

## Determination of Student Academic Fraudulent Behavior in the Misuse of Information Technology and Integrity

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**Abstract:** *This research focuses on academic cheating committed by students, intending to know the influence of misuse of information technology and integrity on students' academic cheating behavior. It is necessary to be known because academic cheating can influence the quality of human resources or graduates produced by an institution. The researchers in this study used the survey method with an explanatory design. This study involved Siliwangi University students with proportional random sampling techniques; as many as 354 students were involved as research samples and questionnaires for data collection techniques. The analysis method employed multiple linear regression, and the study's results stated that the misuse of information technology positively influenced 33.3% of academic cheating behavior, with sig. score of 0.000, and student integrity negatively influenced 4.6% of academic cheating behavior, with sig. score of 0.000. Besides, jointly, misuse of information technology and student integrity significantly influenced, with a sig. value of 0.000 and a percentage of influence of 37.9% on academic cheating behavior.*

**Keywords:** *Information Technology, Integrity, Academic Cheating*

**Abstrak:** Fokus penelitian ini yaitu kecurangan akademik yang dilakukan para mahasiswa. Dengan tujuan untuk mengetahui bagaimana pengaruh penyalahgunaan teknologi informasi dan integritas pada mahasiswa terhadap perilaku kecurangan akademik. Hal tersebut perlu diketahui karena terjadinya kecurangan akademik akan berpengaruh terhadap kualitas sumber daya manusia atau lulusan yang dihasilkan oleh suatu instansi.. Metode survei dengan desain eksplanatori digunakan peneliti dalam penelitian ini. Penelitian ini melibatkan mahasiswa Universitas Siliwangi dengan teknik proporsional random sampling, sebanyak 354 mahasiswa yang digunakan sebagai sampel penelitian dan kuesioner sebagai teknik pengumpulan data. Metode analisis yang digunakan menggunakan regresi linier berganda dan hasil penelitian menyatakan bahwa penyalahgunaan teknologi informasi memiliki pengaruh yang positif sebesar 33,3% terhadap perilaku kecurangan akademik dengan nilai sig. 0,000, serta integritas mahasiswa memiliki pengaruh yang negatif sebesar 4,6% terhadap perilaku kecurangan akademik dengan nilai sig. 0,000. Dan secara bersama-sama penyalahgunaan teknologi informasi dan integritas mahasiswa memiliki pengaruh yang signifikan dengan nilai sig.0,000 dan persentasi pengaruh 37,9% terhadap perilaku kecurangan akademik.

**Kata Kunci:** Teknologi Informasi, Integritas, Kecurangan Akademik

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## INTRODUCTION

The quality of a country's human resources is highly dependent on education, significantly higher education. Article 5 of the Republic of Indonesia Law Number 20 of 2012 concerning Higher Education states four objectives of higher education. These objectives include developing individuals' potential to shape a religious, morally upright, creative, independent, and skilled character and possessing broad and beneficial knowledge for the country. Furthermore, it is expected that higher education graduates also possess the ability to master technology and science, apply human values, and contribute to the development and well-being of humanity (kemenkeu.go.id, 2012). Based on these objectives, it is hoped that education, significantly higher education, can produce quality graduates who have the knowledge and noble character and become role models for the surrounding community, as students are a generation that can improve a nation towards a better direction (Melasari, 2019).

However, based on the findings and experiences of researchers seeing colleagues in the lecture or education process, it is often associated with the value that must be achieved; these values are often used as the main focus and benchmark for student success. From this value, students are said to be able or not to complete every assignment and exam. As a result of these students' thoughts, they will focus more on how to get good grades listed in the diploma or grade book, which will ultimately ignore the excellent learning process. Students often commit academic fraud to get high scores, such as cheating, plagiarism, copying, pasting friends' assignments, discussing during exams or quizzes, and others. The existence of this academic cheating behavior will undoubtedly lead to the low quality of human resources produced, which is contrary to the objectives of education. It was reinforced by the existence of pre-research conducted by researchers.

The phenomenon of academic cheating still often occurs both in Indonesia and abroad; for example, students in Spain, precisely at the University of Málaga, committed academic fraud that went viral on social media in 2022; the student was called a cheating expert because he made cheating exams using 11 pens to summarize all the material (Likein.id, 2022). At a private Indonesian university, Bina Nusantara University, there has also been academic fraud committed by 80 students until they were expelled or dropped out (DO) due to cheating and plagiarism cases. The dropout rule is a form of campus commitment to fighting corruption in higher education (kumparan.com, 2021). In addition, at Siliwangi University, after conducting pre-research with 50 respondents, the results strongly represent the researcher's reasons for researching academic cheating behavior. Table 1 shows the results of the pre-study:

**Table 1. Pre-research results**

| No | Percentage        | Description                                       |
|----|-------------------|---|
| 1  | 86% (43 People)   | Students have cheated during lectures.            |
|    | 14% (7 People)    | Students never cheat during lectures.             |
| 2  | 92% (46 People)   | Students have seen cheating during lectures.      |
|    | 8% (4 People)     | Students never see cheating during lectures.      |
| 3  | Percentage        | Forms of Cheating Performed                       |
|    | 68.1% (32 People) | Plagiarism  |
|    | 34% (16 People)   | Cheating on exams                                 |
|    | 85% (40 People)   | Cooperate in completing individual tasks or exams |
|    | 2.1% (1 People)   | Preparing cheat sheets for exams                  |
|    | 12.8% (6 People)  | Helping others cheat                              |

*Pre-research questionnaire data, 2023*

Based on the pre-study results, 43 people admitted to having committed academic fraud, indicating that academic fraud behavior at Siliwangi University still occurs frequently and is an essential problem because it can affect the quality of human resources. Internal and external factors are the cause of this academic fraud behavior that occurs. Student integrity is an internal factor, and information technology is an external factor (Hadijah & Jamaluddin, 2020). According to Melasari (2019), academic cheating can be interpreted as an ethical violation because it is a lying behavior shown by students during educational activities to get satisfactory or desired results. Academic cheating is also the act of someone individually or collectively to achieve academic goals by lying, breaking the rules, and deceiving someone, such as a lecturer or supervisor (Arfiana & Sholikhah, 2021). In addition, Colby (Sagoro, 2013) states that plagiarism, data falsification, duplication of assignments, exam cheating, and wrong cooperation are examples of academic fraud behavior that can be identified.

Rahmawati (Melasari, 2019) also asserts, "If members can use information technology well, information technology will work effectively." However, this easily accessible information technology often increases the possibility of students cheating. The wrong use of information technology violates computer-based science, is developing rapidly, and violates the code of ethics (Melasari, 2019). According to Romatua (Jannah et al., 2020), three factors are mentioned to measure the misuse of information technology, including the level of sophistication, the amount of time spent using the technology, and the level of knowledge and skills associated with using the technology. Moreover, students' academic cheating is affected not only by the misuse of information technology but also by their confidence. In this regard, student integrity is defined as actions or honesty performed by students by applicable regulations (Juliardi et al., 2021). Committing academic cheating is dishonest behavior and violates the rules, and this dishonest behavior reflects a person's low moral values. The existence of this cheating behavior will result in a decrease in the quality of human resources or graduates produced. It will ultimately hinder the development and growth of a nation (Winardi et al., 2017).

Furthermore, the loyalty of each student determines the urge to commit fraud (Pranita et al., 2022). According to Probovury (Melasari, 2019), student integrity can be measured by measuring loyalty to small things, responsibility, a culture of trust, honesty, fairness, humbleness, and compliance with ethics. Specifically, the pandemic has changed the education landscape, and this research will examine how this situation affected the occurrence of academic cheating. Besides, remote learning and virtual environments can open up new opportunities for fraudulent behavior. By conducting this research, how academic fraud is in the post-pandemic or digital era can be discovered. It makes this research different from previous research.

With the background of the above problems, the problem of academic cheating behavior is significant to study because if this behavior continues to be allowed, it will become a habit and be considered something that can be done by students in an academic environment, which impact the low quality of human resources. From the above problems, it is interesting for researchers to research the effect of misuse of information technology and integrity in students on academic cheating behavior during lectures.

## **RESEARCH METHODS**

The method applied in this study was a survey method with a quantitative approach and explanatory research design. According to Sinabela (2014), the survey collects sample data to determine the relationship or influence between variables. However, quantitative research requires

many numbers, starting from the data collection process, data interpretation, and publication of results (Purnomo, 2016). Creswell (Siyoto & Sodik, 2015) also explains that explanatory research is a correlational design to determine how two or more variables correlate. This study consisted of one dependent variable, namely academic cheating behavior (Y), and two independent variables, namely misuse of information technology (X1) and student integrity (X2).

The instrument in this study consisted of 59 statement items distributed by the researchers to the respondents. The instrument is based on indicators and developed by making a statement grid. The academic fraud variable used indicators Colby (Sagoro, 2013) developed, namely plagiarism. The statements disseminated included using words or ideas and copying other people's work without including sources—the falsification of data encompassed data falsification in carrying out assignments and entrusted absences. Multiplication of tasks was doing multiplication of tasks. Cheating at the moment exams, i.e., plagiarizing, cheating tricks using technology, or something else. Wrong collaboration comprised cooperation carried out during exams or quizzes. There were 21 items asked for academic fraud variables.

The information technology abuse variable employed indicators developed by Romatua (Jannah et al., 2020), namely, knowledge or skills, in which statements disseminated included skills in using technology. Sophistication-level information technology comprises sending and searching for information easily. The length of use of information technology consisted of the usual use of various kinds of information technology for academic fraud. In the information technology misuse variable, the items asked were 12 statements.

The student integrity variable utilized indicators developed by Probovury (Melasari, 2019), namely loyalty in small things; the statements spread comprised maintaining the institution's good name and helping each other. Having responsibilities responsibility included always studying hard and being responsible for assignments. Having cultural belief (trust) covers believing in one's abilities. Honesty includes behavior, not cheating, and what it is. Fair and humble consisted of sincere behavior in helping and respecting each other. Complying with ethical standards is adherence to existing regulations. In the student integrity variable, the items asked were 26 statements.

Previously, the instrument was tested for validity and reliability. The validity test results showed that all question items had a value of  $r\text{-count} > r\text{-table}$ , so all question items were declared valid. In addition, the reliability test results revealed that all the research instruments had Cronbach's value alpha more significant than 0.80, so the entire instrument research was very reliable.

To collect data for the study, the researchers distributed questionnaires to Siliwangi University students online using Google Forms. The sampling technique used was probability sampling, with proportional random sampling and the Slovin formula with a significance level of 5%. According to Trisnani (2019), "Proportional random sampling is the number of samples taken proportionally and taking them randomly." After the calculation, 354 students were involved as samples in this study out of 3,103 students in the Class of 2020 at Siliwangi University. Besides, the measurement scale used a Likert scale of 5. The data were then processed by calculating the interval level value (NJI), multiple regression analysis, and the coefficient of determination. In addition, the authors conducted prerequisite tests, such as normality, linearity, multicollinearity, and heteroscedasticity tests, as well as hypothesis testing both partially and simultaneously. The entire data processing process utilized IBM SPSS version 23 software.

## RESULTS AND DISCUSSION

Based on the research results from 354 students, the categorization of respondents' answers to each variable is obtained as follows:

Table 2. Respondent score categorization

| Category  | Academic Cheating | Misuse of Information Technology | Student Integrity |
|-----------|-------------------|----------------------------------|-------------------|
| Very high | 6.5               | 8.5                              | 6.2               |
| High      | 22.6              | 22.6                             | 22.6              |
| Moderate  | 37.3              | 35.9                             | 39.0              |
| Low       | 29.7              | 27.1                             | 25.4              |
| Very low  | 4.0               | 5.9                              | 6.8               |
| Total     | 100%              | 100%                             | 100%              |

Source: Results of data processing by researchers in 2023

Based on the data above, academic cheating behavior was categorized as very high at 6.2%, high at 22.6%, moderate at 37.3%, low at 29.7%, and very low at 4.0%. For the variable misuse of technology, 8.5% was very high, 22.6% was high, 35.9% was moderate, 27.1% was low, and 5.9% was very low. In comparison, in the student integrity variable, 6.2% was very high, 22.6% was high, 39.0% was moderate, 25.4% was low, and 8.8% was very low. In addition, data on academic fraud behavior variables were obtained from respondents' answers with 21 statement items comprising five alternative solutions. Based on the calculation of data tabulation, the results of respondents' answers to this variable obtained a score of 15.059 and included in the interval 13.381,3 – 19.328,4. It shows that the academic cheating behavior of Siliwangi University students in the class of 2020 was included in the never category. Data regarding the misuse of information technology variable was obtained from a questionnaire with 12 statement items comprising five alternative answers. It is known that the total score of all respondents' responses to the variable misuse of information technology was obtained as much as 10.417 and included in the interval 7.646,5 – 11.044,8. It suggests that the misuse of information technology in 2020 by Siliwangi University students was included in the never category. Data concerning student integrity variables were obtained from a questionnaire with 26 statement items comprising five alternative answers. Based on the data processing results, the respondents' answers to this variable obtained a score of 38.441 and included in the interval 31.293,7 – 38.656,8. It indicates that the integrity of the Siliwangi University students' class of 2020 was in the high category.

After the data went through classical assumption testing, namely the normality test, with Kolmogorov-Smirnov obtaining  $0.192 > 0.05$  and declaring average distribution data, hypothesis testing was carried out. Furthermore, based on the calculation of the linearity test, the variable misuse of information technology brought a sig. deviation from the linearity value of  $0.154 > 0.05$  and the variable integrity in students  $0.331 > 0.05$  stated that each independent variable had a linear relationship to the dependent variable. In the multicollinearity test, the Tolerance and VIF values were obtained on the variable of technology misuse tolerance at  $0.950 > 0.1$  and VIF  $1.052 < 10$ . In addition, the integrity of students had tolerance and VIF  $0.950 > 0.1$  and VIF  $1.052 < 10$ . Thus, it is stated that there was no multicollinearity between the two independent variables. Moreover, in the heteroscedasticity test, the misuse of information technology variable obtained sig.  $0.211 > 0.05$ , and the student integrity variable had sig.  $0.754 > 0.05$ , stating that there was no heteroscedasticity. After the prerequisite test analysis, the hypothesis was tested through multiple regression tests. The analysis results can be seen in the following table:

Table 3. Multiple regression test results

| Variable                         | B      | t <sub>count</sub> | t <sub>table</sub> | Sig.  | R <sup>2</sup> |
|----------------------------------|--------|--------------------|--------------------|-------|----------------|
| (Constant)                       | 35.788 |                    |                    |       |                |
| Misuse of Information Technology | 0.869  | 12.966             | 1.967              | 0.000 | 37.9%          |
| Student Integrity                | -0.173 | -3.756             |                    | 0.000 |                |

Source: Results of data processing by researchers in 2023

Based on the table above, the constant value was 35.788, with B1 0.869 and B2 -0.173. Then, the regression equation of this study was obtained:  $Y = 35.788 + 0.869X_1 - 0.173X_2$ . The coefficient value of B1 or the variable use of information technology was 0.869, meaning that if the misuse of technology increases by one, it will be able to increase academic fraud behavior in students by 0.869, using the assumption that the student integrity variable and the constant are constant. Based on the first hypothesis test, the information technology misuse variable obtained a t-count value of 12.966 > 1.967 from the table with sig. 0.000, so it is concluded that  $H_a$  was accepted. In other words, there is a significant positive effect between the variables of misuse of information technology and student academic fraud behavior.

The second hypothesis test of the student integrity variable obtained the t-count value of -3.756 > 1.967 from t-table with sig. 0.000, so it is concluded that  $H_a$  was accepted. It indicates a significant adverse effect between the integrity variables possessed by students on the occurrence of academic cheating behavior. In the simultaneous test, F-count 107.282 > 3.021 from F-table with sig. 0.000 was obtained, and it can be concluded that  $H_a$  was accepted. It denotes an influence on the use of information technology with the integrity of students on the occurrence of academic fraud in students. Then, based on the results of testing the coefficient of determination, the variable of technology abuse and integrity in students had a percentage of influence on the academic fraud variable of only 37.9%, dominated by the variable of information technology abuse. At the same time, the remaining 62.1% were influenced by factors not in this study.

The study's results by calculating the interval level value (NJI) showed that students had done and had negative behavior to get satisfactory results in the academic field, either by cheating or committing other fraud, making them satisfied with the results they achieved. It happened because of several reasons: the existence of pressure, namely the pressure to be able to achieve satisfactory results and targets, such as a high and graduate on time; rationalization, i.e., the attitude of believing that cheating is common and is not a problem if done; opportunity, namely the existence of opportunities to act fraudulently; capability, i.e., the ability or proficiency of an individual to be able to commit fraud as a result of the usual tongue and courageous attitude. Students accustomed to cheating will depend on the results of grades on specific sources, especially during the COVID-19 pandemic; online lectures will make it easier and provide more opportunities for students to cheat because lecturers do not directly supervise them.

Based on the calculation of the interval level value (NJI), the misuse of information technology by Siliwangi University students was in the never category, meaning that students had misused technology in the lecture process. It was due to the ease of access and opportunities that made students easily use technology; these opportunities arose due to several factors, such as lack of supervision or control of lecturers and lack of strict regulations that made cheating occur. In line with Hadijah and Jamaluddin (2020), "One of the things that can make cheating occur is easily accessible social media." It is also consistent with Aziz & Nurlita Novianti's (2016) statement, "The sophistication of technology makes students smarter in using it, including in committing academic fraud." In addition, information

technology is familiar to students; during the COVID-19 pandemic, lectures were conducted online, which entirely used information technology. Even now, offline lectures are inseparable from the use of information technology. It makes it easier for students and, of course, adept at misusing technology for academic fraud in the lecture process. It aligns with Melasari (2019), who stated, "Students who cannot be separated from the use of information technology make cheating in the academic field occur." Also, consistent Putry & Agung (2021), "Information technology has made academic dishonesty easier." The study results also agree with previous research conducted by Simbolon and Ningsih (2019) that "student integrity has a positive influence on the occurrence of academic cheating in prospective accountant students."

Furthermore, from the calculation of the NJI, the student integrity variable was in the high category, meaning that most 2020 Siliwangi University students had good personalities and behaviors, such as behaving honestly, being responsible, and obeying the rules in the academic environment. Pramita et al. (2022) asserted that the integrity of each student influences a person's encouragement to commit fraud." Integrity can stop a person's personality; having high integrity is expected to minimize academic fraud in students. With honest, responsible, and obedient student behavior, students can complete their assignments correctly without cheating. In contrast, if students are less responsible and do not have honest behavior, they tend to cheat and ignore existing regulations. It aligns with Melasari (2019), who states, "The result of low integrity will increase academic fraud." The results of this study are the same as previous research conducted by Puaningsih et al. (2022) that "Student integrity has a negative influence on the occurrence of fraud in the academic field."

The influence of misusing information technology and integrity in students on the occurrence of fraudulent behavior in the academic field is basically due to the interrelated relationship between these variables. For example, when students misuse information technology because of the sophistication and ease of access and who are getting smarter in using it, it indicates that their integrity is low due to a lack of honesty and obedience to regulations. It will undoubtedly make someone feel helped to commit academic fraud by the existence of information technology and not care about the value of honesty and existing rules because they have low integrity. In this study, it was seen from the coefficient of determination test that the percentage contribution of the two variables was only 37.9%; this indicates that 62.1% could influence academic fraud by using the dependent variable, which was not examined in this study. It is a research limitation and can be used as a suggestion for future researchers to look for other variables related to academic cheating behavior variables. In addition, this research is highly dependent on the voluntary participation of students; students who are willing to participate may have different characteristics from those who are not willing, or there is a compulsion so that students are unable to fill seats, which results in potential bias in research results.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the research results and discussion, it is concluded that there was an influence between the misuse of information technology and integrity in students on the academic fraud behavior of 2020 students at Siliwangi University. However, considering that the two independent variables used or studied only had a percentage of influence of 37.9% on academic fraud behavior, it suggests that there is still a 62.1% influence that these two variables could not explain. Therefore, future researchers are expected to look for or add other variables thought to influence academic cheating behavior. Some variables that can be considered are opportunity (opportunity to commit fraud), religiosity (level of religious observance), academic procrastination (tendency to delay academic work), and other relevant variables. By expanding the scope of variables, it is expected that future research can provide a more

comprehensive picture of the factors that contribute to the occurrence of academic fraud. Thus, the research results will be more accurate and provide insight into how academic cheating can be prevented or reduced at Siliwangi University and other educational institutions.

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