

“Mencontek untuk Bertahan”: Studi Fenomenologis Perilaku Mencontek Kolaboratif pada Ujian Daring

Kristoforus Lintang Mahadewa¹, Galang Satrio Lufityanto¹

Fakultas Psikologi Universitas Gadjah Mada

Abstrak

Mencontek secara kolaboratif telah menjadi fenomena yang membelenggu dunia akademisi sedari pendidikan dasar hingga tingkat lanjut. Riset dan literatur terdahulu seringkali membahas permasalahan ini melalui kacamata faktor individual dan tidak mengeksplorasi pengalaman para pencontek itu sendiri, terlebih lagi di Indonesia. Metode *non-probability sampling (snowball sampling)* dinilai sesuai dan digunakan untuk merekrut empat partisipan yang memiliki pengalaman mencontek kolaboratif pada ujian daring dari angkatan 2019 dan 2020 Universitas M. Data dikumpulkan melalui wawancara semi-terstruktur yang dianalisis dengan *Interpretative Phenomenology Analysis (IPA)*. Ditemukan tiga tema, yakni; “Bertahan dibawah Tuntutan Edukasi”, “Mencontek Kolaboratif Mudah dan Dimaklumi” dan “Bertahan dan Berteman Menggunakan Mencontek Kolaboratif” Penelitian ini memberi sudut pandang partisipan yang menjalankan mencontek kolaboratif untuk menjelaskan alasan dibalik tindakan mereka. Temuan dalam penelitian ini dapat dijadikan masukan kepada bidang psikologi pendidikan dan sosial untuk memahami makna dibalik tindakan mencontek kolaboratif pada ujian daring.

Kata kunci: *Mencontek Kolaboratif, Ujian Daring, Pengalaman Mencontek, Pemaknaan Mencontek*

Collaborative cheating has become a phenomenon that weighs on the academic context from elementary school to higher education. Prior literature and research often view the phenomenon through the lenses of individual factors and miss the opportunity to explore the lived experience of the cheaters themselves, especially in Indonesia. A non-probability sampling (snowball sampling) was deemed appropriate and was used to recruit four participants that are involved in collaborative cheating during online examinations from 2019 and 2020 cohort from M university. Using semi-structured interviews, data is transcribed and analyzed using Interpretative Phenomenology Analysis (IPA). There are three main themes, “Surviving under Educational Pressure”, “Collaborative Cheating Becoming Easier and Understandable”, and “Surviving and Befriending Using Collaborative Cheating” This study provides an opportunity for participants who engaged in collaborative cheating during online examinations a chance to convey their experience and reason behind their decisions. Findings in this study contribute as input for the field of social and educational psychology to understand the meaning behind the act of collaborative cheating in online examinations.

Keywords: *Collaborative Cheating, Online Examinations, Cheating Experience, Meaning behind Cheating*