

The Influence of Self-Efficacy and Peer Conformity on Cheating Behavior

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Abstract

This study aims to analyze the influence of self-efficacy and peer conformity on cheating behavior in Class X vocational high schools in Jakarta. This research applies a quantitative approach through survey methods. The population used consisted of 180 students, with a sample of 120 students obtained through the proportional random sampling technique. Data collection with a questionnaire using a Likert scale. The data analysis method IBM SPSS Statistics Version 26 was used in this study. The study findings indicate that the self-efficacy variable and the cheating behavior variable have a partial relationship, as evidenced by the t-value $-12.080 > t\text{-table value } -1.658$. The peer conformity variable shows a partial relationship with the cheating behavior variable, as evidenced by the t-value $11.292 > t\text{-table value } 1.658$. The simultaneous test results indicate that the self-efficacy variable and peer conformity have a simultaneous relationship with the cheating behavior variable, F-value $400.124 > F\text{-table value } 3.07$. Implications of this study: (1) Cheating behavior variable have the highest percentage indicator, time 30%. This indicates that students cheat during certain periods, such as the last minutes before the exam paper is collected, when the teacher is busy, there is no exam supervisor, or when the teacher is not paying attention to them. (2) Self-efficacy variable has the highest percentage indicator in generality at 33.6%. This indicates that low self-efficacy among students affects their lack of focus in class due to a heavy homework load, difficulty in recovering from failure, and reluctance to try again. (3) The peer conformity variable was found to have the highest percentage indicator, namely individual agreement within the group, at 33.4%. That students are united in telling the teacher they forgot to do the homework, united in not doing the teacher's homework, or united in collaborating during the exam.

Keywords: cheating behavior, peer conformity, self-efficacy



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Pengaruh Efikasi Diri dan Konformitas Teman Sebaya terhadap Perilaku Mencontek

Abstrak

Penelitian ini memiliki tujuan untuk menganalisis pengaruh efikasi diri dan konformitas teman sebaya terhadap perilaku menyontek di Kelas X SMKN di Jakarta. Penelitian ini menerapkan pendekatan kuantitatif melalui metode survei. Populasi yang digunakan 180 peserta didik dengan sampel 120 peserta didik yang didapat melalui teknik *proportional random sampling*. Pengumpulan data dengan kuesioner menggunakan skala likert. Metode analisis data IBM SPSS Statistics Versi 26 digunakan dalam penelitian ini. Temuan studi menunjukkan bahwa variabel efikasi diri dan variabel perilaku menyontek memiliki hubungan parsial, yang dibuktikan dengan nilai $-t$ hitung $-12.080 > -t$ tabel -1.658 . Variabel konformitas teman menunjukkan hubungan parsial dengan variabel perilaku menyontek, dibuktikan oleh nilai t hitung $11.292 > t$ tabel 1.658 . Hasil uji simultan menunjukkan bahwa variabel efikasi diri dan konformitas teman sebaya memiliki hubungan simultan dengan variabel perilaku menyontek, karena nilai F -hitung $400.124 > F$ -tabel 3.07 . implikasi pada penelitian ini (1) Variabel perilaku menyontek ditemukan memiliki indikator persentase tertinggi 30%. hal ini bahwa siswa menyontek pada periode tertentu, seperti pada menit-menit terakhir sebelum kertas ujian dikumpulkan, ketika guru sedang sibuk, tidak ada pengawas ujian, atau guru tidak memperhatikan mereka. (2) Variabel efikasi diri memiliki indikator persentase tertinggi dalam generalitas sebesar 33,6%. hal ini bahwa rendahnya efikasi diri di kalangan siswa berdampak pada ketidakfokusan di kelas akibat banyaknya pekerjaan rumah, kesulitan untuk bangkit dari kegagalan, dan keengganan untuk mencoba lagi. (3) Variabel konformitas teman sebaya ditemukan memiliki indikator persentase tertinggi, yaitu kesepakatan individu dalam kelompok, dengan 33,4%. Artinya siswa kompak untuk memberi tahu guru lupa mengerjakan tugas, kompak untuk tidak mengerjakan tugas guru, atau kompak untuk bekerja sama selama ujian semua.

Kata kunci: efikasi diri, konformitas teman sebaya, perilaku menyontek

INTRODUCTION

Cheating is defined as an unfair, dishonest, illegal, and unworthy act in order to obtain answers during an exam (Hanum & Karneli, 2021). Rana and Ajmal added that in the classroom learning situation, cheating behavior is considered deviant behavior carried out in various activities such as copying other students' assignments, seeking help from peers, matching answers exactly, and using unauthorized tools during exams (Chala, 2021). so that any form of cheating behavior is considered a bad act.

Cheating persists as a pervasive tradition throughout all educational levels, from primary to higher education, and is regarded as a typical practice inherited through generations. This leads to the erosion of an individual's integrity. Students accustomed to cheating will perceive themselves as incapable of mastering the content and will depend on dishonesty to achieve favourable grades (Perianto, 2021).

The practice of academic dishonesty among students will yield adverse repercussions. Commencing with pupils who partake in academic dishonesty and those who supply the answers. Students that engage in cheating will remain unaware of their comprehension of the material and their proficiency in the topic. Consequently, pupils who offer answers do not derive any benefit, since it fosters resentment among peers who attain high scores without exertion. These peers continue to depend on them in many circumstances and may exhibit bias towards other friends, perceiving them as disloyal. Cheating behaviour will affect educators' assessment of the efficacy of the teaching and learning process, as students engage in dishonest practices to finish assignments and examinations. The act of cheating can diminish efficacy and result in failures within the education system.

Continuous cheating will have a stronger impact on an individual's future, as will the first characteristic of a corrupt culture. Corruption can be the source of corrupt behaviors in society. When someone is used to cheating in order to get good grades, the undesirable habit will follow them into their professional life or career. Second, incompetent labor, which means that graduates who lack skills and knowledge will generate incompetent workers, resulting in a decrease in productivity and GDP growth. Third, there is a breakdown of faith in educational institutions. It signifies that society does not believe the education system and institutions that are expected to educate the next generation will be outstanding.

The Corruption Eradication Commission (in Indonesia: *KPK*) has conducted the Education Integrity Assessment Survey from August 22, 2024, to September 30, 2024, which was participated in by 449,865 respondents, including students at the school and university levels, teachers and lecturers, parents or guardians, and heads of educational units (Huda, 2025). The survey results indicate that cases of cheating at the school level are still found in 78% of respondent schools, and 43% of cheating actions are still carried out by students. This means that cheating behavior is still rampant in various schools, with students being the perpetrators of such behavior.

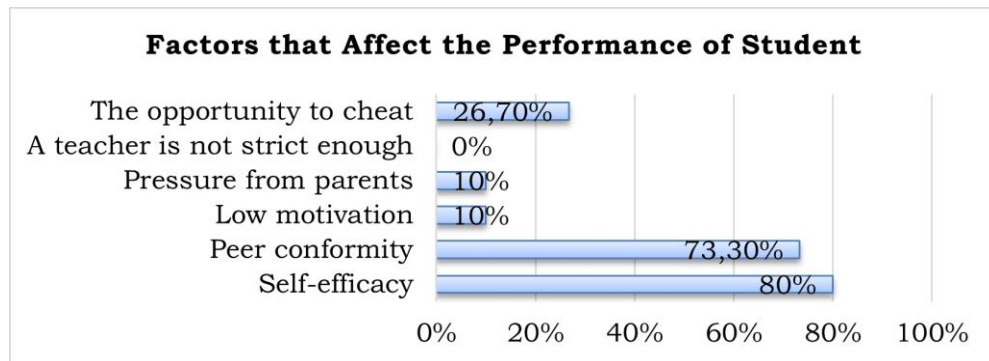
According to Nadhirah in Latifah et al., (2024) the behavior of student cheating can be caused by two factors: internal factors (self-image, self-efficacy, IQ, anxiety, and gender) and external factors (friends, grade pressure, academic ranking, and

exam supervisors). The concept of self-efficacy is also referred to as self-confidence. Low self-confidence or a lack of belief in one's ability to complete tasks and exams among students. This becomes a sign that the students are engaging in cheating. According to Bandura, self-efficacy is defined as the belief in one's abilities to organize and execute the actions required to achieve a desired outcome (Hanum & Karneli, 2021). The factors for students who do not have self-efficacy in their academic abilities include observing the experiences of others, experiences of success, the influence of social invitations, emotional state, and physiological condition (Nurjayanti et al., 2023). Rahayu dan Harahap (2022) identified three aspects of self-efficacy as concluded by Bandura, namely: (1) magnitude, which pertains to tasks arranged according to their level of difficulty. The higher the level of difficulty, the higher the demand for self-efficacy. (2) Strength, which refers to the level of strength of a person's belief in their own abilities. So that individuals will strive their utmost for their goals. (3) Generality, which refers to the extent of the tasks or behaviors of someone who is confident in their abilities.

Another factor that influences students' cheating behavior is peer conformity. According to Baron and Byrne, peer conformity is the attitude of adolescents adjusting to the norms of reference groups, whether ideas, rules, or orders that demonstrate how adolescents behave (Valdino et al., 2025). The research conducted by Wahyuningtyas dan Indrawati (2020) on 718 students from SMA 2 Semarang found a significant positive relationship between peer conformity and the intention to cheat. Thus, the higher the peer conformity, the higher the intention to cheat, and the lower the peer conformity, the lower the intention to cheat. The presence of peer conformity can lead to cheating behavior if the environment is negative. Whether it is on their initiative or pressure from within their peer group. Myers explains that conformity causes teenagers to tend to want to maintain the same behavior as their peer group, thus avoiding bullying, insults, taunts, and alienation (Rita et al., 2024). When teenagers prefer and listen to the conformity of their peers, emotional bonds arise between individuals, highlighting the important role of age groups in the lives of adolescents (Sovitriana & Sianturi, 2021).

The researcher conducted a pre-research with 30 respondents regarding the factors influencing students' cheating behavior, with the survey results as follows.

Figure 1. Pre-Research Data on Factors Influencing Cheating Behavior



Based on the survey results, it is clear that a number of variables influence pupils to cheat. First, self-efficacy is the most significant factor causing students to cheat, accounting for 80% of the total. Second, at a percentage of 73.3%, peer conformity drives students to cheat. The opportunity to cheat comes in third place, with a proportion of 26.7%. The fifth factor is parental motivation and pressure, which has a percentage of 0%, followed by teachers who are not strict, which has a percentage of 0%.

There have been many studies discussing cheating behavior, with independent variables of self-efficacy and peer conformity. Many previous studies focused on one variable partially and added variables that reduced the main relationship. Then, previous research still rarely uses the population at the level of Vocational High Schools (SMK), which are prepared to directly enter the professional world after graduation. Therefore, further research is needed to determine whether cheating behavior still occurs. Previous research by Haryati and Pastisti (2023) titled "The Relationship Between Conformity, Self-Control, and Self-Esteem with Cheating Behavior in Students." In the previous study, three independent factors were used: conformity, self-control, and self-esteem; however, in this study, two independent variables are used: conformity and self-efficacy. The previous study's findings revealed that there is no substantial association between conformity and cheating conduct. Previous studies used quota sampling, whereas this study employed proportionate random sampling. Previous research employed the Krismani scale to identify cheating behavior, such as taking notes during examinations, obtaining answers from friends during exams, collaborating with friends during exams, and working together on assignments. Meanwhile, this study employs cheating behavior indicators drawn from a variety of sources, including targets or goals, settings, time, and behaviors, as identified by multiple specialists.

Based on the problems that have been described above, it can be concluded that there are two main factors causing cheating behavior. Thus, the researcher is interested in performing a study titled "The Influence of Self-Efficacy and Peer Conformity on Cheating Behavior". The purpose of this research is to analyze the direct influence of self-efficacy and peer conformity on cheating behavior and to jointly analyze both variables with cheating behavior. The benefits of this research are expected to provide new insights and become a reference for increasing self-efficacy and peer conformity in school-age children to avoid cheating behavior.

METHODOLOGY

This research uses a quantitative approach with a survey method. According to Abubakar (2023) The survey method is a type of research that uses a sample to discover links between variables, whether they are sociological or psychological. The survey approach used incorporates data collecting using questionnaires. According to Sugiyono (2023) population is a categorization field in which items or topics are classified based on number, traits, and specific features that the researcher chooses to evaluate and make conclusions from. The sample population consists of 180 tenth-grade students from five classes: X MP 1, X MP 2, X AKL 1, X AKL 2, and X BD. The sample is a representation of the population's size and characteristics (Sugiyono, 2023). Proportional random sampling is utilized in this study. The sample determination in this study is based on the Isaac and Michael table, with a 5% margin of error. As a result, the total sample size is 120. This investigation was carried out at a public vocational high school in South Jakarta.

This elitist study is a quantitative study, with data collected using a questionnaire distributed to respondents. A questionnaire is a data-gathering technique used to elicit specific responses from respondents by delivering a series of written questions or comments (Sugiyono, 2023). Data analysis techniques, according to Sugiyono (2023), include the integration of information based on respondent types and variables, the creation of data tables for all relevant variables, the visual presentation of data for each variable to be analyzed, and the necessary estimations to answer research questions and validate the predetermined hypotheses. The data analysis technique in this study uses a data analysis technique conducted by analyzing through parameter estimation of the regression model. From the regression equation obtained, a regression test is performed to ensure that the resulting equation approximates the actual situation. Data management in this study uses the SPSS (Statistical Package for the Social Sciences) program.

FINDINGS AND DISCUSSION

Findings

This study's population is 180 respondents, with a research sample of 120 respondents drawn from the Isaac and Michael table computation with a 5% error rate. These respondents are separated into five classes across all grade X vocational high schools in Jakarta. The percentage of respondents' profiles is explained below.

Table 1. Characteristics of Respondents Based on Class

Class	Frequency	Percentage
X MP 1	25	20,8%
X MP 2	23	19,2%
X AKL 1	24	20%
X AKL 2	24	20%
X BD	24	20%
Total	120	100%

Table 2. Characteristics of Respondents Based on Gender

Gender	Frequency	Percentage
Male	26	21,7%
Female	94	78,3%
Total	120	100%

According to Table 1, there are three groups with a percentage of 20%: X AKL 1, X AKL 2, and X BD. Class X MP 1 is 20.8%, while X MP 2 is 19.2%. Table 2 shows that 21.7% of responses are male, while 78.3% are female.

Table 3. Average Score of Cheating Behavior Variable

Variable	Indicator	Statement Item	Score	N	Score Total	Mean	Presentage
Cheating Behavior (Y)	Target	1	447	5	2080	416	25
		2	370				
		3	386				
		4	461				
		5	416				
	Situation	6	476	4	1820	455	21
		7	456				
		8	403				
		9	485				
	Time	10	423	6	2502	417,5	30
		11	419				
		12	432				
		13	396				
		14	438				
	Behavior	15	394	5	2068	413,5	24
		16	382				
		17	411				
		18	379				
		19	469				
		20	427				
TOTAL			8470				

The average scores in Table 3 show that the timing of cheating is the most important element influencing cheating behavior, accounting for 30% of the total. Meanwhile, the situational indication has the weakest influence on cheating behavior, accounting for only 21%.

Table 4. Average Score of Self-Efficacy Variable

Variable	Indicator	Statement Item	Score	N	Score Total	Mean	Presentage
Self-Efficacy (X1)	Magnitude	1	309	5	1468	293,6	32,9
		2	290				
		3	283				
		4	290				
		5	296				
	Strength	6	306	5	1492	298,4	33,5
		7	297				
		8	295				
		9	298				
		10	296				
	Generality	11	291	5	1498	299,6	33,6
		12	307				
		13	300				
		14	298				
		15	302				
TOTAL			4458	15	4458	1702	100%

Based on Table 4. the indicator of generality has the greatest influence on self-efficacy, accounting for 33.6%. Meanwhile, the indicator magnitude has the smallest influence on self-efficacy, accounting for 32.9%.

Table 5. Average Score of Peer Conformity Variable

Variable	Indicator	Statement Item	Score	N	Score Total	Mean	Presentage
Peer Conformity (X2)	Cooperation	1	418	5	2122	424,4	33,4
		2	425				
		3	429				
		4	434				
		5	416				
	Group Size	6	428	5	2116	423,2	33,3
		7	417				
		8	439				
		9	408				
		10	424				
	Solidarity	11	418	5	2113	422,6	33,2
		12	429				
		13	422				
		14	424				
		15	420				
TOTAL			6351	15	6351	1702	100%

According to Table 5. individual agreement inside the group has the greatest influence on peer conformity, accounting for 33.4% of the total. Meanwhile, group size and cohesion are the smallest factors influencing self-efficacy, each with a percentage of 33.2%.

Normality Test

Table 6. One-Sample Kolmogorov Smirnov Test

	Unstandardized Residual
N	120
Asymp. Sig. (2-tailed)	0.200

Based on Table 6. results shown above, it can be explained that cheating behavior (Y), self-efficacy (X1), and peer conformity (X2) are normally distributed. This can be proven by the Kolmogorov-Smirnov significance value of $0.200 > 0.05$, which means the data is normally distributed.

Linearity Test

Table 2. Anova Table

		Sig
Cheating Behavior* Self-Efficacy	Deviation from Linearity	0.129
Cheating behavior* Peer Conformity	Deviation from Linearity	0.130

From Table 2, it can be explained that the deviation from linearity value between the self-efficacy variable and cheating behavior is $0.129 > 0.05$, and the deviation from linearity value between the peer conformity variable and cheating behavior is $0.130 > 0.05$. Therefore, it is concluded that there is a linear relationship between the self-efficacy variable, peer conformity, and cheating behavior.

Multiple Regression Test

Table 3. Coefficient Table

	Unstandardized B	Sig
Self-Efficacy	-0.545	0.000
Peer Conformity	0.489	0.000

The regression coefficient value for the self-efficacy variable of -0.545 indicates that each increase of one unit in the self-efficacy variable towards cheating behavior will decrease by 0.545 with a significance level of $p = 0$ ($p < 0.05$). The regression

coefficient value for the peer conformity variable of 0.489 indicates that each increase of one unit in peer conformity will result in an increase of 0.489 in cheating behavior. The significance value of 0 indicates that there is a significant influence of the peer conformity variable on cheating behavior because $0 < 0.05$.

Simultaneous Test (F Test)

Table 4. Anova Table

	F	Sig
Regression	400.124	0.000

Based on the table above, the F-calculated value obtained is 400.124. The F-table value can be found in the statistical table with a significance level of 0.05 and $df=117$. The F-table value obtained is 3.07. This means that $F\text{-calculated } 400.124 > F\text{-table } 3.07$, so it can be concluded that the variables of self-efficacy and peer conformity have a simultaneous relationship with the variable of cheating behavior.

Partial Test (t-test)

Table 5. Coefficients table

	t	Sig
Self-Efficacy	-12.080	0.000
Peer Conformity	11.292	0.000

Based on the table above, the t-value for the self-efficacy variable is -12.080 and the t-table at a significance level of 0.05 with $df=117$ is -1.658. Therefore, it can be concluded that the $t\text{-value} > t\text{-table}$ or $-12.080 > -1.658$, which means there is a partial relationship between the self-efficacy variable and the cheating behavior variable. The peer conformity variable, as seen from the t-test table, has a t-value of 11.292 and the t-table at a significance level of 0.05 with $df=117$ is 1.658. Therefore, it can be concluded that the $t\text{-value} > t\text{-table}$ or $11.292 > 1.658$, which means there is a partial relationship between the peer conformity variable and the cheating behavior variable.

Coefficient of Determination Test

Table 6. Model Summary table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.934	0.872	0.870	5.56801

Based on the table above, the R square value is 0.872. It can be concluded that the influence of self-efficacy and peer conformity on cheating behavior is 0.870. Based on the model summary table, the value of 0.870 falls within the range of 0.800 – 1.000, indicating a very strong relationship between self-efficacy and peer conformity with cheating behavior. Meanwhile, the percentage contribution of the self-efficacy and peer conformity variables to cheating behavior simultaneously or together is 87%, while the remaining 13% is influenced by other variables not analyzed in this study.

Discussion

There is a Direct Negative Influence of Self-Efficacy on Cheating Behavior

The research results show that self-efficacy has a significant negative relationship with cheating behavior. Based on the partial test results (t-test) of the self-efficacy variable, there is a partial relationship between the self-efficacy variable and the cheating behavior variable. Low self-efficacy in students will lead to an increase in cheating behavior. In line with the findings of research conducted by Anitasari et al., (2021), Utami et al., (2022), Fajrianti (Fajrianti, 2022), Nurjayanti et al., (2023), which state that there is a negative and significant influence of self-efficacy on cheating behavior.

Students with low self-efficacy are associated with an increase in cheating behavior. This can be seen from the descriptive analysis of the average score table for the self-efficacy variable, where the largest indicator influencing self-efficacy is the generality indicator with a percentage of 33.6%. The highest statement item is number 12 with a score of 307, which states, "I find it very difficult to bounce back from failure." This shows that when students experience failure in learning or exams, they will find it difficult to bounce back and will dwell on that failure. To overcome such failure, one must be encouraged, among other things, by increasing self-efficacy or convincing oneself of one's own abilities and striving harder in the upcoming learning or exams without resorting to cheating or external encouragement such as periodic motivation from teachers to students in enhancing self-efficacy.

In line with the research by Latifah (2024), which found that self-efficacy has a negative and significant impact on cheating behavior. Students with low self-efficacy are those who view themselves or are viewed by society as passive, struggle to complete tasks, are not good at problem-solving, are unable to learn from experiences, and always feel anxious or stressed. These issues contribute to an increase in cheating behavior.

There is a Direct Positive Influence of Peer Conformity on Cheating Behavior.

The research results show that peer conformity has a significant positive relationship with cheating behavior. Based on the results of the partial test (t-test) of the peer conformity variable, there is a partial relationship between the peer conformity variable and the cheating behavior variable.

This is explained by research conducted by Afrianti et al. (2023), which obtained significant results regarding the influence of peer conformity on cheating behavior. This means that the greater the negative influence of peers, the more likely students are to engage in cheating. Conversely, if the positive influence of peers increases, students will avoid cheating behavior.

Students who have high peer conformity also show an increase in cheating behavior. This can be seen from the descriptive analysis of the average score table for the peer conformity variable, where the largest indicator influencing peer conformity is the agreement among individuals in the group, with a percentage of 33.4%. The highest statement item, number 4, with a score of 434, is the statement "agreeing with friends to exchange answers during exams." This shows the influence of peers on cheating behavior. The agreement made by their peers to exchange answers is a negative form of peer conformity. Students who ask for and give answers agree to cheat during the exam. The negative influence of peers that continues will lead to coercion or difficulty in refusing a friend's invitation.

In line with the relevant research by Valdino et al. (2025), conformity has a significantly positive impact on cheating behavior. Students tend to align their behavior with the norms upheld by their peer group. This affects cheating behavior, where there is pressure to engage in such behavior to be accepted.

There is a Simultaneous Direct Influence Between Self-Efficacy and Peer Conformity on Cheating Behavior.

Based on the simultaneous test calculation (F test), the variables of self-efficacy and peer conformity have a simultaneous relationship with the variable of cheating behavior. Based on the coefficient of determination table, the R square value in the model summary table is 0.872. It can be concluded that the influence of self-efficacy and peer conformity on cheating behavior is 0.870. Since this value falls within the range of 0.800 – 1.000, the strength of the relationship between self-efficacy and peer conformity with cheating behavior is very strong.

In line with the research obtained by Dlya, Amelia & Usman (2020), it was found that there is a significant influence of self-efficacy and peer conformity on cheating behavior. The involvement of self-efficacy and peer conformity is aligned with

cheating behavior; if students have high self-efficacy, they will avoid cheating behavior, and if peer conformity is high and tends towards the positive, they will also be free from cheating behavior.

Self-efficacy and peer conformity are related to cheating behavior among students. If students have high self-efficacy and positive peer conformity, they will be less likely to engage in cheating behavior. Conversely, low self-efficacy and negative peer conformity, such as encouraging cheating, will lead to an increase in cheating behavior. Students must be confident and self-assured in their abilities and should be wise in choosing peers due to their significant influence on the improvement of individual quality. Thus, these two variables, self-efficacy and peer conformity, are both involved in cheating behavior.

CONCLUSION

The regression coefficient for the self-efficacy variable is -0.545, with a significance level of $p = 0$ ($p < 0.05$). This suggests that self-efficacy has a strong negative correlation with cheating behavior. The partial test results (t-test) for the self-efficacy variable were -12.080, while the t-table at a significance level of 0.05 was -1.658. Thus, we can conclude that $t_{\text{computed}} > t_{\text{table}}$, or $-12.080 > -1.658$, indicating a partial link between the self-efficacy variable and the cheating behavior variable.

The regression coefficient for the peer compliance variable is 0.489, with a significance level of $p = 0$ ($p < 0.05$). This suggests that peer conformity has a strong positive correlation with cheating behavior. The results of the partial test (t-test) for the peer conformity variable (X2) from the t-test table yielded a t-value of 11.292 and a t-table value of 1.658 at the 0.05 significance level. As a result, we can conclude that $t_{\text{value}} > t_{\text{table}}$, or $11.292 > 1.658$, indicating a partial link between the peer conformity variable and the cheating conduct variable.

The computed F-value is 400.124, as determined by the simultaneous test calculation. The statistical table shows the F-table value at a significance level of 0.05, which is 3.07. This means that the calculated F-value of 400.124 is greater than the F-table value of 3.07, implying that the self-efficacy and peer compliance variables (X1 and X2) have a simultaneous association with the cheating behavior variable (Y). The model summary table reports an R-squared value of 0.872. This suggests that the influence of self-efficacy (X1) and peer conformity (X2) on cheating behavior (Y) is 0.870, implying an 87% link, with the remaining 13% influenced by variables not examined in this study.

Implication

(1) The variable of cheating behavior was discovered to have the greatest percentage indicator (30%). This indicates that students cheat at specific periods, such as in the final minutes before the exam paper is collected, when the teacher is preoccupied, there is no exam supervisor, or the teacher is not paying attention to them. (2) The self-efficacy variable was found to have the greatest percentage indicator in the generality domain, at 33.6%. This suggests that poor self-efficacy among students has an impact on being unfocused in class owing to a high quantity of homework, finding it difficult to recover from failure, and being reluctant to attempt again. (3) The peer conformity variable was discovered to have the highest percentage indicator, which is cooperation with 33.4%. This means that agreeing to tell the instructor that they forgot to do the assignment, agreeing not to do the teacher's homework, or agreeing to give signals during the exam all have a strong influence on peer conformity.

Recommendation

As for recommendations for future research, it is suggested to use the influence of other variables besides those in this study that are relevant to cheating behavior, such as self-discipline, personality, teacher-student relationship, or the level of supervision during exams.

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