Antecedents Confidence, Orientation Purpose, Orientation Moral and Conformity of Cheating Students With Self Efficacy As An Intervening Variable (Case Study In Students In Medan)

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Abstract
Purpose of this study was to determine the effect of self-confidence, goal orientation, moral orientation and conformity to student cheating through self-efficacy. This research was conducted in the city of Medan by taking 220 students as samples in this study. Data analysis used path analysis with SmartPLS program. The results showed that self-confidence, goal orientation, moral orientation, conformity and self-efficacy had a significant effect on student cheating. Indirectly, it is also known that self-confidence, goal orientation, moral orientation and conformity have a significant effect on student cheating through self-efficacy.

INTRODUCTION

Education is programmed learning experiences in the form of formal, non-formal, and informal education both at school and outside school, which lasts a lifetime aimed at optimizing individual abilities, so that in the future they can play a role in life appropriately. This kind of ability does not only concern academic aspects, but also involves aspects of personal, social development, intellectual maturity, and the value system of students (Marini et al., 2019). The need for guidance services in schools arises from the characteristics and developmental problems of students. The developmental approach in guidance is the right approach to use in schools because this approach is more oriented to the development of the ecology of student development.

One of the important factors in learning activities is students. Students as study subjects have different characteristics from one student to another (Hanum et al., 2019). This affects the achievement of student learning outcomes. In an effort to achieve success in getting good grades on exams, there are students who study diligently and there are also students who are lazy to study, but rely on friends or cheat, for example cheating when taking exams. This happens for several reasons, namely the results of exams and tests are one of the criteria used by educators or teachers in determining the success of the teaching and learning process carried out, it can also be demands from parents so that the test results get good grades.

Getting a perfect score is the dream of all students, no wonder many students do various ways to get a perfect score, for example by cheating. As we already know that cheating or plagiarism occurs at all age levels and especially in the world of education, it does not only occur in high school students, but also occurs at the college level. Various attempts were made to obtain answers, such as carrying paper notes, viewing other people's answers or copying.

Based on a survey conducted by researchers with lecturers and some students at several universities in the city of Medan, it is known that around 40% of students often cheat on their friends' work when given assignments by the lecturer, even copying their friends' work, even though it is an individual task, students feel insecure, so tend to rely on students who are smarter. This also happens to 20% of students who are facing exams. Students see their friends' work because of low confidence and low student learning strategies against their own abilities. This is reinforced by research by Kimberly A. Gedde (2011), regarding academic dishonesty.

From this study, it was found that academic dishonesty behavior occupies the highest percentage, namely copying homework, allowing someone to copy homework, doing cooperation even though it is not permitted. , provide information on the contents of the exam and provide answers during the exam, while the

three highest reasons students commit acts of academic dishonesty are heavy lectures, too many exams in one day and helping friends. Another study conducted by Agustin, Sano, and Ibrahim (2013), regarding cheating behavior in students is still relatively high in the form of an independent-planne. Such as bringing a cheat sheet during an exam or bringing answers that have been prepared and being socially active, such as seeing a friend's answer or cheating.

According to (Mulyawati, 2010) the consequences of academic cheating will bring up in students the behavior or character that is not confident, undisciplined, irresponsible, not creative, does not excel, does not want to read textbooks but students are more diligent in making small notes. for cheating material. The urge to cheat will be stronger if a student has low self-efficacy. According to Rafita (2012), there are four factors that cause academic cheating, namely individual or personal factors, environmental factors or group influences, evaluation system factors and lecturer or assessor factors. The factors that influence academic cheating on students are still very high, this can be seen through the academic self-efficacy factor as the most dominant factor and the empirical mean.

According to Deliviana (2015), the success of students to participate in the learning process is influenced by personality factors, one of which is self-efficacy which is the belief of students in their ability to carry out an activity and overcome challenges in order to achieve certain goals. Students who have high self-efficacy will motivate themselves to carry out certain tasks, activities or actions and continue to try if they encounter obstacles in achieving goals. Self-efficacy is a person's evaluation of his ability or competence to perform a task, achieve goals or overcome obstacles (Bandura, 1977). Therefore, students who have good self-efficacy will compete in completing their tasks and be able to overcome the obstacles experienced in order to achieve a goal. The results showed that students who cheated were caused by low self-efficacy. Students who have high self-confidence will act honestly in doing the exam, because these students feel confident in their competence so that when the exam takes place they will rely on their competence to work on exam questions (Pudjiastuti, 2012). On the other hand, students who have low self-confidence will commit academic fraud in doing exams. Self-efficacy determines how a person feels, thinks, motivates himself and behaves (Bandura, A. 1977). Thus, self-efficacy is very important to have, because with the belief in one's own abilities, it will also affect the performance of students and educators in achieving success.

LITERATURE REVIEW
Student cheating

Student cheating is unethical behavior carried out intentionally by students including violations of the rules in completing assignments or exams in a dishonest way, reducing the expected accuracy of student performance with an emphasis on cheating, plagiarism, stealing and falsify something related to academics (Edwita et al., 2019). Cheating behavior as an act or behavior that is carried out intentionally in ways that are dishonest or fraudulent by justifying any means that students do, especially in conducting exams or completing academic tasks to achieve certain goals is referred to as academic cheating. (Barbara; 2006) states that academic cheating is fraudulent behavior in education that can harm individuals, both the fraudulent behavior and other individuals who are subject to the fraudulent behavior. Academic cheating is a form of academic dishonesty committed by students in the learning process. (McCabe, Trevino et al; 2001) explain that academic cheating is an act of a student, manipulating or violating the rules specified in carrying out an exam or assignment, which is given intentionally or unintentionally. This action aims to benefit him in order to get success in carrying out the assignments and exams given by the teacher to the students. In behavior such as plagiarism, or violations of the rights of others in relation to the world of education. Meanwhile, according to (Anthanasou & Olasehinde; 2002) cheating behavior is cheating by obtaining, giving, or receiving information from other people; cheating by violating religious norms and using prohibited materials or information and cheating by seeking leniency in the evaluation process. Taylor (in Money, 2008) views academic cheating as unethical behavior that is carried out intentionally.

Self Efficacy

Self-efficacy is an individual's belief in his ability to successfully perform a particular task (Bandura, 1997). Individuals with low self-efficacy may avoid things that involve many tasks, especially for challenging tasks,

while individuals with high self-efficacy have a great desire to motivate themselves to do tasks that are considered challenging. Self-efficacy influences task selection, effort, persistence, resilience, and achievement. Suprayogi (2007) suggests that people who have high confidence in their abilities will view a difficult task as a challenge that must be mastered, not as a threat to be avoided. He will self-manage a challenging orientation by maintaining a strong commitment to himself. A person will also heighten and increase his efforts in the face of failure. They will also quickly recover their self-efficacy after experiencing failure. On the other hand, people who are not confident in their abilities will avoid difficult tasks that are considered a threat to themselves.

Positive self-efficacy is the belief to be able to perform the intended behavior. Without self-efficacy, a person will be reluctant to perform a behavior. According to Bandura, self-efficacy determines whether a person will exhibit a certain behavior, how strong a person can endure in the face of adversity or failure, and how success or failure in a particular task affects that person's behavior in the future (Friedman & Schustack, 2006). Although the uses of self-efficacy are multifaceted, social cognitive theory identifies several conditions under which they may vary even across different domains of functioning (Bandura, 1997). When different areas of activity are governed by the same sub-skills there are multiple domain relationships in perceived success. To achieve an optimal goal, a person must be able to control his own behavior, directing that behavior in order to achieve the desired goal. So it can be concluded that self-efficacy and self-regulation greatly affect the student learning process to achieve a goal to be addressed. Students who can set the goals of the learning process will certainly be able to achieve good learning outcomes.

Goal Orientation

Goals serve as a guide for establishing and executing plans, as well as evaluating and reviewing the achievements and effectiveness of the plans. At the individual level, goals will direct the behavior of individuals when doing something, so that it will affect the results. Goals become an important part attached to individuals and organizations. One of the important elements that is considered as a driving factor for individual success is goal orientation. Goal orientation is a pattern of beliefs about goals that lead to achievement in school. Goal orientation refers to the reasons why a person pursues goals and the standards used to measure progress toward goals (in Woolfolk, 2009).

Goal orientation is the goal or reason used in achievement behavior. Goal orientation remains focused on goals for achievement tasks (in Schunk et al., 2008). Goal orientation reflects the standards that students use to measure their performance or success, which then provides direction, encouragement, and how to achieve what they want. A goal or goal is something that a person strives to achieve, and something that is outside the individual (Pintrich & Schunk, 1996). According to Ames (Pintrich & Schunk, 1996), goal orientation is mentioned as a picture of the integration of belief patterns that have an important role to distinguish the approach used, how to use and response to achievement situations. Meanwhile, according to Stipek (Suprayogi, 2007), goal orientation is part of the cognitive factors in motivation that become the driving force for individuals to approach and move away from objects. Thus it can be stated that goal orientation is a cognitive factor that must be owned by students. Goal orientation affects the selection of activities in academic tasks and the selection of learning approaches.

Moral Orientation

The term moral comes from the Latin word "mos" (mories), which means customs, habits, rules / values or life procedures. While morality is the willingness to accept and carry out rules, values or moral principles. Morals are things that encourage humans to take good actions as obligations or norms. Moral can be interpreted as a means to measure the right or wrong of human actions. Helden (1977) and Ricgards (1971) formulate moral understanding as a sensitivity in thoughts, feelings and actions compared to other actions that are not only sensitivity to principles and rules. Views about good and bad, right and wrong, what can and cannot be done. Moral is also a set of beliefs in a society regarding human character or behavior.

Moral education is something that is hidden in a person's mind because it is stored in his way of thinking. That is, in order to know one's true moral state, an observer might be able to get lost by the phenomena exhibited by one's real behavior. This is because moral behavior is not enough to be measured only through objectively observable moral actions, but also must be seen through moral considerations that come from moral thought. Regarding the relationship between the level of moral judgment and moral behavior, it can be studied based on the findings of past research.

The certainty of the relationship is important to reveal, because if it is returned to the initial principle, moral education requires the measurement of moral behavior as a criterion (Sjarkawi, 2006:40). So, the researcher can conclude that morality is an assessment of a person's personality which is judged from several aspects, namely good and bad morals. Moral is the mental and spiritual awareness that exists within a person that causes reflection on the actions taken which reflect the awareness that what is being done is really an order and a prohibition, so that it is able to make a shield or fortress if what is being faced is a prohibition and can take meaning from something. in his life in the process of leading to self-quality in his morals.

Conformity

Baron and Byrne (2005) said that conformity is a form of social influence in which individuals change their attitudes or behavior to conform to group or social norms in their environment. Conformity means following the pressure of the group even though there is no direct demand to follow what the group is doing. Myers (2012) defines conformity as not just behaving or acting according to what other people do, but also being influenced by how the group acts. Conformity is an action or pattern of thinking that is different from what is usually done by the individual himself. Therefore, conformity is a change in behavior, beliefs, or thinking patterns to be in harmony with others. Myers (2012) states that there are several kinds of conformity, including compliance, obedience, and acceptance. Fulfillment, basically on the outside follows what the group does and wants while the inside disapproves of it.

A series of fulfillments done to get rewards or avoid punishment is called obedience. And acceptance is believing and doing what social pressures want. This is in line with what was expressed by Taylor (2009) who stated that conformity is an individual's tendency to change beliefs or behavior so that they are in accordance with others. This is done by individuals as a form of adjustment to their environment. When the individual is able to adapt to the norms that exist in his environment, then the individual will be accepted by his social environment. Conformity is an act to conform by adolescents to their social norms by behaving in the same way as their peer group (Monks, 2004). This is similar to that stated by Papalia et al (2008) that conformity reaches its peak in early adolescence, usually at the age of 12-13 years and will decline in middle and late adolescence. Hurlock (2002) explains that the vulnerable age of late adolescence is between 17-21 years and early adulthood between 21-40 years. The conformity that occurs in adolescents is influenced by their social development. Where at that time teenagers do two kinds of motion, namely teenagers begin to separate themselves from their parents and tend towards their peers or peer groups. Adolescents who have a high level of conformity tend to be more dependent on the rules and norms that exist in their social group. This is what causes adolescents to attribute that each activity is a group effort, not as their own business (Monks et al, 2004).

RESEARCH METHOD

This type of research is descriptive quantitative. According to Sinulingga (2015), descriptive research is a type of research that aims to describe *systematically, factually* and accurately about the facts and characteristics of a particular object or population. Descriptive research is often used to study problems in society or an organization in certain situations to explain the norms, standards and phenomena that exist or are growing in the organization. The nature of this research is to explain (*explanatory*),research *explanatory* is research that intends to explain the position of the variables studied and the relationship between one variable and another. The variables studied were self-confidence, goal orientation, moral orientation and conformity as independent variables, self-efficacy as an intervening variable and student cheating as the dependent variable. The population in this study were students in the city of Medan. Sampling was taken by accidental sampling with an unknown population, therefore sampling using the theory of the Malhotra formula (2010)

where the number of questions x 5, where the number of questions in this study was 44 x 5 = 220. Statistical analysis using path analysis with the SmartPLS program.
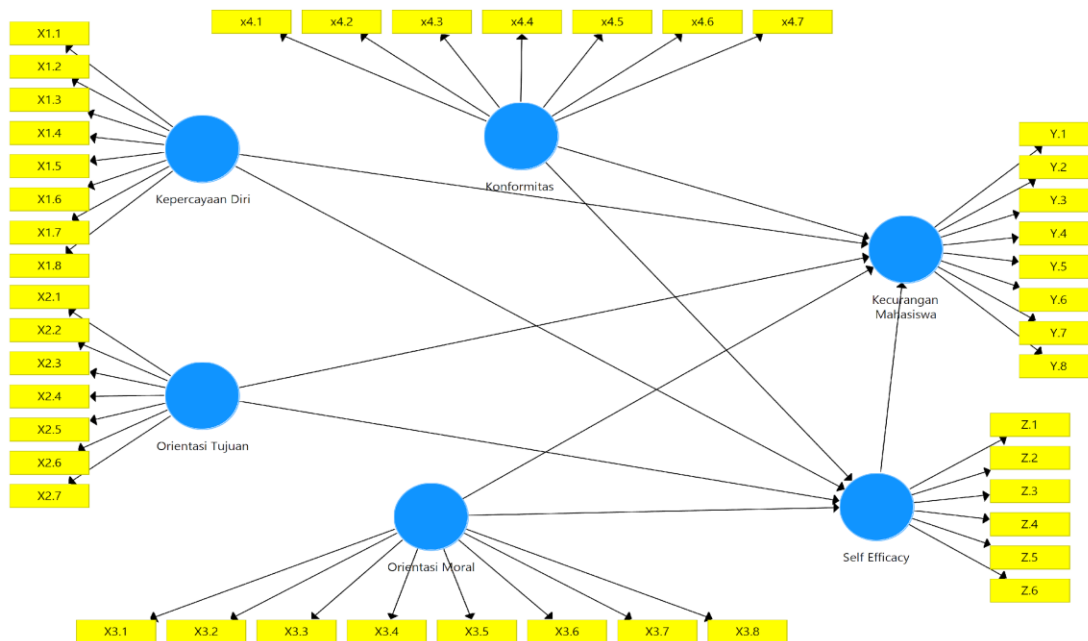
Conceptual Framework

Figure 1 Conceptual Framework

RESEARCH RESULTS AND DISCUSSION

Table 1 Test Results Direct and Indirect

Direct Effect	
	P Values
Confidence -> Student cheating	0.008
Confidence -> Self Efficacy	0.007
Conformity -> Student cheating	0.004
Conformity -> Self Efficacy	0.000
Orientation Moral -> Student Cheating	0.002
Moral Orientation -> Self Efficacy	0.000
Goal Orientation -> Student Cheating	0.001
Goal Orientation -> Self Efficacy	0.001
Self Efficacy -> Student cheating	0.003
Indirect Effect	
	P Values
Confidence -> Self Efficacy -> Student cheating	0.002
Conformity -> Self Efficacy -> Student cheating	0.000
Moral Orientation -> Self Efficacy -> Student cheating	0.043
Goal Orientation -> Self Efficacy -> Student cheating	0.002

Discussion

Self- efficacy in academics is called academic efficacy. Academic efficacy is basically a belief that a person has about his or her ability or competence in doing tasks, achieving goals, and overcoming academic challenges. Individuals who think that they have high enough academic efficacy will try harder, achieve more,

and are more persistent in carrying out their duties using their skills than those who consider their academic efficacy to be low. Usually, individuals who think they have low academic efficacy tend to give up and act fraudulently in all matters relating to academics. The process of academic self-efficacy has the most influencing aspect, namely the cognitive process. The main function of cognitive processes is to enable individuals to predict events and develop ways to control their lives. Effectively solving a problem requires skills where cognitive processes will process various information received. The basic assumption is that the more effective the individual's ability to analyze and practice will be to express personal ideas or ideas, this will support individuals to act appropriately and quickly to achieve the expected goals. Bandura explains that people lead their lives based on their belief in their abilities. Self-efficacy awareness is believing in an ability that is owned to be then planned and implemented by requiring action to produce achievement. This means that the high and low academic self-efficacy factors that affect academic cheating in terms of cognitive aspects are determined by the belief in the abilities possessed by the students themselves. According to Murdock (Barzegar & Khezri) low efficacy is a lack of confidence in his ability to perform tasks correctly and optimally which is important for high performance. Thus, cheating may be associated with low success, because students' doubts about their ability to create the desired results, may cause students to rely on other strategies (eg, cheating) for success. In other words, when students have high confidence in their abilities and expect to succeed on academic assignments, cheating may not be a strategy and may not be useful.

Goal orientation describes individual achievement goals, this is important because goal orientation can affect motivational, cognitive, and behavioral consequences. Several theories have been used to study fraudulent behavior, one of which is the theory of goal orientation. Specifically, there are two kinds of goal orientation, namely performance goal orientation and learning/mastery goal orientation. Goal orientation theory can be used to examine cheating behavior because it is directly related to the decision-making process in each student, to behave positively or negatively. If a student is concerned with showing his abilities or trying to cover his incompetence (approaching performance goals or avoiding performance), then cheating can be a means or "strategy" for students to fulfill these goals. Most students who focus solely on appearance, and don't care about studying, probably don't care about the fact that if they cheat they won't be able to understand the material well. Every student who has a performance goal orientation considers that he or she has low abilities so that they have little opportunity to get good grades. This is in accordance with what was stated by Murdock & Anderman that there is evidence that performance-oriented students are more prone to cheating to get good results. On the other hand, learning-oriented students will make more efforts to learn the material by their own efforts even when they realize that their abilities are low. Therefore, students who have a learning orientation believe that the material being taught and learned can give the best results. For students who have a mastery goal orientation, cheating will not provide any benefit for the student. There is a research by Indra Poltak Hamonangan Sinaga on cheating behavior in the Psychology Department of UNNES which resulted in 68.18% in the low category, and 31.82% in the medium category. Academic fraud, such as cheating, is one indicator of low achievement motivation seen from student efforts. The goal orientation of UNNES Psychology students is not yet clear, students tend to only fulfill grades. Assignments are usually still within the deadline for collection, many students go to college only to fulfill absences, not to understand lecture material or compete to be the best in class. In addition, students also do not prepare for exams so that at the time of the exam they have a tendency to cheat to get graduation from a course. This illustrates that the student's goal orientation is still lacking. Another study by Schunk, someone who has a performance goal orientation tends to think that effort and ability are inversely related, they think that the harder they have to try, the less ability they have. This statement is also supported by research by Siti Asih Nadhiroh which states that the performance avoidance orientation has a negative effect on performance. This pattern of helplessness will emerge when students have a performance goal orientation as well as have low self-confidence or self-efficacy regarding their abilities. So it can be concluded that students who have low mastery goals are more likely to commit academic fraud, and vice versa if their mastery goals are high, they are likely not to commit academic fraud. While students who have high performance goals will commit academic fraud, on the contrary if students have low performance goals then they will not commit academic fraud.

The definition of religion according to Ancok & Suroso, is a system of symbols, belief systems, value systems, and systems of institutionalized behavior, all of which are centered on issues that are internalized as the most meaningful (ultimate meaning). The inherent aspect of religion is the moral aspect, because it refers to the degree to which a person's behavior is motivated by the teachings of his religion, namely how the

individual relates to his world, especially with other humans. Morals are actions that include helpful behavior, cooperation, not stealing, not corruption, not cheating. Religious morality is a moral that concerns the relationship between humans and the God they believe in. Religious morals include: believing in God's power, believing in God, surrendering to God, and asking God for forgiveness (Sulistyorini, 2011:1). Sulistyorini (2011:7) states that morals to God include: believing and believing that God exists, obeying God's commands and prohibitions, worshiping and praying earnestly, hoping that God will bestow His grace, thinking well about God, believing fully to God, give thanks to God and repent to God. According to Dirgantara (2012: 99-105) the morals that strengthen our relationship to God are praying to God, surrendering to God, acknowledging the existence of God, and being grateful for the sustenance that God has given. Students with high morals are identified as human beings who are religious in accordance with the teachings of their religion to establish good relations between religious communities in terms of helping and not committing acts that are prohibited by religion such as lying, stealing, cheating in relation to academic cheating behavior. New findings from Sutton & Huba (Rettinger & Jordan) find that religiosity influences cheating attitudes. They found that students who were more religious had lower thresholds for considering cheating behavior. It can be said that religiosity can cause cheating rates to be lowered.

Rettinger & Jordan's study which examined the relationship between religion, motivation and cheating in college resulted in religious observance reducing cheating directly in college but had no direct effect. In a series of religious studies, there is a direct effect of religious observance on cheating. This effect replaces the cause of reduced motivation in religious studies program classes, which in turn leads to less cheating. This result can be interpreted that religious students are less motivated by getting a rank in religious studies and therefore cheating is less committed.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Diretly confidence, conformity, moral orientation and goal orientation has a positive and significant effect to student cheating and self efficacy. Indirectly confidence, conformity, moral orientation and goal orientation has a positive and significant effect to student cheating through self efficacy.

Suggestions

1. To reduce the level of academic cheating, teaching staff or lecturers need to increase students confidence in their abilities with mastery experiences, so as to create a more confident person with things things to do. Aspects of students' understanding of how dangerous and detrimental the acts of cheating committed by students are. This does not only have an impact on himself but on other people, and the impact that is felt not only when he is in education as a student, but will have a greater impact in the future.

2. The campus also gives more motivation to students so that students are more confident in their abilities and during exams, supervisors should pay more attention to students in working on exam questions so that cheating behavior does not occur, then the need to create a conducive and calm atmosphere so that students can solve exam questions well.

3. To students also in order to develop talents, especially in the academic field in a positive way, and better understand the negative actions taken that will harm themselves. It is also hoped that it will improve not to take friends' answers and better prepare before the exam so that during the exam they do not rely on friends. It is also recommended that you be more confident in your abilities and don't need to cheat during exams and focus more on the knowledge you get than the value you get.

4. Further researchers In order to be able to conduct research with wider variables in order to obtain more diverse research results related to cheating behavior in students

Acknowledgements

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