Fitri et al., 2019), the relationship between self-control and cheating behavior (Zalsabila et al., 2022), and the influence of moral reasoning on cheating behavior (Indriamin, 2021). However, this research has yet to discuss

cheating behavior in students' perceptions, especially regarding the value of the tauhid character. This is a novelty for the research that will be carried out. Djuanda University has 21 Tauhid Character Values that all campus people, including students, must apply. Therefore, researchers are interested in students' perceptions of cheating behavior when viewed from the perspective of the monotheistic character, especially the *Shiddiq* (honest) character. This article is hoped to be analyzed further using other variables to obtain more valid data.

## **METHODS**

### **Research Design**

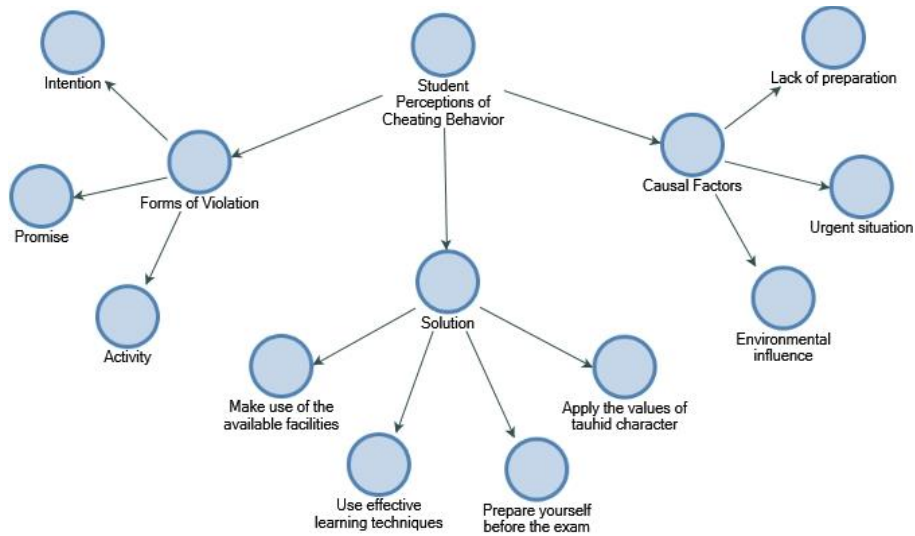
The research design uses qualitative methods to describe a phenomenon that occurs so you can understand the object being studied in depth. Qualitative research flow, namely: (1) problem identification, (2) literature review, (3) determining research objectives, (4) data collection, (5) data interpretation and analysis, and (6) reporting (Fadli, 2021).

### **Data Collection**

Data was obtained through a questionnaire distributed to 30 students at Djuanda University, PGSD, MPI, and Law study programs. The questionnaire presents several points, forms of violations, causal factors, and solutions for dealing with cheating behavior. Data collection was carried out in stages, from 17 February to 21 February 2024, until all data was collected. After collecting the data, the researcher compiled transcripts of each respondent's answers and analyzed the data.

### **Data Analysis**

Researchers analyzed data using deductive and thematic analysis. The obtained questionnaire data is entered into the NVivo 12 Pro program by grouping keywords from each question category. Then, all keywords from the question categories are processed by the NVivo 12 Pro program, which produces a thematic map that can help identify themes from respondents' answers.

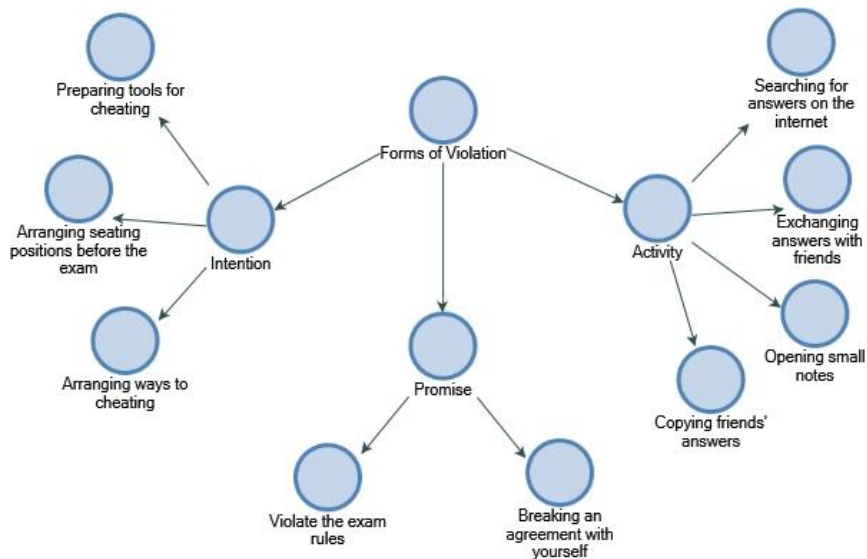


**Figure 1:** Student Perceptions of Cheating Behavior Reviewed from Tauhid Character Values at Djuanda University (using NVivo 12 Pro)

## RESULTS

### Forms of Violation

Based on the questionnaire data obtained, there are three categories of violations in cheating behavior, including violations of the nature of honesty, which lies in intentions, promises, and activities carried out by humans. Figure 2 shows the forms of violations in cheating behavior.



**Figure 2:** Forms of Violation in Cheating Behavior

In the students' view, cheating behavior violates the honest nature that lies in a person's intentions. For example, before an exam takes place, it is not uncommon for students to have the intention to cheat, such as preparing tools for cheating, arranging seating positions, and arranging ways to avoid being seen by supervisors when cheating. Some students stated:

*In my opinion, cheating behavior, if viewed from the value of Shiddiq's taubid character, violates the character of honesty, which lies in intention, because students who have prepared tools for cheating, such as handphones and small notes before the exam, are often found. They look for a seat that is not visible to the lecturer so that cheating is not visible. (Student 3)*

*Cheating violates honesty, which lies in intention because, before an exam, students usually intend to cheat by arranging their seating positions so that the invigilator cannot see them. They arrange ways so as not to be caught cheating. (Student 6)*

Apart from that, cheating behavior is also part of violating the honest nature of one's promises. Before the exam, there must be a rule that you cannot cheat in any way, but some students still violate the rules. Some students promise they will not cheat but are inconsistent with their promise and choose to keep cheating. Some students stated:

*In my opinion, cheating is a form of violation of honesty that lies in one's promises because often students promise to obey exam rules, not to cheat, but to break these rules still. When students violate exam regulations, they automatically also violate their agreement. (Student 16)*

*Cheating behavior violates the character of honesty, which lies in a person's promise. When a student has promised not to cheat but cheats, he breaks his promise to himself. (Student 17)*

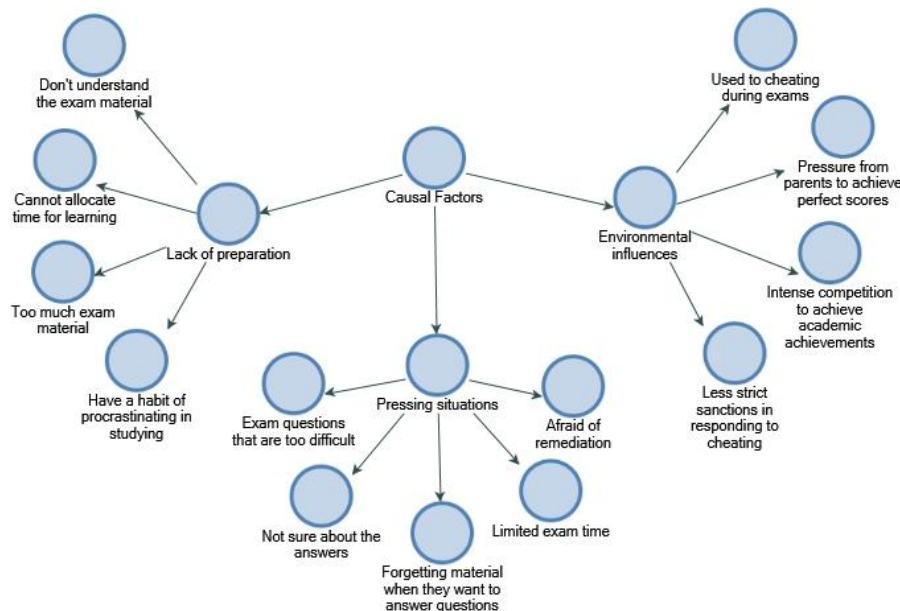
Cheating behavior is a form of violation of the honest nature of one's activities. Students often encounter several cheating activities, namely exchanging answers with friends, opening small notes, searching for answers on the internet, and copying friends' answers. Some students stated:

*Cheating violates the nature of honesty, which lies in activities. Some cheating activities I often encounter include opening a cell phone to look for answers online and exchanging answers with friends. (Student 5)*

*Cheating behavior is a form of violation of the honest nature of the activity. Types of cheating include opening small notes, searching for answers online, and copying friends' answers. (Student 2)*

### Causal Factors

Based on the data obtained from the questionnaire, three categories of factors cause cheating behavior: lack of preparation, urgent situations, and environmental influences. Figure 3 maps the causal factors of cheating behavior.



**Figure 3:** Causal Factors of Cheating Behavior

The main factor for students carrying out cheating activities is lack of preparation before the exam because students have a habit of procrastinating in studying, there is too much exam material, they need to understand the exam material fully, and they cannot allocate time for learning. Some students stated:

*The causal factor is that they are used to procrastinating studying, so new students learn all the material when they are approaching the exam, resulting in the material needing to be understood better. (Student 4)*

*In my opinion, the causal factor is lack of preparation before the exam, which is caused by not being able to allocate time to study, so people often procrastinate studying. Apart from that, you choose not to study because there is too much exam material to study. (Student 11)*

Then other factors that cause students to cheat are because they are in a pressing situation. Some of them are limited exam time, exam questions that are too difficult, forgetting material when they want to answer questions, being unsure-needing more clarification about their answers, and being afraid of remediation. Some students stated:

*In my opinion, the contributing factors are being in a pressing situation, such as limited exam time, too tricky questions, and forgetting material when you want to answer questions. (Student 1)*

*The causal factor is that they are in a pressing situation; for example, when time is about to run out and not all the answers have been filled in; as a result, students choose to cheat because they are afraid of remedial action. Apart from that, it could also be because you are not sure about your answer. (Student 24)*

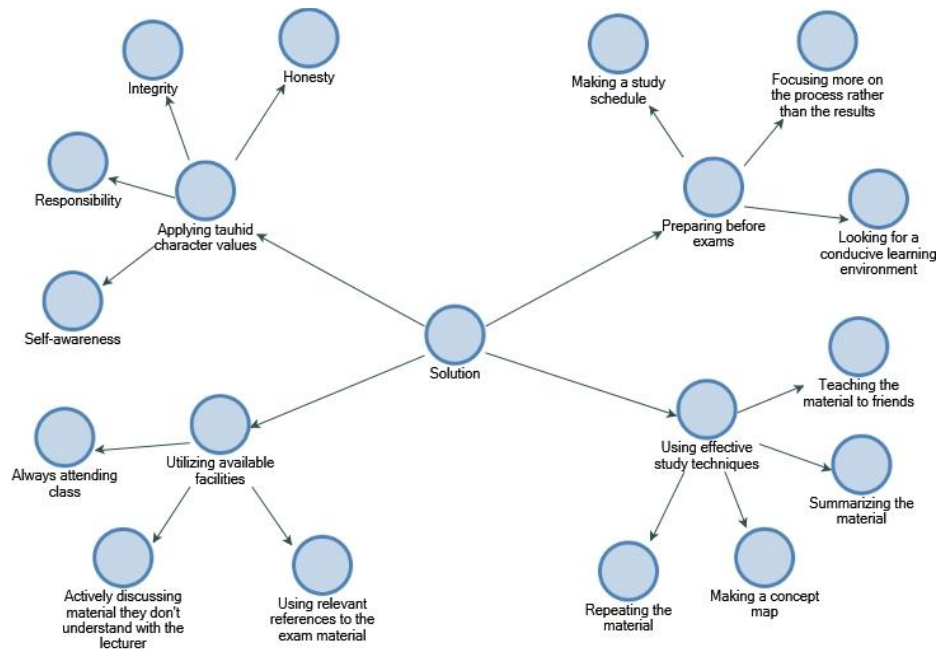
Another causal factor is environmental influence. Students decide to cheat because the environment influences them, such as being used to cheating during exams, less strict sanctions in responding to cheating, intense competition to achieve academic achievements, and pressure from parents to achieve perfect scores. Some students stated:

*The causal factors are environmental influences, such as intense competition to achieve academic achievements and pressure from parents to achieve perfect grades. As a result, students will do whatever it takes to get that grade. (Student 20)*

*The causal factor is the environment, where students are in an environment that is used to cheating during exams, so they are carried away by cheating. The lack of strict sanctions in responding to cheating also makes students more courageous in carrying out cheating activities. (Student 27)*

## **Solution**

Based on the questionnaire data, there are four solutions to dealing with cheating behavior, applying tauhid character values, preparing before exams, using effective study techniques, and utilizing available facilities. In Figure 4, solutions are mapped for dealing with cheating behavior.



**Figure 4:** Solutions to Handle Cheating Behavior

The leading solution that students can take to deal with the habit of cheating is by applying tauhid character values in daily life, such as honesty, integrity, responsibility, and self-awareness, so that these characteristics can be ingrained in students. Some students stated:

*In connection with the value of tauhid's character, reducing the habit of cheating can be done by applying monotheistic values such as honesty, responsibility, and integrity in everyday life. That way, we will get used to this character and feel afraid if we do dishonest activities.* (Student 8)

*The solution is to apply tauhid character values such as self-awareness, honesty, integrity, and responsibility.* (Student 1)

Apart from that, the solution that students can take to deal with cheating habits is to prepare themselves before the exam, such as making a study schedule, looking for a conducive learning environment, and focusing more on the process rather than the results. Some students stated:

*The solution is to prepare yourself before the exam, such as making a study schedule and looking for a conducive study place.* (Student 23)

*The solution that can be done is to prepare yourself before the exam, such as looking for a conducive learning environment and focusing more on the process rather than the results. That way, we will be sure that the process is the most important thing and the results will follow.* (Student 26)



Another solution is to use effective learning techniques such as summarizing the material, making a concept map, repeating the material, and teaching the material to friends. Some students stated:

*In my opinion, an effective solution to reduce the habit of cheating is to study diligently. Besides that, we can summarize the exam material, make concept maps, and teach it to classmates to make the material easy to remember. (Student 16)*

*The solution is to use effective study techniques, such as summarizing and reviewing material before the exam. (Student 8)*

Students can take advantage of the available facilities, such as always attending class, actively discussing material they don't understand with the lecturer, and using relevant references to the exam material. Some students stated:

*The solution that can be taken is to take advantage of the available facilities, such as always attending class if there is a lecture schedule so that the material is noticed and being able to discuss with the lecturer if there is material that needs to be understood. (Student 17)*

*In my opinion, the solution that can be done is to utilize the available facilities, such as using various relevant references as reading material to support existing material, so that our knowledge can develop. (Student 9)*

## DISCUSSION

Djuanda University has 21 Tauhid Character Values , of which four pillars are the basis for developing tauhid values; one is spiritual wisdom. There are several character values in spiritual wisdom, including the character of *Shiddiq* (honest). *Shiddiq's* character is divided into several dimensions, which include: (1) *Shiddiq al-qalbi*, namely honest character that lies in intentions; (2) *Shiddiq al-wa'd*, namely the quality of honesty that lies in promises; and (3) *Shiddiq al-amal*, namely the quality of honesty that lies in activities (Fauziah & Roestamy, 2020). Based on these dimensions, cheating behavior can be interpreted as a violation of honesty, which lies in a person's intentions, promises, and activities. A person's intention to carry out a behavior can be based on a person's attitude towards that behavior. Students who consider cheating negative will give up their intention to cheat. Otherwise, if students consider cheating behavior to be positive behavior, then the student's intention to cheat will be greater (Ghaida et al., 2020). When students are under pressure from the surrounding

environment, such as pressure from parents or competition between other students, it can make them have a strong intention to cheat, so they dare to violate exam rules (Rahmadina & Hapsari, 2020). Violations of exam rules include violations of honesty, which lie in one's promises. Before the exam, students have promised not to cheat, but in reality, students are not consistent in obeying these rules and still choose to carry out cheating activities. Based on previous research, cheating activities commonly carried out by students are exchanging answers with friends, opening small notes, opening handphones to search for answers on the internet, and copying friends' answers. (Kurniasih et al., 2019).

The factors that cause students to cheat include procrastination in studying so that the exam material piles up and there is too much to study. As a result, students need to understand the exam material and choose to cheat entirely. The consequence of academic procrastination for students is a lack of preparation for exams, which makes them feel anxious and afraid of failing the exam. This feeling can trigger cheating behavior in students (Amirudin et al., 2022; Meydiansyah, 2021; Sari & Lestari, 2023). Environmental factors can also significantly influence students to cheat. For example, pressure from parents to get perfect grades can encourage students to do anything, especially cheating, to meet these demands (Rosma et al., 2023). Apart from that, less strict sanctions and peers who make cheating habitual can also influence students to be more courageous in cheating activities (Perianto & Rahmawan, 2023). Another causal factor is when students are in a pressing situation because exam time is almost up, and they feel panicked because the exam questions have not been completed. If cheating behavior continues to become a habit, it will negatively impact students' future. They will lose motivation to learn, self-confidence, and the ability to think critically, so their knowledge will be complex to develop because they rely on others. Students will only assume they get perfect results if they look at fairness. In the process, it is expected (Rahma et al., 2023).

The tauhid character values found at Djuanda University are not enough if they are only socialized, but students must apply character values such as integrity, honesty, responsibility, and self-awareness to deal with cheating habits. The application of the value of integrity by students can foster an honest character so that students will get used to carrying out all activities honestly and make students feel afraid when they want to cheat even though there is an opportunity (Ariana & Satwika, 2022). Integrity, when instilled in students, fosters a responsible character. It guides them always to respect and consider existing regulations, especially during exams, thereby reducing the temptation to cheat (Aristin et al.,

2023). The application of the value of self-awareness by students can affect suppressing cheating behavior, where the higher the student's self-awareness, the lower the level of cheating behavior (Helawati et al., 2022). By applying these character values, students will automatically be more active in preparing themselves before the exam, such as making a priority scale for carrying out daily activities and managing time to avoid procrastination so that during the exam, students no longer need to cheat (Ruzain et al., 2019). Students can use effective study techniques before the exam to help them understand the material, such as summarizing, memorizing, and repeating it. However, suppose students still find it challenging to understand the material. In that case, another solution is to actively discuss their problems with lecturers and classmates to prepare students to face the exam.

## CONCLUSION

In the students' view, cheating behavior violates the honest nature that lies in a person's intentions, promises, and activities. Some factors cause students to cheat, namely lack of preparation before the exam, environmental influences, and urgent situations. Students' leading solution to deal with the habit of cheating is to apply the tauhid character values of integrity, honesty, responsibility, and self-awareness in every activity. It is hoped that the results of this research will help students avoid cheating and all other forms of academic dishonesty.

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