

ACADEMIC DISHONESTY AMONG JUNIOR HIGH AND HIGH SCHOOL STUDENTS AT ISLAMIC BOARDING SCHOOL HOW IS FEAR OF FAILURE IMPACTED?

Luluk Nur Baeti, Herdian

Psychology Faculty, Universitas Muhammadiyah Purwokerto
KH. Ahmad Dahlan St, banyumas, Indonesia 53182

Abstract

Education at Islamic boarding schools aims to learn and apply religious knowledge in daily life, but in practice, education at Islamic boarding schools experiences the same problems as the general education system, one of which is academic dishonesty behavior. This study examines the effect of fear of failure on academic dishonesty in students at Islamic Boarding School, central Java Indonesia. 146 junior high school and senior high school students at an Islamic boarding school in Central Java in Indonesia participate in this research. The data collection method used the academic dishonesty scale and fear of failure scale. The results showed an effect of fear of failure on academic dishonesty in junior high and senior high school students at Islamic boarding schools in Central Java, Indonesia. fear of failure has 14.2% effect on academic dishonesty behaviour. The need for attention to moral cultivation in junior and senior high school students at Islamic boarding schools to minimize dishonest behavior. In addition, students' self-confidence needs to be increased, so that fear of failure does not affect the effectiveness of student learning.

Keywords: *Academic Dishonesty, Fear of Failure, Students at Islamic Boarding School*

INTRODUCTION

The quality of the education system is referred to as the main thing to measure the progress of a nation (Kadi & Awwaliyah, 2017). In general, education can be interpreted as a self-development process to live and carry on life (Alpian et al., 2019). Education can be defined as management carried out as an effort to transform the form of religious values, culture, knowledge, technology, and skills by cultivating the heart, cultivating the brain, and processing the tongue and hands (Arfani, 2016). In particular, the implementation of national education in Indonesia is stated in the National Education System Law no. 20 years 2003 consists of 3 channels: formal education, informal education, and non-formal education. The three educational paths are complementary to develop their potential through the educational process, although with their respective provisions (Darlis, 2017).

Islamic Boarding school is one of the non-formal educational institutions and is referred to as an Islamic educational institution that occupies a relatively central position in the scientific world because it has strong historical roots (Bashori, 2017). According to Law Number 18 Years 2019 regarding Islamic Boarding school, the purpose of education at Islamic Boarding school is to increase faith, piety, and noble character; give birth to people of faith with character; love for the homeland and progress; and build the movement and struggle for the independence of the unitary state of the Republic of Indonesia. Islamic boarding school was founded with the initial purpose of learning about religious knowledge only. However, because the needs of the community are growing, Islamic boarding school is currently used as an institution to improve the quality of resources so that students can face life with various problems that occur today (Krisdiyanto et al., 2019). As an education that disciplines religion more, Islamic boarding school is expected to play a role in creating superior and characterized human resources in the swift currents of globalization (Arifiah, 2020).

Education at Islamic boarding schools is inseparable from various problems, such as aggressiveness (Retnowuni & Yani, 2019), burnout (Fahmi & Widyastuti, 2018), bullying (Yuhbaba, 2019), and cheating (Andiwatir & Khakim, 2019). This is contrary to the graduation requirements of Islamic boarding school; namely, a student must have high standard criteria and apply Islamic-oriented education and other general knowledge, which is expected to be able to answer the demands of the times and adapt to the development of society (Segoro, 2015). With so many assignments, students are likely to experience pressure to cause students to procrastinate and eventually engage in behavior that violates the rules, one of which is to do academic dishonesty by cheating (Khairat et al., 2014).

Behavior is something that occurs through a response process caused by a stimulus (Skinner, 1938). Behavior is also referred to as a response to a stimulus that is part of the activity of an organism (Pakpahan et al., 2021). Based on the response to the stimulus, behavior is divided into two, namely open behavior or overt behavior and closed behavior or covert behavior (Rachmawati, 2019). According to Bowers (Bowers, 1964), academic dishonesty behavior is not only limited to plagiarism and cheating. Changing, falsifying, using services to do assignments, arranging, giving or receiving answers, plagiarism, doing assignments for others, and not including the author's bibliography correctly can also be academic dishonesty (Kibler, 1993). The scope of academic dishonesty is of several kinds, such as fraud or cheating, plagiarism, cheating or cheating, theft of ideas, and other copying carried out in an intellectual environment, whether published or not (Lars R. Jones, 2001). So, academic dishonesty is an overt behavior or visible behavior that is carried out to gain benefits in the academic field by cheating, collaborating with friends to give and receive answers during exams, assignments done by others, copying and or plagiarizing other people's scientific works without perform citations and permissions, or by falsifying data.

Ampuni et al. (2019) mentions the aspect of academic dishonesty, namely cheating. Unauthorized collaboration and plagiarism. Cheating is giving or receiving information and viewing notes during an exam for an advantage (Dobrovska, 2007; Lars R. Jones, 2001). Unauthorized collaboration is using outside help to do assignments, buy papers, and do other people's work or other people who do assignments for us (Kibler, 1993; Lambert et al., 2003; Lars R. Jones, 2001). Plagiarism is the act of copy-pasting someone else's writing without including the source or not using one's language either intentionally or unintentionally (Fatimah, 2018; Jones, 2011).

Various studies have investigated the factors that influence academic dishonesty internally and externally. External factors can be peer pressure (Pantu et al., 2020), peer behaviour (Khalid et al., 2020), and the demands of parents (Fitri et al., 2017). Factors from within the individual can be in the form of self-regulation (Ruzain et al., 2019), self-efficacy (Sitorus & Pratama, 2021), fear of failure (Muhid & Mukarromah, 2018), *religiosity* (Herdian et al., 2021), grit and growth mindset (Herdian & Rahayu, 2022). This study is interested in the variable fear of failure as a factor in the occurrence of academic dishonesty behavior in students at Islamic boarding schools. The reason is that many students are required to be able to memorize scriptures and compete with fellow students at boarding schools.

Fear of failure was put forward by Atkinson (1957) in his study in the psychology field, achievement motivation, and need achievement theory. Fear of failure affects individual actions by encouraging the implementation of goals using specific strategies to achieve them by avoiding failure, which can indirectly have a contradictory effect on them (Elliot & Church, 1997). Fear of failure can also be referred to as an avoidance-based motive disposition to achieve the target set by the individual (Elliot & Thrash, 2004). So, fear of failure is a negative feeling that causes behavior with a motive to help achieve goals and avoid failure because they feel threatened. Aspects of fear of failure, according to Conroy et al. (2002) There, are five kinds, namely experiencing shame and embarrassment, devaluing one's self-estimate or fearing a decrease in self-esteem, having an uncertain future or fearing an uncertain future, losing social influence or being afraid of losing one's

role in the social environment, and upsetting important others or fear of disappointing someone of value. According to Conroy (2003), four factors influence fear of failure: socialization and early childhood experiences, instructional environment or instructional, environmental factors, learning experiences or individual learning experiences, biological constitution or biological factors, and contextual and subjective factors or contextual and subjective factors.

The results of previous research conducted by Al- Shafet (2016), Fitri et al. (2017), and Bahrina (2018) shows the results that there is a significant relationship between fear of failure and academic dishonesty. Individuals who experience fear of failure tend to take action to achieve their goals. In this case, individuals will do various things by cheating or being dishonest in the educational environment. therefore, to minimize academic dishonesty behavior, individuals need to eliminate the tendency to fear failure themselves.

Relevant research regarding fear of failure as a factor in academic dishonesty is conducted by Paul & Septiana (2021), which examined 875 twelfth-grade senior high school students. The results showed that fear of failure affected academic cheating behavior. Similar research was conducted by Bauzir & Zulfiana (Bauzir & Zulfiana, 2021) in 186 high school senior students, but other results show no relationship between fear of failure and academic dishonesty. Another study conducted with a qualitative approach said that the fear of failure impacted students' cheating behavior at the senior high school level (Fitri et al., 2017). Based on previous research, the inconsistency of the results is an important thing that underlies this research. In addition, research on Islamic boarding schools has never been done with these two variables: fear of failure and academic dishonesty. So this study aims to examine the effect of fear of failure on academic dishonesty in junior high school and senior high school students at Islamic boarding schools in Central Java, Indonesia.

METHODOLOGY

Research is done by using a quantitative approach. In this context, the relationships between fear of failure and academic dishonesty was examined with simple linear regression

Participants

This study uses a quantitative approach with research participants who are junior high school and senior high school students at an Islamic boarding school in Central Java, Indonesia. as many as 146 students using the proportionate stratified random sampling technique participated offline in filling out the questionnaire. Participants in the study were dominated by women (62%) than men (38%). Participants who are also junior high school students (73%) dominate more than senior high school students (27%).).

Measurement

Academic Dishonesty Scale

Academic dishonesty is measured by the Academic dishonesty scale that is built by Ampuni et al. (2019) based on aspects of McCabe & Trevino's academic dishonesty (McCabe & Trevino, 1993) and Stone et al. (2010) , including cheating, collaboration, and plagiarism. Participants are asked to respond to statements such as: "Using tools that are not allowed to complete assignments" using a scale of 0-4 that has an explanation of 0 (never) up to 4 (very often). The number of items on this scale is 14 items. The reliability of the academic dishonesty scale measuring instrument is 0.88..

Fear of Failure Scale

The fear of failure scale is based on aspects of fear of failure according to Conroy et al. (2002), namely experiencing shame and embarrassment (ESE), devaluing one's self-estimate (DSE), having an uncertain future (HUF), losing social influence (LSI), and upsetting important others (UIO). Participants are asked to respond to statements such as: "When I fail, I feel ashamed of myself,"

using a scale of 1-5 that has an explanation of 1 (strongly disagree) up to 5 (strongly agree). The reliability of the Fear of Failure Scale measuring instrument is 0.95.

Data Analysis

The first step is descriptive analysis to categorize the level of each variable. The results of the descriptive analysis are shown in table 1. The level of academic dishonesty carried out is dominated by the medium level and the fear of failure variable. Next, test the assumptions, which include normality and linearity, then proceed with testing the hypothesis.

Results

This study aimed to determine the effect of fear of failure on academic dishonesty. The first step is descriptive analysis to categorize the level of each variable. The results of the descriptive analysis are shown in table 1. The level of academic dishonesty carried out is dominated by the medium level and the fear of failure variable.

Table 1. Descriptive analysis results

Level	Academic Dishonesty		Fear of Failure	
	Counts	%	Counts	%
Very Low	0	0%	10	6.80%
Low	49	33.60%	33	22.60%
Medium	60	41.10%	50	34.20%
High	22	15.10%	53	36.30%
Very High	15	10.30%	0	0%
Mean	28.99		59.21	
SD	10.04		10.97	
Min	14		27	
Max	63		89	

A normality test was conducted to determine the distribution of data from whether the variables used in the study were normally distributed or not (Purba et al., 2021). Data can be called normal if the significance value is more than the level used, which is 0.05. The normality of the data in this study was calculated through the Kolmogorov-Smirnov statistical test technique using the Monte Carlo approach. Based on the normality test results, it is known that the significance value of the academic dishonesty scale and the fear of failure scale is 0.104. This shows that the two scales are normally distributed because they have a significant level of more than the alpha coefficient of $0.104 > 0.05$. A linearity test was conducted to determine whether the regression between fear of failure and academic dishonesty variables could form a linear line to proceed to the regression analysis stage. (Sugiyono, 2013). F at the deviation of linearity is 0.964 with a significance value of 0.544. This shows that the calculation of the data obtained at the time of the study is linear because the significance value (Sig.) is greater than the value of, which is $0.544 > 0.05$.

A simple linear regression was calculated to predict academic dishonesty based on fear of failure. A significant regression equation was found ($F(1,144)=23,827$, $p < .000$), with R^2 of .142, indicating that approximately 14.2% of the variance in Academic_Dishonesty is explainable by fear of failure. Participants predicted academic dishonesty is equal to $8603+0.344$ (fear of failure). This indicates that, on average, a one-unit increase in fear of failure will increase the value of Academic Dishonesty by 0.344 units.

Table 2. Results for Linear Regression fear of failure predicting Academic Dishonesty

Variable	B	SE	β	t	P	R^2
(Intercept)	8,603	4.248	0.00	2.025	< .045	0.142
Fear of Failure	0.344	0.71	0.377	4.881	< .000	

DISCUSSION AND CONCLUSION

It is not surprising that academic dishonesty behavior occurs more at the junior high school level than at other levels because the two levels of education focus more on values and abilities (Anderman & Midgley, 2004). In addition, research conducted by Khairat et al. (Khairat et al., 2014) also supports that The act of academic dishonesty was also carried out by students studying at an Islamic boarding school in Indonesia.

With the various demands aimed at junior high school and senior high school students at Islamic boarding school there is motivation to take action that produces effort, will, and perseverance to achieve goals (Rahayu, 2013). However, what happens is that students tend to fear failure at a moderate to high level, so they will do anything to achieve their desires. Fear of failure is referred to as a form of *achievement motivation and need achievement theory* achievement motivation theory, and achievement needs theory where fear of failure motivates students to avoid and anticipate or prevent the possibility of failure so that students still feel confident, have a high self-concept, get praise for successfully preventing failure and gain success by achieving goals (Chua & Bedford, 2016; Conroy et al., 2002; Elison & Partridge, 2012). The fear of failure causes individuals to want to get an appreciation for learning from themselves and the environment by cheating (Damayanti & Harmanto, 2022). This is contrary to research conducted by Suwarno (2017) which states that Islamic boarding school plays an important role in character building based on moral personality, noble character, morals with strong faith, upholding honesty, respect, and courtesy.

The results of this study have implications for education in Islamic boarding schools, that it is necessary to be confident in achieving achievements. Fear of failure will only lead to unethical behavior in academics. The inculcation of moral values is more important than cognitive achievement. So that Islamic boarding schools need to evaluate the implementation of education. Unfortunately, strong religious education cannot be applied to implement learning. Therefore, religious values need to be internalized to control unethical behavior in academics, such as cheating, unauthorized collaboration, and plagiarism.

This research has limitations, including the relatively small number of participants. This is due to the difficulty of obtaining participant consent to participate in this research. We suspect this is a sensitive matter to be discussed among students studying at Islamic boarding schools. In addition, the research approach is less sharp in revealing the behaviour of academic dishonesty. The recommendation for further research is on a mixed approach, such as the mixed method, to reveal the behaviour of academic dishonesty in depth.

Junior high school and senior high school students at Islamic boarding school in Central Java, Indonesia, are required to take part in learning at the formal and non-formal school levels with the aim of building and educating individual characters according to religious knowledge based on the Qur'an and As-Sunnah and useful in social life. Individuals are motivated to succeed in completing all given tasks. However, this motivation can turn into a negative feeling of fear of failure, which causes individuals to do academic dishonesty to avoid failure. Based on the results obtained, there is a significant positive effect given by fear of failure on academic dishonesty in junior high school and senior high school students at Islamic boarding schools in Central Java, Indonesia. This research implies that it can be used as material for policy recommendations for Islamic boarding schools. So that the teacher can guide and educate in order to create honest characteristics.

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