

HUBUNGAN *ACADEMIC SELF-EFFICACY* TERHADAP *ACADEMIC DISHONESTY* PADA MAHASISWA SEMESTER AWAL DAN AKHIR

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RINGKASAN

Latar Belakang: Perilaku *academic dishonesty* merupakan isu penting dalam pendidikan tinggi, terutama di tengah tingginya tuntutan akademik. Salah satu faktor yang berperan dalam mencegah perilaku tersebut adalah *academic self-efficacy*, yaitu keyakinan individu terhadap kemampuannya menyelesaikan tugas akademik.

Tujuan: Penelitian ini bertujuan mengetahui hubungan antara *academic self-efficacy* dan *academic dishonesty* pada mahasiswa semester awal dan akhir di perguruan tinggi wilayah DI Yogyakarta.

Metode: Penelitian menggunakan pendekatan kuantitatif korelasional dengan teknik *purposive sampling*. Subjek berjumlah 146 mahasiswa aktif, terdiri dari 60 mahasiswa semester 2 dan 86 mahasiswa semester 8. Alat ukur yang digunakan adalah adaptasi *The Academic Self-Efficacy Scale of Indonesian Version* dan skala Ketidakhujuran Akademik.

Hasil: Hasil uji *Spearman Rank* menunjukkan nilai signifikansi sebesar 0,172 ($p > 0,05$), sehingga tidak terdapat hubungan antara kedua variabel tersebut. Uji *Mann-Whitney U* menunjukkan adanya perbedaan skor *academic self-efficacy* dan *academic dishonesty* ($p < 0,05$), di mana mahasiswa semester akhir memiliki skor lebih tinggi pada kedua variabel dibandingkan mahasiswa semester awal.

Kesimpulan: Temuan ini menunjukkan adanya kecenderungan peningkatan kedua aspek seiring bertambahnya pengalaman belajar, sehingga dapat menjadi dasar bagi penelitian selanjutnya.

Kata Kunci: Mahasiswa, *Academic Self-Efficacy*, *Academic Dishonesty*, Kecurangan

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**THE RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND
ACADEMIC DISHONESTY AMONG EARLY AND FINAL SEMESTER
STUDENTS**

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ABSTRACT

Background: Academic dishonesty is a significant issue in higher education, especially amidst increasing academic demands. One of the factors that plays a role in preventing such behavior is academic self-efficacy, which refers to an individual's belief in their ability to complete academic tasks.

Objective: This study aims to examine the relationship between academic self-efficacy and academic dishonesty among early- and late-semester university students in the Special Region of Yogyakarta.

Methods: The research employed a quantitative correlational approach with purposive sampling techniques. The subjects consisted of 146 active students, comprising 60 second-semester and 86 eighth-semester students. The measurement instruments used were the Indonesian version of the Academic Self-Efficacy Scale and the Academic Dishonesty Scale.

Results: The Spearman Rank test showed a significance value of 0.172 ($p > 0.05$), indicating no relationship between the two variables. The Mann-Whitney U test revealed significant differences in academic self-efficacy and academic dishonesty scores ($p < 0.05$), with late semester students scoring higher on both variables compared to early-semester students.

Conclusion: These findings indicate a tendency for both aspects to increase along with academic experience, and may serve as a foundation for further research on the influence of academic level on these variables.

Keyword: Students, Academic Self-Efficacy, Academic Dishonesty, and Fraud

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