

**FACTORS THAT INFLUENCE PEOPLE'S INTENTION TO
CHEAT IN ONLINE CERTIFICATION EXAM**

A THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Bachelor Degree in Accounting Department



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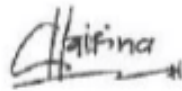
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**FACTORS THAT INFLUENCE PEOPLE'S INTENTION TO CHEAT IN ONLINE
CERTIFICATION EXAM**

A THESIS

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A stylized, handwritten signature in black ink.

Faris Naufal Riza

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FACTORS THAT INFLUENCE PEOPLE'S INTENTION TO CHEAT IN ONLINE CERTIFICATION EXAM

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ABSTRACT

This study examines the factors influencing individuals' intentions to commit academic fraud in online certification exams, specifically the TOEFL. Using the Theory of Planned Behavior and the Pentagon Theory of Fraud as a framework, this study analyzes six variables: pressure, religiosity, competence, opportunity, rationalization, and arrogance. A quantitative approach was used by distributing questionnaires to 118 accounting students taking auditing and Accounting Information Systems courses from the Islamic University of Indonesia, Diponegoro University, and the University of North Sumatra who took the online certification exam between 2023 and 2025. The results show that religiosity has a significant negative effect on fraudulent intentions, while competence and opportunity have significant positive effects. However, pressure, rationalization, and arrogance do not significantly influence fraudulent intentions.

Keywords: *academic fraud, online certification exam, pentagon of fraud, pressure, religiosity, competence, opportunity, rationalization, arrogance*

FAKTOR YANG MEMPENGARUHI NITIAN MANUSIA UNTUK BERBUAT CURANG PADA UJIAN SERTIFIKASI SECARA DARING

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ABSTRAK

Penelitian ini mengkaji faktor-faktor yang memengaruhi niat individu untuk melakukan kecurangan akademik dalam ujian sertifikasi daring, khususnya TOEFL. Dengan menggunakan Teori Perilaku Terencana dan Teori Pentagon Kecurangan sebagai kerangka kerja, penelitian ini menganalisis enam variabel: tekanan, religiusitas, kompetensi, peluang, rasionalisasi, dan arogansi. Pendekatan kuantitatif digunakan dengan menyebarkan kuesioner kepada 118 mahasiswa akuntansi yang mengambil mata kuliah audit dan Sistem Informasi Akuntansi dari Universitas Islam Indonesia, Universitas Diponegoro, dan Universitas Sumatera Utara yang mengikuti ujian sertifikasi daring antara tahun 2023 dan 2025. Hasil penelitian menunjukkan bahwa religiusitas memiliki pengaruh negatif yang signifikan terhadap niat kecurangan, sementara kompetensi dan peluang memiliki pengaruh positif yang signifikan. Namun, tekanan, rasionalisasi, dan arogansi tidak berpengaruh signifikan terhadap niat kecurangan.

Kata kunci: kecurangan akademik, ujian sertifikasi daring, pentagon kecurangan, tekanan, religiusitas, kompetensi, peluang, rasionalisasi, arogansi

CHAPTER I

INTRODUCTION

1.1 Background of Study

Exam is a standardization system created to measure the success and level of understanding of a competency in the learning process. The purpose of holding exam is to improve the quality of education. The implementation of exam is based on regulations or limitations that must be obeyed. The implementation of online exam often encounters many problems, including lack of supervision, cheating using other gadgets, and manipulation of exam result.

In the process of implementing online exam, there are many types of cheating that can be done. One of them is the implementation of the TOEFL certification exams that are carried out online. Because the tests are online, participants can cheat with mobile phones or other devices.

In today's digital era, online exams have become one of the increasingly popular evaluation methods among educational institutions and certification bodies. Ease of access, flexibility of time, and cost efficiency make online exams the main choice for many institutions. However, along with the development of technology, a serious new challenge has emerged, namely the increasing intention of individuals to cheat, including cheating in online exams. This phenomenon does not only harm the integrity of the education system, but also has a negative impact on the quality of education and the credibility of the certificates issued.

One factor that is often overlooked is the influence of technology itself. Many online exam platforms do not have a strict monitoring system; thus, providing space for individuals to cheat. There are many websites that provide services as learning aids or provide direct answers to questions such as Course Hero, Chegg, and other websites. The use of cheating detection software, video surveillance, and random question systems are some of the steps that can be taken to minimize cheating, but this also raises new challenges related to the privacy and comfort of test participants.

Nonis and Swift (2001) said that students who have been accustomed to cheating at university level, tend to cheat at work too. Once someone cheats knowing it is acceptable behavior, they may cheat in other areas and not just in academics. The existence of justification for this dishonest behavior is a factor in someone cheating.

Cheating in online exams can be influenced by various factors, both from the individual themselves and from their surroundings. These factors can include academic pressure, competence to get high grades, lack of preparation, rationalism, opportunity, arrogance, dissatisfaction with learning methods, and even religiosity. In addition, social factors such as peer influence and norms in the educational environment can also influence a person's decision to cheat. In this context, it is important to understand how these factors interact and influence individuals' intentions to cheat in online exams.

According to Evans and Craig (1990), students who commit academic fraud have low academic motivation and are afraid of failure. Evidence in the field shows that academic fraud has an impact on students' ability to ensure the results they will achieve or good grades.

A survey quoted from Christiana et al. (2021) gave results that 64% of 69 college faculties and 57% of 172 students felt that cheating was easier to do during online exams. In research conducted by Ameen et al. (1996) in Christiana et al. (2021) stated that 56% of 282 accounting students at 4 (four) public universities in the United States admitted to having committed academic fraud during exams. According to a survey conducted by Syahrul (2022), the results showed that 86.67% of 30 respondents from the Faculty of Economics and Business, Padang State University, committed fraud in the form of plagiarism and cheating in online learning.

According to CNN Indonesia (2022), in China online English language tests, such as the TOEFL, have become a loophole for students to cheat on exams and get into foreign universities. Students use the services of “teachers” who help them cheat during exams, either by typing in answers for the written test or dubbing for the oral part of the test. Tony Wang, who runs an education agency for students who want to study abroad, said he has helped more than 100 students cheat since the online TOEFL test was introduced in 2020. The cheating cases are increasingly rampant as many Chinese students want to study abroad, while some choose to use professional services to cheat on tests. This practice includes not only the TOEFL exam, but also other tests such as the SAT, GMAT, and IELTS. Although cheating is illegal in China, many professionals offer these services without fear of legal action. ETS, which administers the TOEFL test, says it is investing heavily in detecting and preventing cheating, although online testing during the pandemic has increased this challenge.

Academic cheating is the intention to gain benefits for oneself in the form of grades such as a good performance index, feeling dominant over others or getting better grades than others. Academic cheating that someone does is in the form of cheating, plagiarism, collaborating during exams, bribing, and many other forms. Academic cheating is not a new phenomenon in the world of education. However, with the development of online learning and online exams, changes have emerged in academic cheating patterns. The factors underlying someone's intentions to cheat have also shifted, along with changes in the learning environment caused by the use of technology.

The difference in the current research is that the researcher used the perspective of Fraud Pentagon and the religiosity factor in the realm of online certification exams. Based on the background description above, the researcher takes the title of "Factor that influence people's intention to cheat in online certification exam".

1.2 Problem Formulation

1. How does pressure influence a person's intention to cheat in an online certification exam?
2. How does religiosity influence a person's intention to cheat in an online certification exam?
3. How does competence influence a person's intention to cheat in an online certification exam?
4. How does opportunity influence a person's intention to cheat in an online certification exam?

5. How does rationalism influence a person's intention to cheat in an online certification exam?
6. How does arrogance influence a person's intention to cheat in an online certification exam?

1.3 Research Objectives

The objectives of this research are the following:

1. Analyze the effect of pressure influence a person's intention to cheat in an online certification exam.
2. Analyze the effect of religiosity influence a person's intention to cheat in an online certification exam.
3. Analyze the effect of competence influence a person's intention to cheat in an online certification exam.
4. Analyze the effect of opportunity influence a person's intention to cheat in an online certification exam.
5. Analyze the effect of rationalism influence a person's intention to cheat in an online certification exam.
6. Analyze the effect of arrogance influence a person's intention to cheat in an online certification exam.

1.4 Research Scope

The aim of this research is to analyze the factors that influence people intentions to commit academic fraud in online exam. This research used a quantitative approach with survey methods. The population in this research were people who took part in online exam for certification. Samples were taken randomly using a stratified random sampling method to ensure representativeness. Questionnaires was used as the main instrument to collect data. This questionnaire included questions regarding demographics, online exam experiences, as well as various potential factors that influence intentions to commit academic fraud (e.g. academic pressure, access to technology, perceptions of supervision, and social norms).

This research limited to people in Indonesia who took part in certification online exam. Research results may not be fully applicable to educational contexts in other countries or different levels of education.

1.5 Research Contributions

This research contributes to the body of knowledge by understanding the factors that influence someone's intentions to carry out academic conditions in online exam. In addition, it is hoped that the results of this research can become a reference for educational institutions and supervisor in developing effective prevention strategies for exam conditions.

1.6 Systematic of Writing

Chapter I: Introduction

In the introductory section, the background to the research problem, problem formulation, research objectives, benefits of research, and the systematics of writing a thesis will be explained.

Chapter II: Literature Review and Theoretical Foundations

The literature review and theoretical basis section discusses the definition of variables consisting of fraud, academic fraud, pressure, religiosity, competence, opportunity, rationalism, and arrogance, reviews of previous research, formulation of hypotheses and framework of thought.

Chapter III: Research Method

In the research methods section, the population and sample used, data sources and data collection methods, independent variables, dependent variables, research variables and data analysis methods are explained.

Chapter IV: Research Findings and Discussion

In this chapter, a description of the data about the research carried out using specified analysis will be explained so that it leads to the research targets and objectives.

Chapter V: Conclusions

The conclusions and suggestions section contains the conclusions of the research conducted, limitations in the research, as well as suggestions for various parties related to the research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Theory of Planned Behavior

Theory of Planned Behavior (TPB) is one of the psychological theories that is often used to understand human behavior. This theory was developed by Ajzen (1991) as a development of the Theory of Reasoned Action (TRA). TPB focuses on how attitudes, subjective norms, and behavioral control can influence an individual's intention to perform a behavior. Attitude refers to a person's positive or negative evaluation of a particular behavior. This attitude is formed from the individual's beliefs about the possible consequences of the behavior. If a person believes that the behavior will produce positive results, their attitude tends to be positive and vice versa. Subjective norms are individual beliefs about what is considered right or wrong by the people around them, including family, friends, and society. If an individual feels that important people around them support a particular behavior, the individual is likely to feel motivated to do it. Behavioral control refers to an individual's perception of how easy or difficult it is to perform a behavior. If a person feels that they have sufficient resources and abilities to perform the behavior, perceived behavioral control will be high, which increases the likelihood of performing the behavior.

The advantage of TPB lies in its ability to explain various factors that influence behavior holistically. However, a limitation of this theory is that not all behaviors can be well explained by the TPB, especially behaviors that are more emotional or impulsive. The Theory of Planned Behavior provides a useful framework for understanding and predicting human behavior. By considering attitudes, subjective norms, and behavioral control, researchers can design more effective intervention strategies to change behavior in accordance with desired goals.

2.1.2 Fraud Pentagon Theory

One of the basic theories used to explain fraud is the Fraud Triangle Theory and the Fraud Diamond Theory. The Fraud Triangle Theory was discovered by Cressey in 1950, the theory generally explains why people commit fraud so that it can be used as a potential fraud detector. There are 3 elements that can cause someone to commit fraud, namely pressure, opportunity, and rationalism.

The Fraud Diamond Theory was discovered by Wolve and Hermanson in 2004. The Fraud Diamond Theory is the result of the development of the fraud triangle theory. The Fraud Diamond Theory adds one factor, namely capability. Thus, the Fraud Diamond Theory has 4 factors that cause someone to commit fraud, namely pressure, opportunity, rationalization, and capability.

The Fraud Pentagon Theory shows more factors that can detect fraud. The Fraud Pentagon Theory was discovered by one of the partners responsible for fraud and ethics practice at Crowe Horwarth LLP by Marks (2010). This theory adds two elements from the fraud triangle theory, namely competence and arrogance. Competence in this pentagon fraud theory has almost the same meaning as capability. Competence is a person's ability to commit fraud and arrogance is a

characteristic of a person who believes he has power by ignoring internal control, creating fraudulent strategies, and making personal profits (Crowe, 2011).

2.1.3 Fraud

Fraud is an act of deception or cheating carried out intentionally by a certain person or entity with the intention of obtaining illegal profits or benefits. Fraud can vary from falsifying documents, hiding important information, or using fake identities. According to Albrecht, et al. (2012), fraud is a general term that covers all the ways in which cunning is used by someone to do something to gain more advantage over others from wrong judgment. The objectives of fraud can vary, including gaining financial gain, avoiding legal obligations, or harming other parties directly or indirectly. Fraud often violates the law and can have serious impacts, both on individuals, businesses, and society.

Cheating can occur in a variety of contexts, including academics, business, and everyday life. Academic cheating is an act of violating ethics that includes plagiarism, cheating on exams, or submitting work that is not your own work. The main reasons behind fraudulent behavior include pressure to achieve success, a lack of instilled ethics, and the belief that cheating will not be detected or seriously sanctioned.

2.1.4 Academic Fraud

Academic fraud occurs when someone abuses the academic process or the reporting of learning outcomes to gain an illegitimate advantage or to improve their academic results in a dishonest manner. Academic dishonesty is defined as a form of behavior that dishonestly benefits students, including cheating, plagiarism, stealing and falsifying something related to academics (Hendricks, 2004). Examples of academic cheating include cheating on exams, cheating on assignments,

plagiarizing other people's work without providing attribution, or falsifying data in research. This kind of cheating violates the principles of academic integrity and damages the educational process which should be based on hard work, honesty, and fairness. Sanctions for academic cheating usually include penalties such as cancellation of grades, prohibition from taking exams, or even expulsion from the educational institution. Pressure to achieve high grades, academic incompetence, and low perception of the consequences of cheating are factors that contribute to student academic cheating.

2.1.5 Pressure

Pressure to commit fraud refers to a situation where a person feels pushed or encouraged to commit dishonest acts or break rules for various reasons. When someone is faced with difficult or unrealistic targets or performance expectations, they may feel the need to cheat to achieve the expected results. If someone feels that they are not being treated fairly or that there is inequality in the system, they may feel compelled to commit fraud as a form of revenge or to compensate for a perceived injustice. In situations where a person feels financially constrained or has pressure to maintain a job or economic status, they may feel compelled to commit dishonest acts. Albrecht et al. (2012) defined stress as a drive or goal that one wants to achieve, but is limited by things that cannot be achieved, which can cause people to commit fraud. Pressure to commit fraud can have a serious impact not only on the individuals involved, but also on the organization, including its reputation, work culture, and the trust placed in it by society or customers. Therefore, it is important to create an environment where honesty is rewarded and pressures to commit fraud are identified and appropriately addressed.

2.1.6 Religiosity

Religiosity refers to an individual's level of involvement in the practices and beliefs of religion or spirituality. This includes spiritual experiences, belief in religious teachings, participation in religious rituals, as well as involvement in a religious community. Religiosity is an important aspect of an individual's identity and often influences how they think, act, and respond in everyday life.

A person's level of religiosity can vary from individual to individual. Some people may be highly involved in religious practices, such as praying regularly, attending religious services, or engaging in social activities that are based on their religious values. On the other hand, someone may have a lower level of involvement or even not be involved at all in aspects of religion or spirituality. The study by Saroglou (2010) emphasized that certain aspects of religiosity, such as religious commitment and adherence to religious norms, can influence individual behavior and values. It is important to remember that religiosity is a complex concept and can be viewed from various points of view. This can be influenced by factors such as culture, family traditions, education, and personal experience. While for some people, religiosity is an important part of their lives, for others, it may have a lower level of significance or even none.

2.1.7 Competence (Capability)

Competence or capability is the ability to ignore internal controls, develop concealment strategies and control social situations for personal gain (Permata, Utami, and Purnamasari, 2021). Competency refers to the combination of knowledge, skills, attitudes, and behaviors that enable a person to succeed in a particular task or job. This includes the ability to apply knowledge and skills in a practical context as well as having the appropriate attitude to achieve desired results.

Competency is an important factor in assessing a person's performance in a particular job or situation. Competency development and improvement is an important part of career development and personal growth. In addition to dealing with pressure, opportunities, and rationalization, individual skills must also be considered. Individual skills include personal traits and abilities, which play an important role in academic fraud that can occur, even with the other three elements (Sasongko, Hasyim, & Fernandez, 2019).

2.1.8 Opportunity

Opportunity is when someone combines various situations and conditions to allow cheating to occur. Albrecht et al. (2012) stated that opportunity is a chance that the perpetrator must cover up the fraudulent act he has committed, hide it, and tend to avoid punishment. Someone can experience a combination of various situations and conditions; thus, they can commit academic cheating without anyone knowing it (Permata, Utami and Purnamasari, 2021). Opportunity is a condition or situation that allows someone to achieve a desired goal or result. In a broader context, opportunities can refer to opportunities to achieve success, develop oneself, or create added value in various aspects of life.

Opportunities can arise from various sources, such as changes in the social environment, technology, markets, or policies. For example, there may be a business opportunity that arises because of a new need in the market or a new technology that enables a new solution to an existing problem. On the other hand, opportunities can also be career opportunities, such as the opportunity to obtain further education, get a promotion, or be involved in interesting projects. The importance of opportunities is that they provide the possibility for growth, progress, or positive change. However, not all opportunities will be relevant or beneficial to

every individual. Therefore, it is important for a person to be able to recognize and evaluate opportunities that arise and take appropriate steps to exploit them in accordance with their personal goals and values.

2.1.9 Rationalism

Rationalization is a mental process in which a person provides reasons or justifications for actions, decisions, or feelings that may not be entirely logical or in accordance with social norms. This process is often used to reduce anxiety or guilt that arises from actions that are considered inappropriate. Rationalization can help someone feel better in the short term, but often hinders personal growth and a deeper understanding of themselves. Someone who have rationalizing traits will always justify fraudulent behavior with various reasons. Rationalization allows a person to treat an illegal act as acceptable (Sasongko, Hasyim, & Fernandez, 2019).

2.1.10 Arrogance

Arrogance is an attitude or behavior that shows arrogance, pride, or feeling better than others. Arrogant people tend to underestimate the abilities, opinions, or values of others, and often feel that they have higher rights or superiority. Arrogance can appear in various forms, such as speaking in a condescending tone, not accepting criticism, or behaving as if everyone around them is not comparable. This attitude can usually disrupt social relationships and create distance between individuals. This trait can make the perpetrator feel confident that the fraud committed will not be known by anyone and will escape punishment. The perpetrators believe that the internal controls implemented cannot happen to themselves; thus, perpetrators generally think freely without fear of the sanctions that ensnare them (Faradiza, 2019).

2.2 Previous Research

The difference between this research and previous research lies in the research variables and research samples. Previous research shows that cheating behavior in academics is influenced by pressure, opportunity, capability, arrogance, and rationalization. This means that students who faced pressure have opportunities and capabilities to cheat, arrogance and rationalize cheating are more likely to cheat in academics. The variables in previous studies used the fraud triangle theory and the fraud diamond theory. This study used the fraud pentagon theory by adding religiosity and the sample in this study focuses on people who have taken the online certification exam. The research object in the previous research was university students. The research object in this research was people who had taken the TOEFL exam.

Table 2.1

Previous Research

No	Name and Year	Variable	Population and sample	Result
1	Fitriana and Baridwan (2012)	Pressure Opportunity Rationalism Academic fraud	Population: Accounting students of Brawijaya University Sample: 217 students	The research results showed that cheating behavior was influenced by the fraud triangle aspects, namely pressure, opportunity, and rationalization.
2	Purnamasari and Irianto (2014)	Pressure Opportunity Rationalism Exam Cheating Prevention Method	Population: Accounting and Business students of Brawijaya University	The research showed that pressure, opportunity, and rationalization have a big influence in academic cheating and methods of prevention

			Sample: 228 students	can help preventing the act of cheating.
3	Artani (2018)	Pressure Opportunity Rationalism Capability Self-efficacy Academic Fraud	Population: Bali Accounting students Sample: 183 students	The results of the study stated that students' academic cheating behavior was simultaneously influenced by academic self-efficacy, pressure, opportunity, rationalization, and capability variables. Partial tests showed that academic self-efficacy, pressure, and rationalization did not affect students' academic cheating behavior, while opportunity and capability variables had a positive effect on the occurrence of students' academic cheating behavior.
4	Yendrawati and Akbar (2019)	Pressure Opportunity Rationalism Islamic Ethics Academic Fraud	Population: Accounting students of Islamic University of Indonesia Sample: 100 accounting students	The research showed that pressure and opportunity had a significant positive effect, rationalization had a significant negative effect, while Islamic ethics had no effect on academic cheating behavior.
5	Sasongko, Hasyim, and Fernandez (2019)	Pressure Opportunity Rationalism Competence Arrogance Greed Needs Exposure Academic Fraud	Population: Economic and Business students in Muhammadiyah University of Surakarta Sample: 110 Students	The results of this study indicate that the factors related to student academic cheating are mainly arrogance and opportunity. Other behavioral factors, namely pressure, rationalization, competence, greed, need, and exposure do not affect student academic cheating.

6	Deliana, Siregar, and Nizma (2020)	Pressure Opportunity Rationalism Academic Fraud	Population: Accounting students in Universities in Sumatra Sample: 127 Students	The results of the study show that the level of academic cheating behavior of accounting students at State Universities in Sumatra is relatively low, this shows that students on average do individual and group assignments well and rarely take quotes from other people's writings without citing the author.
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2.3 Hypothesis Formulation

2.4.1. Pressure

According to Albrecht (2012), pressure can come from people closest to us, such as parents, relatives, or friends. High pressure can drive people to seek shortcuts, such as cheating to meet expectations. For example, someone who feel threatened by the possibility of failing are more likely to cheat. The higher the pressure someone feel (e.g., from assignments, exams, or parental expectations), the more likely they are to engage in academic cheating. The results of research conducted by Permata, Utami, and Purnamasari (2021) stated that pressure has a significant positive effect on academic cheating behavior. The indicators in it include the encouragement of a person who must get the best results.

H1: Academic pressure has a positive influence on the intention to cheat on online certification exam.

2.4.2. Religiosity

Religiosity is a belief in God; thus, people with high levels of religiosity may be more likely to avoid cheating because of the moral values they hold. In contrast, those who are less religious may be more easily influenced by other

factors, such as pressure or opportunity. Research by Ali and Farooq (2018) found that students with high levels of religiosity tend to report lower levels of academic cheating. The researchers concluded that moral values taught in religion contribute to academic integrity. Herdian, Nurrahma and Rohmah (2021) in their research involving several Islamic universities in Indonesia showed that religiosity has a low result on academic cheating.

H2: Religiosity has a negative influence on the intention to cheat on online certification exam.

2.4.3. Competence (Capability)

Academic competence can be defined as a person's ability to understand, apply, and analyze relevant knowledge in an academic context. It includes critical thinking skills, problem-solving abilities, and a deep understanding of the material being studied. Someone who have better academic competence tend to be more confident in their abilities and feel less need to cheat. Conversely, someone who feel inadequate may try to cover up their shortcomings through unethical means. According to Sasongko, Hasyim, and Fernandez (2019), competence refers to the ability to ignore internal controls, formulate concealment strategies, and control the social environment for personal gain. In addition to facing pressure, opportunities, and rationalization, one must also pay attention to one's personal abilities. Personal abilities include personal traits and abilities, even with the presence of three other elements will play an important role in actual academic. Research conducted by Artani (2018) showed that the capability factor has a positive influence on the occurrence of fraudulent behavior by accounting students. Research conducted by Djajadikerta and Susan (2020) in their research showed that the capability factor has a major factor in academic fraud in assignments and exams.

H3: Competence has a positive influence on the intention to cheat on online certification exam.

2.4.4. Opportunity

Opportunities to cheat arise when someone feel they can do it without significant risk of getting caught. Close supervision by professors, such as proctoring during exams or using software to detect plagiarism, can reduce the chances of people cheating. Conversely, a lack of supervision can give someone “space” to cheat without fear of getting caught. Easy access to resources that support cheating, such as websites that provide test answers, essay writing services, or even friends who are willing to help, also plays a role. The easier it is for someone to access these resources, the greater the opportunity to cheat. Albrecht et al. (2012) stated that opportunity is the chance for perpetrators to prepare actions to cover up the fraud committed to avoid punishment. Research conducted by Artani (2018) showed that the opportunity factor has a positive influence on the occurrence of fraudulent behavior by accounting students.

H4: Opportunity has a positive influence on the intention to cheat on online certification exam.

2.4.5. Rationalism

Rationalism is a view that emphasizes the importance of reason and logic in decision making. In this context, rationalism refers to how individuals make decisions based on rational analysis of the situations they face. Rationalism in academic cheating functions as an adaptive mechanism based on an individual's assessment of costs and benefits, where individuals who believe that cheating can increase their chances of academic success are more likely to engage in cheating behavior, especially when they perceive that the evaluation system is unfair or

opaque. Rationalization can make criminals consider illegal behavior acceptable (Sasongko, Hasyim, and Fernandez, 2019). The results of the research conducted by Yendrawati and Akbar (2019) stated in their research results that rationalization has a significant positive effect on academic cheating behavior, the higher the rationalization of students, the higher the possibility of cheating actions arising.

H5: Rationalism has a positive influence on the intention to cheat on online certification exam.

2.4.6. Arrogance

Arrogance is an attitude of excessive self-confidence that can make people feel above rules and norms. Arrogance can act as a psychological factor that influences an individual's decision to cheat. Someone who feel superior or entitled to certain outcomes may be more likely to cheat, thinking they will not get caught. The perpetrators believe that the rules they apply cannot happen to themselves; thus, perpetrators generally think freely without fear of the sanctions that ensnare them (Faradiza, 2019). Meanwhile, Sasongko, Hasyim and Fernandez (2019) found that the main factor that had a significant influence on academic cheating behavior was arrogance.

H6: Arrogance has a positive influence on the intention to cheat on online certification exam.

2.4 Research Framework

The Fraud Pentagon shows that fraudulent acts are not triggered by just one factor, but are the result of the interaction of various factors, both internal such as personal pressure and external such as opportunities in the system. Pressure could interact with competence, opportunity, rationalism, and arrogance. A person under pressure might rationalize cheating to meet academic expectations, especially if

they feel they lack competence or if the opportunity to cheat arises. Religiosity may moderate the effects of pressure and rationalism. A religious person may be less likely to rationalize cheating, even in the face of pressure. It could also act as a counterforce to arrogance, making individuals more aware of ethical behavior. Academic fraud can come from pressure, religiosity, competence, opportunity, rationalism, and arrogance. This will have a negative impact on the quality of education and the credibility of the certificates issued. However, not all factors influence academic fraud. This research investigates several factors that can influence academic fraud and the factors include pressure, religiosity, competence, opportunity, rationalism, and arrogance.

From the theoretical basis that has been expressed, it is described in a research framework which is arranged as in the following figure.

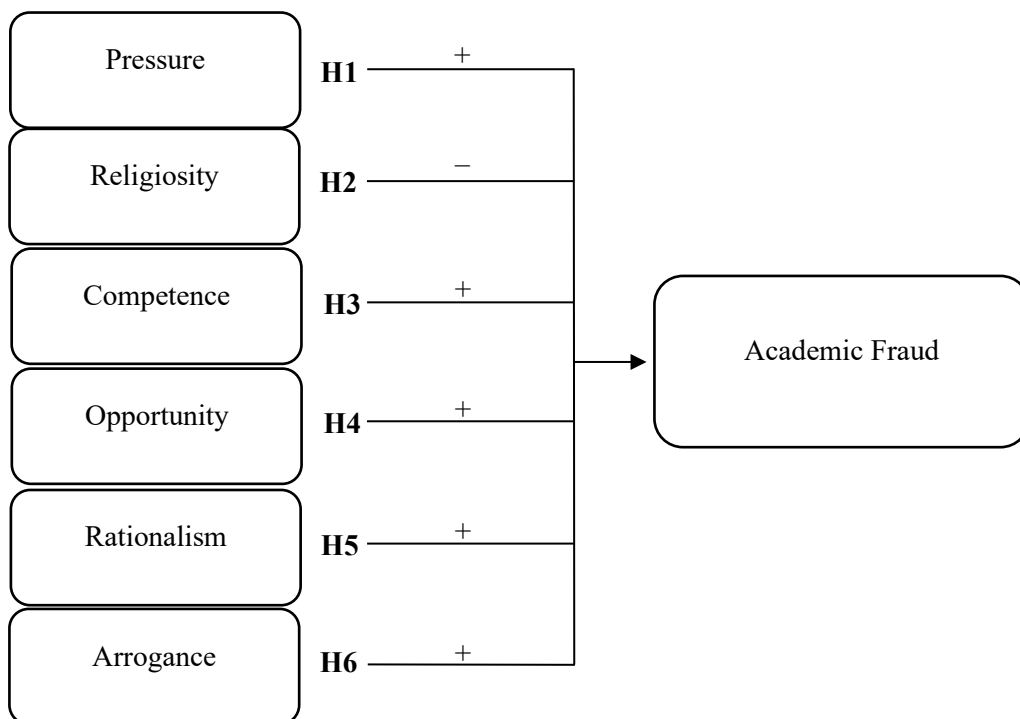


Figure 2.1 Research Model

CHAPTER III

RESEARCH METHOD

3.1 Population and Sample

Population is the sum of all objects or individual units observed in research while sample is part of the population (Ghozali, 2016). The population in this research were people who had taken online certification exams. In determining the sample for this research, the criteria used were accounting students who had taken the TOEFL certification exams in 2023-2025 and taking auditing and Accounting Information Systems courses. The sampling method used in this research was the Roscoe formula. According to the book *Research Methods for Business* in Sugiyono (2016:164), the Roscoe formula has requirements regarding sample size for research as follows:

- a. The appropriate sample size in the research is between 30 and 500.
- b. If the sample is divided into categories (for example, men and women, etc.), the number of sample members in each category is at least 30.
- c. If the research conducts a multivariate analysis, the number of sample members is at least 10 times the number of variables studied. For example, there are 5 research variables (4 independent variables and 1 dependent variable), then the number of sample members is $10 \times 5 = 50$.
- d. For simple experimental research, if using strict experimental control, the number of sample members is between 10 and 20.

Roscoe's Formula:

$$R = n \times <10$$

Description:

n: variable

<10: multiplied by at least 10

From the above information, the calculation is as follows:

$$R = 7 \times 10 = 70$$

The results of the sample calculation after rounding, obtained a sample of 70 respondents.

This sampling uses a purposive sampling technique, namely:

- a. Have taken online certification exams TOELF, IELTS and and similar tests in 2023-2025.
- b. Students majoring in accounting

3.2 Source and Data Collection Method

Researcher used primary data to collect the required information data that was answered directly by research subjects regarding factors taken from independent variables by distributing questionnaires to people who had taken the 2023/2024 online TOEFL certification exams.

This research used a quantitative approach, namely the survey method. Data collection was carried out by distributing questionnaires to participants who had

taken the TOEFL online certification exams and already taking auditing and Accounting Information Systems courses using Google Form. Respondents was asked questions about academic fraud, religiousness, pressure, opportunity, rationalism, competence, and arrogance. The questionnaire was written in Indonesian so that respondents can understand the questionnaire well. The questionnaire responses used the Likert scale provided by the researcher. The Likert scale values are: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree.

3.3 Research Variable and Operational Definition

3.3.1 Dependent Variable

Dependent variable is a bound variable where the variable is a variable that is influenced by the independent variable. In this research, the dependent variable is the participant's intention to commit academic fraud when taking the online certification exam. The following are the items for measuring academic fraud in the form of a questionnaire presented from the adaptation of research conducted by Ratu and Benyamin (2022) and Muthia (2021).

Table 3.1

Items to measure Academic Fraud

No.	Questions	Reference
1	I do the exam honestly without asking each other with my friends through my gadget.	Muthia (2021)
2	I cheat via the internet during an online exam.	
3	I deliberately turn off the camera or microphone during an online exam and do other activities without the supervisor knowing.	
4	Giving someone else a cheat sheet during an exam is a form of academic cheating.	Ratu and Benyamin (2022)
5	Finding answers on exams together is a form of academic cheating.	
6	Giving and viewing materials that are not permitted for students (e.g. leaked questions) before an exam is a form of cheating.	

3.3.2 Independent Variable

Independent variables are free variables which are variables that affect the dependent variable. In this research, the independent variables were pressure, religiosity, competence, opportunity, rationalism, and arrogance.

3.3.2.1 Pressure

Pressure can be defined as a psychological condition in which an individual feels pressured to meet certain expectations. Academic pressure is the pressure that comes from the demands of achieving good academic results. This includes assignments, exams, and projects that have direct consequences for the individual's educational and career future. External pressure includes factors outside the individual, such as demands from parents, expectations from society, or competition among friends. These pressures often add to the mental and emotional burden felt by the individual. Internal pressure relates to the personal expectations and standards that the individual has. Dissatisfaction with oneself or fear of failure can drive individuals to commit academic fraud. The following is a questionnaire adapted from research conducted by Ratu and Benyamin (2022) and Muthia (2021).

Table 3.2

Items to measure Pressure

No.	Questions	Reference
1	There are demands from parents or other parties to maintain high grades.	Muthia (2021)
2	I don't understand the subject matter well, so I commit academic fraud.	Ratu and Benyamin (2022)
3	Parents' demands for good grades are a pressure for me.	
4	I commit academic fraud because the exam questions are difficult.	

3.3.2.2 Religiosity

Religiosity refers to the level of an individual's attachment to the teachings, practices, and values of their religion. In an academic context, religiosity can influence an individual's behavior and decisions, including in terms of academic integrity. A person's level of religiosity can vary, from being very devout to being less attached to religious teachings. Individuals with high religiosity often internalize the moral values of religious teachings, which emphasize honesty and integrity. Religious beliefs can increase feelings of guilt when engaging in cheating behavior; thus, individual prefers to avoid such actions. The following is a questionnaire adapted from research conducted by Kusuma (2018) and Muthia (2021)

Table 3.3

Items to measure Religiosity

No.	Questions	Reference
1	I believe that when I commit fraud, my actions are being watched by God.	Kusuma (2018)
2	When I pray, I feel closer to God.	
3	Understand that all good/fraudulent deeds will be judged in the afterlife.	
4	Committing academic fraud is a wrong action.	Muthia (2021)
5	I always try to be honest and trustworthy in doing something and try to avoid fraudulent behavior.	

3.3.2.3 Competence

Competence can be defined as a combination of knowledge, skills, and attitudes required to perform a specific task effectively. In an academic context, competence includes understanding of subject matter, analytical skills, and the ability to apply theory to practice. Individuals who have high levels of competence

tend to be more confident in their academic abilities, which may reduce the urge to cheat. Individuals with low levels of competence are more susceptible to academic cheating. Uncertainty about their ability to complete an assignment or exam may prompt them to take shortcuts by cheating. In contrast, individuals who have good competence tend to have a better understanding of the value of academic honesty, which in turn reduces their likelihood of engaging in cheating. Individuals who feel competent and confident in their abilities tend to be more motivated to learn and achieve ethically good results. On the other hand, individuals who feel incompetent may feel pressured to meet academic expectations, which may increase their likelihood of cheating. The academic environment also plays an important role in the influence of competence on cheating. Educational institutions that provide good academic support and skills development can help improve someone's competence. When people feel supported and have access to adequate resources, they are more likely to avoid cheating. The following is a questionnaire adapted from research conducted Muthia (2021).

Table 3.4

Items to measure Competence

No.	Questions	Reference
1	Asking friends for help to working together by discussing via social media chat and setting up strategies to cheat.	Muthia (2021)
2	I can understand the gap when the exam supervisor is careless during the online exam even though the camera is turned on.	
3	I can cheat with movements that are not suspected by the exam supervisor even though the exam is conducted via video conference and the supervisor asks to turn on the camera.	
4	I have high self-confidence and being sure that I can cheat is a source of pride for myself	
5	I can control myself to stay calm to cheat without the supervisor's knowledge during an online exam.	
6	I can deny if I am considered to have made suspicious movements by the exam supervisor through the camera during an online exam.	

3.3.2.4 Opportunity

Opportunity, in the context of academic fraud, refers to situations or conditions that allow an individual to commit fraud without detection. This includes a variety of factors, including the availability of resources, weaknesses in proctoring systems, and academic cultures that support unethical behavior. Many educational institutions have weak oversight mechanisms. For example, a lack of proctoring during exams or assignments can provide opportunities for people to cheat. These weaknesses are often due to limited proctors or a lack of supporting technology. Advances in technology, such as software that allows for easy copying and plagiarism, have also created new opportunities for academic fraud. Someone may use these tools to avoid the hard work of completing assignments or exams. The following is a questionnaire adapted from research conducted by Ratu and Benyamin (2022) and Muthia (2021).

Table 3.5

Items to measure Opportunity

No.	Questions	Reference
1	I have a greater chance of cheating during an online exam compared to an offline exam that is supervised directly by a supervisor.	Muthia (2021)
2	Looking for an effort to work together with friends to work on the exam together during an online exam via video conference even though the supervisor asked to turn on the camera during the exam.	
3	I cheated during the exam because the sanctions given were not severe.	Ratu and Benyamin (2022)
4	In my opinion, the use of technology (internet, smartphones, gadgets) makes it easier for people to cheat during online exams.	
5	In my opinion, online exams can increase my chances of cheating.	

3.3.2.5 Rationalism

Rationalism is a philosophical view that emphasizes the role of reason and logical thinking in achieving something. One important aspect of rationalism is how individuals evaluate the goals and consequences of their actions. In an academic context, outcome-oriented people often strive to achieve high achievement in the most efficient manner. If they believe that cheating is a rational way to achieve these goals, especially if they feel that the chances of success through honest means are inadequate, academic cheating may appear to be an attractive option. People may evaluate the risks associated with cheating against the benefits. If they feel that the benefits (such as high grades, awards, or recognition) outweigh the risks (such as academic sanctions), they may be more likely to cheat. Rationalism can provide a framework for individuals to justify their actions. If people believe that the existing educational system is unfair or too competitive, they may feel justified in lying or cheating to achieve their own subjective fairness. The following is a questionnaire adapted from research conducted by Ratu and Benyamin (2022) and Muthia (2021)

Table 3.6

Items to measure Rationalism

No.	Questions	Reference
1	I copied answers during exams because other people have done it too.	Ratu and Benyamin (2022)
2	I copied exactly or plagiarized because it is a common thing to do.	
3	I helped a friend during an exam as a form of solidarity with my friend.	
4	I did not harm anyone when committing academic fraud	
5	I managed to get high grades by cheating to make my parents happy.	Muthia (2021)
6	Doing academic fraud is common and anyone can do it.	

3.3.2.6 Arrogance

Arrogance is an attitude or behavior that shows excessive self-confidence, often accompanied by belittling others. In an academic context, individuals who have an arrogant attitude may feel superior and believe that they are above the rules of ethics. This attitude can create an environment in which academic dishonesty is more likely to occur. Arrogant individuals often believe that they can escape the consequences of their actions. This belief can lead them to engage in cheating, such as plagiarism or cheating on exams. Arrogance can lead individuals to underestimate the importance of academic ethics. They may think that the rules do not apply to them; thus, they feel free to break the rules. The following is a questionnaire adapted from research conducted by Permata, Utami, and Purnamasari (2021), and Muthia (2021).

Table 3.7

Items to measure Arrogance

No	Questions	Reference
1	I became more confident after cheating.	Permata, Utami, and Purnamasari (2021)
2	Cheating on exams is something I am proud of.	
3	I am not afraid of sanctions when I am caught cheating.	Muthia (2021)
4	I think successfully cheating is a cool thing that can be a source of pride for myself.	
5	I feel better and greater than others because I can cheat without anyone knowing.	
6	I can accept anything related to cheating.	

3.4 Data Analysis Method

3.4.1 Validity Test

Validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions in the questionnaires can reveal something that will be measured by the questionnaire (Ghozali, 2018). In testing the validity of the questionnaire, the correlation coefficient is usually tested at a significance level of 0.05, which means that the item is considered valid with a total score. The criteria for assessing the validity test are as follows:

- $r_{\text{count}} < r_{\text{table}}$, the questionnaire is not valid at alpha 0.05.
- $r_{\text{count}} > r_{\text{table}}$, the questionnaire is valid at alpha 0.05.

3.4.2 Reliability Test

Reliability test is a tool employed in research to measure questionnaires' items which are indicators of variables or constructs. A questionnaire is considered reliable if a person's answer to the statement is consistent or stable over time (Ghozali, 2018). After testing the validity and ensuring that all invalid questions or statements are removed from the test, the reliability test of questionnaires' items needs to be conducted. If $r_{\alpha} > r_{\text{table}}$, the question is reliable and if $r_{\alpha} < r_{\text{table}}$, the question is not reliable. According to Nunnally (1967), a Cronbach's alpha score of 0.7 or higher indicates acceptable reliability for a research instrument.

3.4.3 Classical Assumption

3.4.3.1 Normality Test

The purpose of the normality test is to check whether, in the regression model, the disturbance or residual variables have a normal distribution (Ghozali, 2018). The normality test in this research used the Kolmogorov-Smirnov test. By using Kolmogorov-Smirnov test using data processing applications, the researcher

an find out whether the data is normally distributed or not. If $\text{sig} > 0.05$, the data is normal. If $\text{sig} < 0.05$, the data is abnormal.

3.4.3.2 Multicollinearity Test

The multicollinearity test is used to test whether the retrogression model finds a correlation among independent variables (Ghozali, 2018). In this research, the Variance Affectation Factor (VIF) and Forbearance was used to test whether there is multicollinearity. If the forbearance value is > 0.1 and the VIF value is < 10 , the retrogression model is free from multicollinearity. If the forbearance value is < 0.1 and the VIF value is > 10 , multicollinearity occurs in the retrogression model.

3.4.3.3 Heteroscedasticity Test

Heteroscedasticity test aims to test whether in the regression model there is inequality in the variance of the residuals from one observation to another (Ghozali, 2018). Violation of this assumption can result in inefficient parameter estimates and invalid statistical test results. Spearman Rank Correlation is a way to test whether Heteroscedasticity exists or not by using the Alpha significance level of 0.05, if the probability significance value is > 0.05 , Heteroscedasticity does not occur.

3.4.4 Multiple Linear Regression Test

Multiple linear regression analysis is an analysis that determines the influence of more than one independent variable on one dependent variable (Ghozali, 2018). The main purpose of this analysis is to predict the value of the dependent variable based on variations in the existing independent variables. The regression equation is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_4 X_5 + \beta_4 X_6 + e$$

Y = Academic Fraud

α = Constant

β = Regression coefficient

X_1 = Pressure

X_2 = Religiosity

X_3 = Competence

X_4 = Opportunity

X_5 = Rationalism

X_6 = Arrogance

e = Error terms

3.4.4.1 F Test

The F statistical test basically shows whether all independent variables or free variables included in the model have a joint influence on the dependent variable or bound variable. (Ghozali, 2018). This test is mainly used in analysis of variance (ANOVA), regression, and other statistical models to test hypotheses about the equality of variances among groups or models. The model is significant as long as the significance column (%) < Alpha (0.05), and vice versa if the calculated $F < F$ table, the model is not significant. This is also indicated by the significance column value (%) that will be greater than alpha.

3.4.4.2 T Test

The t-statistic test is used to determine the ability of each independent variable individually to explain the behavior of the dependent variable (Ghozali, 2018). This test assumes that the data used follows a normal distribution and the variance is the same among groups. If the significance probability value is <0.05 , independent variable is a significant explanation of the dependent variable.

3.4.4.3 Coefficient of Determination

The coefficient of determination (R^2) essentially aims to measure the extent to which the model is able to explain the variation in the dependent variable (Ghozali, 2021). The coefficient value ranges from 0 to 1. The greater the coefficient value, the greater the influence of the independent variable on the dependent variable.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1 Results of Data Collection

The data in this research was obtained by distributing questionnaires online using a Google Form link to 118 respondents. The respondents were accounting students from various universities in Indonesia who had taken the online certification exam in 2023-2025. All distributed questionnaires were successfully collected in complete condition, with no blanks, making all of 118 questionnaires suitable for analysis.

4.2 Respondent's Description

4.2.1 Gender

The respondents in this research numbered 118 respondents. The classification of respondents based on gender was as follows: 43 were male (38.1%) and 75 were female (61.9%). The results shows that most respondents were female. The following table shows the characteristics of respondents based on gender.

Table 4.1

Respondents' Gender

Gender	Total	Percentage
Male	45	38.1%
Female	73	61.9%
Total	118	100%

Source: SPSS Primary Data Processed, 2025

4.2.2 University

The next research used a group of respondents based on university origin, consisting of three universities, namely, Islamic University of Indonesia, Diponegoro University and University of North Sumatra. From the results that had been collected, it shows that 46 respondents from the Islamic University of Indonesia, 48 respondents from Diponegoro University and 24 respondents from the University of North Sumatra. Therefore, it can be concluded that the most dominant respondents in filling out the questionnaire were from Diponegoro University. The following is a table of respondent characteristics based on university origin:

Table 4.2

Respondents' University

University	Total	Percentage
Islamic University of Indonesia	46	39%
Diponegoro University	48	40.7%
University of North Sumatra	24	20.3%
Total	118	100%

Source: SPSS Primary Data Processed, 2025

4.2.3 Semester

Based on the collected data, there are four categories according to the academic semester. According to the data obtained and used by the researcher, there were 5 respondents from the 4th semester, 54 respondents from the 6th semester, 49 respondents from the 8th semester, and 10 respondents from the 10th semester. More detailed information is presented in Table 4.3.

Table 4.3

Respondents' Semester

Semester	Total	Percentage
4	5	4.2%
6	54	45.8%
8	49	41.5%
10	10	8.5%
Total	118	100%

Source: SPSS Primary Data Processed, 2025

4.2.3 Last Certification Exam

Based on the collected data, there were three categories according to the last certification exam. According to the data obtained and used by the researcher, there were 25 respondents who took the exam in 2023, 70 respondents who took the exam in 2024, and 23 respondents who took the exam in 2025. More detailed information is presented in Table 4.4.

Table 4.4

Respondents' Last Certification Exam

Last exam	Total	Percentage
2023	25	21.2%
2024	70	59.3%
2025	23	19.5%
Total	118	100%

Source: SPSS Primary Data Processed, 2025

4.3 Descriptive Statistics

This section describes respondents' assessments of the research, which used statistical measurements of variables consisting of academic fraud, pressure, religiosity, opportunity, rationalization, ability, and arrogance. Assessments can be viewed through minimum and maximum scores, average (mean) scores, and standard deviations. The assessments range from 1 to 5, with 1 being the lowest score and 5 being the highest. The following table presents the results of the descriptive statistical analysis of the research variables:

Table 4.5

Descriptive Statistic Analysis of Variables

Descriptive Statistics					
	n	Minimum	Maximum	Mean	Std. Deviation
PR	118	1	5	3.31	1.271
RL	118	1	5	3.11	1.373
CM	118	1	5	3.42	1.309
OP	118	1	5	3.23	1.404
RA	118	1	5	3.26	1.314
AR	118	1	5	3.03	1.345
AF	118	1	5	3.09	1.347
Valid N (listwise)	118				

Source: SPSS Primary Data Processed, 2025

Detailed explanations in table 4.5 are as follows:

a. Academic Fraud

The assessment results for the Intention to Commit Academic Fraud variable showed a minimum score of 1 and a maximum score of 5. The mean score for the intention to commit academic fraud was 3.09. This means that the six questions related to the academic fraud variable in the questionnaire completed by respondents were quite high. Meanwhile, the standard deviation for the academic

fraud variable was 1.347, which was smaller than the mean, indicating minimal data deviation.

b. Pressure

The assessment results for the pressure variable showed a minimum score of 1 and a maximum score of 5. The mean score for the intention to commit academic fraud was 3.31. This means that the four questions related to the academic fraud variable in the questionnaire completed by respondents were quite high. Meanwhile, the standard deviation for the academic fraud variable was 1.271, which is smaller than the mean, indicating minimal data deviation.

c. Religiosity

The assessment results for the variable "Intention to Commit Academic Fraud" showed a minimum score of 1 and a maximum score of 5. The mean score for the variable "Intention to Commit Academic Fraud" was 3.11. This means that the 5 questions related to the variable "Intention to Commit Academic Fraud" in the questionnaire completed by respondents were quite high. Meanwhile, the standard deviation for the variable "Intention to Commit Academic Fraud" was 1.373, which was smaller than the mean score, indicating minimal data deviation.

d. Competence

The assessment results for the variable "Intention to Commit Academic Fraud" showed a minimum score of 1 and a maximum score of 4. The mean score for the variable "Intention to Commit Academic Fraud" was 3.42. This means that the 6 questions related to the variable "Intention to Commit Academic Fraud" in the questionnaire completed by respondents were high. Meanwhile, the standard deviation for the academic fraud variable was 1.309, which was smaller than the mean, indicating minimal data deviation.

e. Opportunity

The assessment results for the Intention to Commit Academic Fraud variable showed a minimum value of 1 and a maximum of 4. The mean value for the intention to commit academic fraud variable was 3.23. This means that the 5 questions related to the academic fraud variable in the questionnaire completed by respondents were quite high. Meanwhile, the standard deviation for the academic fraud variable was 1.404, which was smaller than the mean, indicating minimal data deviation.

f. Rationalization

The assessment results for the Intention to Commit Academic Fraud variable showed a minimum value of 1 and a maximum of 4. The mean value for the intention to commit academic fraud variable was 3.26. This means that the six questions related to the variable of academic dishonesty committed by students in the questionnaire completed by respondents were quite high. Meanwhile, the standard deviation for the academic dishonesty variable was 1.314, which was smaller than the mean, indicating minimal data deviation.

g. Arrogance

The assessment results for the variable Intention to Commit Academic Dishonesty showed a minimum value of 1 and a maximum of 4. The mean value for the variable Intention to Commit Academic Dishonesty was 3.03. This means that of the six questions related to the variable of academic dishonesty committed by students in the questionnaire was completed by respondents, the average response ranged between disagree and agree. The standard deviation for the academic dishonesty variable was 1.345, which was smaller than the mean, indicating minimal data deviation.

4.4 Instrument Test

4.4.1 Validity Test

The first test was to conduct a validity test on the research data based on the variables of pressure, religiosity, opportunity, rationalization, competence, and arrogance. The total number of respondents was 118 and the data was processed using SPSS. The validity test used a significance level of 5%. If $r \text{ count} > r \text{ table}$, the question is considered valid, if $r \text{ count} < r \text{ table}$, the question is considered invalid, or with another measurement if the sig.2-tailed value on the total construct score $< 5\%$, it is declared valid. The following is a table of validity test results:

Table 4.6
Validity Test Results

Academic Fraud (Y)			
Question	r table	r count	Result
AF1	0.179	0.650	VALID
AF2	0.179	0.616	VALID
AF3	0.179	0.606	VALID
AF4	0.179	0.690	VALID
AF5	0.179	0.700	VALID
AF6	0.179	0.583	VALID

Pressure (X1)			
Question	r table	r count	Result
PR1	0.179	0.654	VALID
PR2	0.179	0.813	VALID
PR3	0.179	0.751	VALID
PR4	0.179	0.787	VALID

Religiosity (X2)			
Question	r table	r count	Result
RL1	0.179	0.699	VALID
RL2	0.179	0.669	VALID
RL3	0.179	0.595	VALID
RL4	0.179	0.751	VALID
RL5	0.179	0.595	VALID

Competence (X3)			
Question	r table	r count	Result
CM1	0.179	0.761	VALID
CM2	0.179	0.684	VALID
CM3	0.179	0.606	VALID
CM4	0.179	0.791	VALID
CM5	0.179	0.584	VALID
CM6	0.179	0.513	VALID

Opportunity (X4)			
	R table	R value	Result
OP1	0.179	0.681	VALID
OP2	0.179	0.748	VALID
OP3	0.179	0.766	VALID
OP4	0.179	0.666	VALID
OP5	0.179	0.711	VALID

Rationalism (X5)			
Question	r table	r count	Result
RA1	0.179	0.726	VALID
RA2	0.179	0.690	VALID
RA3	0.179	0.657	VALID
RA4	0.179	0.693	VALID
RA5	0.179	0.621	VALID
RA6	0.179	0.611	VALID

Arrogance (X6)			
Question	r table	r count	Result
AR1	0.179	0.649	VALID
AR2	0.179	0.647	VALID
AR3	0.179	0.658	VALID
AR4	0.179	0.671	VALID
AR5	0.179	0.543	VALID
AR6	0.179	0.653	VALID

Source: SPSS Primary Data Processed, 2025

Based on Table 4.6, it can be concluded that the results of the validity test show that the level of significance of the correlation between the score of each statement item and the total score (r count) was greater than the r table (0.179) and they were supported by sig. < 0.05; thus, that the statement items were declared valid.

4.4.2 Reliability Test

Reliability test is used to determine whether the research questionnaire used to collect data on research variables is consistent. A test is considered reliable if repeated testing yields the same results. Data testing is considered reliable when the Cronbach's Alpha value is > 0.70. The following table shows the results of the reliability test in this research:

Table 4.7

Reliability Test Results

Variable	Cronbach's Alpha	Coefficient Standard	Results
Academic Fraud (Y)	0.714	0.7	Reliable
Pressure (X1)	0.738	0.7	Reliable
Religiosity (X2)	0.708	0.7	Reliable
Competence (X3)	0.734	0.7	Reliable
Opportunity (X4)	0.761	0.7	Reliable
Rationality (X5)	0.751	0.7	Reliable
Arrogance (X6)	0.708	0.7	Reliable

Source: SPSS Primary Data Processed, 2025

It can be concluded from the results that the Cronbach's Alpha coefficient value for all variables is above 0.70, hence, all variables investigated were reliable.

4.5 Classical Assumption Test

4.5.1 Normality Test

The normality test is a test that aims to evaluate whether the dependent and independent variables in a regression model are normally distributed. This normality test uses the Kolmogorov-Smirnov test in SPSS, with the basis for decision-making being that if the 2-tailed Asymp.Sig. is >5%, the data is normally distributed. The following table shows the results of the normality test:

Table 4.8

Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	4.65179681
Most Extreme Differences	Absolute	0.067
	Positive	0.067
	Negative	-0.030
Test Statistic		0.067
Asymp. Sig. (2-tailed) ^c		.200 ^d

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS Primary Data Processed, 2025

It can be concluded from the results of the Normality test in table 4.8 above, Asymp.Sig (2 tailed) was 0.200. Therefore, Asymp.Sig (2 tailed) was greater than 0.05; thus, the regression model was suitable for use in the next stage of analytical research.

4.5.2 Multicollinearity Test

The multicollinearity test is used to determine whether there is cross-correlation among independent variables in a regression model. This test uses the Variance Inflation Factor (VIF) and tolerance. If the VIF is <10 and the tolerance value is >0.10, the test results are declared free of multicollinearity. The following table shows the results of the multicollinearity test:

Table 4.9**Multicollinearity Test Result****Coefficients^a**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Pressure	0.883	1.133
Religiosity	0.886	1.128
Competence	0.854	1.171
Opportunity	0.758	1.319
Rationalism	0.785	1.275
Arrogance	0.947	1.056

a. Dependent Variable: Academic Fraud
Source: SPSS Primary Data Processed, 2025

4.5.3 Heteroscedasticity Test

The heteroscedasticity test is a classic assumption test used to evaluate whether there are differences in residual variances for a linear regression model. If the significance level is greater than 0.05 or 5%, the regression model is considered good and does not contain heteroscedasticity. The following table shows the results of the heteroscedasticity test:

Table 4.10**Heteroscedasticity Test**

Variable	Sig	Limitation
Pressure (X1)	0.081	0.05
Religiosity (X2)	0.255	0.05
Competence (X3)	0.894	0.05
Opportunity (X4)	0.068	0.05
Rationality (X5)	0.202	0.05
Arrogance (X6)	0.523	0.05

Source: SPSS Primary Data Processed, 2025

The result of the Heteroscedasticity Test obtained a sig value (p value) for all variables above 0.05; thus, it can be stated that the regression model did not experience Heteroscedasticity.

4.6 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method used to determine the influence of one or more independent variables on a dependent variable. This research aimed to determine the influence of the independent variables, which included pressure, religiosity, opportunity, rationalization, ability, and arrogance. The following table shows the results of the multiple linear regression analysis:

Table 4.11

Multiple Regression Analysis Test result

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.383	2.937		3.194	0.002
	Pressure	0.067	0.123	0.049	0.546	0.586
	Religiosity	-0.254	0.101	-0.228	-2.521	0.013
	Competence	0.227	0.094	0.223	2.422	0.017
	Opportunity	0.215	0.101	0.208	2.133	0.035
	Rationalization	0.125	0.095	0.127	1.326	0.188
	Arrogance	0.089	0.088	0.088	1.007	0.316

a. Dependent Variable: AF

Source: SPSS Primary Data Processed, 2025

Based on the results in Table 4.11, the regression model that can be used according to the equation between the variables can be described as follows:

$$Y = 9.383 + 0.067X_1 + -0.254X_2 + 0.227X_3 + 0.215X_4 + 0.125X_5 + 0.089X_6.$$

From the results of the regression testing attached above, the detailed explanation of each variable is as follows:

1. Pressure had a positive effect on the intention to commit academic fraud.

The first hypothesis (H1) stated that pressure had a positive effect on the intention to commit academic fraud. The test results in Table 4.11 showed a regression coefficient of 0.067 for pressure with a significance level of 0.546. Therefore, when the significance value was >0.05 , the first hypothesis (H1) was not supported, meaning that pressure did not have a significant positive effect on the intention to commit academic fraud.

2. Religiosity had a negative effect on the intention to commit academic fraud.

The second hypothesis (H2) stated that religiosity had a negative effect on the intention to commit academic fraud. The test results in Table 4.11 showed a negative regression coefficient of -0.254 for religiosity with a significance level of 0.013. Therefore, when the significance value was <0.05 , the second hypothesis (H2) was supported, meaning that religiosity had a significant negative effect on the intention to commit academic fraud.

3. Competence had a positive effect on the intention to commit academic fraud.

The third hypothesis (H3) stated that ability had a positive effect on the intention to commit academic fraud. The test results in Table 4.11 showed a regression coefficient of 0.227 for ability with a significance level of 0.017. Therefore, when the significance value was <0.05 , the third hypothesis (H3) was supported, namely that ability had a significant positive effect on the intention to commit academic fraud.

4. Opportunity had a positive effect on the intention to commit academic fraud.

The fourth hypothesis (H4) stated that opportunity had a positive effect on the intention to commit academic fraud. The test results in Table 4.11 show a regression coefficient of 0.215 for opportunity with a significance level of 0.035. Therefore, when the significance value was <0.05 , the fourth hypothesis (H4) was supported, namely that opportunity had a significant positive effect on the intention to commit academic fraud.

5. Rationalization had a positive effect on the intention to commit academic fraud.

The fifth hypothesis (H5) stated that rationalization had a positive effect on the intention to commit academic fraud. The test results in Table 4.11 showed a regression coefficient of 0.125 for rationalization with a significance level of 0.118. Therefore, when the significance value was >0.05 , the fifth hypothesis (H5) was not supported, namely that rationalization did not have a significant positive effect on the intention to commit academic fraud.

6. Arrogance had a positive effect on the intention to commit academic fraud.

The sixth hypothesis (H6) stated that arrogance had a positive effect on the intention to commit academic fraud. The test results in Table 4.11 showed a regression coefficient of 0.089 for arrogance with a significance level of 0.316. Therefore, when the significance value was >0.05 , the sixth hypothesis (H6) was not supported, namely that arrogance did not have a significant effect on the intention to commit academic fraud.

4.6.1 F-Test

The F-statistic test is a test conducted to determine whether the regression model created is significant or non-significant and whether the independent variables have the same influence on the dependent variable in the model used. The following table shows the results of the F-statistic test:

Table 4.12

F-Test Result

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	621.636	6	103.606	4.542	.000 ^b
Residual	2531.788	111	22.809		
Total	3153.424	117			

Source: SPSS Primary Data Processed, 2025

Based on table 4.12 presented above, it can be concluded that the F-test results obtained an F count of 4.542 and a p-value of 0.000 <0.05; thus, the hypothesis was accepted and passed the model feasibility test. The regression model was suitable as a basis for analysis. This means that this research model was acceptable.

4.6.2 T-Test

The t-test statistic is used to test whether independent variables individually or individually influence their dependent variables. Measurements for the t-test statistic can be seen through the calculated t-value, its probability, and then compare with a significance level of 5%. If the p-value is <5%, it can be proven that H₀ is rejected, meaning that the independent variable has a significant influence on the dependent variable. The following table shows the results of the t-test statistic:

Table 4.13

T-Test Result

Variable	Sig,	t
Pressure (X1)	0.586	0.546
Religiosity (X2)	0.013	-2.521
Competence (X3)	0.017	2.422
Opportunity (X4)	0.035	2.133
Rationalization (X5)	0.188	1.326
Arrogance (X6)	0.316	1.007

Source: SPSS Primary Data Processed, 2025

The conclusion for the results of the t-statistic test in Table 4.13 is:

1. The significance value of Pressure was $0.586 > 0.05$, indicating that Pressure had a significant negative effect on Academic Fraud. This result did not support Hypothesis H1, which stated that Pressure has a negative influence on Academic Fraud.
2. The significance value of Religiosity was $0.013 < 0.05$, indicating that Religiosity had a significant negative effect on Academic Fraud. This result support Hypothesis H2, which stated that Religiosity has a negative influence on Academic Fraud.
3. The significance value of Competence was $0.017 < 0.05$, indicating that Competence had a significant positive effect on Academic Fraud. This confirms Hypothesis H3, which stated that Competence has a positive influence on Academic Fraud.

4. The significance value of Opportunity was $0.035 < 0.05$, indicating that Opportunity had a significant positive effect on Academic Fraud. This confirms Hypothesis H4, which stated that Opportunity has a positive influence on Academic Fraud.
5. The significance value of Rationalism was $0.118 < 0.05$, indicating that Rationalism had a significant negative effect on Academic Fraud. This result did not support Hypothesis H5, which stated that Rationalism has a negative influence on Academic Fraud.
6. The significance value of Arrogance was $0.316 < 0.05$, indicating that Arrogance had a significant negative effect on Academic Fraud. This result did not support Hypothesis H6, which stated that Arrogance has a negative influence on Academic Fraud.

4.6.3 Coefficient of Determination (R^2) Test Results

The coefficient of determination test is a test conducted to determine the percentage (%) that the independent variables in this research, namely pressure, religiosity, opportunity, rationalization, ability, and arrogance influence the dependent variable, namely students' intention to commit academic fraud. The following are the results of the coefficient of determination test:

Table 4.14

Coefficient of Determination (R^2) result

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	0,197	0,154	4,776

a. Predictors: (Constant), AR, RA, RL, CM, PR, OP

b. Dependent Variable: AF

Source: SPSS Primary Data Processed, 2025

Based on the test results in Table 4.14 above, the Adjusted R Square had a value of 0.154, which means the coefficient of determination was equal to 15.4%. Therefore, it can be concluded that the variables of pressure, religiosity, opportunity, rationalization, ability, and arrogance influenced the intention of accounting students to commit academic fraud by 15.4%, while the remaining 84.6% is influenced by other variables not included in this research.

4.7 Discussion

4.7.1 The influence of Pressure on academic fraud

The results of this research concluded that pressure did not influence students' intention to commit academic fraud. This was evident from the pressure significance value of $0.586 > 0.05$, with a positive regression coefficient of 0.067.

These results contradict several previous studies that had examined the role of pressure in academic dishonesty. For example, Fitriana and Baridwan (2012) and Purnamasari and Irianto (2014) found that pressure is a dominant factor influencing student cheating behavior, particularly in exam-related situations. Similarly, Yendrawati and Akbar (2019) also confirmed the significant role of internal and external academic pressure in shaping students' decisions to act unethically when very high performance is expected but perceived support is inadequate. This difference in results can be explained by the context of online certification exams, which tend to provide participants with greater flexibility and control, such as more flexible work schedules, convenient locations, and minimal direct supervision. These factors may reduce the perceived external pressure typically present in exam situations; thus, reducing the urge to cheat. Furthermore, the possibility that most respondents have good coping strategies or stress management may also contribute to why pressure does not directly drive cheating intentions. Therefore, in the context

of online learning and online exams, pressure may no longer be a major predictor of students' unethical behavior.

4.7.2 The influence of Religiosity on academic fraud

The results of this research concluded that religiosity did not influence students' intention to commit academic fraud. This was evident from the religiosity significance value of $0.013 < 0.05$, with a negative regression coefficient of -0.254.

This finding aligned with previous research conducted by Yendrawati and Akbar (2019), which explored the relationship between Islamic ethics and academic cheating among students at the Islamic University of Indonesia. Although their study reported did not have significant effect on Islamic ethics, it is important to note that religiosity, as a broader psychological and behavioral construct, may exert a stronger influence beyond formal religious knowledge or normative ethics. In contrast, other research, such as those by Fitriana and Baridwan (2012) and Purnamasari and Irianto (2014), which focused on structural factors such as pressure and opportunity did not specifically include religiosity, suggesting that this variable may offer a unique explanatory dimension in the context of values-based behavior. These results indicate that religiosity functions as an effective internal self-control mechanism in resisting the urge to cheat, even when external monitoring systems are lax, such as in online exams. Individuals with high levels of religiosity tend to have a stronger moral conscience and a deep sense of spiritual responsibility, which encourages them to maintain personal integrity even in the absence of direct external sanctions. These findings also support the approach that ethical behavior is determined not only by situational pressures but also by intrinsic

factors shaped by personal beliefs and values. Thus, religiosity can be a significant protective factor in preventing academic cheating, particularly in online learning and online exam environments.

4.7.3 The influence of Competence on Academic Fraud

The results of this research concluded that competence had a positive and significant influence on students' intention to commit academic fraud. This was evident from the competence significance value of $0.017 < 0.05$, with a positive regression coefficient of 0.227.

These results aligned with research conducted by Artani (2018), which previously stated that competence has a positive effect on academic dishonesty behavior. This finding is not supported by research conducted by Sasongko, Hasyim and Fernandez (2019), which found that competence did not have significant effect. The contrast among these findings may lie in contextual differences, such as exam format, learning environment, or familiarity with technology, particularly in online environments where competent individuals can better navigate system vulnerabilities. These findings suggest that competence, particularly in digital and technological contexts, may provide individuals with a strategic advantage in exploiting loopholes in online exam proctoring systems. Students who perceive themselves to possess strong academic and technical abilities may feel more confident in taking the risk of cheating because they believe they can do so undetected. Furthermore, perceptions of superiority or overconfidence in one's own abilities may also foster internal justifications that cheating is a rational choice for efficiency or desired outcomes. Within the framework of the Theory of Planned Behavior, this can be interpreted as increased perceived behavioral control, which

in turn leads individuals to unethical behavior. Therefore, these findings highlight the importance of not only improving student competence but also instilling values of academic integrity and responsibility that align with these enhanced abilities.

4.7.4 The influence of Opportunity on Academic Fraud

The results of this research concluded that opportunity had a positive and significant influence on students' intention to commit academic fraud. This was evident from the opportunity significance value of $0.035 < 0.05$, with a positive regression coefficient of 0.215.

These results were consistent with findings from previous studies. Fitriana and Baridwan (2012), Purnamasari and Irianto (2014), and Yendrawati and Akbar (2019) concluded that opportunity significantly influences students' propensity to commit academic cheating. These research collectively emphasized that regardless of personal moral standards or academic background, the presence of opportunity can trigger unethical behavior, especially when other conditions such as pressure or rationalization coexist. In the context of online exams, opportunities often arise from weak proctor systems, the absence of physical proctoring, and technical flexibility that allows individuals to access external resources undetected. This creates a space for students to perceive the risk of being caught as very low, making it easier to ignore the incentive to remain honest. These findings underscore the importance of designing online evaluation systems that address security and oversight aspects, so as not to indirectly incentivize cheating behavior. Furthermore, these results support the opportunity component, which stated that individuals are more likely to cheat when the opportunity is available and not hampered by effective controls. Therefore, interventions by educational institutions

should not only focus on student morality and ethics but also on improving the structure of online evaluation systems to minimize the opportunity for deviant behavior.

4.7.5 The influence of Rationalism on academic fraud

The results of this research concluded that rationalization did not influence students' intention to commit academic fraud. This was evident from the rationalization significance value of $0.118 > 0.05$, with a positive regression coefficient of 0.125.

These results contradicted with Fitriana and Baridwan (2018). This previous research stated that rationalization has a positive influence on academic fraud behavior. However, the results of this research indicated that rationalization did not have effect on students' intention to commit academic fraud. The insignificant effect of rationalization in this research may indicate that students did not always require moral or logical justification to decide whether or not to commit academic fraud. In the context of online exams, the decision to cheat may be more influenced by external factors such as opportunity, pressure, or technical convenience, rather than the need to justify the action internally. This may also reflect that most respondents already have strong attitudes toward academic ethics, making rationalization less of a crucial variable influencing intention. Furthermore, this difference could be due to sample characteristics, differences in cultural context or academic environment, and a higher level of ethical awareness among the student respondents. These findings suggested that rationalization is not always the primary driver of fraudulent behavior.

4.7.6 The influence of Arrogance on Academic Fraud

The results of this research concluded that arrogance did not have influence students' intentions to commit academic dishonesty. This was evident in the arrogance significance value of $0.316 > 0.05$, with a positive regression coefficient of 0.089.

These results contradicted with Sasongko, Hasyim, and Fernandez (2019), which found that arrogance had a positive influence on academic dishonesty. However, the results of this research indicated that arrogance did not have effect on students' intentions to commit academic dishonesty. This finding indicated that although students with arrogant traits tend to have high self-confidence, feelings of superiority, or disdain for rules, this did not necessarily lead them to commit academic dishonesty, particularly in the context of online exams. It is likely that, in this context, the decision to cheat is more influenced by situational factors such as opportunity and pressure, rather than personality traits such as arrogance. Furthermore, it is possible that students who exhibit arrogant behavior remain aware of the social or academic risks of being caught; thus, preventing them from acting unethically. The discrepancy between these results and previous research may also be due to differences in the measurement instruments for arrogance, the respondents' backgrounds, or social norms that place greater emphasis on self-image and academic reputation. Therefore, it can be concluded that arrogance is not a primary determinant of intention to commit academic dishonesty in online certification exam, although theoretically it has the potential to be a contributing factor.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

Based on the results of the data analysis and hypothesis testing conducted in this research, several conclusions can be drawn in accordance with the research objectives and problem formulation.

1. Pressure had no significant effect on the intention to cheat on online certification exam.
2. Religiosity had a negative and significant effect on the intention to cheat on online certification exam.
3. Competence had a positive and significant effect on the intention to cheat on online certification exam.
4. Opportunity had a positive and significant effect on the intention to cheat on online certification exam.
5. Rationalism did not have significant effect on the intention to cheat on online certification exam.
6. Arrogance did not have significant effect on the intention to cheat on online certification exam.

5.2 Research Implications

The following are the implications that can be described from the results of the research conclusions as follows:

1. For educational institutions: It is recommended to integrate character education programs that emphasize integrity, responsibility, and ethical behavior, especially in the context of online learning and examinations.
2. For exam developers and supervisors: Institutions should enhance technological security measures in online certification exams by implementing randomized question banks, time restrictions, plagiarism detection, and AI-based remote proctoring systems to minimize opportunities for cheating.
3. For policymakers: National and institutional regarding academic integrity should be updated to accommodate the shift toward online education, ensuring that rules and sanctions are clearly communicated and consistently enforced policies.
4. For students and learners: Awareness programs should be implemented to educate students about the long-term consequences of academic dishonesty and the importance of personal integrity in academic and professional life.

5.3 Limitations

1. The research focused solely on accounting students.
2. The information obtained was lacking in detail because this research only used a questionnaire.
3. The research used only six variables, based on the Fraud Pentagon theory perspective (pressure, opportunity, rationalization, ability, and arrogance), with religiosity as a factor in individual beliefs.

4. The research did not control for the type, difficulty level, or format of the online certification exams, which could influence students' likelihood of committing academic fraud.
5. The Adjusted R Square correlation coefficient in this research was only 15.4% for the independent variables (pressure, religiosity, opportunity, rationalization, ability, and arrogance) influencing academic fraud, while 84.6% was influenced by other variables which was not included in this study. Therefore, further research needs to be improved and developed to achieve optimal results.

5.4 Suggestions

There are several suggestions that the researcher would like to convey for further research based on the conclusions explained above, some of which are as follows:

1. Expand the research across different regions or countries to examine cultural and systemic variations in academic cheating behavior.
2. Use mixed-method approaches, including interviews or focus group discussions, to gain deeper insight into the psychological motives behind academic dishonesty.
3. Increase the number of research samples and look for other more varied variables so that the research results are even better.

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APPENDICES

Appendix 1

RESEARCH QUESTIONNAIRE

Yogyakarta, April 2025

Kepada Yth.

Saudara/i Responden Penelitian

Ditempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penulisan skripsi sebagai salah satu syarat untuk penyelesaian studi pada Program Studi S1 Akuntansi di Fakultas Ekonomi, Universitas Islam Indonesia, maka saya bermaksud mengadakan penelitian yang berjudul *"Factors that influence people's intention to cheat in online Certification exam"*.

Penelitian ini bertujuan untuk menganalisis pengaruh tekanan, religiusitas, kompetensi, kesempatan, rasionalisme terhadap orang yang melakukan kecurangan dalam ujian sertifikasi online. Berkaitan dengan hal tersebut, saya selaku peneliti mengharapkan kesediaan Saudara/i untuk menjadi responden dalam penelitian saya dengan mengisi kuesioner ini. Responden yang saya butuhkan adalah masyarakat yang pernah melakukan ujian sertifikasi online seperti TOEFL dan telah mengambil mata kuliah Auditing dan Sistem Informasi Akuntansi. Seluruh data responden hanya akan digunakan untuk kepentingan penelitian dan akan dijaga kerahasiaannya. Atas kesediaan Saudara/i untuk mengisi kuesioner ini dengan sejujur-jujurnya, obyektif, dan apa adanya sangat berarti bagi penelitian ini. Terima kasih atas bantuan dan kesediaan Bapak/Ibu/Saudara/i dalam mengisi kuesioner ini. Semoga kebaikan

Bapak/Ibu/Saudara/i mendapat balasan dan pahala dari Allah SWT. *Wassalamualaikum Wr Wb.*

Data Respondent

NAME:

SEX:

UNIVERSITY:

SEMESTER:

TAKING ONLINE CERTIFICATION TEST IN THE FINAL YEAR:

PART 1

Questionnaire Completion Instructions:

In each question item, you simply need to tick (V) in the column that you choose according to your situation.

(1) Strongly Disagree

(2) Disagree

(3) Neutral

(4) Agree

(5) Strongly Agree

A. Pressure

No.	Questions	1	2	3	4	5
1	There are demands from parents or other parties to maintain high grades.					
2	I don't understand the subject matter well, so I commit academic fraud.					
3	Parents' demands for good grades are a pressure for me.					

4	I commit academic fraud because the exam questions are difficult.					
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B. Religiosity

No.	Questions	1	2	3	4	5
1	I believe that when I commit fraud, my actions are being watched by God.					
2	When I pray, I feel closer to God.					
3	Understand that all good/fraudulent deeds will be judged in the afterlife.					
4	Committing academic fraud is a wrong action.					
5	I always try to be honest and trustworthy in doing something and try to avoid fraudulent behavior.					

C. Competence

No.	Questions	1	2	3	4	5
1	Asking friends for help to working together by discussing via social media chat and setting up strategies to cheat					
2	I can understand the gap when the exam supervisor is careless during the online exam even though the camera is turned on.					
3	I can cheat with movements that are not suspected by the exam supervisor even though the exam is conducted via video conference and the supervisor asks to turn on the camera.					
4	I have high self-confidence and being sure that I can cheat is a source of pride for myself					
5	I am able to control myself to stay calm to cheat without the supervisor's knowledge during an online exam.					
6	I can deny if I am considered to have made suspicious movements by the exam supervisor through the camera during an online exam.					

D. Opportunity

No.	Questions	1	2	3	4	5
1	I have a greater chance of cheating during an online exam compared to an offline exam that is supervised directly by a supervisor.					
2	Looking for an effort to work together with friends to work on the exam together during an online exam via video conference even though the supervisor asked to turn on the camera during the exam. ⁶⁸					

3	I cheated during the exam because the sanctions given were not severe.					
4	In my opinion, the use of technology (internet, smartphones, gadgets) makes it easier for people to cheat during online exams.					
5	In my opinion, online exams can increase my chances of cheating.					

E. Rationalism

No.	Questions	1	2	3	4	5
1	I copying answers during exams because other people have done it too.					
2	I copied exactly or plagiarized because it is a common thing to do.					
3	I helped a friend during an exam as a form of solidarity with my friend.					
4	I did not harm anyone when committing academic fraud					
5	I managed to get high grades by cheating to make my parents happy.					
6	Doing academic fraud is common and anyone can do it.					

F. Arrogance

No	Questions	1	2	3	4	5
1	I became more confident after cheating.					
2	Cheating on exams is something I am proud of.					
3	I am not afraid of sanctions when I am caught cheating.					
4	I think successfully cheating is a cool thing that can be a source of pride for myself.					
5	I feel better and greater than others because I can cheat without anyone knowing.					
6	I can accept anything related to cheating.					

G. Academic Fraud

No.	Questions	1	2	3	4	5
1	I do the exam honestly without asking each other with my friends through my gadget.					
2	I cheat via the internet during an online exam.					
3	I deliberately turn off the camera or microphone during an online exam and do other activities without the supervisor knowing.					

4	Giving someone else a cheat sheet during an exam is a form of academic cheating.					
5	Finding answers on exams together is a form of academic cheating.					
6	Giving and viewing materials that are not permitted for students (e.g. leaked questions) before an exam is a form of cheating.					

Appendix 2

Tabulation of Research Data

Pressure (X1)

No	Gender	University	Semester	Exam Year	PR.1	PR.2	PR.3	PR.4	PR
1	Male	UNDIP	6	2025	5	2	5	3	15
2	Female	USU	8	2024	4	2	5	3	14
3	Male	USU	6	2024	5	4	4	3	16
4	Female	UII	6	2023	2	5	5	3	15
5	Female	UII	6	2024	3	5	2	3	13
6	Female	UNDIP	8	2024	3	4	4	3	14
7	Male	UII	6	2025	4	5	5	5	19
8	Male	USU	8	2024	5	2	4	3	14
9	Female	UII	4	2024	5	4	4	5	18
10	Female	USU	8	2025	2	5	5	5	17
11	Female	UII	8	2024	2	4	1	3	10
12	Male	UNDIP	10	2024	1	1	3	4	9
13	Female	USU	8	2024	2	3	1	2	8
14	Female	UNDIP	8	2023	4	5	5	5	19
15	Male	UII	8	2023	3	2	4	3	12
16	Male	UII	6	2024	3	4	4	5	16
17	Female	UNDIP	6	2025	4	5	5	5	19
18	Female	USU	8	2024	3	2	4	3	12
19	Female	UII	8	2024	3	4	4	5	16
20	Female	UNDIP	8	2024	2	5	5	5	17
21	Female	USU	8	2025	3	4	4	5	16
22	Female	UNDIP	8	2023	2	5	5	5	17
23	Female	UNDIP	4	2024	4	5	5	5	19
24	Female	UNDIP	8	2023	5	5	5	5	20
25	Female	UNDIP	6	2024	5	5	5	5	20

26	Male	UNDIP	6	2024	3	5	5	5	18
27	Female	UNDIP	6	2023	4	5	5	5	19
28	Female	UNDIP	8	2024	3	5	5	5	18
29	Female	UNDIP	6	2025	5	5	5	5	20
30	Female	UNDIP	10	2023	5	1	3	4	13
31	Female	UNDIP	4	2024	3	5	5	5	18
32	Female	UII	6	2024	4	4	2	5	15
33	Female	USU	8	2024	2	3	4	2	11
34	Female	UII	8	2025	5	5	5	3	18
35	Male	USU	8	2025	4	5	3	5	17
36	Female	UNDIP	8	2024	3	2	5	3	13
37	Female	UII	6	2023	3	3	3	3	12
38	Male	USU	4	2024	1	1	2	1	5
39	Male	UII	6	2024	3	3	4	3	13
40	Male	UNDIP	10	2023	2	2	2	1	7
41	Male	UII	8	2024	3	3	5	4	15
42	Male	UII	8	2025	2	3	2	4	11
43	Female	UII	6	2025	3	4	4	3	14
44	Male	UNDIP	6	2025	1	1	3	2	7
45	Male	UNDIP	6	2024	1	3	1	1	6
46	Male	USU	6	2024	3	4	4	3	14
47	Male	UNDIP	8	2024	4	3	3	4	14
48	Female	UNDIP	10	2025	2	1	3	1	7
49	Female	UNDIP	6	2024	4	4	2	3	13
50	Male	UII	8	2024	3	1	2	1	7
51	Male	UII	6	2023	2	2	3	1	8
52	Female	UII	8	2025	5	3	4	2	14
53	Female	USU	8	2024	5	2	4	2	13
54	Female	UNDIP	6	2025	5	5	5	4	19
55	Female	UII	6	2024	5	3	4	3	15
56	Female	UNDIP	6	2024	5	3	5	3	16
57	Female	UII	8	2024	1	3	2	2	8
58	Male	UII	6	2023	3	4	3	3	13
59	Female	UNDIP	8	2025	4	3	3	4	14
60	Female	UII	8	2023	4	4	3	3	14
61	Female	UNDIP	10	2023	3	2	1	2	8
62	Male	UII	6	2024	3	4	2	4	13
63	Female	UNDIP	8	2024	2	2	4	3	11
64	Male	UNDIP	8	2023	5	3	2	3	13
65	Male	USU	6	2024	1	2	1	2	6
66	Female	UII	8	2024	2	3	4	3	12
67	Female	UNDIP	6	2024	2	1	3	3	9
68	Female	UNDIP	6	2024	3	3	5	4	15
69	Male	UNDIP	8	2024	2	2	2	3	9

70	Male	UNDIP	6	2025	3	1	1	3	8
71	Female	UII	6	2024	2	2	4	2	10
72	Female	USU	8	2025	5	3	3	4	15
73	Male	UNDIP	10	2024	2	1	3	1	7
74	Male	UII	8	2024	3	4	4	5	16
75	Male	UII	6	2024	5	3	4	5	17
76	Female	UII	8	2025	5	5	5	4	19
77	Female	UNDIP	6	2024	5	4	5	3	17
78	Female	UII	6	2023	2	4	4	3	13
79	Female	UII	6	2024	5	3	2	2	12
80	Female	UNDIP	10	2023	1	3	2	3	9
81	Female	UII	6	2024	4	2	2	4	12
82	Female	USU	6	2024	3	3	3	3	12
83	Male	UII	10	2024	2	1	3	2	8
84	Female	USU	10	2024	4	4	3	4	15
85	Female	UII	10	2024	3	4	4	3	14
86	Male	UNDIP	8	2023	4	3	4	4	15
87	Female	USU	6	2024	4	5	5	5	19
88	Female	UNDIP	4	2024	3	5	3	5	16
89	Female	UII	8	2023	3	3	3	5	14
90	Female	UII	6	2024	1	1	3	3	8
91	Male	UII	6	2025	2	4	4	4	14
92	Male	USU	8	2023	5	2	2	3	12
93	Male	UII	6	2024	5	3	4	4	16
94	Female	UII	8	2025	5	2	3	3	13
95	Female	UII	8	2023	4	3	4	3	14
96	Female	UII	6	2024	1	3	2	3	9
97	Female	USU	8	2024	2	4	2	4	12
98	Male	USU	6	2025	3	2	3	3	11
99	Male	USU	6	2025	5	3	1	1	10
100	Female	UNDIP	6	2024	1	1	1	2	5
101	Male	USU	6	2023	3	5	4	4	16
102	Male	UNDIP	6	2024	1	1	3	3	8
103	Female	UNDIP	8	2024	4	3	4	3	14
104	Male	UNDIP	6	2023	2	1	2	2	7
105	Female	UII	6	2024	4	4	2	4	14
106	Male	UNDIP	8	2023	5	5	3	3	16
107	Female	UNDIP	6	2024	5	3	1	1	10
108	Female	UII	8	2024	5	4	3	3	15
109	Male	UNDIP	6	2024	5	3	4	4	16
110	Female	UNDIP	6	2024	1	3	3	2	9
111	Female	UII	8	2024	2	1	2	3	8
112	Female	UII	8	2025	5	4	4	5	18
113	Male	UNDIP	8	2024	5	3	3	2	13

114	Female	UII	6	2024	5	3	3	1	12
115	Male	USU	8	2023	5	4	3	3	15
116	Male	UNDIP	6	2024	5	4	3	5	17
117	Male	UII	6	2024	4	4	4	3	15
118	Female	USU	8	2023	1	1	3	3	8

Religiosity (X2)

No	Gender	University	Semester	Exam Year	RL.1	RL.2	RL.3	RL.4	RL.5	RL
1	Male	UNDIP	6	2025	4	5	5	5	5	24
2	Female	USU	8	2024	3	2	4	2	3	14
3	Male	USU	6	2024	3	2	4	5	2	16
4	Female	UII	6	2023	5	5	5	5	5	25
5	Female	UII	6	2024	1	1	5	4	2	13
6	Female	UNDIP	8	2024	2	5	5	5	3	20
7	Male	UII	6	2025	4	5	5	5	5	24
8	Male	USU	8	2024	3	5	5	5	3	21
9	Female	UII	4	2024	4	5	5	5	5	24
10	Female	USU	8	2025	3	2	4	2	3	14
11	Female	UII	8	2024	5	5	5	5	5	25
12	Male	UNDIP	10	2024	5	5	5	5	5	25
13	Female	USU	8	2024	4	2	5	5	5	21
14	Female	UNDIP	8	2023	3	2	4	2	3	14
15	Male	UII	8	2023	4	5	5	4	4	22
16	Male	UII	6	2024	2	5	5	2	2	16
17	Female	UNDIP	6	2025	3	2	4	5	2	16
18	Female	USU	8	2024	5	5	5	5	5	25
19	Female	UII	8	2024	1	1	5	1	5	13
20	Female	UNDIP	8	2024	2	3	3	3	1	12
21	Female	USU	8	2025	4	2	5	5	5	21
22	Female	UNDIP	8	2023	3	2	4	2	3	14
23	Female	UNDIP	4	2024	2	1	4	4	5	16
24	Female	UNDIP	8	2023	4	2	5	4	3	18
25	Female	UNDIP	6	2024	4	2	5	5	5	21
26	Male	UNDIP	6	2024	3	2	4	2	3	14
27	Female	UNDIP	6	2023	4	5	5	4	5	23
28	Female	UNDIP	8	2024	2	5	5	2	2	16
29	Female	UNDIP	6	2025	3	2	4	5	2	16
30	Female	UNDIP	10	2023	1	5	5	4	5	20
31	Female	UNDIP	4	2024	2	4	3	2	5	16
32	Female	UII	6	2024	3	4	3	2	2	14
33	Female	USU	8	2024 ₇₃	4	3	1	3	5	16

34	Female	UII	8	2025	5	1	3	3	2	14
35	Male	USU	8	2025	3	3	4	1	1	12
36	Female	UNDIP	8	2024	4	5	1	4	4	18
37	Female	UII	6	2023	2	5	5	2	2	16
38	Male	USU	4	2024	4	5	1	4	4	18
39	Male	UII	6	2024	2	5	5	2	2	16
40	Male	UNDIP	10	2023	4	5	1	4	4	18
41	Male	UII	8	2024	2	5	5	2	2	16
42	Male	UII	8	2025	3	2	4	5	2	16
43	Female	UII	6	2025	3	2	4	5	2	16
44	Male	UNDIP	6	2025	5	1	3	2	4	15
45	Male	UNDIP	6	2024	3	1	3	1	3	11
46	Male	USU	6	2024	4	5	1	4	4	18
47	Male	UNDIP	8	2024	2	5	5	2	2	16
48	Female	UNDIP	10	2025	4	5	1	4	4	18
49	Female	UNDIP	6	2024	2	5	5	2	2	16
50	Male	UII	8	2024	3	2	4	5	2	16
51	Male	UII	6	2023	3	3	4	2	3	15
52	Female	UII	8	2025	4	1	5	3	1	14
53	Female	USU	8	2024	4	5	1	4	4	18
54	Female	UNDIP	6	2025	2	5	5	2	2	16
55	Female	UII	6	2024	3	2	4	5	2	16
56	Female	UNDIP	6	2024	2	5	4	5	2	18
57	Female	UII	8	2024	3	1	4	5	2	15
58	Male	UII	6	2023	4	2	5	3	5	19
59	Female	UNDIP	8	2025	4	5	1	4	4	18
60	Female	UII	8	2023	2	5	5	2	2	16
61	Female	UNDIP	10	2023	3	2	4	5	2	16
62	Male	UII	6	2024	3	5	4	5	2	19
63	Female	UNDIP	8	2024	4	4	2	5	3	18
64	Male	UNDIP	8	2023	5	1	3	2	4	15
65	Male	USU	6	2024	3	1	3	5	3	15
66	Female	UII	8	2024	3	5	4	5	2	19
67	Female	UNDIP	6	2024	3	5	4	5	2	19
68	Female	UNDIP	6	2024	4	4	2	5	3	18
69	Male	UNDIP	8	2024	5	1	3	2	4	15
70	Male	UNDIP	6	2025	1	3	1	1	1	7
71	Female	UII	6	2024	2	1	2	1	2	8
72	Female	USU	8	2025	5	4	4	4	4	21
73	Male	UNDIP	10	2024	1	1	2	2	2	8
74	Male	UII	8	2024	2	1	1	3	1	8
75	Male	UII	6	2024	3	3	1	2	3	12
76	Female	UII	8	2025	3	4	3	2	4	16
77	Female	UNDIP	6	2024	1	2	1	2	1	7

78	Female	UJI	6	2023	4	2	3	4	3	16
79	Female	UJI	6	2024	1	1	3	2	1	8
80	Female	UNDIP	10	2023	2	2	4	3	2	13
81	Female	UJI	6	2024	2	2	3	2	1	10
82	Female	USU	6	2024	3	2	2	3	2	12
83	Male	UJI	10	2024	1	2	3	2	1	9
84	Female	USU	10	2024	1	2	1	2	2	8
85	Female	UJI	10	2024	5	4	5	3	3	20
86	Male	UNDIP	8	2023	1	3	3	3	3	13
87	Female	USU	6	2024	1	1	3	2	1	8
88	Female	UNDIP	4	2024	4	2	2	4	2	14
89	Female	UJI	8	2023	4	2	3	3	4	16
90	Female	UJI	6	2024	4	2	2	3	3	14
91	Male	UJI	6	2025	5	3	4	4	4	20
92	Male	USU	8	2023	4	3	4	3	3	17
93	Male	UJI	6	2024	3	1	3	1	3	11
94	Female	UJI	8	2025	4	3	4	3	4	18
95	Female	UJI	8	2023	4	5	3	5	3	20
96	Female	UJI	6	2024	4	3	3	5	5	20
97	Female	USU	8	2024	1	3	2	1	2	9
98	Male	USU	6	2025	3	3	4	4	3	17
99	Male	USU	6	2025	3	2	4	3	4	16
100	Female	UNDIP	6	2024	2	3	2	3	4	14
101	Male	USU	6	2023	1	2	3	2	3	11
102	Male	UNDIP	6	2024	3	4	4	3	5	19
103	Female	UNDIP	8	2024	4	4	3	4	2	17
104	Male	UNDIP	6	2023	1	2	1	1	3	8
105	Female	UJI	6	2024	3	4	4	5	4	20
106	Male	UNDIP	8	2023	2	2	1	2	2	9
107	Female	UNDIP	6	2024	1	1	2	1	1	6
108	Female	UJI	8	2024	3	1	1	3	2	10
109	Male	UNDIP	6	2024	3	5	5	5	4	22
110	Female	UNDIP	6	2024	5	5	4	4	5	23
111	Female	UJI	8	2024	1	1	2	1	2	7
112	Female	UJI	8	2025	1	3	1	1	1	7
113	Male	UNDIP	8	2024	1	1	1	1	3	7
114	Female	UJI	6	2024	1	2	2	2	3	10
115	Male	USU	8	2023	4	3	2	2	2	13
116	Male	UNDIP	6	2024	4	4	3	3	4	18
117	Male	UJI	6	2024	2	1	3	2	3	11
118	Female	USU	8	2023	3	1	1	2	1	8

No	Gender	University	Semester	Exam Year	CM. 1	CM. 2	CM. 3	CM. 4	CM. 5	CM. 6	CM
1	Male	UNDIP	6	2025	5	5	3	5	5	3	26
2	Female	USU	8	2024	5	5	5	5	5	4	29
3	Male	USU	6	2024	5	5	4	5	5	5	29
4	Female	UII	6	2023	4	5	1	4	4	2	20
5	Female	UII	6	2024	5	5	4	5	5	5	29
6	Female	UNDIP	8	2024	5	5	3	5	5	2	25
7	Male	UII	6	2025	5	5	4	5	5	5	29
8	Male	USU	8	2024	5	5	3	5	5	2	25
9	Female	UII	4	2024	3	2	4	5	2	5	21
10	Female	USU	8	2025	2	4	3	4	5	2	20
11	Female	UII	8	2024	5	4	3	4	5	2	23
12	Male	UNDIP	10	2024	3	2	4	5	2	5	21
13	Female	USU	8	2024	2	4	3	4	5	2	20
14	Female	UNDIP	8	2023	5	5	4	5	5	5	29
15	Male	UII	8	2023	3	2	4	5	2	5	21
16	Male	UII	6	2024	2	4	3	4	5	2	20
17	Female	UNDIP	6	2025	5	5	5	5	5	4	29
18	Female	USU	8	2024	5	5	4	5	5	5	29
19	Female	UII	8	2024	5	5	4	5	5	5	29
20	Female	UNDIP	8	2024	5	5	3	5	5	2	25
21	Female	USU	8	2025	4	4	1	4	4	2	19
22	Female	UNDIP	8	2023	5	5	5	5	5	1	26
23	Female	UNDIP	4	2024	5	5	4	5	5	5	29
24	Female	UNDIP	8	2023	5	5	3	5	5	2	25
25	Female	UNDIP	6	2024	4	5	1	4	4	2	20
26	Male	UNDIP	6	2024	5	5	5	5	5	3	28
27	Female	UNDIP	6	2023	5	5	5	5	5	3	28
28	Female	UNDIP	8	2024	3	1	1	5	3	2	15
29	Female	UNDIP	6	2025	4	1	4	4	1	2	16
30	Female	UNDIP	10	2023	5	5	5	5	4	5	29
31	Female	UNDIP	4	2024	5	5	4	5	2	5	26
32	Female	UII	6	2024	2	4	3	4	5	2	20
33	Female	USU	8	2024	3	2	4	5	2	5	21
34	Female	UII	8	2025	5	5	3	4	5	2	24
35	Male	USU	8	2025	5	2	4	5	2	5	23
36	Female	UNDIP	8	2024	3	1	2	4	3	1	14
37	Female	UII	6	2023	3	2	4	5	2	5	21
38	Male	USU	4	2024	2	4	3	4	5	2	20
39	Male	UII	6	2024	3	2	4	5	2	5	21
40	Male	UNDIP	10	2023	2	4	3	4	5	2	20
41	Male	UII	8	2024	2	4	3	4	5	2	20
42	Male	UII	8	2025	5	5	1	4	4	2	21

43	Female	UII	6	2025	5	2	4	5	2	5	23
44	Male	UNDIP	6	2025	5	4	3	4	5	2	23
45	Male	UNDIP	6	2024	3	2	4	5	2	5	21
46	Male	USU	6	2024	2	4	3	4	5	2	20
47	Male	UNDIP	8	2024	3	2	4	5	2	5	21
48	Female	UNDIP	10	2025	2	4	3	4	5	2	20
49	Female	UNDIP	6	2024	3	3	3	2	3	1	15
50	Male	UII	8	2024	3	2	4	4	1	4	18
51	Male	UII	6	2023	4	5	1	4	4	2	20
52	Female	UII	8	2025	5	5	4	5	2	5	26
53	Female	USU	8	2024	2	4	3	4	5	2	20
54	Female	UNDIP	6	2025	1	4	1	3	1	4	14
55	Female	UII	6	2024	3	5	4	5	2	5	24
56	Female	UNDIP	6	2024	3	5	4	5	2	5	24
57	Female	UII	8	2024	2	4	3	4	5	2	20
58	Male	UII	6	2023	5	5	2	3	3	3	21
59	Female	UNDIP	8	2025	3	4	2	1	2	3	15
60	Female	UII	8	2023	3	5	4	5	2	5	24
61	Female	UNDIP	10	2023	2	4	3	4	5	2	20
62	Male	UII	6	2024	4	5	1	4	4	2	20
63	Female	UNDIP	8	2024	3	5	4	5	2	5	24
64	Male	UNDIP	8	2023	2	5	3	4	5	2	21
65	Male	USU	6	2024	3	5	4	5	5	5	27
66	Female	UII	8	2024	4	5	1	4	5	2	21
67	Female	UNDIP	6	2024	3	5	4	5	2	5	24
68	Female	UNDIP	6	2024	2	4	3	4	5	2	20
69	Male	UNDIP	8	2024	5	5	2	1	5	1	19
70	Male	UNDIP	6	2025	3	3	4	1	1	5	17
71	Female	UII	6	2024	3	3	4	3	4	3	20
72	Female	USU	8	2025	2	2	3	3	2	4	16
73	Male	UNDIP	10	2024	3	5	4	3	3	4	22
74	Male	UII	8	2024	2	2	3	3	1	3	14
75	Male	UII	6	2024	2	1	3	3	3	3	15
76	Female	UII	8	2025	2	2	4	3	2	2	15
77	Female	UNDIP	6	2024	3	3	2	4	4	4	20
78	Female	UII	6	2023	3	3	5	5	5	3	24
79	Female	UII	6	2024	3	4	4	4	4	3	22
80	Female	UNDIP	10	2023	1	2	3	3	2	1	12
81	Female	UII	6	2024	3	4	4	5	4	4	24
82	Female	USU	6	2024	3	5	3	5	4	4	24
83	Male	UII	10	2024	2	4	3	2	3	2	16
84	Female	USU	10	2024	1	3	2	2	3	3	14
85	Female	UII	10	2024	4	4	4	4	5	3	24
86	Male	UNDIP	8	2023	3	4	3	4	3	5	22

87	Female	USU	6	2024	1	3	3	1	3	1	12
88	Female	UNDIP	4	2024	2	1	3	1	3	3	13
89	Female	UII	8	2023	4	4	3	4	4	4	23
90	Female	UII	6	2024	4	3	4	3	5	5	24
91	Male	UII	6	2025	2	2	4	3	3	2	16
92	Male	USU	8	2023	3	2	1	1	1	2	10
93	Male	UII	6	2024	3	2	3	3	1	3	15
94	Female	UII	8	2025	4	3	3	5	5	5	25
95	Female	UII	8	2023	3	1	2	2	1	3	12
96	Female	UII	6	2024	2	3	3	1	3	3	15
97	Female	USU	8	2024	3	5	3	3	3	5	22
98	Male	USU	6	2025	4	3	4	4	3	3	21
99	Male	USU	6	2025	1	3	3	3	2	2	14
100	Female	UNDIP	6	2024	5	5	5	3	4	4	26
101	Male	USU	6	2023	1	3	3	1	2	2	12
102	Male	UNDIP	6	2024	4	4	2	2	4	2	18
103	Female	UNDIP	8	2024	1	1	2	1	1	2	8
104	Male	UNDIP	6	2023	1	2	1	1	3	3	11
105	Female	UII	6	2024	3	3	1	1	2	3	13
106	Male	UNDIP	8	2023	2	2	2	3	4	3	16
107	Female	UNDIP	6	2024	3	3	4	3	3	5	21
108	Female	UII	8	2024	3	3	5	5	5	4	25
109	Male	UNDIP	6	2024	5	5	5	4	3	5	27
110	Female	UNDIP	6	2024	5	5	5	3	5	3	26
111	Female	UII	8	2024	3	4	4	5	3	3	22
112	Female	UII	8	2025	1	3	3	2	1	2	12
113	Male	UNDIP	8	2024	4	4	3	4	3	3	21
114	Female	UII	6	2024	4	2	4	2	2	3	17
115	Male	USU	8	2023	2	3	4	2	3	4	18
116	Male	UNDIP	6	2024	1	3	1	1	2	2	10
117	Male	UII	6	2024	1	3	2	1	2	1	10
118	Female	USU	8	2023	3	2	2	3	4	4	18

Opportunity (X4)

No	Gender	University	Semester	Exam Year	OP.1	OP.2	OP.3	OP.4	OP.5	OP
1	Male	UNDIP	6	2025	4	5	4	2	4	19
2	Female	USU	8	2024	5	5	5	3	3	21
3	Male	USU	6	2024	2	5	5	5	5	22
4	Female	UII	6	2023	3	5	5	3	3	19
5	Female	UII	6	2024	3	5	5	5	5	23
6	Female	UNDIP	8	2024	78 1	5	1	3	1	11

7	Male	UII	6	2025	3	5	5	3	3	19
8	Male	USU	8	2024	1	5	5	5	5	21
9	Female	UII	4	2024	3	4	2	1	1	11
10	Female	USU	8	2025	5	5	5	3	3	21
11	Female	UII	8	2024	5	5	5	5	5	25
12	Male	UNDIP	10	2024	5	5	5	3	5	23
13	Female	USU	8	2024	1	1	5	1	4	12
14	Female	UNDIP	8	2023	5	5	5	5	5	25
15	Male	UII	8	2023	5	5	5	5	5	25
16	Male	UII	6	2024	1	5	5	4	5	20
17	Female	UNDIP	6	2025	1	5	4	4	5	19
18	Female	USU	8	2024	3	5	3	1	1	13
19	Female	UII	8	2024	2	3	2	3	3	13
20	Female	UNDIP	8	2024	5	5	5	5	5	25
21	Female	USU	8	2025	2	5	5	1	5	18
22	Female	UNDIP	8	2023	5	5	5	3	5	23
23	Female	UNDIP	4	2024	5	5	5	3	5	23
24	Female	UNDIP	8	2023	5	5	5	5	5	25
25	Female	UNDIP	6	2024	2	2	4	3	1	12
26	Male	UNDIP	6	2024	5	4	4	5	4	22
27	Female	UNDIP	6	2023	4	4	2	3	3	16
28	Female	UNDIP	8	2024	2	3	5	3	2	15
29	Female	UNDIP	6	2025	5	5	3	4	3	20
30	Female	UNDIP	10	2023	3	3	4	4	2	16
31	Female	UNDIP	4	2024	4	5	3	3	5	20
32	Female	UII	6	2024	4	2	1	5	5	17
33	Female	USU	8	2024	2	3	4	5	5	19
34	Female	UII	8	2025	5	4	3	5	5	22
35	Male	USU	8	2025	2	5	5	2	5	19
36	Female	UNDIP	8	2024	1	5	3	4	4	17
37	Female	UII	6	2023	1	5	1	3	5	15
38	Male	USU	4	2024	1	3	5	5	2	16
39	Male	UII	6	2024	4	5	1	5	4	19
40	Male	UNDIP	10	2023	3	1	5	4	5	18
41	Male	UII	8	2024	2	2	3	5	4	16
42	Male	UII	8	2025	4	2	5	4	5	20
43	Female	UII	6	2025	4	1	3	4	5	17
44	Male	UNDIP	6	2025	3	2	3	3	5	16
45	Male	UNDIP	6	2024	2	5	4	5	5	21
46	Male	USU	6	2024	2	5	4	5	4	20
47	Male	UNDIP	8	2024	4	3	4	2	4	17
48	Female	UNDIP	10	2025	5	4	5	5	2	21
49	Female	UNDIP	6	2024	2	2	1	5	1	11
50	Male	UII	8	2024	1	2	3	4	2	12

51	Male	UII	6	2023	4	4	5	2	3	18
52	Female	UII	8	2025	5	5	4	5	4	23
53	Female	USU	8	2024	2	1	3	3	2	11
54	Female	UNDIP	6	2025	4	5	4	2	2	17
55	Female	UII	6	2024	5	5	5	5	3	23
56	Female	UNDIP	6	2024	5	5	5	2	1	18
57	Female	UII	8	2024	4	1	3	2	4	14
58	Male	UII	6	2023	5	1	3	3	2	14
59	Female	UNDIP	8	2025	4	2	1	1	4	12
60	Female	UII	8	2023	5	5	5	3	2	20
61	Female	UNDIP	10	2023	2	3	1	1	4	11
62	Male	UII	6	2024	2	5	2	4	5	18
63	Female	UNDIP	8	2024	5	5	5	5	5	25
64	Male	UNDIP	8	2023	3	4	3	5	5	20
65	Male	USU	6	2024	5	5	5	5	5	25
66	Female	UII	8	2024	5	5	5	2	4	21
67	Female	UNDIP	6	2024	5	3	4	4	5	21
68	Female	UNDIP	6	2024	2	2	3	3	4	14
69	Male	UNDIP	8	2024	4	5	4	4	3	20
70	Male	UNDIP	6	2025	2	1	3	1	4	11
71	Female	UII	6	2024	4	2	4	4	4	18
72	Female	USU	8	2025	3	4	4	2	3	16
73	Male	UNDIP	10	2024	3	3	2	3	3	14
74	Male	UII	8	2024	3	1	2	3	3	12
75	Male	UII	6	2024	4	4	4	4	4	20
76	Female	UII	8	2025	1	3	2	3	2	11
77	Female	UNDIP	6	2024	3	1	2	3	1	10
78	Female	UII	6	2023	2	1	3	1	3	10
79	Female	UII	6	2024	1	2	3	3	1	10
80	Female	UNDIP	10	2023	2	3	2	2	3	12
81	Female	UII	6	2024	3	5	5	3	3	19
82	Female	USU	6	2024	3	1	2	3	1	10
83	Male	UII	10	2024	2	3	2	1	1	9
84	Female	USU	10	2024	1	2	3	2	2	10
85	Female	UII	10	2024	2	4	2	4	2	14
86	Male	UNDIP	8	2023	3	1	3	2	1	10
87	Female	USU	6	2024	4	2	2	4	2	14
88	Female	UNDIP	4	2024	5	4	4	5	5	23
89	Female	UII	8	2023	2	2	2	3	1	10
90	Female	UII	6	2024	2	4	2	4	4	16
91	Male	UII	6	2025	4	4	3	4	2	17
92	Male	USU	8	2023	2	1	1	1	1	6
93	Male	UII	6	2024	3	3	2	4	3	15
94	Female	UII	8	2025	3	3	3	4	4	17

95	Female	UII	8	2023	3	2	1	1	1	8
96	Female	UII	6	2024	5	5	5	3	5	23
97	Female	USU	8	2024	1	2	3	1	3	10
98	Male	USU	6	2025	1	1	2	1	2	7
99	Male	USU	6	2025	5	3	4	3	4	19
100	Female	UNDIP	6	2024	2	3	1	1	2	9
101	Male	USU	6	2023	3	4	2	4	3	16
102	Male	UNDIP	6	2024	3	3	2	4	3	15
103	Female	UNDIP	8	2024	1	3	1	2	2	9
104	Male	UNDIP	6	2023	2	1	3	3	2	11
105	Female	UII	6	2024	2	3	4	4	3	16
106	Male	UNDIP	8	2023	2	2	3	2	2	11
107	Female	UNDIP	6	2024	2	2	1	1	3	9
108	Female	UII	8	2024	2	3	1	3	2	11
109	Male	UNDIP	6	2024	3	2	2	2	2	11
110	Female	UNDIP	6	2024	3	2	1	1	3	10
111	Female	UII	8	2024	2	1	1	3	1	8
112	Female	UII	8	2025	1	1	1	3	3	9
113	Male	UNDIP	8	2024	1	2	1	2	3	9
114	Female	UII	6	2024	1	3	1	2	2	9
115	Male	USU	8	2023	2	4	3	2	4	15
116	Male	UNDIP	6	2024	2	2	2	3	4	13
117	Male	UII	6	2024	5	5	4	5	4	23
118	Female	USU	8	2023	3	2	2	4	3	14

Rationalism (X5)

No	Gender	University	Semester	Exam Year	RA.1	RA.2	RA.3	RA.4	RA.5	RA.6	RA
1	Male	UNDIP	6	2025	4	5	5	5	5	3	27
2	Female	USU	8	2024	5	5	5	5	5	4	29
3	Male	USU	6	2024	5	5	4	3	4	5	26
4	Female	UII	6	2023	5	4	3	2	1	4	19
5	Female	UII	6	2024	5	4	5	5	5	5	29
6	Female	UNDIP	8	2024	4	4	5	5	5	5	28
7	Male	UII	6	2025	5	5	4	3	4	5	26
8	Male	USU	8	2024	5	4	3	2	1	4	19
9	Female	UII	4	2024	1	2	4	1	5	1	14
10	Female	USU	8	2025	3	4	5	5	5	5	27
11	Female	UII	8	2024	1	3	5	5	5	5	24
12	Male	UNDIP	10	2024	3	1	5	5	5	5	24
13	Female	USU	8	2024	1	1	4	4	4	3	17
14	Female	UNDIP	8	2023	5	4	5	5	5	5	29

15	Male	UII	8	2023	3	5	5	5	2	5	25
16	Male	UII	6	2024	2	5	4	4	5	2	22
17	Female	UNDIP	6	2025	5	5	5	5	5	5	30
18	Female	USU	8	2024	2	1	4	4	3	1	15
19	Female	UII	8	2024	1	1	1	5	1	4	13
20	Female	UNDIP	8	2024	5	2	5	5	5	5	27
21	Female	USU	8	2025	2	1	4	3	2	2	14
22	Female	UNDIP	8	2023	4	4	4	2	2	3	19
23	Female	UNDIP	4	2024	3	1	4	5	3	3	19
24	Female	UNDIP	8	2023	3	5	5	5	2	5	25
25	Female	UNDIP	6	2024	2	5	5	4	5	2	23
26	Male	UNDIP	6	2024	5	5	5	5	5	5	30
27	Female	UNDIP	6	2023	3	4	1	1	1	4	14
28	Female	UNDIP	8	2024	1	1	4	1	1	3	11
29	Female	UNDIP	6	2025	2	4	5	2	4	3	20
30	Female	UNDIP	10	2023	5	2	5	4	3	5	24
31	Female	UNDIP	4	2024	5	5	5	5	5	1	26
32	Female	UII	6	2024	2	3	1	5	3	5	19
33	Female	USU	8	2024	5	5	1	4	2	4	21
34	Female	UII	8	2025	5	5	5	5	5	5	30
35	Male	USU	8	2025	5	5	2	5	4	2	23
36	Female	UNDIP	8	2024	5	5	3	2	2	5	22
37	Female	UII	6	2023	4	3	3	1	4	4	19
38	Male	USU	4	2024	1	2	5	3	1	2	14
39	Male	UII	6	2024	4	5	3	4	5	5	26
40	Male	UNDIP	10	2023	5	2	3	2	1	5	18
41	Male	UII	8	2024	5	4	3	1	3	3	19
42	Male	UII	8	2025	5	5	5	5	5	5	30
43	Female	UII	6	2025	5	5	5	2	5	1	23
44	Male	UNDIP	6	2025	5	5	5	3	2	1	21
45	Male	UNDIP	6	2024	5	5	1	1	3	4	19
46	Male	USU	6	2024	5	5	3	1	2	3	19
47	Male	UNDIP	8	2024	4	3	2	3	5	1	18
48	Female	UNDIP	10	2025	1	4	4	2	1	5	17
49	Female	UNDIP	6	2024	4	3	3	4	2	3	19
50	Male	UII	8	2024	1	3	3	2	5	4	18
51	Male	UII	6	2023	3	3	3	3	2	4	18
52	Female	UII	8	2025	5	4	4	4	3	1	21
53	Female	USU	8	2024	4	4	1	5	2	3	19
54	Female	UNDIP	6	2025	3	4	3	3	3	1	17
55	Female	UII	6	2024	2	2	3	4	4	3	18
56	Female	UNDIP	6	2024	4	4	3	3	3	2	19
57	Female	UII	8	2024	3	5	4	5	3	3	23
58	Male	UII	6	2023	2	4	3	3	4	3	19

59	Female	UNDIP	8	2025	2	2	3	2	4	4	17
60	Female	UII	8	2023	5	5	5	3	4	4	26
61	Female	UNDIP	10	2023	3	3	3	3	5	3	20
62	Male	UII	6	2024	3	3	3	3	1	1	14
63	Female	UNDIP	8	2024	3	3	3	5	4	4	22
64	Male	UNDIP	8	2023	3	2	3	3	2	3	16
65	Male	USU	6	2024	2	3	2	3	2	2	14
66	Female	UII	8	2024	1	3	3	1	2	2	12
67	Female	UNDIP	6	2024	4	4	4	4	4	2	22
68	Female	UNDIP	6	2024	4	2	2	3	2	3	16
69	Male	UNDIP	8	2024	2	2	3	4	2	3	16
70	Male	UNDIP	6	2025	4	3	4	5	3	4	23
71	Female	UII	6	2024	2	3	4	2	2	2	15
72	Female	USU	8	2025	3	4	3	3	4	4	21
73	Male	UNDIP	10	2024	2	1	2	3	2	1	11
74	Male	UII	8	2024	5	5	4	5	3	3	25
75	Male	UII	6	2024	3	5	5	5	5	4	27
76	Female	UII	8	2025	5	4	4	5	3	4	25
77	Female	UNDIP	6	2024	4	3	2	2	4	2	17
78	Female	UII	6	2023	4	3	5	4	3	3	22
79	Female	UII	6	2024	2	3	3	1	3	3	15
80	Female	UNDIP	10	2023	5	3	3	4	3	3	21
81	Female	UII	6	2024	2	3	4	4	4	4	21
82	Female	USU	6	2024	5	5	4	4	3	5	26
83	Male	UII	10	2024	2	4	3	2	2	4	17
84	Female	USU	10	2024	3	4	3	3	5	4	22
85	Female	UII	10	2024	4	3	4	5	4	4	24
86	Male	UNDIP	8	2023	1	1	1	1	3	1	8
87	Female	USU	6	2024	2	4	2	4	3	4	19
88	Female	UNDIP	4	2024	5	4	4	3	3	4	23
89	Female	UII	8	2023	3	4	2	2	4	3	18
90	Female	UII	6	2024	1	2	2	3	3	2	13
91	Male	UII	6	2025	1	1	3	2	3	2	12
92	Male	USU	8	2023	3	3	4	2	3	3	18
93	Male	UII	6	2024	5	3	3	4	4	5	24
94	Female	UII	8	2025	3	3	3	2	2	4	17
95	Female	UII	8	2023	3	4	3	2	3	4	19
96	Female	UII	6	2024	1	1	3	1	2	3	11
97	Female	USU	8	2024	1	3	3	1	1	1	10
98	Male	USU	6	2025	3	3	2	2	3	3	16
99	Male	USU	6	2025	1	1	1	2	3	2	10
100	Female	UNDIP	6	2024	1	1	3	1	1	3	10
101	Male	USU	6	2023	3	4	2	2	4	2	17
102	Male	UNDIP	6	2024	1	3	1	2	2	2	11

103	Female	UNDIP	8	2024	5	5	5	5	3	5	28
104	Male	UNDIP	6	2023	2	3	1	3	1	3	13
105	Female	UII	6	2024	4	2	2	3	2	4	17
106	Male	UNDIP	8	2023	3	2	3	2	4	3	17
107	Female	UNDIP	6	2024	2	4	2	2	2	3	15
108	Female	UII	8	2024	3	3	3	4	2	2	17
109	Male	UNDIP	6	2024	2	2	3	3	1	2	13
110	Female	UNDIP	6	2024	1	1	3	2	3	2	12
111	Female	UII	8	2024	2	4	3	4	3	4	20
112	Female	UII	8	2025	4	4	4	3	2	3	20
113	Male	UNDIP	8	2024	4	2	2	4	3	4	19
114	Female	UII	6	2024	1	2	1	3	3	3	13
115	Male	USU	8	2023	2	3	2	4	4	3	18
116	Male	UNDIP	6	2024	1	2	3	1	3	1	11
117	Male	UII	6	2024	4	3	3	3	5	3	21
118	Female	USU	8	2023	4	4	5	3	4	4	24

Arrogance (X6)

No	Gender	University	Semester	Exam Year	AR.1	AR.2	AR.3	AR.4	AR.5	AR.6	AR
1	Male	UNDIP	6	2025	1	1	1	3	1	5	12
2	Female	USU	8	2024	5	5	5	5	4	5	29
3	Male	USU	6	2024	5	5	5	5	4	3	27
4	Female	UII	6	2023	5	5	5	5	4	3	27
5	Female	UII	6	2024	5	5	5	5	3	5	28
6	Female	UNDIP	8	2024	5	5	5	5	3	5	28
7	Male	UII	6	2025	5	5	5	5	4	5	29
8	Male	USU	8	2024	1	5	5	2	1	1	15
9	Female	UII	4	2024	5	3	5	5	5	5	28
10	Female	USU	8	2025	2	4	5	3	1	1	16
11	Female	UII	8	2024	5	5	5	5	4	5	29
12	Male	UNDIP	10	2024	4	1	4	2	1	4	16
13	Female	USU	8	2024	1	2	5	4	4	3	19
14	Female	UNDIP	8	2023	1	1	3	4	2	3	14
15	Male	UII	8	2023	1	2	5	5	4	5	22
16	Male	UII	6	2024	3	1	4	1	2	1	12
17	Female	UNDIP	6	2025	3	1	5	5	3	5	22
18	Female	USU	8	2024	3	2	4	5	1	4	19
19	Female	UII	8	2024	5	4	5	4	1	5	24
20	Female	UNDIP	8	2024	2	5	5	5	5	5	27
21	Female	USU	8	2025	3	5	5	4	4	1	22
22	Female	UNDIP	8	2023	1	2	1	4	1	1	10

23	Female	UNDIP	4	2024	1	3	4	2	4	3	17
24	Female	UNDIP	8	2023	3	2	3	3	2	3	16
25	Female	UNDIP	6	2024	4	1	4	3	3	5	20
26	Male	UNDIP	6	2024	3	2	3	5	2	2	17
27	Female	UNDIP	6	2023	3	5	3	5	2	3	21
28	Female	UNDIP	8	2024	2	1	5	4	3	3	18
29	Female	UNDIP	6	2025	5	3	1	5	1	3	18
30	Female	UNDIP	10	2023	3	2	3	3	5	3	
31	Female	UNDIP	4	2024	1	1	2	3	4	1	12
32	Female	UII	6	2024	1	1	3	5	3	3	16
33	Female	USU	8	2024	3	3	3	1	4	4	18
34	Female	UII	8	2025	2	3	5	2	3	2	17
35	Male	USU	8	2025	4	1	3	1	5	3	17
36	Female	UNDIP	8	2024	1	1	3	2	5	1	13
37	Female	UII	6	2023	3	4	2	3	1	4	17
38	Male	USU	4	2024	2	1	2	1	2	1	9
39	Male	UII	6	2024	3	3	5	1	2	2	16
40	Male	UNDIP	10	2023	4	4	3	1	2	3	17
41	Male	UII	8	2024	1	1	5	1	1	2	11
42	Male	UII	8	2025	5	4	4	2	2	1	18
43	Female	UII	6	2025	1	3	4	2	4	2	16
44	Male	UNDIP	6	2025	1	2	4	2	2	5	16
45	Male	UNDIP	6	2024	2	4	2	5	3	5	21
46	Male	USU	6	2024	1	3	5	4	2	3	18
47	Male	UNDIP	8	2024	3	5	1	2	2	3	16
48	Female	UNDIP	10	2025	4	1	3	1	4	5	18
49	Female	UNDIP	6	2024	1	5	4	5	2	3	20
50	Male	UII	8	2024	5	5	4	5	1	1	21
51	Male	UII	6	2023	1	4	2	4	3	2	16
52	Female	UII	8	2025	5	1	4	2	2	4	18
53	Female	USU	8	2024	3	5	3	4	2	3	20
54	Female	UNDIP	6	2025	5	2	4	2	4	4	21
55	Female	UII	6	2024	4	1	5	4	4	2	20
56	Female	UNDIP	6	2024	1	1	2	4	2	4	14
57	Female	UII	8	2024	3	3	2	1	2	1	12
58	Male	UII	6	2023	1	2	2	1	1	2	9
59	Female	UNDIP	8	2025	4	1	1	3	4	5	18
60	Female	UII	8	2023	5	4	3	1	5	3	21
61	Female	UNDIP	10	2023	1	3	4	4	4	4	20
62	Male	UII	6	2024	4	2	3	4	1	3	17
63	Female	UNDIP	8	2024	3	3	2	3	4	3	18
64	Male	UNDIP	8	2023	5	4	2	4	5	2	22
65	Male	USU	6	2024	4	5	5	2	2	3	21
66	Female	UII	8	2024	4	3	4	2	2	1	16

67	Female	UNDIP	6	2024	2	1	1	3	5	5	17
68	Female	UNDIP	6	2024	1	4	5	2	4	3	19
69	Male	UNDIP	8	2024	2	4	1	2	3	2	14
70	Male	UNDIP	6	2025	1	1	2	3	1	1	9
71	Female	UII	6	2024	2	3	4	4	4	4	21
72	Female	USU	8	2025	2	3	2	3	2	4	16
73	Male	UNDIP	10	2024	4	5	5	5	3	3	25
74	Male	UII	8	2024	3	3	3	3	3	5	20
75	Male	UII	6	2024	3	1	3	1	2	3	13
76	Female	UII	8	2025	3	2	4	4	4	2	19
77	Female	UNDIP	6	2024	4	2	2	3	2	3	16
78	Female	UII	6	2023	2	2	2	3	2	3	14
79	Female	UII	6	2024	2	2	3	2	1	3	13
80	Female	UNDIP	10	2023	3	3	2	2	3	1	14
81	Female	UII	6	2024	2	1	1	3	3	3	13
82	Female	USU	6	2024	2	3	2	3	3	1	14
83	Male	UII	10	2024	1	3	1	1	2	1	9
84	Female	USU	10	2024	3	2	1	2	2	2	12
85	Female	UII	10	2024	2	1	1	2	1	2	9
86	Male	UNDIP	8	2023	4	4	3	4	5	3	23
87	Female	USU	6	2024	5	3	4	5	3	5	25
88	Female	UNDIP	4	2024	2	2	1	2	3	2	12
89	Female	UII	8	2023	3	4	4	4	4	4	23
90	Female	UII	6	2024	3	2	4	3	4	3	19
91	Male	UII	6	2025	3	3	2	2	2	2	14
92	Male	USU	8	2023	3	3	1	1	2	3	13
93	Male	UII	6	2024	5	4	5	4	5	4	27
94	Female	UII	8	2025	5	3	4	4	3	4	23
95	Female	UII	8	2023	2	4	2	2	4	4	18
96	Female	UII	6	2024	4	4	5	5	5	4	27
97	Female	USU	8	2024	3	1	3	3	1	2	13
98	Male	USU	6	2025	2	1	2	2	3	2	12
99	Male	USU	6	2025	4	5	3	5	3	5	25
100	Female	UNDIP	6	2024	2	2	2	3	3	2	14
101	Male	USU	6	2023	5	5	5	3	4	5	27
102	Male	UNDIP	6	2024	4	2	4	2	2	2	16
103	Female	UNDIP	8	2024	3	3	4	3	3	3	19
104	Male	UNDIP	6	2023	3	3	1	1	2	1	11
105	Female	UII	6	2024	4	5	4	3	3	5	24
106	Male	UNDIP	8	2023	3	2	3	3	3	4	18
107	Female	UNDIP	6	2024	1	1	1	2	3	2	10
108	Female	UII	8	2024	3	5	4	3	5	3	23
109	Male	UNDIP	6	2024	1	1	3	3	1	2	11
110	Female	UNDIP	6	2024	4	4	4	5	4	4	25

111	Female	UII	8	2024	5	3	4	4	5	5	26
112	Female	UII	8	2025	2	3	3	3	4	2	17
113	Male	UNDIP	8	2024	3	2	3	3	2	1	14
114	Female	UII	6	2024	2	3	2	2	3	2	14
115	Male	USU	8	2023	2	3	4	4	4	2	19
116	Male	UNDIP	6	2024	3	3	2	4	4	3	19
117	Male	UII	6	2024	3	3	3	5	3	4	21
118	Female	USU	8	2023	3	4	3	5	3	5	23

Academic Fraud (Y)

No	Gender	University	Semester	Exam Year	AF.1	AF.2	AF.3	AF.4	AF.5	AF.6	AF
1	Male	UNDIP	6	2025	2	2	1	2	5	3	15
2	Female	USU	8	2024	5	2	3	5	5	4	24
3	Male	USU	6	2024	5	5	5	5	5	4	29
4	Female	UII	6	2023	5	1	5	2	2	1	16
5	Female	UII	6	2024	5	5	5	5	5	5	30
6	Female	UNDIP	8	2024	1	3	3	1	1	5	14
7	Male	UII	6	2025	5	5	5	5	5	5	30
8	Male	USU	8	2024	3	3	2	2	3	3	16
9	Female	UII	4	2024	3	5	1	3	4	1	17
10	Female	USU	8	2025	2	4	4	4	2	1	17
11	Female	UII	8	2024	2	1	1	3	4	5	16
12	Male	UNDIP	10	2024	4	1	3	5	2	1	16
13	Female	USU	8	2024	1	5	1	5	1	2	15
14	Female	UNDIP	8	2023	5	5	4	5	5	5	29
15	Male	UII	8	2023	2	2	3	4	5	1	17
16	Male	UII	6	2024	3	1	1	2	4	1	12
17	Female	UNDIP	6	2025	5	5	3	5	5	5	28
18	Female	USU	8	2024	3	1	2	1	2	3	12
19	Female	UII	8	2024	3	4	2	1	5	1	16
20	Female	UNDIP	8	2024	5	5	3	5	5	5	28
21	Female	USU	8	2025	4	3	1	1	1	5	15
22	Female	UNDIP	8	2023	2	3	4	2	3	4	18
23	Female	UNDIP	4	2024	5	2	4	2	1	3	17
24	Female	UNDIP	8	2023	3	4	3	5	5	5	25
25	Female	UNDIP	6	2024	4	5	1	1	4	2	17
26	Male	UNDIP	6	2024	5	5	4	5	5	5	29
27	Female	UNDIP	6	2023	1	4	4	3	5	5	22
28	Female	UNDIP	8	2024	1	5	2	5	1	1	15
29	Female	UNDIP	6	2025	5	5	4	4	5	5	28
30	Female	UNDIP	10	2023	5	5	5	2	2	4	23

31	Female	UNDIP	4	2024	5	2	5	3	5	1	21
32	Female	UII	6	2024	4	1	3	4	3	2	17
33	Female	USU	8	2024	2	4	4	3	1	2	16
34	Female	UII	8	2025	4	5	2	4	4	4	23
35	Male	USU	8	2025	3	4	2	5	3	3	20
36	Female	UNDIP	8	2024	3	2	4	2	1	2	14
37	Female	UII	6	2023	1	5	3	3	2	4	18
38	Male	USU	4	2024	3	4	2	3	3	2	17
39	Male	UII	6	2024	1	4	5	2	5	1	18
40	Male	UNDIP	10	2023	3	1	1	4	1	4	14
41	Male	UII	8	2024	1	5	2	1	3	4	16
42	Male	UII	8	2025	2	5	5	5	2	3	22
43	Female	UII	6	2025	3	2	5	5	1	4	20
44	Male	UNDIP	6	2025	5	1	2	5	3	4	20
45	Male	UNDIP	6	2024	3	5	5	1	4	1	19
46	Male	USU	6	2024	5	2	4	5	2	1	19
47	Male	UNDIP	8	2024	3	1	4	4	2	4	18
48	Female	UNDIP	10	2025	3	1	1	5	5	3	18
49	Female	UNDIP	6	2024	3	1	4	1	4	4	17
50	Male	UII	8	2024	3	3	3	3	1	4	17
51	Male	UII	6	2023	4	5	3	3	2	2	19
52	Female	UII	8	2025	3	3	3	2	5	5	21
53	Female	USU	8	2024	2	2	2	1	1	3	11
54	Female	UNDIP	6	2025	3	3	3	1	1	4	15
55	Female	UII	6	2024	5	4	4	2	4	2	21
56	Female	UNDIP	6	2024	3	4	2	5	3	3	20
57	Female	UII	8	2024	3	2	4	2	1	2	14
58	Male	UII	6	2023	1	5	3	3	2	4	18
59	Female	UNDIP	8	2025	2	3	3	1	1	2	12
60	Female	UII	8	2023	3	4	2	5	3	3	20
61	Female	UNDIP	10	2023	3	2	4	2	1	2	14
62	Male	UII	6	2024	1	5	3	3	2	4	18
63	Female	UNDIP	8	2024	2	4	5	5	5	3	24
64	Male	UNDIP	8	2023	2	5	3	4	4	2	20
65	Male	USU	6	2024	4	4	5	5	3	3	24
66	Female	UII	8	2024	5	2	5	2	2	5	21
67	Female	UNDIP	6	2024	3	4	2	5	3	3	20
68	Female	UNDIP	6	2024	3	2	4	2	1	2	14
69	Male	UNDIP	8	2024	1	5	3	3	2	4	18
70	Male	UNDIP	6	2025	2	1	5	3	3	2	16
71	Female	UII	6	2024	2	3	4	3	2	4	18
72	Female	USU	8	2025	2	3	1	1	2	2	11
73	Male	UNDIP	10	2024	2	2	2	1	2	1	10
74	Male	UII	8	2024	2	2	2	2	2	4	14

75	Male	UII	6	2024	3	2	1	1	2	3	12
76	Female	UII	8	2025	1	3	1	3	1	3	12
77	Female	UNDIP	6	2024	4	5	3	5	5	4	26
78	Female	UII	6	2023	2	3	4	3	3	2	17
79	Female	UII	6	2024	3	3	3	2	2	3	16
80	Female	UNDIP	10	2023	1	1	1	2	1	2	8
81	Female	UII	6	2024	4	3	4	3	4	4	22
82	Female	USU	6	2024	3	2	2	1	2	2	12
83	Male	UII	10	2024	3	3	3	4	4	4	21
84	Female	USU	10	2024	5	4	4	3	4	3	23
85	Female	UII	10	2024	5	5	3	3	5	5	26
86	Male	UNDIP	8	2023	1	1	3	1	1	3	10
87	Female	USU	6	2024	1	1	2	2	2	1	9
88	Female	UNDIP	4	2024	3	4	2	3	4	2	18
89	Female	UII	8	2023	3	3	4	5	3	3	21
90	Female	UII	6	2024	1	2	2	1	2	2	10
91	Male	UII	6	2025	3	2	1	1	1	1	9
92	Male	USU	8	2023	1	2	3	3	2	3	14
93	Male	UII	6	2024	5	3	5	3	3	3	22
94	Female	UII	8	2025	3	2	1	1	1	3	11
95	Female	UII	8	2023	5	5	5	4	5	4	28
96	Female	UII	6	2024	3	4	2	4	2	4	19
97	Female	USU	8	2024	2	1	1	3	2	3	12
98	Male	USU	6	2025	3	4	2	4	3	2	18
99	Male	USU	6	2025	5	5	5	5	5	3	28
100	Female	UNDIP	6	2024	4	3	3	4	4	5	23
101	Male	USU	6	2023	4	4	4	4	4	3	23
102	Male	UNDIP	6	2024	3	4	5	3	4	4	23
103	Female	UNDIP	8	2024	3	3	4	2	2	3	17
104	Male	UNDIP	6	2023	4	3	5	3	3	3	21
105	Female	UII	6	2024	3	3	3	1	2	2	14
106	Male	UNDIP	8	2023	3	2	2	2	3	1	13
107	Female	UNDIP	6	2024	5	4	5	5	3	5	27
108	Female	UII	8	2024	4	2	4	3	4	4	21
109	Male	UNDIP	6	2024	3	2	1	1	2	2	11
110	Female	UNDIP	6	2024	4	2	4	3	3	2	18
111	Female	UII	8	2024	3	4	3	4	2	2	18
112	Female	UII	8	2025	3	1	2	3	2	2	13
113	Male	UNDIP	8	2024	5	3	4	4	3	5	24
114	Female	UII	6	2024	3	3	4	4	4	4	22
115	Male	USU	8	2023	4	3	5	4	4	5	25
116	Male	UNDIP	6	2024	4	5	5	3	3	3	23
117	Male	UII	6	2024	3	4	3	3	2	4	19
118	Female	USU	8	2023	5	4	4	4	3	4	24

Appendix 3

Descriptive Statistic Analysis of Variable

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PR	118	1	5	3,31	1,271
RL	118	1	5	3,11	1,373
CM	118	1	5	3,42	1,309
OP	118	1	5	3,23	1,404
RA	118	1	5	3,26	1,314
AR	118	1	5	3,03	1,345
AF	118	1	5	3,09	1,347
Valid N (listwise)	118				

Appendix 4

Validity Test

Pressure (X1)

Correlations

		PR.1	PR.2	PR.3	PR.4	PR
PR.1	Pearson Correlation	1	.353**	.297**	.260**	.654**
	Sig. (2-tailed)		0,000	0,001	0,004	0,000
	N	118	118	118	118	118
PR.2	Pearson Correlation	.353**	1	.468**	.617**	.813**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000
	N	118	118	118	118	118

PR.3	Pearson Correlation	.297**	.468**	1	.522**	.751**
	Sig. (2-tailed)	0,001	0,000		0,000	0,000
	N	118	118	118	118	118
PR.4	Pearson Correlation	.260**	.617**	.522**	1	.787**
	Sig. (2-tailed)	0,004	0,000	0,000		0,000
	N	118	118	118	118	118
PR	Pearson Correlation	.654**	.813**	.751**	.787**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

Religiosity (X2)

Correlations

		RL.1	RL.2	RL.3	RL.4	RL.5	RL
RL.1	Pearson Correlation	1	.249**	0,174	.514**	.534**	.699**
	Sig. (2-tailed)		0,007	0,059	0,000	0,000	0,000
	N	118	118	118	118	118	118
RL.2	Pearson Correlation	.249**	1	.268**	.359**	.310**	.669**
	Sig. (2-tailed)	0,007		0,003	0,000	0,001	0,000
	N	118	118	118	118	118	118
RL.3	Pearson Correlation	0,174	.268**	1	.326**	.229*	.595**
	Sig. (2-tailed)	0,059	0,003		0,000	0,013	0,000
	N	118	118	118	118	118	118
RL.4	Pearson Correlation	.514**	.359**	.326**	1	.364**	.751**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000	0,000
	N	118	118	118	118	118	118
RL.5	Pearson Correlation	.534**	.310**	.229*	.364**	1	.695**
	Sig. (2-tailed)	0,000	0,001	0,013	0,000		0,000
	N	118	118	118	118	118	118
RL	Pearson Correlation	.699**	.669**	.595**	.751**	.695**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	

	N	118	118	118	118	118	118
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**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Competence (X3)

Correlations

		CM.1	CM.2	CM.3	CM.4	CM.5	CM.6	CM
CM.1	Pearson Correlation	1	.501**	.304**	.509**	.376**	.291**	.761**
	Sig. (2-tailed)		0,000	0,001	0,000	0,000	0,001	0,000
	N	118	118	118	118	118	118	118
CM.2	Pearson Correlation	.501**	1	0,131	.368**	.585**	0,062	.684**
	Sig. (2-tailed)	0,000		0,156	0,000	0,000	0,508	0,000
	N	118	118	118	118	118	118	118
CM.3	Pearson Correlation	.304**	0,131	1	.454**	0,100	.506**	.606**
	Sig. (2-tailed)	0,001	0,156		0,000	0,282	0,000	0,000
	N	118	118	118	118	118	118	118
CM.4	Pearson Correlation	.509**	.368**	.454**	1	.369**	.413**	.791**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000	0,000	0,000
	N	118	118	118	118	118	118	118
CM.5	Pearson Correlation	.376**	.585**	0,100	.369**	1	-.203*	.584**
	Sig. (2-tailed)	0,000	0,000	0,282	0,000		0,028	0,000
	N	118	118	118	118	118	118	118
CM.6	Pearson Correlation	.291**	0,062	.506**	.413**	-.203*	1	.513**
	Sig. (2-tailed)	0,001	0,508	0,000	0,000	0,028		0,000
	N	118	118	118	118	118	118	118
CM	Pearson Correlation	.761**	.684**	.606**	.791**	.584**	.513**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Opportunity (X4)

Correlations

		OP.1	OP.2	OP.3	OP.4	OP.5	OP
OP.1	Pearson Correlation	1	.373**	.446**	.311**	.302**	.681**
	Sig. (2-tailed)		0,000	0,000	0,001	0,001	0,000
	N	118	118	118	118	118	118
OP.2	Pearson Correlation	.373**	1	.506**	.355**	.402**	.748**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000	0,000
	N	118	118	118	118	118	118
OP.3	Pearson Correlation	.446**	.506**	1	.338**	.432**	.766**
	Sig. (2-tailed)	0,000	0,000		0,000	0,000	0,000
	N	118	118	118	118	118	118
OP.4	Pearson Correlation	.311**	.355**	.338**	1	.419**	.666**
	Sig. (2-tailed)	0,001	0,000	0,000		0,000	0,000
	N	118	118	118	118	118	118
OP.5	Pearson Correlation	.302**	.402**	.432**	.419**	1	.711**
	Sig. (2-tailed)	0,001	0,000	0,000	0,000		0,000
	N	118	118	118	118	118	118
OP	Pearson Correlation	.681**	.748**	.766**	.666**	.711**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

Rationalism (X5)

Correlations

		RA.1	RA.2	RA.3	RA.4	RA.5	RA.6	RA
RA.1	Pearson Correlation	1	.592**	.309**	.341**	.238**	.364**	.726**
	Sig. (2-tailed)		0,000	0,001	0,000	0,010	0,000	0,000
	N	118	118	118	118	118	118	118
RA.2	Pearson Correlation	.592**	1	.312**	.263**	.286**	.293**	.690**
	Sig. (2-tailed)	0,000		0,001	0,004	0,002	0,001	0,000
	N	118	118	118	118	118	118	118

RA.3	Pearson Correlation	.309**	.312**	1	.400**	.403**	.252**	.657**
	Sig. (2-tailed)	0,001	0,001		0,000	0,000	0,006	0,000
	N	118	118	118	118	118	118	118
RA.4	Pearson Correlation	.341**	.263**	.400**	1	.393**	.369**	.693**
	Sig. (2-tailed)	0,000	0,004	0,000		0,000	0,000	0,000
	N	118	118	118	118	118	118	118
RA.5	Pearson Correlation	.238**	.286**	.403**	.393**	1	.185*	.621**
	Sig. (2-tailed)	0,010	0,002	0,000	0,000		0,044	0,000
	N	118	118	118	118	118	118	118
RA.6	Pearson Correlation	.364**	.293**	.252**	.369**	.185*	1	.611**
	Sig. (2-tailed)	0,000	0,001	0,006	0,000	0,044		0,000
	N	118	118	118	118	118	118	118
RA	Pearson Correlation	.726**	.690**	.657**	.693**	.621**	.611**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Arrogance (X6)

Correlations

		AR.1	AR.2	AR.3	AR.4	AR.5	AR.6	AR
AR.1	Pearson Correlation	1	.373**	.308**	.231*	.206*	.343**	.649**
	Sig. (2-tailed)		0,000	0,001	0,012	0,025	0,000	0,000
	N	118	118	118	118	118	118	118
AR.2	Pearson Correlation	.373**	1	.345**	.349**	.193*	0,172	.647**
	Sig. (2-tailed)	0,000		0,000	0,000	0,036	0,062	0,000
	N	118	118	118	118	118	118	118
AR.3	Pearson Correlation	.308**	.345**	1	.350**	.238**	.267**	.658**
	Sig. (2-tailed)	0,001	0,000		0,000	0,009	0,003	0,000
	N	118	118	118	118	118	118	118
AR.4	Pearson Correlation	.231*	.349**	.350**	1	.209*	.424**	.671**
	Sig. (2-tailed)	0,012	0,000	0,000		0,023	0,000	0,000
	N	118	118	94118	118	118	118	118

AR.5	Pearson Correlation	.206*	.193*	.238**	.209*	1	.300**	.543**
	Sig. (2-tailed)	0,025	0,036	0,009	0,023		0,001	0,000
	N	118	118	118	118	118	118	118
AR.6	Pearson Correlation	.343**	0,172	.267**	.424**	.300**	1	.653**
	Sig. (2-tailed)	0,000	0,062	0,003	0,000	0,001		0,000
	N	118	118	118	118	118	118	118
AR	Pearson Correlation	.649**	.647**	.658**	.671**	.543**	.653**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Academic Fraud (Y)

Correlations

		AF.1	AF.2	AF.3	AF.4	AF.5	AF.6	AF
AF.1	Pearson Correlation	1	0,139	.394**	.327**	.405**	.265**	.650**
	Sig. (2-tailed)		0,134	0,000	0,000	0,000	0,004	0,000
	N	118	118	118	118	118	118	118
AF.2	Pearson Correlation	0,139	1	.239**	.343**	.357**	.260**	.616**
	Sig. (2-tailed)	0,134		0,009	0,000	0,000	0,004	0,000
	N	118	118	118	118	118	118	118
AF.3	Pearson Correlation	.394**	.239**	1	.270**	.247**	.200*	.606**
	Sig. (2-tailed)	0,000	0,009		0,003	0,007	0,030	0,000
	N	118	118	118	118	118	118	118
AF.4	Pearson Correlation	.327**	.343**	.270**	1	.397**	.284**	.690**
	Sig. (2-tailed)	0,000	0,000	0,003		0,000	0,002	0,000
	N	118	118	118	118	118	118	118
AF.5	Pearson Correlation	.405**	.357**	.247**	.397**	1	.266**	.700**
	Sig. (2-tailed)	0,000	0,000	0,007	0,000		0,004	0,000
	N	118	118	118	118	118	118	118
AF.6	Pearson Correlation	.265**	.260**	.200*	.284**	.266**	1	.583**
	Sig. (2-tailed)	0,004	0,004	0,030	0,002	0,004		0,000
	N	118	118	95	118	118	118	118

AF	Pearson Correlation	.650**	.616**	.606**	.690**	.700**	.583**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	0,000	0,000	
	N	118	118	118	118	118	118	118

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix 5

Reliability Test

Pressure (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
0,738	4

Religiosity (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
0,708	5

Competence (X3)

Cronbach's Alpha	N of Items
0,734	6

Opportunity (X4)

Cronbach's Alpha	N of Items
0,761	5

Rationalism (X5)

Cronbach's Alpha	N of Items
0,751	6

Arrogance (X6)

Cronbach's Alpha	N of Items
0,708	6

Academic Fraud (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
0,714	6

Appendix 6

Classical Assumption Test

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	4,65179681
Most Extreme Differences	Absolute	0,067
	Positive	0,067
	Negative	-0,030
Test Statistic		0,067
Asymp. Sig. (2-tailed) ^c	97	.200 ^d

- a. Test distribution is Normal.
- b. Calculated from data.

Multicollinearity Test

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Pressure	0,883	1,133
Religiosity	0,886	1,128
Competence	0,854	1,171
Opportunity	0,758	1,319
Rationalism	0,785	1,275
Arrogance	0,947	1,056

a. Dependent Variable: AF

Heteroscedasticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,707	1,723		3,312	0,001
	PR	0,128	0,072	0,169	1,764	0,081
	RL	-0,068	0,059	-0,110	-1,145	0,255
	CM	-0,007	0,055	-0,013	-0,134	0,894
	OP	-0,109	0,059	-0,191	-1,844	0,068
	RA	-0,071	0,055	-0,131	-1,283	0,202
	AR	0,033	0,052	0,059	0,641	0,523

Appendix 7

Hypothesis Test

Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,383	2,937		3,194	0,002
	Pressure	0,067	0,123	0,049	0,546	0,586
	Religiosity	-0,254	0,101	-0,228	-2,521	0,013
	Competence	0,227	0,094	0,223	2,422	0,017
	Opportunity	0,215	0,101	0,208	2,133	0,035
	Rationalization	0,125	0,095	0,127	1,326	0,188
	Arrogance	0,089	0,088	0,088	1,007	0,316

a. Dependent Variable: AF

F- Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	621,636	6	103,606	4,542	.000 ^b
	Residual	2531,788	111	22,809		
	Total	3153,424	117			

T-Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,383	2,937		3,194	0,002
	Pressure	0,067	0,123	0,049	0,546	0,586
	Religiosity	-0,254	0,101	-0,228	-2,521	0,013
	Competence	0,227	0,094	0,223	2,422	0,017
	Opportunity	0,215	0,101	0,208	2,133	0,035
	Rationalization	0,125	0,095	0,127	1,326	0,188
	Arrogance	0,089	0,088	0,088	1,007	0,316

a. Dependent Variable: AF

Coefficient of Determinations (R²)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	0,197	0,154	4,776

a. Predictors: (Constant), AR, RA, RL, CM, PR, OP

b. Dependent Variable: AF