



Investigating Academic Dishonesty among Undergraduate Students: Do Gender and Majors Matter?

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ABSTRACT

Objective: The research aims to understand the extent of academic dishonesty among students in a faculty at a university in a developing country, defining the various types of dishonesty and pinpointing the factors that trigger such behavior; to formulate a profile of academic dishonesty as a guideline for the level of academic dishonesty in the faculty. The research involved subjects from eight departments, which had never been carried out by other researchers before. **Method:** Data were collected via a survey using a Google Form, employing the Academic Dishonesty instrument and tailored to the Indonesian context. This instrument, which consists of 23 items, covers six factors: cheating in examinations, plagiarism, outside help, prior cheating, falsification, and lying in academic assignments. **Results:** First, there is a significant difference in academic dishonesty scores between male and female groups, with a significance value of 0.019 ($p < 0.05$). Second, there is no significant difference in academic dishonesty scores based on majors between male and female groups, as indicated by the significance value of 0.060 ($p > 0.05$). The final conclusion is that there is no significant difference in academic dishonesty scores based on the interaction between gender and majors within each population group, as evidenced by the significance value of 0.331 ($p > 0.05$). This study contributes to filling a critical gap in the literature and offers valuable insights for developing targeted interventions across diverse educational contexts.

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INTRODUCTION

The World Health Organization (WHO) officially proclaimed the COVID-19 pandemic in early March 2020, which had a significant impact on several areas of life, such as the economy, society, and education. As a reaction, nations globally, including Indonesia, enforced measures to control the transmission of the virus, such as limitations on mobility and face-to-face encounters. The Indonesian Ministry of Education and Culture made it compulsory to use distance learning as a response to the epidemic. As a result, the Ministry conducted instructional activities remotely, utilizing platforms like Google Meet, Zoom, Webex, and WhatsApp groups. Although these technologies aided in ongoing instruction, the sudden transition to online assessment in higher education exposed substantial obstacles in upholding academic honesty (Almosa & Alzahrani, 2022; Janke et al., 2021; Vellanki et al., 2023). The growing dependence on digital platforms for assessments has highlighted the necessity of tackling concerns regarding academic integrity in Indonesia, a developing nation grappling with the intricacies of this emerging educational environment. These results support the idea that the implementation of ad-hoc online testing in 2020 has had detrimental effects on academic integrity (Janke et al., 2021).

Each application facilitated the learning process, making it easier to access teaching and learning materials, communicate through existing networks, and enhance

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