

The Effect of Cheating Culture on the Implementation of State Defense at Politeknik Negeri Jakarta

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ABSTRACT

Based on the results of observations to students, it was found that cheating is an entrenched habit among students. This is not in line with the efforts made to avoid cheating, including by preparing to study before the exam to understand the material better. This study aims to determine the effect of cheating culture on students, as an implementation of state defence. This study uses a quantitative descriptive method with the type of survey research. Conclusions are made through the analysis of questionnaires from respondents. The data sources are taken from 3rd-semester students. The sample is determined by using random sampling, the student population is 150 students which is divided into 7 engineering and non-engineering students. The result of this study shows that 87.8% of students had cheated with the factors of lack of self-confidence and fear of bad grades. Then, 99% of students stated that honesty is one of the behaviours that can reduce the cheating habit. Honesty is considered as a form of state defence implementation at Jakarta State Polytechnic students which must be carried out consistently, as the goal of forming national character can be achieved as an effort to face challenges in the future.

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INTRODUCTION

Students always try to behave pro-socially, which is a form of behaviour that arises because of social contact. This behaviour is considered as an act of helping that benefits others without having to provide direct benefits to the person who acts, even involving risk to the person who is helping. However, the student did not think further about whether or not his helping behaviour was considered honest behaviour. Baron and Byrne in (Lado et al., 2019). Cheating behaviour often occurs, especially when entering the exam period, from elementary school to college-level which is always carried out every semester as one of the requirements for determining graduation. There is a shift in the meaning of the learning objective in a society where achievement is the goal

of learning outcomes. It makes many students try to look for alternative instant ways to get the achievement. Students no longer see the learning process itself, but the learning outcomes in the form of rankings, high grades, graduation, to the success of continuing their education to a higher level. Cheating practices happen at the exam that is against the rules in gaining an individual advantage, getting answers to get a higher score than the score that might be obtained by one's ability.

Cheating can be interpreted as giving, using, or receiving any information, using prohibited materials, and exploiting someone's weaknesses, procedures, or processes to gain an advantage in academic assignments. Cheating is a dishonest act that is done consciously to create profits that ignore the principle of justice. This activity is a habit that often occurs among students. Since many years ago, from generation to generation, cheating seems to have become a culture that is always present in almost every school or college in Indonesia. Habits that are considered trivial and then ignored will have a bad impact on students, even though values that are important in the educational process are not only from the scores but also from the learning process itself. Exams are conducted to measure students' abilities, then if students cheat then the assessment aspect becomes not objective. In addition, cheating will also have negative impacts not only on the person who asks the question but also on the person who answers. This habit interferes with the process of character formation and is a threat to the young generation in the future

The role of the government (Gredinand, 2017) through one of the conceptual and strategic program policies to instil values of state defence awareness is through formal activities, namely by implementing the basic state defence that has been proclaimed by the government. The implementation of the State Defense is confined in UUD 1945 Article 30 Paragraph 1 which states the rights and obligations of every citizen to participate in the defence and security of the state. The implementation of State Defense Education in Higher Education (Anggita Sari & Lian, 2017) through a curriculum that contains parameters of success in achieving objectives must have 5 (five) basic values, namely love for the homeland, willingness to sacrifice, awareness of the nation and state, Pancasila as the state ideology, and the initial capabilities of state defence, both physical and non-physical.

The implementation of student state defence, in this case, is gaining momentum as a solution that is considered appropriate to overcome these threats. Based on the Decree of the President of the Republic of Indonesia, December 18, 2006, was designated as National Defense Day. And through Article 27 paragraph (3) mandates that "Every citizen has the right and is obliged to participate in efforts to defend the country". This means that the attitude of state defence for students, especially students of the Jakarta State Polytechnic, is to eliminate the habit of cheating during exams. For this reason, the recent cooperation between the Indonesian National Army (TNI AD) and universities must be addressed as improving students' awareness. The shifting conditions of threats and challenges for Indonesia in the current era remind us of the existence of the Jakarta State Polytechnic as a higher education that educates professionals, which has a very large opportunity in the implementation of state defence. Based on this background, this research is entitled "The Effect of the Cheating Culture on the Implementation of State Defense at Politeknik Negeri Jakarta".

METHODS

This research method uses a quantitative descriptive design, which means that the data obtained in the field will be analysed descriptively. This method presents statistical data which is then described.

Research Sample

The method used in determining the sample in this study is random sampling (Gulo, 2002). The population of 150 students is divided into 7 engineering and non-engineering students. The sample obtained from this study was calculated using the Slovin formula (Sujarweni, 2014). Based on the results of these calculations, it is obtained 109.09 then rounded up to 110 respondents.

Data Collection Techniques

Data collection techniques were carried out through 3 techniques according to (Creswell, 2007). First, conducting observations by collecting field notes and observing as participants as well as observers. Second, study documentation of books, national journals, and international journals related to the cultural factor of cheating on the implementation of state defence for students. Third, data collection using interviews was conducted openly through questionnaires and telephone. In the interview, the researcher asked questions related to the effect of the cheating culture on the implementation of state defence.

Data Analysis

Data analysis used descriptive statistics, which is presenting data in the form of pie charts and then describing the condition of the data obtained. Describing the situation that occurs to students (Raco, 2010) systematically and factually, then data analysis is carried out by describing the data that has been collected as a solution to research problems. The type of research conducted is included in survey research. Thus, the conclusion is drawn through the analysis of questionnaires that is obtained from the respondents.

RESULTS AND DISCUSSION

Research Finding

The questionnaires were distributed to 110 students consisting of 7 engineering and non-engineering majors, which are Mechanical Engineering, Civil Engineering, Electrical Engineering, Graphic Engineering and Publishing, Informatics and Computer Engineering, Accounting, and Commercial Administration.

It shows that 93% of students prepare for the exam period, this affects the learning patterns of each individual. Starting from learning time management, reviewing material, even through questions that have been given by the lecturer. Among the preparations that have been made in facing the exam, students still feel insecure, seen from the intensity in cheating as many as 87.8% of students have cheated.



Picture 1: Cheating during exam

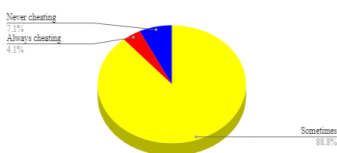
Discussion

The discussion of the research results is to perceive the effect of the cheating culture on students, the factors that cause cheating in students, and the negative impact of cheating on the implementation of state defence for students at the Jakarta State Polytechnic. Cheating behaviour can be caused by various factors according to Hartanto (Sari, 2015), it is explained that students who have low self-efficacy are indicating cheating behaviour. Pressure often makes psychological conditions burdened and the impact will be very severe if the students do not succeed in achieving what they want. Based on this experience, when self-confidence in students' abilities decreased, cheating is considered a common practice and becomes a culture among students. It is such an instant way that is taken to get a high score.

Self-Efficacy is one's belief about one's ability to act. In line with (Anitasari et al., 2021) that the effect of good self-efficacy (self-confidence) depends on the academic situation. So, it can be assumed that students who have high self-efficacy have better learning motivation than having the ability to achieve an academic accomplishment. Based on the fact that not everyone can monitor individual behaviour and provide sanctions if they violate moral values, the effort to develop self-sanctions as a regulation of moral behaviour occupies an important position. Uncovering and exploring cheating behaviour become important because this behaviour is seen as polluting the assessment process carried out in the world of education.

The Impact of Cheating

The opinion of Gadamosi (2004) revealed three important factors that contribute to cheating behaviour. First, the *chance* is the strongest predictor of fraudulent behaviour. Second, some students give codes to other students to cheat. Third, hopeless, all mental efforts made by students to take actions that are not following social norms. These factors make students cheat, as can be seen in Figure 2.



Picture 2: The Frequency of Cheating

Therefore, minimizing the chance of cheating on exams is an important factor to be conducted. It shows that 93.9% of students said that cheating had a negative impact, as shown in Figure 3.

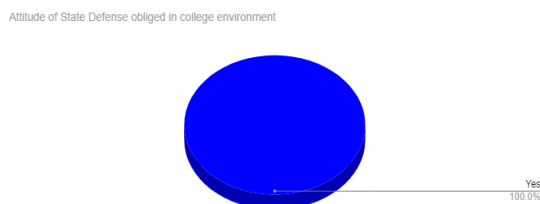


Picture 3: Negative Impact of Cheating

The results show that 69.4% of students agree that the cheating culture should be eliminated from the educational environment, especially in higher education because the results obtained from cheating are not objective. The negative effect of cheating on the implementation of state defence for students is when someone cheats, then it is equivalent to providing confidential information. This habit of disseminating information not only threatens education but also threatens the country's resilience. So, the cheating culture should be eliminated as an effort to apply the attitude of state defence.

Honesty as an Act of State Defense

The cheating behaviour of students (Pujiatni & Lestari, 2010) has an impact on their lack of determination in state defence. 80% of students realize that the culture of cheating will affect the act of state defence. Cheating behaviour that is considered reasonable also shows the weak internalization of the value of honesty. Cheating is a dishonest act that does not seem strong enough to support upholding the honesty values conveyed by parents and lecturers. The implementation of state defence for students is not only by joining the military but also by dedication according to the profession that supports the nation's idealism. Religious values become the basis for thinking and behaving in every activity. Thus, students believe that carrying out state defence is mandatory as shown in Figure 4.

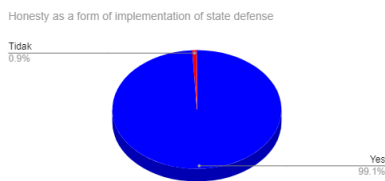


Picture 4: State Defense in College

Ravenscroft in (Shrader, 2004) found that moral judgment was not associated with honesty. But high cheating correlates with low honesty. In contrast to others (Whitley, 1999) who saw gender differences affect the frequency of cheating behaviour, according to him, men cheated more often. Both men and women have the same opportunities in cheating behaviour and surely affect the attitude of state defence.

One of the theories in psychology that discuss moral behaviour is the moral disintegration model proposed by Bandura (Aisyiyah et al., 2022). This model is a development of social cognition theory which adopts an interactionist perspective in explaining moral phenomena. Some students feel uncomfortable if the score obtained from their exam results comes from cheating, and cheating is also considered an obstacle in defending the nation and state. There are 92% of students think that the implementation of state defence is a practice of national character

formation, and this character grows as a soft skill. Thus, honesty (Aisyah, 2019) as a form of state defence can be seen in Figure 5.



Picture 5: The honesty as a form of implementation of state defence

The socialization of state defence among students is gaining momentum as a solution that is considered appropriate to future challenges. Therefore, citing (Sakinah & Dewi, 2021) builds character through the application of the values of honesty and responsibility, making students more careful in providing information, because currently, the information we get and give to others is very easy to do. The realization of state defence for students is also a practice of awareness of love for the homeland because students cannot release themselves as agents of change (Puspitasari, 2021). A person's actions, in this case, attitudes and actions in state defence, are formed from three main components (Idram, 2021), namely behavioural beliefs, normative beliefs, and control beliefs:

1) Attitude to Behavior (ATB)

Attitudes to behaviour that are influenced by behavioural beliefs, i.e., positive or negative evaluations of certain behaviours, are reflected in words such as true-false, agree-disagree, good-bad. Evaluation of the attitude of state defence will increase the intention (potential) to defend the country.

2) Subjective Norms (SN)

Subjective norms are influenced by subjective norms around the individual who expects the individual to behave in a certain way or not. Examples of religious norms (for religious individuals), social norms, family norms, or when people who are important to individuals or tend to be obeyed by individuals think that loving the homeland is a positive thing, it will increase the intention (potential) to have a high awareness of state defence.

3) Control Belief (CB)

Influenced by perceived behavioural control, namely references to the difficulty and ease of eliciting a behaviour. This relates to the sources and opportunities to manifest behaviour. For example, the environment around someone who loves his country big/easy will increase the individual's intention to grow a high awareness of defending the country.

CONCLUSION

Based on the results of the study, it can be concluded that the habit of cheating is not a good thing to do. So, it should be fixed by growing a sense of love for the nation through learning about state defence. The lack of self-confidence and fear of bad grades is considered as the main factor

(87,8%) that causes cheating. This is a challenge for students during exams. Besides, cheating is also the same as conveying, giving, using, or receiving all confidential information.

The habit of cheating affects the implementation of state defence on students of Politeknik Negeri Jakarta, There are 99% of students who stated that honesty is a practice of state defence for students at Politeknik Negeri Jakarta. Implementing honesty should be conducted consistently so that the ideals of the nation's character can be achieved as an effort to face challenges in the future.

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