

Peran *Moral Self-Concept* dan *Academic Self-Efficacy* terhadap *Academic Dishonesty* pada Mahasiswa dalam Perkuliahan Daring

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Abstrak

Penelitian ini bertujuan untuk mengetahui peran *moral self-concept* dan *academic self-efficacy* terhadap *academic dishonesty* dalam perkuliahan daring. Partisipan merupakan 305 mahasiswa berusia 18-24 tahun (Laki-laki = 65, Perempuan = 240) yang menjalani program perkuliahan daring selama masa pandemi berlangsung. Penelitian ini menggunakan metode survei yang dilaksanakan secara daring. Alat ukur yang digunakan adalah *Academic Dishonesty Scale* untuk mengukur *academic dishonesty*, *Academic Self-Efficacy Scale* untuk mengukur *academic self-efficacy*, dan *Moral Self-Concept Scale* untuk mengukur *moral self-concept*. Hasil uji regresi menunjukkan *moral self-concept* memprediksi *academic dishonesty* dalam arah negatif sedangkan *academic self-efficacy* tidak berperan secara signifikan terhadap *academic dishonesty*. Dalam uji regresi *follow-up* di mana kedua aspek *academic self-efficacy* dimasukkan ke dalam model regresi secara terpisah, ditemukan bahwa *course efficacy* tetap tidak berperan secara signifikan terhadap *academic dishonesty*, namun demikian *social efficacy* justru berperan positif terhadap *academic dishonesty*.

Kata kunci: *academic dishonesty*; *academic self-efficacy*; *moral self-concept*; *perkuliahan daring*.

Abstract

This study aims to examine the role of *moral self-concept* and *academic self-efficacy* on *academic dishonesty* among students during the periods of online learning. Participants were 305 students aged 18-24 (Male = 65, Female = 240) who underwent online learning during the COVID-19 pandemic. This study used a survey method conducted online. The measuring instruments used were the *Academic Dishonesty Scale* to measure *academic dishonesty*, the *Academic Self-Efficacy Scale* to measure *academic self-efficacy*, and the *Moral Self-Concept Scale* to measure *moral self-concept*. The first results of regression analysis showed that *moral self-concept* predicted *academic dishonesty* in a negative direction, while *academic self-efficacy* did not show a significant contribution toward *academic dishonesty*. Follow-up regression analysis was conducted by

entering the two aspects of academic self-efficacy separately into the model, and it was found that while course efficacy did not show significant contribution toward academic dishonesty, social efficacy contributed significantly in a positive direction.

Keywords: *academic dishonesty; academic self-efficacy; moral self-concept; online learning.*