

Hubungan Antara Efikasi Diri Akademik dan Kecurangan Akademik dengan Internet pada Mahasiswa dengan Moral Disengagement Sebagai Mediator = The Relationship Between Academic Self-efficacy and Academic Dishonesty Using Internet Among University Students with Moral Disengagement as a Mediator

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Abstrak

Perkembangan teknologi dan internet yang pesat sering dimanfaatkan untuk melakukan kecurangan akademik. Mahasiswa dengan tingkat efikasi diri yang tinggi maupun rendah dapat melakukan kecurangan akademik karena adanya peran moral disengagement. Penelitian ini bertujuan untuk meneliti hubungan antara efikasi diri akademik dan kecurangan akademik dengan internet serta peran moral disengagement sebagai mediator pada mahasiswa di Indonesia. Alat ukur yang digunakan adalah Internet-Triggered Academic Dishonesty Scale (ITADS), The Academic Self-Efficacy Scale (TASES), dan Moral Disengagement Scale. Sebanyak 139 data partisipan dianalisis menggunakan Pearson Correlation dan PROCESS Model 4 versi 4.2 oleh Hayes. Hasil penelitian menemukan hubungan negatif yang signifikan namun lemah antara efikasi diri akademik dan kecurangan akademik dengan internet ($r(139) = -0.287$, $p < .001$, two tailed), namun tidak menemukan peran moral disengagement sebagai mediator (indirect effect = -0.069 , $SE = .066$, Boot 95% CI $[-.226, .041]$). Artinya, semakin tinggi efikasi diri akademik mahasiswa, maka semakin rendah kecenderungannya dalam melakukan kecurangan akademik menggunakan internet. Dengan demikian, penting bagi institusi akademik untuk melakukan upaya agar bisa mengurangi kecenderungan mahasiswa dalam melakukan kecurangan akademik dengan internet, seperti sosialisasi dan regulasi penggunaan internet, menambah aktivitas yang dapat meningkatkan efikasi diri akademik mahasiswa, dan lainnya.

.....The rapid advancement of technology and internet is often exploited for academic dishonesty. Academic dishonesty was done by students regardless of their academic self-efficacy level so moral disengagement might play a significant role. This study aims to investigate the relationship between academic self-efficacy and academic dishonesty using technology, and the role of moral disengagement as a mediator among university students in Indonesia. The instruments used in this study are Internet-Triggered Academic Dishonesty Scale (ITADS), The Academic Self-Efficacy Scale (TASES), and Moral Disengagement Scale. Total number of participants were 139 and analyzed using Pearson Correlation and Hayes's PROCESS Model 4 version 4.2. Results found a weak but significant negative correlation between academic self-efficacy and academic dishonesty using internet ($r(139) = -0.287$, $p < .001$, two tailed), but did not find the role of moral disengagement as a mediator (indirect effect = -0.069 , $SE = .066$, Boot 95% CI $[-.226, .041]$). This means that the higher student's academic self-efficacy is, the lower their tendency to engage in academic dishonesty using internet. Therefore, it is crucial for academic institutions to reduce the tendency of students committing academic dishonesty, such as through the dissemination and regulation of technology usage, increasing activities that can enhance students' academic self-efficacy, and other similar initiatives.