

Pengaruh Academic Self-efficacy dan takut akan kegagalan terhadap perilaku kecurangan akademik pada siswa SMA kelas 12 = The effect of academic Self-efficacy and fear of failure towards academic dishonesty behavior in 12 Grade High School student

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Abstrak

Salah satu proses evaluasi yang dilakukan untuk menentukan kelulusan siswa SMA di Indonesia adalah melalui ujian nasional (UN) dan ujian sekolah berbasis nasional (USBN). UN maupun USBN tidak terlepas dari berbagai kecurangan akademik. Dari berbagai penelitian terdahulu, sebagian besar siswa pernah melakukan kecurangan akademik dalam berbagai bentuk. Terdapat banyak faktor yang memengaruhi perilaku kecurangan akademik diantaranya adalah academic self-efficacy dan takut akan kegagalan. Academic self-efficacy merupakan salah satu prediktor dan memiliki hubungan negatif dengan kecurangan akademik. Di sisi lain, takut akan kegagalan memiliki hubungan positif dengan perilaku kecurangan akademik. Tujuan penelitian ini adalah untuk melihat pengaruh keduanya secara bersama-sama pada perilaku kecurangan akademik. Partisipan dalam penelitian berjumlah 875 siswa SMA kelas 12 dari 146 sekolah, 56 kota dan 22 provinsi di Indonesia. Analisis dilakukan dengan uji multiple regression dan factorial anova. Diketahui bahwa academic self-efficacy dan takut akan kegagalan memiliki pengaruh signifikan yang bertolak belakang terhadap perilaku kecurangan akademik. Takut akan kegagalan ditemukan cenderung memiliki pengaruh yang lebih dominan dibandingkan academic self-efficacy terhadap perilaku kecurangan akademik. Kolaborasi dukungan guru serta orang tua untuk meningkatkan academic self-efficacy dan menurunkan derajat takut akan kegagalan diharapkan dapat mengurangi potensi perilaku kecurangan akademik pada siswa SMA kelas 12.

.....One of the evaluation processes carried out to determine high school student graduation in Indonesia is through national examination (UN) and national based school examination (USBN). Both of them are inseparable from possibilities of academic dishonesty behavior. From previous studies, most student had committed academic dishonesty in various forms. There are many factors that influence academic dishonesty including academic self-efficacy and fear of failure. Academic self-efficacy is a predictor and has a negative relation with academic dishonesty. On the other hand, fear of failure has a positive relation with academic dishonesty. The purpose of this study is to find out the effect of both variables collectively on academic dishonesty. Participant in this study were 875 12 grade high school students from 146 schools, 56 cities and 22 provinces in Indonesia. The analysis was performed using multiple regression and factorial anova test. Result showed that academic self-efficacy and fear of failure have a significant and opposite effect on academic dishonesty. Fear of failure tends to have more dominant influence than academic self-efficacy on academic dishonesty behavior. Collaboration of support from teachers and parent to improve academic self-efficacy and reduce fear of failure is expected to minimize the academic dishonesty behavior potential in 12 grade high school student.