¿LA DETERMINACIÓN GARANTIZA QUE LOS ESTUDIANTES INCURRAN EN LA DESHONESTIDAD ACADÉMICA

Herdian, Herdian; Wahidah, Fatin RN

¿LA DETERMINACIÓN GARANTIZA QUE LOS ESTUDIANTES INCURRAN EN LA DESHONESTIDAD ACADÉMICA

O grão garante aos estudantes que não haja desonestidade académica?

Does grit guarantee students do not academic dishonesty?

Herdian Herdian herdian@ump.ac.id
Universitas Muhammadiyah Purwokerto, Indonesia
https://orcid.org/0000-0003-3452-1843
Fatin RN Wahidah herdian@ump.ac.id
Universitas Muhammadiyah Purwokerto, Indonesia
https://orcid.org/0000-0002-4955-179X

Resumen: El OBJETIVO: la deshonestidad académica sigue siendo una preocupación para los investigadores en varias partes del mundo. Esto se debe a que todavía hay muchos académicos que incurren en este comportamiento poco ético. ¿Se ha examinado cómo la determinación (grit, en inglés) juega un papel en la deshonestidad académica? ¿Predice la determinación el logro académico? ¿Modera el género la influencia de la determinación en la deshonestidad académica? MATERIAL Y MÉTODOS: esta investigación utiliza un enfoque cuantitativo. Participaron 408 estudiantes de Indonesia (M = 95; F = 313). El instrumento de medición utilizado es la Escala de Deshonestidad Académica adaptada de Ampuni et al. (2019) con $\alpha = 0,860$ y la Escala de Grit para Niños y Adultos utilizada por Wahidah (2019) con $\alpha = 0,727$. RESULTADOS Y DISCUSIÓN: los resultados muestran que todas las variables de la investigación influyen en la deshonestidad académica. Incluso la influencia de la determinación, el género y el logro académico combinados generan mayor deshonestidad académica. Sin embargo, el género no pudo moderar la influencia de la determinación en la deshonestidad académica. CONCLUSIONES: concluimos que los estudiantes que tienen determinación reducirán la tendencia a comportarse de manera poco ética en lo académico, en este caso, deshonestidad académica.
Palabras clave: Deshonestidad académica, determinación, logro académico.

Abstract: The OBJECTIVE: Academic dishonesty is still a concern of researchers in various parts of the world. This is because there are still many academicians doing this unethical behavior. Do we examine how Grit plays a role in academic dishonesty? Does Grit predict Academic Achievement? Does Gender moderate the influence of Grit towards Academic Dishonesty?. MATERIALS AND METHODS: A quantitative approach is used in this research. A total of 408 students in Indonesia participated (M = 95; F = 313). The measuring instrument used is the Academic Dishonesty Scale adapted from Ampuni et al. (2019) with $\alpha = 0.860$ and the Grit Scale for Children and Adult used by Wahidah (2019) with $\alpha = 0.727$. RESULTS AND DISCUSSION: The results show that all research variables influence academic dishonesty. Even the influence of Grit, Gender, and academic achievement together is the greatest academic dishonesty. However, Gender was unable to moderate the influence of Grit toward academic dishonesty. CONCLUSIONS: We conclude that students who have Grit will

reduce the tendency to behave in unethical behavior in academics, in this case, academic dishonesty.

Resumo: O OBJETIVO: A desonestidade acadêmica ainda é uma preocupação de pesquisadores em várias partes do mundo. Isto porque ainda há muitos acadêmicos que fazem este comportamento antiético. Será que examinamos como Grit desempenha um papel na desonestidade acadêmica? Será que Grit prevê a Realização Acadêmica? O gênero modera a influência do Grit na desonestidade acadêmica? MATERIAIS E MÉTODOS: Uma abordagem quantitativa é utilizada nesta pesquisa. Um total de 408 estudantes na Indonésia participou (M = 95; F = 313). O instrumento de medição utilizado é a Escala de Desonestidade Acadêmica adaptada de Ampuni et al. (2019) com α = 0,860 e a Escala de Grão para Crianças e Adultos utilizada pela Wahidah (2019) com α = 0,727. RESULTADOS E DISCUSSÃO: Os resultados mostram que todas as variáveis de pesquisa influenciam a desonestidade acadêmica. Mesmo a influência do Grão, do Gênero e da realização acadêmica juntos é a maior desonestidade acadêmica. Entretanto, Gênero não foi capaz de moderar a influência de Grit em direção à desonestidade acadêmica. CONCLUSÕES: Concluímos que os estudantes que têm Grit reduzirão a tendência de comportamento antiético nos acadêmicos, neste caso, a desonestidade acadêmica.

INTRODUCTION

Research related to Academic Dishonesty is still exciting to research. Especially researchers in Asia, during this decade, there have been many research results on the topic of Academic dishonesty that have been reported in scientific articles. This proves that Academic dishonesty continues to occur in various places in Asian countries. Academic dishonesty has been reported in parts of North Asia such as Russia (Maloshonok & Shmeleva, 2019), West Asia, in Iran (Rezanejad & Rezaei, 2013); Israel (Steinberger, Eshet, & Grinautsky, 2021) and Georgia (Hancock, 2011), Central Asia in Kazakhstan (Zvonareva, 2019), East Asia in Korean (Ledesma, 2011), Taiwan (Yang, Chiang, & Huang, 2017), China (Zhang, Yin, & Zheng, 2018), Hongkong (Kam, Hue, & Cheung, 2018), South Asia, happened in India (Babu, Joseph, & Sharmila, 2011), and Pakistan (Aslam & Mian, 2011), and especially Asia Southeast, in Malaysia (Ibrahim, M., Ahmad, E., Al Harrasi, S. D., Ibrahim, 2020), Thailand (Thomas, 2017), Vietnam (Tran, Huynh, & Nguyen, 2018), and Indonesia (Herdian & Wahidah, 2020).

Gender and Academic Dishonesty

Some studies have linked dishonesty with demographics, including Gender (Azar & Applebaum, 2020; Hensley, Kirkpatrick, & Burgoon, 2013; Macale et al., 2017). The results of research on academic dishonesty also varied by culture. For example, there is a difference between how people from the West and the East view academic dishonesty. Chinese students see plagiarism differently from students in Australia, who consider plagiarism more permissible in China than Australian students (Ehrich, Howard, Mu, & Bokosmaty, 2016).

In terms of socioeconomic conditions, stronger socioeconomic levels of cities are associated with more fraud. Besides, children from religious schools tended to be more honest than children from secular schools (Azar & Applebaum, 2020). We added the gender variable as a moderator variable. Based on previous research, many say that men do more academic dishonesty than women (Hensley et al., 2013; Roig & Caso, 2005; Whitley, Bernard E., 1998). However, it is different from other studies that say that women do more disagreement than men (Azar & Applebaum, 2020). A study from (Macale et al., 2017) explained that men often did some academic dishonesty in faking attendance, while women often gave answers to friends in exams. Gender is interesting to investigate further whether it can moderate the effect of grit on academic dishonesty.

Grit, Academic Achievement, and Academic Dishonesty

Grit is a non-cognitive factor that plays an important role in determining the outcome/success in various fields, especially in education (Christopoulou, Lakioti, Pezirkianidis, Karakasidou, & Stalikas, 2018). Peterson and Seligman (2004) define grit as continuous voluntary action directed at a specific goal despite obstacles, difficulties, or hopelessness. In another definition, Grit represents passionate persistence towards challenging long-term goals and is associated with a variety of positive outcomes for young people, including academic achievement (Clark & Malecki, 2019). In other words, they can stay focused and active on a task for months and potentially years if needed (Holdan et al., 2018). Academically, previous research has shown that grit is positively associated with various outcomes such as GPA (Arouty, 2015), self-efficacy, and motivation (Farruggia, Han, Watson, Moss, & Bottoms, 2018). In other studies, it is said that grit is positively related to goal orientation. Students with a high goal orientation (learning approach) have a higher grit (Akin & Arslan, 2014). Based on the explanation above, if students have low grit, it is possible to predict unethical behavior in achieving their goals. This unethical behavior can be in the form of Academic dishonesty. So, it is important to examine how students who have low grit predict Academic dishonesty. Grit is an interesting variable to discuss. Its influence positively impacts on students.

Previous research results (Clark & Malecki, 2019) in 757 Teens, grades six to eight obtained results that showed a positive association between academic grit with life satisfaction and school satisfaction. In other studies conducted by Chang, 2014 with research samples from a private, highly selective four-year institution with varying racial/ethnic backgrounds located in the Southern United States. Students at this institution come from all 50 states of the United States and represent 116 different countries. The results showed that grit was able to predict GPA in the first year. Based on the results of previous research, the achievement is not solely based on the cognitive abilities of students, but rather on a combination of cognitive abilities and personality traits (Bazelais, Lemay, & Doleck, 2016). One of them is Grit. This shows that Grit has a very

important role that students must have to be successful in their academics. However, in other literature, the results of research conducted by Bazelais et al. (2016) in 156 students said that grit was not found to be a significant predictor of student achievement or course success. Inline within 113 accounting students at a Malaysian university, this study found that grit had no significant effect on the academic success of accounting students. The conclusion is that there are differences in the results from previous studies, so this research will examine how Grit predicts further academic achievement (GPA).

METHOD

This study uses a quantitative approach. According to Sugiyono (2016), The quantitative research method is a method based on the philosophy of positivism, used to examine a specific population or sample, data collection using research instruments, quantitative/statistical data analysis to test predetermined hypotheses. The purpose of this research is to know whether Grit predicts Academic dishonesty? Does Grit predict Academic Achievement? Does Gender moderate the influence of Grit on Academic Dishonesty?. The variables in this research are academic dishonesty as the dependent variable, while Grit is the Independent Variable, and Gender is the moderator variable.

We invited random sampling students from various backgrounds of different universities in Indonesia. A total of 408 students participated in this study voluntarily by filling in the informant consent. This research was conducted during a pandemic with a lockdown situation, so it could not allow participants directly to be involved. So, we gave two weeks to fill out the research questionnaire provided in the online form.

Instrument

Academic dishonesty

Data collection for academic dishonesty uses the Academic Dishonesty Scale, based on McCabe & Trevino, 1993 and Stone et al. (2010), and has been adapted in research by Ampuni et al. (2019). 14 items consist of 3 forms of academic dishonesty, namely cheating, illegal collaboration, and plagiarism. Participants are asked to respond to statements such as: "Using tools that are not allowed to complete assignments" using a scale of 0-4 that has an explanation of 0 (never) up to 4 (very often). All items showed good factor loading and were therefore included for hypothesis testing. Based on statistical analysis, the scale shows high internal consistency ($\alpha = 0.86$), and each subscale shows a high Cronbach alpha coefficient up to 0.83 (cheating), 0.71 (illegitimate collaboration), and 0, 64 (plagiarism). Meanwhile, Academic achievement uses demographic data in the form of the latest Academic Achievement Index. We use standard grade counts ranging from 0.00 to 4.00.

Grit

To measure grit, the Grit Scale for Children and Adult (GSCA) from Sturman & Zappala-Piemme (2017), which results from the revision of the Grit-O Scale, this measuring instrument is considered more suitable for the young student population and collectivist culture. There is already a measuring instrument translated into Indonesian by Bintamur (2018) and tested on 114 students ($\alpha = 0.83$). This measuring tool is made for students ranging from basic education to higher education Sturman & Zappala-Piemme (2017). The GSCA consists of 12 items and produces a single score on a 6-point Likert scale (point 1 = Strongly disagree, up to a point 6 = Strongly agree). Seven items are favorable. For example, "I continue to do my assignment until it is finished." The other five items are unfavorable. For example, "I don't always really try." The results of the previous measuring instrument reliability and validity test conducted by Wahidah (2019) on 418 high school students in Indonesia note that the alpha coefficient of this measuring instrument is 0.774. In this study, the measuring instrument was then tested on 408 students. As a result, the measuring instrument items showed good results and internal consistency $\alpha = 0.727$.

Data analysis uses multiple regression analysis to see the effect of two independent variables on one dependent variable and the effect of one moderator variable. Then see whether the moderator variable affects the relationship between variable X to Y. Hypothesis testing uses the calculated F test. F count is done to determine the level of significance of the independent variable on the dependent variable. This is based on Sugiyono, (2016) opinion that Multiple regression analysis is an analytical technique used to predict how the state (ups and downs) of the dependent variable (criterion) if two or more independent variables as predictor factors are manipulated (increase and decrease). We use SPSS to analyze research data.

RESULTS

Descriptive analysis of the demographics of 408 student respondents:

Attribute		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	95	23,3	23,3	23,3
	Female	313	76,7	76,7	100,0
GPA	2,00 - 2,75	9	2,2	2,2	2,2
	2,76 - 3,50	228	55,9	55,9	58,1
	3,51 - 4,00	170	41,7	41,7	99,8
	<2,00	1	0,2	0,2	100,0

Table 1.
Demographics

Based on table 1, the female participants were dominated (N=313, 76.7%), while the male N=95 (23.3%). The participant's GPA was

divided into four categories. The most is GPA with 2,76-4,00 points (N=228, 55,9%). And the fewest is GPA with <2,00 points (N=1, 0,2%).

In this study, four variables were used. Before the correlation and regression tests were carried out, the normality test was first carried out using SPSS 26. From the histogram of the four variables, The Kolmogorov-Smirnov and Shapiro-Wilk normality test also showed that the data distribution was not normally distributed because of p <0.05.
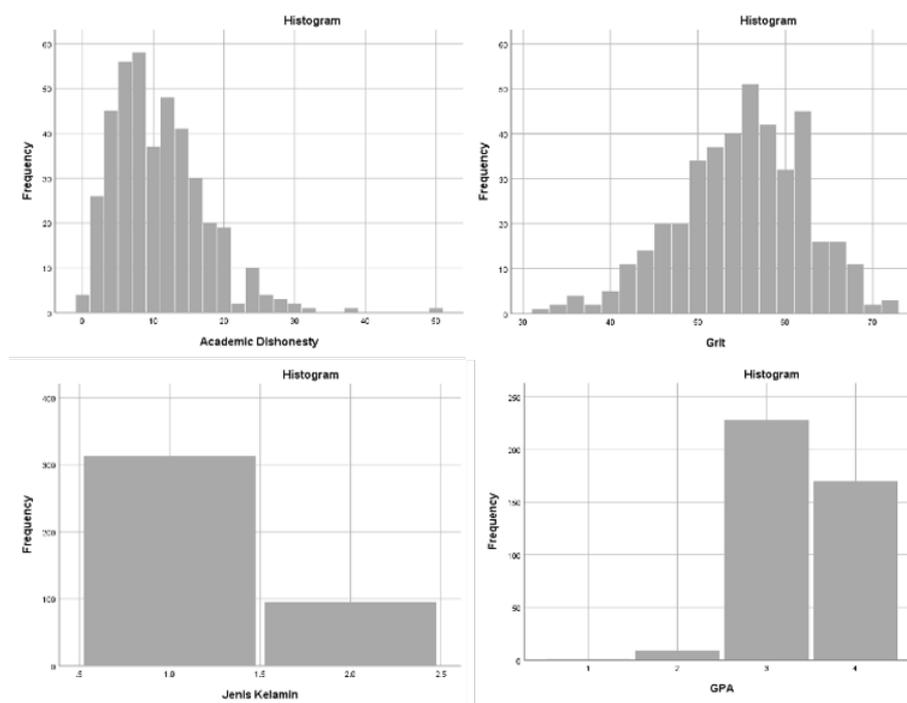
Attribute	Kolmogorov-Smirnov	Shapiro-Wilk	
Academic Dishonety	p<0,05	p<0,05	Not normally distributed
Grit	p<0,05	p<0,05	Not normally distributed
Gender	p<0,05	p<0,05	Not normally distributed
GPA	p<0,05	p<0,05	Not normally distributed

Table 2.
Normality Test

Because the data were not normally distributed, it was bootstrapped. The following are the results of the correlation of these variables through bootstrap.

	Academic Dishonesty	Grit	Gender	GPA
Academic Dishonesty	1	-0,289**	0,169**	-0,159**
Grit		1	0,024	0,088
Gender			1	-0,128**
GPA				1

N= 408, **correlation with sig p<0,01

Table 3.
Correlation

The Pearson correlation test is shown in Table 3, that there is a significant correlation between academic dishonesty and grit (r = -0.289 **, p <0.01); academic dishonesty and gender (r = 0.169 **, p <0.01); academic dishonesty and GPA (r = -0.159 **, p <0.01); and gender and GPA (r = -0.128 **, p <0.01). The negative correlation between grit and

academic dishonesty shows that the higher the grit score, the lower the academic dishonesty score, or vice versa that the lower the grit score, the higher the academic dishonesty score. Besides, the results showed no significant relationship between grit and GPA.

Attribute	Unstandardized Coefficients B	F	t	R2	Sig
Grit_Academic dishonesty	-0,258	36,886*	-6,073*	0,083	0,000
Gender_ Academic dishonesty	2,623	11,959*	3,458*	0,029	0,001
Grit Gender_Academic Dishonesy	2,732	26,135*	3,767*	0, 114	0,001
Grit, Gender, Grit*gender_Academic dishonesty	-0,100	17,756*	-0,998	0,116	0,139
Grit _Academic Achievement	-1,917	10,575*	-3,252*	0,023	0,001
Grit Gender GPA_Academic Dishonesty	-1,368	19,578*	-2,416*	0,127	0,016

N= 408, *regression with sig p<0,05

Table 4.
Regression

The regression test through the bootstrap in Table 4 shows that grit has a significant effect on academic dishonesty, B = -0, 258, t = -6.073, p <0.05. The presence of a negative sign indicates the opposite effect. High grit makes students tend to have low academic dishonesty. With an R square value of 0.083, it means that grit of 8.3% explains academic dishonesty. In addition, gender also has a significant effect on academic dishonesty with a value of B = 2,623; F = 11,959; p <0.05, with an R square of 0.029.

When multiple regressions between grit and Gender were carried out on academic dishonesty, it was known that the value of B = 2.732; F = 26.135; p <0.05. So, it can be said that grit and Gender together affect academic dishonesty, with an R square of 1.114. That is, the influence of grit and Gender together is greater than the influence of each before. However, the results of the interaction between grit as the independent variable and Gender as the moderator variable have a value of B = -0.100; F = 17,756; p> 0.05. This means that Gender cannot moderate the relationship between grit and academic dishonesty. The grit and GPA regression tests also showed a significant effect. The impact is greater when grit, Gender, and GPA are tested together in academic dishonesty.

DISCUSSION

The purpose of this study is to examine the effect of grit on academic dishonesty, Gender on academic dishonesty, grit and Gender on academic dishonesty, grit on academic achievement, and the role of gender moderation in the influence of grit on academic dishonesty. The results show that there is an influence of grit in academic dishonesty, there is a gender influence on academic dishonesty, there is an influence of grit and Gender on academic dishonesty, there is an influence of grit on academic achievement, even the effect of grit, Gender, and academic achievement together is the most significant academic dishonesty. However, Gender was unable to moderate the influence of grit during academic dishonesty. Furthermore, we discuss this in the following description.

Grit Affects Academic Dishonesty

As previously discussed, grit positively influences student success (Sturman & Zappala-Piemme, 2017). But does grit have anything to do with character achieving its goals? The results of this study indicate that there is a significant effect on students having grit on academic dishonesty in the opposite way (Daza-Orozco, Carlos Eduardo; Norman-Acevedo, 2019). The existence of grit allows someone to survive in trying, even though they face obstacles in achieving goals (A. Duckworth, 2016; Duckworth & Eskreis-Winkler, 2015). This allows students to face the barriers such as not answering questions related to cognitive, with the grit they have is motivated to solve the problem.

Roberts (2009) emphasizes how students with high grit boost individuals who can improve various skills important to success, such as creative thinking skills, collaboration skills, and the ability to cope with change. So it is natural that gracious students can find more ways to solve the problems at hand. Grit is a construct that is categorized as a trait (Duckworth et al., 2007). Thus, the grit possessed by students will relatively survive in a person as a positive character that can have a positive impact on honesty. Grit is not just about working hard for the tasks at hand but working diligently towards the same higher goal for a very long time (Angela L. Duckworth & Eskreis-Winkler, 2015).

Gender Affects Academic Dishonesty

Our research is still in line with previous research that there is an influence of Gender on academic dishonesty. Previous studies have said that men have higher academic dishonesty than women (Hensley et al., 2013; Roig & Caso, 2005; Whitley, Bernard E., 1998). But, different from Azar and Applebaum's (2020) study, women disagree more than men. This study did not test which Gender (male or female) committed more academic dishonesty. On research, Ip et al. (2018) explained that there is no influence of Gender on academic dishonesty.

Grit Affects Academic Achievement

This study indicates that grit affects academic achievement, although with minimal effect. These results confirm previous research that found grit to be one of the non-cognitive factors that affect academic achievement (Dixson, Worrell, Olszewski-Kubilius, & Subotnik, 2016; Lam & Zhou, 2019; Muenks, Wigfield, Yang, & Neal, 2017; O'Neal et al., 2016). Grit students will find success because they strive to face challenges and maintain efforts to achieve their goals. Conversely, students who are not persistent will not be successful because they stop trying when facing problems or difficulties (A. Duckworth, 2016). Research has shown that grit has a significant effect on academic achievement (Duckworth et al., 2007; Duckworth, Peterson, Matthews, & Kelly, 2007; Schmidt, 2019;

Strayhorn, 2014; Dweck et al., 2014). Students who show greater score in grit, get a higher average academic score, go to higher school levels and excel in the educational field (Duckworth, Peterson, Matthews, & Kelly, 2007).

This finding is different from Bazelais et al.'s (2016) findings on 156 students that grit did not affect student academic achievement. Likewise, with the research results of Farok & Mahmud (2020) to 113 accounting students at a Malaysian university, grit has no significant effect on the academic success of accounting students. As explained further by Farok & Mahmud (2020), students may only be passionate about certain subjects rather than all subjects, which explains why grit sometimes fails to predict overall academic success.

Gender Moderation in The Relationship Of Grit And Academic Dishonesty

We tested the hypothesis by including the gender variable as moderation. This is based on previous research that has been discussed in the introduction. However, this study shows that Gender does not significantly affect the relationship between grit and academic dishonesty. This means that the presence or absence of Gender does not impact the effect of grit on academic dishonesty. In committing academic dishonesty, Gender in previous studies said that men commit academic dishonesty more than women (Hensley et al., 2013). But recent research suggests that it is women who commit academic dishonesty more often than men (Azar & Applebaum, 2020). The inconsistency of this study's results could be why Gender does not have a moderating effect on the effect of grit on academic dishonesty. Today both men and women have committed academic dishonesty.

CONCLUSION

This study has confirmed how grit affects academic dishonesty. We conclude that students who have grit will reduce the tendency to behave in unethical behavior in academics, in this case, academic dishonesty. It has been explained that with grit, students will try to achieve goals even though they find it difficult to look for solutions to the problems they are facing without shortcuts. We suggest that future researchers can relate grit to the characters or values taught in school. We also confirm that grit determines student achievement. The influence of grit was greater if it was carried out together with Gender and academic achievement on academic dishonesty. We recommend that further researchers use various approaches to investigate further how other variables' roles can affect academic dishonesty. Other than that, the subject of research can be expanded not only to the scope of higher education but also at all levels of education.

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