

The Effect of Peer Conformity to Cheating Behavior with Self-Efficacy as a Mediator in Class Xi Students in SMK Diponegoro 1 Rawamangun East Jakarta

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Abstract: *The aim of this research is to find out if there any peers conformity influence and self-efficacy towards cheating behaviors in students of Class XI In SMK Diponegoro 1 East Jakarta. The benefits of this research are teachers can use the results of it as knowledge and consideration in devising teaching and learning activities. The collecting analysis data used Scale Method. On this trials research of peers conformity scale consists of 25 items, self-efficacy scale consists of 25 items, cheating behaviour scale consists of 25 items. According to the analysis item scale result of peers conformity it was found that 19 items valid and 6 items invalid. Self-efficacy scale discovered that the 18 items valid and 7 items invalid. Cheating behavior scale was found that 19 items valid and 6 items invalid. Based on the results of data analysis research on hypothesis using Path Analysis, between variable peers conformity with cheating behavior of Beta values obtained = 0.381, variable between peers conformity with self-efficacy of Beta value obtained = 0.017, between self-efficacy variable with Beta values obtained cheating behavior of =-0.128. Based on the results of the calculation of the Sobel test get value of $z=19.94157 >$ significance 1.98 with a level of 5% proved that Self-Efficacy can mediate peers conformity towards cheating behavior. This means there is influence peers conformity towards cheating behavior with self-efficacy as a mediator on the students of Class XI in SMK Diponegoro 1 Rawamangun East Jakarta.*

Keywords: peer conformity, cheating behavior, self-efficacy.

1. Introduction

Education is a means of preparing for life to come, as well as students who are being experienced. In general, the purpose of education is to create competent Indonesian human resources in their fields.

This objective is in accordance with Article 3 of Law Number 20 of 2003 concerning the National Education System that "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human believers and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and a democratic and responsible citizen".

According to Sofan Amri (2013) these ideals are in line with the decree of the Republic of Indonesia MPR No. IV / MPR / 1973 that education is essentially a conscious effort to develop personality and abilities inside and outside of school and last a lifetime.

These ideals do not seem to be in line with the reality in the world of education. Until now the measurement of the progress of students' knowledge of the subject matter given previously still uses the value of the test or evaluation results. This system fosters community perceptions that learning achievement is only from achieving high scores not in the process.

The main task of a student is learning. In school students are required to be able to master the lessons given by the teacher according to their level of education so that they will get good learning achievements. Moreover, with the minimum level of completeness that must be achieved by students, it requires learning harder. Every student has different businesses and ways to achieve completeness and achieve high learning achievement. In addition to diligent learning at school and at home there are students who try by following tutoring.

The learning process occurs because of the interaction between someone and their environment. In the world of education, the most often done is cheating behavior which is generally identified with formal education held by schools.

According to Bouville (2008: 3) cheating behavior if done continuously will be part of the individual's personality. As a result, the community becomes permissive to cheating behavior, eventually becoming part of a culture that has an impact on the escape of moral values in every aspect of life and social institutions.

Taylor and Carol (Hartanto, 2012: 11) define cheating as taking an follow exam by going dishonest, answering questions improperly, breaking the rules in an exam or deal.

Actions that can be categorized as cheating behavior are imitating the work of other individuals, asking directly to other individuals while working on an exam, reading a small note when the exam takes place, accepting dropping answers from outside parties before the exam, looking for leaked

questions, exchanging tests, asking or asking for help from other individuals in completing the exam.

These findings are in line with the opinion of Haryono, et al (2001: 1), that cheating behavior is a behavior commonly found in the world of education. Almost all students know or have done it before. This behavior is wrong behavior but there is a tendency to be increasingly tolerated by our society.

The phenomenon of cheating is a phenomenon that has long happened in the world of school education. Cheating is normal and normal for students when facing exams.

One of the causes of cheating is peer influence (Zuhairroh, 2014). When a teenager enters a high school education level, they will be vulnerable to being influenced by their peers. This attitude can usually be said as conformity.

Conformity is the adjustment of adolescent attitudes to adhere to the norms of the reference group, accepting ideas or rules that show how teenagers behave (Baron and Byrne, 2005).

Peer influence has an important role in cheating. students who witness the behavior of friends who cheat in class and do not try to prevent it by reporting because it can result in being hated by close friends and to be enemies. Dody Hartanto (in Rohana, 2015: 650) states that one of the causes of cheating behavior from one external factor is from peer pressure.

According to Monks (2004:7), conformity occurs in adolescents because in their social development, adolescents do two kinds of movements, namely adolescents begin to separate themselves from their parents and go toward peers. The strong influence of groups in the school environment will affect attitudes in self students.

Peer conformity in students has more bad effects, but not all conformity to peers has a bad effect, because good or bad depends on the situation, conditions and of course the individual itself. But what often happens to students is negative things such as cheating behavior. while peer conformity is a positive role in how students prepare themselves to learn together and motivate each other to face school exams to get the best results.

According to Dody Hartanto (in Rohana 2015: 649) one of the causes of cheating behavior from one internal factor is self-efficacy.

Students who have high self-efficacy feel confident in their competencies. In addition, those who have high self-efficacy will prepare themselves well before facing the test. With the existence of careful preparation and confidence in the abilities they have, students will feel no need to cheat to obtain the desired value. It is inversely proportional to students who have low self-efficacy.

The research conducted by Panjares and Schunk (in Siti Shara, 2016: 44) found that students with a high level of self-

efficacy also showed high levels of strategic regulation, as well as increased memory ability.

Based on the results of interviews with several students at Diponegoro 1 Vocational School, Rawamangun, East Jakarta, it is known that not a few students cheat on exams and when doing assignments. There are students who make small notes to see later during their exams, there are also those who like to see the answers of friends next to them without the knowledge of their friends. But there are also those who are not ashamed to ask answers directly to their friends. Conformity at the Diponegoro 1 Vocational School in Rawamangun, East Jakarta was seen because they worked together with one another to properly examine their tests and in various ways.

2. Literature Review

2.1 Cheating Behavior

a) Definition Cheating Behavior

Athanasou & Olasehinde (Hartanto, 2012) suggest that cheating behavior is the activity of using material or material that is not permitted or using mentoring in academic tasks that can influence the results of evaluation or assessment.

According to Pincus & Schemelkin (Mujahidah, 2009) cheating behavior is a fraudulent act that is intentionally done when someone seeks and requires recognition of the results of learning from others even though in an unauthorized way such as falsifying information especially when an academic evaluation is carried out.

Based on the description above, it can be concluded that cheating behavior is an activity, act or act that is fraudulent and dishonest in the world of education by using illegitimate means and justifying any means, to falsify learning outcomes by using assistance or using information from outside without valid when carried out academic tests or evaluations to get the best results.

b) Factors That Influence Cheating Behavior

The cause of cheating behavior according to Hartanto (in Kusrieni, 2014: 15) can be grouped into two major parts, namely:

• Factors Internal

Internal factors in cheating behavior are lack of knowledge and understanding of what is meant by cheating or plagiarism, low self-efficacy, and socioeconomic status. Another internal factor is the desire to get high scores, moral values (personal values), namely students consider cheating behavior as reasonable behavior, low academic ability, time management, procrastination.

• Factors Eksternal

External factors that occur in cheating behavior are peer pressure, pressure from old students, unclear school rules, and the teacher's unequivocal attitude towards cheating.

c) Aspect-aspect Cheating Behavior

Fishbein & Ajzen (in Kiki Nur Mayasari and Hadjam Murusdi, 2015: 10) suggest that there are four aspects of cheating behavior as follows:

- Behavior

That is the specific behavior that will later be realized. In the context of cheating, specific behaviors that will later be manifested are forms of cheating behavior, namely using notes of answers during exams or tests, imitating the answers of other students, giving finished answers to other students and avoiding rules.

- Target

Namely objects that are target to behavior. Objects that are targeted by specific behavior can be classified into three, namely certain people or certain objects, groups of people or groups of objects, and people or objects in general.

- Situation

That is a situation that supports a behavior (how and where the behavior is manifested). Situations can also be interpreted as the location of occurrence behavior. On the context of cheating on this behavior can arise if students feel they are in a situation of urgency, for example: a sudden examination is held, too many exam material or there are several exams held on the same day so students feel less have time to study.

- Time

Namely the time of occurrence of behavior which includes a certain time, in one period or unlimited in one period, for example: a specific time (certain days, certain dates, certain hours), certain periods (certain months) and unlimited time (time that will come).

2.2 Peer Conformity

a) Definition of Peer Conformity

According to Heri Suprpto (2003) when one of individual has a difference or an attitude of rejection of a form of friendship, then at that time and so on (as long as he is still in his establishment) he will be intimidated and cornered by his friends in association.

According to Davidoff (1991: 124) which states that conformity is a change in behavior and attitudes as a result of pressure (real or not real).

Santrock (2006: 221) states that conformity arises when individuals imitate the attitudes or behavior of others that real or imagined.

Based on the breakdown above, it can be concluded that peer conformity is a change in a person's behavior towards the group in the form of imitation of attitude, cooperation, solidarity and competition so that they can be accepted as group members and avoid inequality or isolation. So that it has a positive impact or negative impact to date, especially in adolescents in schools that produces more negative impacts both in the school environment and on themselves.

b) Factors That Influence Peer Conformity

According to David O.Sears (1991: 77) there are several factors that influence peer conformity, namely:

- Lack of Information

Other people are an important source of information. Often they know something we don't know; by doing what they do we will benefit from their knowledge.

- Beliefs In Groups

The situation of individual conformity has a view and realizes that the group adheres to conflicting views. Individuals want to provide the right information. Therefore, the greater the individual's trust in the group as the correct source of information, the greater the possibility of adjusting to the group.

- Belief which Weak to Assessment yourself

Something that increases an individual's trust in his or her own judgment will decrease conformity. One factor that greatly influences self-confidence and the level of conformity is the person's level of confidence in his own ability to display a reaction.

- Fear to social reproach

Reasons for conformity in order to obtain approval, or avoid reproach, groups. One reason a child will make all his homework and try to achieve the best value in the exam because it makes his parents happy and gives praise.

- Taste fear against Deviations

We want our group to like us, treat us well and be willing to accept us. We worry that if they disagree with them, they will not like us and consider us as people meaningless. We tend to adjust to avoid such consequences.

c) Types-Types Of Peer Conformity

According to Wiggins and Zanden (1994) types of conformity, namely:

- Compliance

Someone will get support if they are friendly want to help others and let others know that they need help. People who are less assertive about asking for help feel that they should not depend on and not burden others, feel uncomfortable trusting someone else or don't know who can be asked for help.

- Conversion

The opposite of conformity compliance. This conformity occurs when a person adjusts to the absence of others, because he does what is considered right or wants to be done.

2.3 Self Efficacy

a) Definition of Self Efficacy

According to Santrock (in Susanto Putri, Kristina, and Gunawan, 2014: 68) self efficacy is the student's trust in his ability to master the situation and produce something that is beneficial.

Schunk (in Elliot, 2003: 352) adds that if students have high difficulties and the students have confidence in their ability to succeed in facing the difficulties they face.

Based on the above understanding it can be concluded that self-efficacy is the assessment of the ability of an individual to do, resolve and face obstacles in carrying out the duties of one's obligation or one's belief in his ability to produce a level of performance derived from training results or events that affect one's life and judgment self, whether self can do good or bad, right or wrong, can or cannot work according to what is required.

b) Factors That Influence Self-Efficacy

According to Bandura (Alwisol, 2004: 361-363) there are several factors that influence self-efficacy, namely:

- **Mastery Experiences**
Frequent success will increase one's self-efficacy, while failure will reduce his efficacy. If the success obtained by someone is more because of factors outside of him, usually it will not have an effect on improving self-efficacy.
- **Vicarious Experiences**
The experience of success of others who have similarities with individuals in doing a task will usually improve one's self-efficacy in doing the same task.
- **Verbal Persuasion**
Information about abilities that are conveyed verbally by someone who is influential is usually used to convince someone that he is capable enough to do a task.
- **Physiological and emotional states**
Anxiety and stress that occur in a person when performing tasks are often interpreted as a failure. In general, someone tends to expect success in conditions that are not colored by tension and do not feel any complaints or other somatic disorders.

c) Aspect-Aspect Self-efficacy

According to Bandura (in Ghufon and Risnawati, 2014: 80), self-efficacy in each individual will be different between one individual will differ from one individual to another based on three dimensions. The following are three dimensions, namely:

- **Magnitude/ Level**
Relate to the level of quality carried out. From simple or easy assignments to expanding on difficult tasks. If faced with tasks that have different levels of difficulty, then self-efficacy will lead to tasks that are easy, medium or difficult in accordance with the abilities obtained to meet their individual needs.
- **Generality**
Generality, relating to the broad field carried out, this concerns how individuals are confident in overcoming certain situations with the capabilities they have.
- **Strength**
Associated with stability or level of individual trust. Students who have a weak belief in their abilities can easily give up when facing obstacles in completing tasks.

d) Methods Research

1) Place And Research Time

The place of this research is at SMK Diponegoro 1 East Jakarta. Research time this do was conducted date on October 26, 2018. The purpose of this study was to

determine the influence of peer conformity on cheating behavior with self-efficacy as a mediator for students of class XI of SMK DIPONEGORO 1 East Jakarta.

2) Population and Sample

The population in this study were all students of class XI SMK (vocational school) Diponegoro 1 East Jakarta, totaling 120 students. The sampling technique in this study used a proportional random sampling technique. The sample in this study were 92 students of Vocational High School (SMK) Diponegoro 1 in East Jakarta.

3) Data Taking Techniques

In this study is the scale of peer conformity, the scale of cheating behavior, and the self-efficacy.

Research data collection is carried out using a psychological scale. The psychology scale used as an instrument for collecting data is as follows:

- The scale of cheating behavior compiled based on the aspects of cheating behavior were raised from the theories of Dewi (2000) the scale method used in data collection consists of three types of scales, namely: asking, copying, viewing and using certain codes. It is known that 19 items were declared valid and 6 items were declared fall.
- The scale of peer conformity compiled based on aspects of Peer conformity Scale consists of two categories, namely Compliance, and Conversion. It is known that 19 items are declared valid and 6 items are declared fall.
- The self-efficacy scale is arranged based on the aspects of self-efficacy that are expressed from the theory according to Bandura (1998), namely the Dimension (Magnitude / Level), the Dimension of Strength (Generalization) (Generality). it is known that 18 items were declared valid and 7 items were declared fall.

The items in this study use a Likert scale, then the measured variables are described into which can measurable indicators. Each answer is connected with the form of statement or attitude support disclosed with the give a sign on the answer choices consisting of, strongly agree (SS), Agree (S), Neutral (N), disagree (TS), strongly disagree (STS).

Analysis of the collected research data was carried out using analysis techniques, namely Path Analysis by carrying out analysis through simple regression, multiple regression and sobel test, with the main objective of wanting to see the influence of peer conformity on cheating behavior with self-efficacy as mediators.

3. Research Results and Discussion

Based on the results of research data analysis using Path Analysis by analyzing through simple regression, multiple regression and sobel test between peer conformity variables with cheating behavior obtained a Beta value of 0.381, between peer conformity variables with self-efficacy obtained a Beta value of 0.017. between the self-efficacy variables and cheating behavior, with the beta value obtained

is -0.128. Based on the results of the sobel test calculation, the z score is $-19,94157 > 1.98$ with a significance level of 5%, proving that self-efficacy can mediate peer conformity with cheating behavior.

4. Conclusion

Based on the results of data analysis that has been described previously, it can be concluded that there is an influence of peer conformity on cheating behavior with self-efficacy as a mediator in students of class XI of at SMK Diponegoro 1 East Jakarta.

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