

Analysis of Factors Influencing Academic Cheating in Online Learning

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ABSTRACT

Academic cheating is any dishonest act committed by students in order to gain achievement in the academic realm. independent variable (X) and academic fraud in online learning as the dependent variable (Y). This study analyzes the factors that encourage students to commit fraudulent behavior, especially in online learning. This study used observation data collection techniques, questionnaires and documentation by collecting sample data of 96 students. While the data analysis technique used is descriptive statistical analysis. The regression model feasibility test tool used is the classical assumption test. The hypothesis testing tools used are simple linear regression analysis, multiple linear regression analysis, T test, F test and R2 test. The results of this study prove that there is a positive and significant influence of each variable from pressure, opportunity, rationalization, ability and arrogance towards academic cheating in online learning partially and simultaneously.

Keywords: Academic cheating, fraud pentagon theory, E-learning;

INTRODUCTION

Online learning requires responsibility, independence and personal perseverance, because no one controls it other than the students themselves. Students must download and read the material, answer quizzes/questions and send assignments independently (Meda, 2020; Mustakim, 2020; Tahir & Darwis, 2021). Online learning capabilities will provide better student performance compared to conventional learning, because apart from being knowledgeable they are also technologically literate (Judge, 2020).

Since the implementation of online learning in various countries in the world, all educational institutions have made new learning adjustments. Higher education is an educational institution that has also changed the online learning system, but online learning has an impact on academic cheating behavior. Cheating behavior in the academic realm is a behavior that cannot be denied at every level of education. Academic cheating is a common problem in universities around the world that has unintended consequences for both students and the education system (Baran & Jonason, 2020; Muh Darwis et al., 2021; Muhammad Darwis et al., 2021; Simaniguruk et al., 2019). In general, students are only value-oriented, not science. So that in the process of getting good grades, they actually do actions that are far from good. Such as cheating, plagiarism, entrusted absences, and other frauds (Gustraprasaja, 2011).

The latest data from the Association of Certified Fraud Examiners (2020) explains that the most perpetrators of fraud in Indonesia are undergraduate level at 73.2% with a total of 172 cases. This of course raises questions about the teaching and learning process in higher education in Indonesia. The occurrence of cheating in academics must be taken seriously by all elements in the education sector, especially because online learning provides

opportunities or opportunities for students to commit academic fraud. In the online learning process, students have strategies to commit academic fraud in various ways, including filling in attendance but not attending lectures through the Zoom/Googlemeet application, Download a friend's answer file on the Syam-OK account by logging in using a standard username and password that is not changed by students, imitating a friend's work by simply changing the name and using the BOT application to do assignments that should be handwritten.

Academic cheating can be defined as an act that is intentionally carried out by a student to gain an achievement advantage in doing assignments and examinations (Bricault, 2007). Academic cheating in online learning referred to in this study is all forms of deviant or dishonest behavior in the academic realm that take advantage of technological advances, namely cheating, plagiarism, fabrication, and facilitation.

cheating, is an act of fraud when students deliberately use learning materials and existing information or ask other people in doing assignments or exams. Plagiarism, is an act of fraud when students use and acknowledge the work of others as the result of their own work. Fabrication, is an act of fraud when students misuse information and make information that is not true. Facilitation, is an act of fraud when students intentionally help others to violate the rules and codes of academic integrity.

The factor of academic cheating can be seen from the Fraud Pentagon concept which consists of 5 (five) dimensions, namely pressure, opportunity, rationalization, capability, and arrogance (Marks, 2011). The pentagon fraud theory is generally used for fraudulent acts that occur in the field of accounting or anything related to finance, but in this study the theory will be used in the scope of education related to student academic fraud.

Pressure, the pressure in question is the pressure that encourages students to carry out behavior that violates the rules for personal gain from an academic point of view Opportunity, the opportunity in question is the condition when students get loopholes which are then used to commit academic fraud. The rationalization referred to in this study is all defenses and justifications for academic fraud committed by students. Ability, student's ability to see weaknesses in the system and exploit them for personal gain, one's ability to design the fraud, as well as one's ability to suppress feelings of guilt for one's academic fraud. Arrogance, the arrogance in question is the superior and arrogant attitude shown by students who feel they are the most superior, greatest and most powerful compared to other colleagues so that they have the power to commit academic fraud.

This study aims to determine whether there is a positive and significant influence of each variable from pressure, opportunity, rationalization, ability and arrogance to academic cheating in online learning partially and simultaneously. The hypothesis in this study is that it is suspected that there is a positive and significant influence of each variable from pressure, opportunity, rationalization, ability and arrogance to academic cheating in online learning partially and simultaneously.

METHODS

This research is a correlation research that uses a quantitative approach. This research was conducted at the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University. This study aims to determine the effect of pressure, opportunity, rationalization, ability and arrogance as

independent variables (X) on academic cheating in online learning as the dependent variable (Y). The data collection techniques used in this study were observation, questionnaires and documentation. The results of this study will then be described based on the results of the data processing that has been carried out.

Respondents in this study were students of the Office Administration Education Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, class of 2018 and 2019. The regression model feasibility test tool used is the classical assumption test using data normality tests, heteroscedasticity tests and multicollinearity tests. The hypothesis testing tools used are simple linear regression analysis, multiple linear regression analysis, T test, F test and R^2 test.

RESULTS AND DISCUSSION

Based on the questionnaire that has been collected, the characteristics of the respondents are obtained as follows:

Table 1.
Characteristics of Respondents in Office Administration Education Study Program

Characteristics	Information	Frequency (Person)	Percentage (%)
Force	2018	50	52,1
	2019	46	47,9
Gender	Man	22	22,9
	Woman	74	77,1

Source: Questionnaire Results (2022)

Referring to table 1, it can be seen that based on the largest number of respondents used in this study, the 2018 class consisted of 50 people or 52.1%, while the 2019 class of respondents consisted of 46 people or 47.9%. The conclusion from the characteristics of the respondents based on the batch is that the major certificates come from the 2018 class.

The characteristics of respondents based on gender in this study were 22 men or 22.9% while female respondents were 74 people or 77.1%. The conclusion from the characteristics of respondents based on gender is that the majority of respondents are female.

Descriptive Statistical Analysis of Factors Influencing Academic Cheating Variables (X)

Table 2.
Pressure Variable Descriptive Statistical Test Results (X1)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Pressure (X1)	1	96	123	1.28	0.75	25.6	Low
	2	96	181	1.88	0.98	37.7	Low
	3	96	136	1.41	0.77	28.3	Low
	4	96	160	1.66	0.93	33.3	Low
	5	96	219	2.28	1.12	45.6	Enough
Average						34.1	Low

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 2. it is known that the TCR value of the pressure variable(X1) of 34.1% with the classification of the respondent's achievement level in the low criteria. The highest result is in the 5th statement that during online learning, respondents are forced by fellow students to work together in doing exams/assignments by 45.6% with the respondent's achievement level being in the enough category, while the lowest result is in statement 1 that the respondent committed academic fraud during online learning to reduce tuition fees/UKT by 25.6% with the classification of the level of achievement of respondents in the Low category.

Table 3.
Opportunity Variable Descriptive Statistical Test Results (X2)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Opportunity (X2)	1	96	283	2.94	1.05	59.0	Enough
	2	96	280	2.91	1.07	58.3	Enough
	3	96	248	2.16	1.07	51.7	Enough
	4	96	266	2.77	1.16	55.4	Enough
	5	96	304	3.16	1.19	63.3	High
Average						57.5	Enough

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 3, it is known that the TCR value for the opportunity variable (X2) is 57.5% with the classification of the respondent's level of achievement in the enough criteria. The highest result is in the 10th statement that the lack of inspection and supervision of lecturers results in students feeling free to choose to be honest or commit academic fraud by 63.3% with the respondent's achievement level being in the High category, while the lowest result is in the 8th statement that the respondent commits academic fraud in online learning due to the lack of strict sanctions of 51.7% with the classification of the respondent's achievement level being in the Enough category.

Table 4.
Descriptive Statistical Test Results of Rationalized Variables (X3)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Rationalized (X3)	1	96	222	2.31	1.12	46.3	Enough
	2	96	195	2.03	1.07	40.6	Enough
	3	96	226	2.35	1.14	47.1	Enough
	4	96	208	2.16	1.11	43.3	Enough
Average						44.3	Enough

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 4, it is known that the TCR value for the rationalization variable (X3) is 44.3% with the classification of the respondent's achievement level in the enough criteria. The highest result is in the 13th statement that the respondent committed academic fraud because he did not have time to study, was not interested in certain subjects so that he had difficulty understanding learning material and had difficulty working on exam questions 43.3% with the respondent's achievement level being in the Enough category, while the lowest result is in the 12th statement that respondents commit academic fraud because they want to get high academic scores and

provide satisfactory results for parents by 40.6% with the classification of the respondent's level of achievement in the Enough category.

Table 5.
Descriptive Statistical Test Results of Ability Variable (X4)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Ability (X4)	1	96	190	1.97	0.95	39.6	Low
	2	96	175	1.82	0.98	36.5	Low
	3	96	187	1.94	0.95	39.0	Low
	4	96	168	1.80	0.96	35.0	Low
Average						37.5	Low

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 5, it is known that the TCR value of the ability variable (X4) is 37.5% with the classification of the respondent's achievement level in the low criteria. The highest result is in the 15th statement that the respondent is able to design a strategy to commit academic fraud during online learning by 39.6% with the respondent's achievement level in the Low category, while the lowest result is in the 15th statement that the respondent still feels calm when committing online academic fraud. by 35% with the classification of the level of achievement of the respondents in the Low category.

Table 6.
Arrogance Variable Descriptive Statistical Test Results (X5)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Arrogance (X5)	1	96	172	1.79	0.96	35.8	Low
	2	96	226	2.35	1.22	47.1	Enough
	3	96	389	4.05	1.25	81.0	Very high
	4	96	203	2.11	1.14	42.3	Enough
Average						51.6	Enough

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 6, it is known that the TCR value for the arrogance variable (X5) is 51.6% with the classification of the respondent's achievement level in the enough criteria. The highest result is in the 21st statement that respondents feel their fate is in their hands and not in other people by 81% with the respondent's achievement level being in the very high category, while the lowest result is in the 19th statement that respondents feel that existing academic rules do not apply for them it is 35.8% with the classification of the level of achievement of the respondents in the Low category.

Descriptive Statistical Analysis of Academic Cheating Variables in Online Learning (Y)

Academic cheating in online learning consists of 4 indicators that are measured using a Likert scale. The results of data collection from academic cheating variables in online learning are listed in the following Table 7:

Table 7.
Descriptive Statistical Test Results for Academic Cheating Variables in Online Learning (Y)

Variable	Indicators	N	Score	Mean	St. Dev	%	Category
Academic Cheating (Y)	1	96	205	2.13	1.03	42.7	Low
	2	96	206	2.14	0.98	42.9	Enough
	3	96	195	2.03	0.95	40.6	Enough
	4	96	262	2.72	0.97	54.6	Enough
	5	96	173	1.80	1.01	36.0	Enough
	6	96	170	1.77	0.98	35.4	Low
	7	96	133	1.38	0.81	27.7	Low
	8	96	209	2.17	1.12	43.5	Enough
	9	96	124	1.29	0.72	25.8	Low
Average						38.8	Low

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 7, it is known that the TCR value for the academic cheating variable in online learning (Y) is 38.8% with the classification of the respondent's achievement level at low criteria. The highest result is in the 4th statement that the respondent copied answers from the internet instead of having to do the assignment himself by 54.6% with the respondent's achievement level being in the Enough category, while the lowest result is in the 7th statement that the respondent uses the BOT Write application rather than having to use his own handwriting on the task given which is equal to 27.7% with the classification of the level of achievement of the respondents in the Low category.

Classic assumption test

Table 8.
Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		96
Normal Parameters, b	Means	.0000000
	std. Deviation	3.49385160
Most Extreme Differences	absolute	.087
	Positive	.087
	Negative	-.049
Test Statistics		.087
asympt. Sig. (2-tailed)		.068c

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the output table, it can be seen that the significance value obtained is 0.068, which means it is greater than 0.05. In accordance with the basis for decision making

on the One-sample Kolmogorov Smirnov Test, it can be concluded that the data is normally distributed because the probability value is 0.068 more than ($>$) 0.05.

Table 9.
Heteroscedasticity Test Results

Variable	Limitation	Significance
Pressure	0.050	0.444
Chance	0.050	0.410
Rationalization	0.050	0.233
Ability	0.050	0.164
Arrogance	0.050	0.305

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 9. it can be seen that the significance value of each variable pressure, opportunity, rationalization, ability and arrogance is greater than the limit of 0.05, so this explains that the five variables do not occur heteroscedasticity or it can be called homoscedasticity.

Multicollinearity Test

Table 10.
Multicollinearity Test Results

Variable	Collinearity Statistics	
	tolerance	VIF
Pressure	0.462	2.163
Chance	0.546	1,833
Rationalization	0.308	3,242
Ability	0.304	3,286
Arrogance	0.507	1,754

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of data processing in table 10, it can be seen that each tolerance value for each variable is greater than 0.10. It can also be observed that the VIF value for each variable is less than 10. Thus, this indicates that there is no multicollinearity for all variables in this study.

Table 11.
Simple Linear Regression Test Results X1 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.633
2	Determinant Coefficient (R ²)	0.401
3	Constant Coefficient	7,610
4	Regression Coefficient (X1)	1.156
5	tcount	7,936
6	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on table 11. obtained Tcount = 7.936. Value (dk) = n-2, in this case (dk) = 96-2 with a 5% level it is known that Ttable = 1.989. Thus $7.936 > 1.989$ or $Tcount > Ttable$. This can indicate that Tcount is greater than Ttable, so it can be interpreted that pressure influences academic cheating in online learning. Based on the results of data processing, a significant value of 0.001 is obtained, which is smaller than the probability of 0.05 and has a positive value of 0.633. Pressure has a 40.1% effect on Academic Cheating in Online Learning, while 59.9% is influenced by other variables outside the research. Therefore,

Table 12.
Simple Linear Regression Test Results X2 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.523
2	Determinant Coefficient (R2)	0.273
3	Constant Coefficient	7.117
4	Regression Coefficient (X1)	0.741
5	tcount	5,946
6	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on table 12. obtained Tcount = 5.946. Value (dk) = n-2, in this case (dk) = 96-2 with a 5% level it is known that Ttable = 1.989. Thus $5.946 > 1.989$ or $Tcount > Ttable$. This can indicate that Tcount is greater than Ttable, so it can be interpreted that opportunity influences academic cheating in online learning. Based on the results of data processing, a significant value of 0.001 is obtained, which is smaller than the probability of 0.05 and has a positive value of 0.523. Opportunity has a 27.3% influence on Academic Cheating in Online Learning, while 72.7% is influenced by other variables outside the research. Therefore, the second hypothesis which states "Opportunity has a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

Table 13.
Simple Linear Regression Test Results X3 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.700
2	Determinant Coefficient (R2)	0.490
3	Constant Coefficient	8024
4	Regression Coefficient (X1)	1,065
5	tcount	9,503
6	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on table 13, Tcount = 9.503 is obtained. Value (dk) = n-2, in this case (dk) = 96-2 with a 5% level it is known that Ttable = 1.989. Thus $9.503 > 1.989$ or $Tcount > Ttable$. This can indicate that Tcount is greater than Ttable, so it can be interpreted that rationalization has an effect on academic cheating in online learning. Based on the results

of data processing, a significant value of 0.001 is obtained, which is smaller than the probability of 0.05 and has a positive value of 0.700. Rationalization has a 49% effect on Academic Cheating in Online Learning, while 51% is influenced by other variables outside the research. Therefore, the third hypothesis which states "Rationalization has a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

Table 14.
Simple Linear Regression Test Results X4 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.782
2	Determinant Coefficient (R ²)	0.611
3	Constant Coefficient	5610
4	Regression Coefficient (X1)	1,570
5	tcount	12.125
6	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on table 14. obtained Tcount = 12.152. Value (dk) = n-2, in this case (dk) = 96-2 with a 5% level it is known that Ttable = 1.989. Thus $12.152 > 1.989$ or $Tcount > Ttable$. This can indicate that Tcount is greater than Ttable, so it can be interpreted that ability influences academic cheating in online learning. Based on the results of data processing, a significant value of 0.001 is obtained, which is smaller than the probability of 0.05 and has a positive value of 0.782. The ability to influence 61% of Academic Cheating in Online Learning, while 39% is influenced by other variables outside the research. Therefore, the fourth hypothesis which states "The ability to have a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

Table 15.
Simple Linear Regression Test Results X5 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.653
2	Determinant Coefficient (R ²)	0.404
3	Constant Coefficient	5.313
4	Regression Coefficient (X1)	1,185
5	tcount	7,978
6	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on table 15, Tcount = 7.978 is obtained. Value (dk) = n-2, in this case (dk) = 96-2 with a 5% level it is known that Ttable = 1.989. Thus $7.978 > 1.989$ or $Tcount > Ttable$. This can indicate that Tcount is greater than Ttable, so it can be interpreted that arrogance affects academic cheating in online learning. Based on the results of data processing, a

significant value of 0.001 is obtained, which is smaller than the probability of 0.05 and has a positive value of 0.653. Arrogance has a 40% effect on Academic Cheating in Online Learning, while 60% is influenced by other variables outside the research. Therefore, the fifth hypothesis which states "Arrogance has a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

Table 16.
Multiple Linear Regression Test Results X1, X2, X3, X4, X5 Against Y

No	Analysis Results	Score
1	Correlation Coefficient (R)	0.820
2	Determinant Coefficient (R ²)	0.672
3	Constant Coefficient (Y)	2,338
4	Pressure Coefficient (X1)	0.230
5	Chance Coefficient (X2)	0.022
6	Rationalization Coefficient (X3)	0.200
7	Ability Coefficient (X4)	0.894
8	Arrogance Coefficient (X5)	0.423
9	Fcount	36,825
10	Significance	0.001

Source: Results of Statistical Analysis Through the SPSS 25 Program

Based on the results of multiple linear regression analysis obtained in table 16. shows that pressure, opportunity, rationalization, ability and arrogance have a positive direction. Based on the results of the t test. shows that the correlation value of the five independent variables on the dependent variable is at a significance level of $p = 0.001 < 0.05$, this means that the strength of the relationship of each independent variable to the dependent variable is included in the category of strong and significant relationship, which means that pressure, opportunity, rationalization, ability and arrogance simultaneously influence academic cheating in online learning.

Pressure, opportunity, rationalization, ability and arrogance influence 67.2% while 32.8% are influenced by other factors outside the variables in this study. Thus, the sixth hypothesis which states "Pressure, opportunity, rationalization, ability and arrogance simultaneously influence academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

Discussion

The Effect of Pressure on Academic Cheating in Online Learning

Based on the results of the questionnaire obtained by the researcher, three statement items were obtained that had the highest average score, namely the statement: (1) During online learning I was forced by fellow students to work together in doing exams/assignments. (2) I commit academic cheating during online learning because I often delay work. (3) I commit academic fraud so that my grades are on par with fellow students.

Pressure from fellow students to cooperate in doing exams or assignments certainly cannot be refused by students so that academic cheating occurs. Students who often

postpone work will feel pressured if the assignment is close to the deadline given, this causes students to take shortcuts, namely by committing academic fraud in order to get scores on par with other fellow students.

The results of this study are in line with research conducted by Herdian et al., (2021) that pressure has a positive effect on online learning fraud. The pressure felt by students can be in the form of financial pressure. During the pandemic, students who come from families with poor economic conditions will try to improve their learning outcomes in the hope that they will receive tuition assistance or scholarships.

The Effect of Opportunity on Academic Cheating in Online Learning

Based on the results of the questionnaire obtained by the researcher, three statement items were obtained which had the highest average value, namely the statement: (1) Lack of inspection or supervision of lecturers resulted in students feeling free to choose to be honest or commit academic fraud. (2) I feel that the lecturer does not check for plagiarism (like Turnitin). (3) I feel that lecturers or exam supervisors are not able to trace evidence of online cheating.

Online learning certainly still has deficiencies in terms of both the learning method and the learning process, the lack of inspection and supervision by lecturers of the assignments given results in students feeling they have loopholes to commit various academic frauds by taking advantage of the opportunities that exist. Students who have frequently committed academic fraud realize that lecturers do not check for plagiarism, thereby giving them the opportunity to continue committing academic fraud.

These results are in line with research conducted by Nursani & Irianto (2013). The research results show that opportunity has a significant positive effect on student academic fraud behavior because it encourages students to commit academic fraud. In this study, it can be said that opportunity can encourage students to commit academic fraud. Because with a great opportunity, this can make students who at first cannot commit academic fraud, become able to do it.

The Effect of Rationalization on Academic Cheating in Online Learning

Based on the results of the questionnaire obtained by the researcher, three statement items were obtained which had the highest average value, namely the statement: (1) I committed academic fraud because I did not have time to study, was not interested in certain subjects so had difficulty understanding learning material and had difficulty doing exam questions. (2) I am not afraid of cheating because the behavior of academic cheating is common among students. (3) I feel that it will not harm anyone when committing academic fraud so that it can be used as an excuse for committing fraud.

Students who commit academic fraud will always have justification for their actions. Many of the students commit academic fraud because they feel that cheating is commonplace or has been common among students and they feel that they will not harm anyone so that this is strong enough to be used as an excuse for cheating.

The results of this study are consistent with research conducted by (Purnasari, 2014) that rationalization affects students' academic fraud. The results of this study indicate that many of the students justify by saying that academic cheating is reasonable because many other students also do it.

The Effect of Ability on Academic Cheating in Online Learning

Based on the results of the questionnaire obtained by the researcher, three statement items were obtained that had the highest average value, namely the statement: (1) I am able to plan academic cheating during online learning. (2) I am used to lying/doing dishonesty in everyday life. (3) During online learning, I can force friends to work together on assignments or exams.

Academic cheating tends to occur when students have special abilities to cheat, this can happen if students are used to lying or being dishonest in everyday life so that they have experience in committing academic fraud. Students can also force friends to cooperate in doing assignments or exams if they have the ability to lobby other student colleagues.

The results of this study are consistent with research conducted by (Fadersair, 2019) that ability affects student academic cheating. The results of this study indicate that higher abilities and more experience encourage academic fraud behavior. Without the ability, of course there will be quite a risk if you commit academic fraud. Therefore most of the perpetrators need to study the existing loopholes so that the action can run smoothly.

Furthermore, in research conducted by Abbas & Naeemi (2011) of 300 students from different universities in America found that GPA did not affect students' academic cheating behavior. The research revealed that students with high GPA tended to commit acts of academic fraud. From this knowledge it can be seen that it is not only students with low GPA who commit academic fraud, but students with high GPA also tend to do so. Students with high GPA or can be said to be smart students can easily commit academic fraud by taking advantage of all available opportunities.

Simultaneous Influence of Pressure, Opportunity, Rationalization, Capability and Arrogance Against Academic Fraud

Based on the results of multiple linear regression analysis obtained in table 16. shows that pressure, opportunity, rationalization, ability and arrogance have a positive direction. Based on the results of the t test, it shows that the correlation value of the five independent variables on the dependent variable is at a significance level of $p 0.001 < 0.05$, this means that the strength of the relationship of each independent variable to the dependent variable is included in the category of strong and significant relationship. , opportunity, rationalization, ability and arrogance simultaneously influence academic cheating in online learning.

Pressure, opportunity, rationalization, ability and arrogance influence 67.2% while 32.8% are influenced by other factors outside the variables in this study. Thus, the sixth hypothesis which states "Pressure, opportunity, rationalization, ability and arrogance simultaneously influence academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University" is accepted.

The results of this study are slightly different from previous research by (Christiana et al., 2021) that pressure, opportunity, rationalization and ability have a positive effect on academic cheating in online learning but the arrogance factor has no effect on academic cheating in online learning.

CONCLUSION

Based on the results of data analysis and discussion of the Analysis of Factors Influencing Academic Cheating in Online Learning (Case Study of Students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University), the results of this study can be concluded as follows: Pressure has a positive and significant effect on academic fraud in students of the Office Administration Education Study Program, the Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, by 40.1%; Opportunity has a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, by 27.3%; Rationalization has a positive and significant effect on academic fraud in students of the Office Administration Education Study Program, the Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, by 49%; The ability to have a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, by 61%; Arrogance has a positive and significant effect on academic fraud in students of the Office Administration Study Program, Department of Administrative Science, Faculty of Social Sciences and Law, Makassar State University, by 40%; Pressure, opportunity, rationalization,

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