

Student Cheating in National Examinations:
A case of Indonesia

by
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Abstract

Indonesia is facing cheating problems in national examinations. Media has often reported about cheating practices especially since national examinations became the academic qualifications for graduation.

The purpose of this study is to find out factors influencing cheating practices and cheating methods in Indonesia. The research investigated the experiences of 118 university students in different universities in North Sumatera, Indonesia, using questionnaire and interview.

This study found that major factors of cheating practices were the lack of self-confidence, time pressure, lack of punishment, and encouragement from parents. It also found that cheating methods that students used were using small notes and asking friends. This research reveals that proctors have a significant role in helping students cheating. The findings of this research would provide policy implication for Indonesian government.

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Chapter I

Introduction

Cheating practices happen worldwide. Many researchers used cheating practices as topic an of research in developing countries (Teixeira and Rocha, 2006; Teodorescu and Andrei, 2008; Nora and Zhang, 2010; Nazir, Aslam, & Nawaz, 2011; Tsai, 2011), developed countries (Finn and Frone, 2004; Murdock and Anderman, 2006; West, 2009), and comparing between countries (Salter, Guffey, & McMillan, 2011).

Indonesia is one of the countries that is facing this problem. Media has reported about cheating practices in Indonesia every year since the national examinations become the standard for academic qualification (2004). The Federation of Indonesian Teachers Association (FSGI) reported that there were 102 allegations of cheating practices in 2011, 317 cases in 2012, 1035 cases in 2013 and in the following year the cheating cases were continuing.

In fact, I experienced the problem of cheating practices. My high school classmates felt insecure and afraid of their ability to answer the questions. They cheated on national examinations although they did not cheat in class or school exams. One of my friends got a perfect score in one subject in national examinations based on local newspaper reports, but she confessed that she cheated.

Although high rates of research on cheating practices, very little are being done by Asian countries especially in Indonesia In this research, I conducted research to answer my questions about why students cheat in the national examinations in Indonesia and how students cheat in the national examinations. Although high rates of research on

cheating practices, very little are being done by Asian countries especially in Indonesia. This research consists of six chapters. The first chapter explains the national examinations and critiques cheating practices. The second chapter is a contextual framework about Indonesia and the education system in Indonesia. The third chapter is a theoretical framework. In this section, I describe the definitions of cheating practices, the factors influencing cheating practices from much literature, research about cheating practices in Indonesia, and my research questions. The fourth chapter explains about the participants, research methods, and questionnaire. The fifth and sixth chapters explain the findings and conclusions of the research.

Chapter II

Contextual Framework

This chapter will introduce about the economy and corruption, Indonesia education system, national education standards, and the national examinations.

2.1 Background of Indonesia



Figure 2-1. Indonesia map

Indonesia is a republic country with a presidential system, and the capital city is Jakarta. Indonesia national ideology is *Pancasila* (five principles): Belief in the absoluteness of God (in Indonesian, *Ketuhanan Yang Maha Esa*), Just and civilised humanity (in Indonesian, *Kemanusiaan Yang Adil dan Beradab*), The unity of Indonesia (in Indonesian, *Persatuan Indonesia*), Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives (in Indonesian, *Kerakyatan Yang Dipimpin oleh Hikmat Kebijaksanaan, Dalam Permusyawaratan Perwakilan*), Social justice for all of the people of Indonesia (in Indonesian, *Keadilan Sosial bagi seluruh Rakyat Indonesia*). The Indonesia motto is *Bhinneka Tunggal Ika*

(Unity in Diversity) (OECD, 2015).

Indonesia is a developing country that is located in Southeast Asia. As a developing country, the Indonesian economy is Lower Middle Income (Source: World Development Indicators). A lower middle-income country is a country that struggles in infrastructure, food self-sufficiency, social protection, low quality of human resources; bureaucracy, and the rule of law.

Indonesia has the resources to move into a High Income Country (HIC). Indonesia has abundant natural resources and human resources. The Natural Resource Governance Institute showed that Indonesia could supply minerals, petroleum, and natural gas. In Human resources, Indonesia is the fourth most populous country in this world. If Indonesia can manage natural resources and improve the quality of human resources, Indonesia can move faster to HIC (Basri et al., 2016).

However, corruption inhibits the Indonesian growth. Even if Indonesia has abundant natural resources and human resources, it cannot help Indonesian into HIC (Basri et al., 2016). After the Soeharto era (the new order), a governance system was implemented that is decentralization. The central government empowers local government to use their natural resources and repair their infrastructures. Kurniawan (2011) found that the opportunities for corruption were: first, the process of obtaining goods and services with using kickback, markup, bribery and embezzlements, second, making fiction proposals to take the fund from government and the last third chances is granting permissions with bribery.

Corruption problems also spread to the education system. Media reported that Indonesia is facing problems such as students giving bribes to school or teacher for a passing grade in examinations, schools forcing students to buy school instruments or

equipment, and misuse of funds (OECD, 2015).

2.2 Education System

The education system in Indonesia is regulated by the Act of The Republic of Indonesia Number 20, 2003. Table 2-1. shows the education system in Indonesia in 2014.

Table 2-1. Indonesian Education System and National examinations

Age	Education Level
19-above 22	Higher Education
National examinations	
16-18	Secondary education
National Examinations	
13-15	Primary education
National Examinations	
7-12	Primary education
2-6	Early childhood education

Table 2-1 shows Indonesian Education System and national examinations. The first step of Indonesian Education system is kindergarten. Children from two years old to seven six old can join kindergarten. Kindergarten is a place to learn about gross motor skill and fine motor skills.

Primary education in Indonesia takes six years. Primary education is the first stage of compulsory education in Indonesia. The students learn about basic knowledge such as mathematics, Indonesian language, religion study, civic, physical education, arts, and natural and social science from grades four to six. In every grade, students face school examinations, and in the sixth grade, they face both school examinations and national

examinations.

After passing the school examination and national examination in primary school, students can continue to study in junior high school. Junior high school is the second stage of compulsory education in Indonesia. The junior high school takes three years. The subjects are the same as primary education, and an addition is English. Depending on the school, many schools have a laboratory in science and computer class. Every year students face school examinations, and in the 9th grade, there are school examinations and national examinations.

Indonesian compulsory education is nine years but in 2016 the compulsory schooling become 12 years. Twelve years of compulsory education means that high school is the last stage of compulsory schooling in Indonesia.

The high school takes three years. In the 10th grade in high school, all of the students will learn about religion and moral education, civics, Indonesian language, mathematics, history, English language, arts, sports, and social sciences such as economics, geography, and sociology, and natural sciences such as biology, physics, and chemistry. After the final examination in 10th grade, students are guided to choose natural science course or social science course. Natural science and social science courses have different subjects of studies. In the natural science course, biology, chemistry, physics and mathematics are emphasized. In a social science course, geography, economy, sociology, and history are emphasized. In the 12th grade, the school examinations and national examinations for natural science courses and social science courses are different.

2.3 National Education Standards

National education standards are used as a guideline for the development of curriculum, development of educational personnel, provision of facilities and equipment, management and funding. National education standard consists of:

1. Standards of graduate competency
2. Standards of management
3. Standards of content
4. Standards of process
5. Standards of education and training personnel
6. Standards of facilities and infrastructures
7. Standards of financing
8. Standards of assessment

The National Education Standards Board (BSNP) is a professional and independent institution that manage education standard and implementation of national education standards. BSNP make the operational procedure for the application of national examinations (BNSP, 2017).

2.4 National Examination

These sections describe the history of national examinations and the subjects of national examinations.

2.4.1 History of National Examination

National examinations are divided into four periods. This period was divided based on presidential era. The first era was Soekarno as the first president. The second

was Soeharto as the second president. Soeharto led Indonesia almost 32 years and the policies of national examinations were not changed. The third period was Megawati as the fifth president. The last period was Susilo Bambang Yudhoyono as the sixth president. Presidents play a major role in making education acts.

Originally, the national examination was called the national final examination in the 1950s. This examination was made centrally at the national level. The final exam was an essay tests so assessing it took time (Muntholi'ah, 2013).

In 1959-1965 under Presidential Decree No. 145 of 1965 on the National Education System, the final examination was known as the state examination. The examination was made in Jakarta and applied for all provinces in Indonesia. All subject were tested. Students who took the state exam would be given a certificate of graduation, and if the students passed the examination, students would be given the pass certificate. The problem of national exams was a low passing rate. In that era, there was a disparity of education all over Indonesia (Muntholi'ah, 2013).

In 1966-1979, the state examination turned into a school exam. Schools were given the authority to conduct the final examination and check the test result. Central government gave education policy guidelines to control the quality of education (Muntholi'ah, 2013).

In 1989, the final examination was divided into two tests. The tests were the Final Stage of Evaluation Study (EBTA) and the National Final Learning Examination (EBTANAS). Schools cooperated with provincial governments in EBTA and worked with the central government in EBTANAS. Graduation evaluation in this era was the combination of the result of EBTA and EBTANAS plus daily test scores on the report card. Students passed if the average rate of all subjects was at least six out of 10.

EBTANAS score was a prerequisite for selection into higher education (Muntholi'ah, 2013).

In 2001-2004, the EBTANAS system changed into national examinations. National examinations have a passing grade, and the score increased every year. The first time (2011) the minimum score of all three subjects was 3.01, and an average score of all subjects was 6.0. Students could retake the exam if they did not pass but started from 2006 the system was changed. Students who did not pass the test could retake the examinations (Muntholi'ah, 2013).

In 2010 the minimum score of the national examination was 5.50 with at least 4.0 in two subjects and a minimum of 4.25 for other subjects. The number of subjects tested increased, and the minimum standard has not risen until now (Muntholi'ah, 2013).

Since 2015, national examinations are no longer a standard for graduation but as a determination to enter university. Each school determines graduation (Muntholi'ah, 2013).

In conclusion, students must sit three times to do national examinations. Students must pass the test in sixth grade at the primary level, ninth grade in junior high school, and twelfth grade in senior high school (Table 2-1) (Muntholi'ah, 2013).

2.4.2 Subjects of National Examination

Subjects of national examinations are divided into three level of educations.

Table 2-2. Subjects of national examinations

Level of education	Subject of national examinations
Primary School	Indonesian Language, Mathematics, and Natural Science
Junior High school	Indonesian Language, Mathematics, Natural Science and English
Senior High School 1. Natural Science Courses 2. Social Science Courses	Indonesian Language, Mathematics, English, Biology, Physics, and Chemistry Indonesian Language, Mathematics, English, Economics, Sociology, and Geography

Table 2-2 shows subjects of national examination in three levels of educations. In the first levels, primary school, subjects of national examinations are Indonesian language, mathematics, and natural science. In the second level, in junior high school, the subject of national examinations are Indonesian language, mathematics, natural science, and English. Senior high school is divided into two courses that is natural science courses and social science courses. The natural science courses' subject of

national examinations is Indonesian language, mathematics, English, biology, physics, and chemistry. The social science courses' subjects of national examinations are Indonesian language, mathematics, English, economics, sociology, and geography.

Chapter III

Theoretical Framework

This chapter describes the theoretical framework of this research. There are five sections in this chapter. The first section discusses the definition of cheating practices. The second section explains factors influencing cheating practices in Indonesia. The third section describes the methods of cheating. The fourth section informs the research about cheating practices in Indonesia, and the last section is the research questions.

3.1 Definition of cheating practices

There are diverse definitions of cheating practices. Cheating is defined as the act of deceiving somebody with some tricky action, to be fooling another (Ludeman in Davis, 2009). Cizek (2003) explained that cheating behavior contains: “giving, taking, or receiving information,” “using prohibited material,” and “capitalizing on the weaknesses of persons, procedures, or processes to gain an advantage” on academic work. Anderman (2007) defines cheating from the perspective of learning and motivation. Regarding learning, cheating is a cognitive shortcut that is used as a strategy. From a motivational perspective, cheating is done by someone who is highly focused on extrinsic outcomes such as grades; to maintain an image of themselves or peers and to feel a lack of self-efficacy.

Although there are various definitions of cheating practices, I use a fairly broad definition, that is, “prohibited action such as receiving and giving information during an examination to get good grades.”

3.2 Factors influencing cheating practices

Previous research found cheating practices can be influenced by factors such as sex, age and education level, ethnicity, self-efficacy, self-control, academic ability, subjects, classroom context, and punishment. These factors can be divided into internal factors and external factors. According to Sheard et al. (2003) defining internal factors as individual factors that students can control and external factors as situational factors.

3.2.1 Internal Factors

In this research, internal factors as individual factors are divided into demographic factors, personality, and academic ability. Demographic factors are divided into sex, age or education level and ethnicity. Personality factors are divided into self-esteem and self-control.

3.2.1.1 Demographic Factor

Demographic factors are personal characteristics of between person in a group that statistically collected as normative samples that they represent. From previous research, sex, age, and education level, and ethnicity influencing cheating practices.

3.2.1.1.1 Sex

Previous research found that males had less cheating behavior than females (Graham et al. cited from Jensen et al., 2011). Another study found that males have higher cheating behavior than females (Finn & Frone, 2004; Iyer & Eastman, 2006; Lin, 2007; Jensen, 2002; Lin & Wen, 2007; Abu Bakar et al., 2010; Nazir et al., 2011; Soroya et al., 2014; Witmer & Johansson, 2015). While yet others showed that both

sexes cheat to the same extent (Malone, 2006; Elliot, 2014) and there is no correlation between sex and cheating (Harding et al., 2002). The explanation about sex and cheating practices was related to the notion that females strongly bounded, to be honest (Lin et al., 2006) and socialized to obey rules (Ward and Beck, 1990).

Some studies indicated that there was inconsistency in the relation between sex and cheating because there are gender attitude differences (Whitley, Nelson, and Jones, 1999; Rabi et al., 2006; Zimny et al., 2008; Trost, 2009; Ledesma, 2011; Tsai, 2011; Elliott, 2014).

3.2.1.1.2 Age and education level

Age and education level influence cheating in related to maturity, the competitiveness and the harder of schooling in higher education levels. Many studies showed that younger students tend to cheat more than the older students (McCabe et al., 2001; Finn & Frone, 2004; Iyer & Eastman, 2006; Klein, 2006; Nazir et al., 2011). David et al. (2009) stated that older student more mature than younger, so the older behave morally and ethically that can reduce the tendency to cheat. Anderman and Murdock (2007) stated that there was “weeding out” of weaker students, or the more mature the student, the more likely they invested on the knowledge, not the result. Based on contextual factors of students, education level such grade provoke cheating practices. The higher grade is harder and more competitive than the sophomore. Thus age and education level influencing cheating on students.

3.2.1.1.3 Ethnicity

Research indicated that ethnicity could be a major factor in cheating practices. This type thinks that education can be the key to success in employment. This type tries to push their children to get a high score in all subjects in class. This wish can contribute to pressure on children. Children will have a fear of failure, and this contributes to the tendency to cheat. This pressure can lead to cheating practices (Karispidis, 2002; Tsai, 2012).

3.2.1.2 Personality

Gordon Allport (1961) defines personality as the dynamic organization within the individual of those psychophysical systems that determine his or her characteristic behavior and thought. The dynamic organization is the important component of the normal personality, psychophysical means the mental or physical factors of personality (Schultz & Schultz, 2015). Regarding personality, the factors influencing cheating in personality factors are self-efficacy (self-confidence) and self-control

3.2.1.2.1 Self-efficacy (Self-confidence)

Many researchers found that self-efficacy influences cheating practices. According to Bandura (1986), self-efficacy is the students' belief in their ability to accomplish a task or examination. Students who have less confidence in their abilities tend to cheat (Finn & Frone, 2004; Iyer & Eastman, 2006; Nora & Zhang, 2010; Błachnio & Weremko, 2012)

3.2.1.2.2 Self-Control

Previous research found that strong self-control can reduce the tendency to cheat (Elliott, 2014). Strong self-control can inhibit students from doing the unethical behavior.

3.2.1.3 Academic Ability

Regarding the correlation between academic ability and cheating practices, many suggest that students with lower GPA tend to cheat (Klein, 2006; Abu Bakar, 2010; Nazir, 2011). Hensley (2013) found that students' tendency to cheat was related to motivation or goal towards something. He stated that students with low GPA cheat because the fear of failure and the moderate students cheat to get perfected score. Interestingly, other research found that there is no correlation between GPA and cheating practices (Rabi et al., 2006; Bloodgood, 2009; Ledesma, 2011; Tsai, 2012). In sum, the correlation of cheating practices and academic ability cannot be displayed as a simple relationship.

3.2.2 External Factors

External factors describe student behavior based on their situational factors. For this research, I divided the factors into pressure, subject, classroom context, and punishment.

3.2.2.1 Pressure

Recent research found that pressure influenced the decision to cheat. Pressures come from many resources. For example, parents. Parents have an important role for

children. Parents who think that education as the source of socioeconomic mobility and insist their children to have high points in all subjects can contribute to pressure on children (Karispidis, 2002, Nora & Zhang, 2010; Tsai, 2012). Another example is a peer. McCabe & Trevino (1993), Harding et al., (2002), and Nora & Zhang (2010) found that peer that showed disapproval in cheating practices can inhibit the cheating tendency in class. Peers can inhibit the cheating tendency with reporting teacher when cheating happens. On the other hand, Błachnio & Weremko (2012) added that the presence of peers who cheated likely influence the tendency to cheat. Błachnio & Weremko (2012) claimed that the presence of peers who cheating can be related to the social theory of modeling that students try to imitate the other students' behaviors.

Another pressure that influenced the decision to cheat were time to finishing the task is nearly ended (Yardley et al., 2009; Elliott et al., 2014), social emphasizing on the result not the process (Callahan, 2004, Lin & Wen, 2007), and pressure to perform well (Anderman & Midgely, 2004).

Overall, pressure can be divided into pressure from parents, peer pressure, time pressure, social pressure, pressure to perform well and the contribution of the source of pressure to cheating practices cannot be defined yet.

3.2.2.2 Subject

Most students cheat in subjects that need high concentration and complex reasoning such as math and science (Schab, 1991).

3.2.2.3 Classroom context

Classroom context influences cheating practices regarding teaching effectiveness and class sizes. Also, many researchers found that teachers have important roles in promoting cheating. Many students blame poor teaching style, teacher unfair and uncaring, teachers were difficult to approach if there are problems in class. Other studies found that if a teacher has positive relations with students, students are less likely to cheat. (McCabe, 1999; Murdock, Hale & Webber, 2001; Jensen, Arnett, Feldman, Cauffman, 2004; Murdock, 2004; Stephens, 2004; Rabi et al., 2006; Anderman, Cup & Line, 2009; Ledesma, 2011; Soroya et al., 2014).

Other research found that teachers can decrease academic dishonesty. A teacher who condemns academic dishonesty, the communication of honesty behaviors, teachers' behavior to obey the regulations will create the 'honest' atmosphere in class (Dalbert & Stoeber, 2006; Chireshe, 2014; Donat et al., 2014).

3.2.2.4 Punishment

Punishment inversely influence cheating practices as the research showed in (Anderman & Midgely, 2004; Malone, 2006, Sajid nazir, 2010) students cheat if they know the punishment is not severe. Elliot et al. (2014) added that cheating practices can be reduced with giving appropriate punishments such as failing the class. But other viewpoints is threat of punishment had no effect on cheating practices (Stanley et al., 2001). The inconsistency impact of punishment is making a new way to research further.

3.3 Methods of cheating

Cheating methods often used are giving and receiving answers from friends, looking at friends' paper, copying answers from a crib sheet, students taking an examination in place of another student, and writing notes on wall or desk (Generaux & McLeod, 1995; Cizek, 1999; Becker & Ulstad, 2007, Oran et al., 2016). Other methods use devices to cheat (technology based cheating) smartphone, handphone (Iyer & Eastman, 2006; Mc Cabe et al., 2006).

3.4 Research about cheating practices in Indonesia

Here I review research about cheating practices in Indonesia and methods of cheating.

3.4.1 Research about cheating in Indonesia

I review five journals about cheating practices in Indonesia. These five journals tried to found the factors influencing cheating practices.

Pudjiastuti (2012) tried to find the correlation between Self-efficacy with cheating practice among psychology undergraduates. She found that students with high self-efficacy trust their ability to complete their task or assignment. It means that self-efficacy and cheating behavior has a negative correlation. Interestingly, this research found that not all students with low self-efficacy have a high tendency to cheat and there are students with high self-efficacy who cheat. From this result, researchers stated that besides self-efficacy there are many variables influencing cheating practices.

Perianto (2015) determined the perceptions of students in Faculty of Education at the University of PGRI in Jogjakarta about cheating practices. He found that students'

perception of cheating practices is “good.” Factors such as being less motivated in the study, afraid of failing the examination, pressure from parents to get high score are factors that influence the perception of students about whether cheating practices are good or bad.

Samiroh, & Muslimin (2015) found that higher academic self-efficacy can make the tendency to cheat lower. Academic self-efficacy’s contribution in deciding the cheating practice was 27.3%. The other 73.7% was the combination of internal and external factors.

Nurmayasari & Murusdi (2005) found that positive thinking decreasing tendency to cheat. Positive thinking students feel confidence and optimistic to face the examination.

Rohana (2015) found self-efficacy itself has no relation to cheating practices. Meanwhile, peer conformity itself induce a tendency to cheat. Interestingly, if students have high self-efficacy and conform among their friends, students have higher tendency to cheat.

3.4.2 Methods of cheating practices

As the methods of cheating, the research found that students used crib of notes, using technology devices, and ask their friends in the examination in the case of Indonesia (Pudjiastuti, 2012, Perianto, 2015).

These previous research tried to find the factors influencing cheating practices in Indonesia with just used one or two factors. As explained from Samiroh and Muslimin (2015), a single factor such as self-efficacy only contributed 27.3 % in cheating practices. To fill the missing point of the previous research, this research uses the

internal and external factors.

3.5 Research questions

This research has two research questions:

1. What factors influence cheating practices of high school students in National Examination in North Sumatera, Indonesia?
2. What method of cheating is used in National Examinations?

Chapter 4

Methodology

This chapter describes the methodology of this research. It consists of three sections: participants, instruments, and ethical consideration.

4.1. Participants

The participants in this study were all first-year university students in Medan, North Sumatra, Indonesia. The researcher chooses convenient sampling that is sampling that chooses a non-random group based on considerations. The first consideration is first-year university students in the assumption that they still can remember what happened in their national examinations. A questionnaire was distributed to 118 students in three universities in Medan. Figure 4-1, and 4-2 below explain the demographic data for this research.

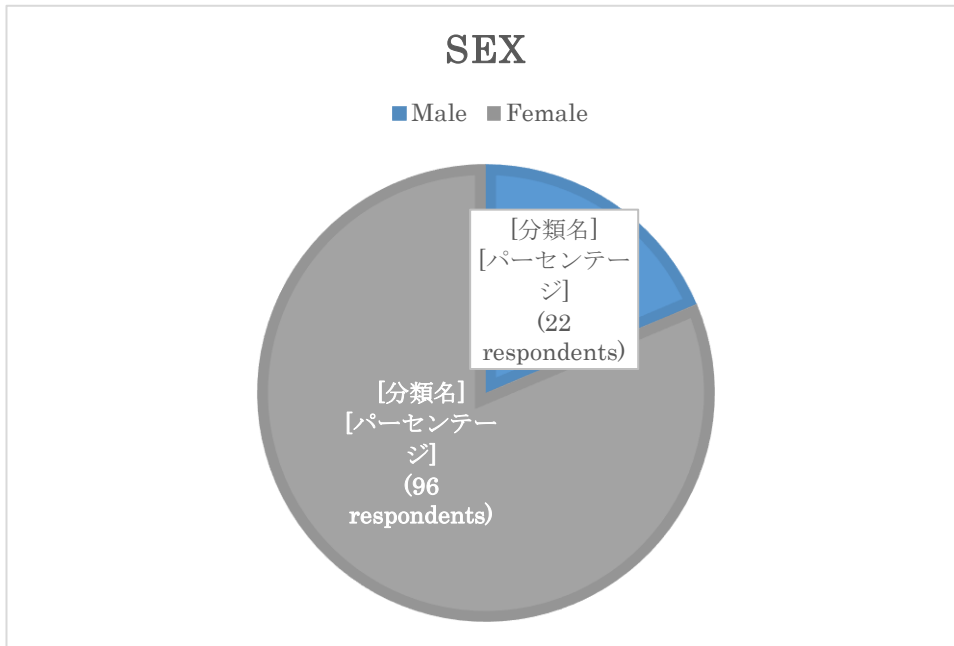


Figure 4-1. Sex

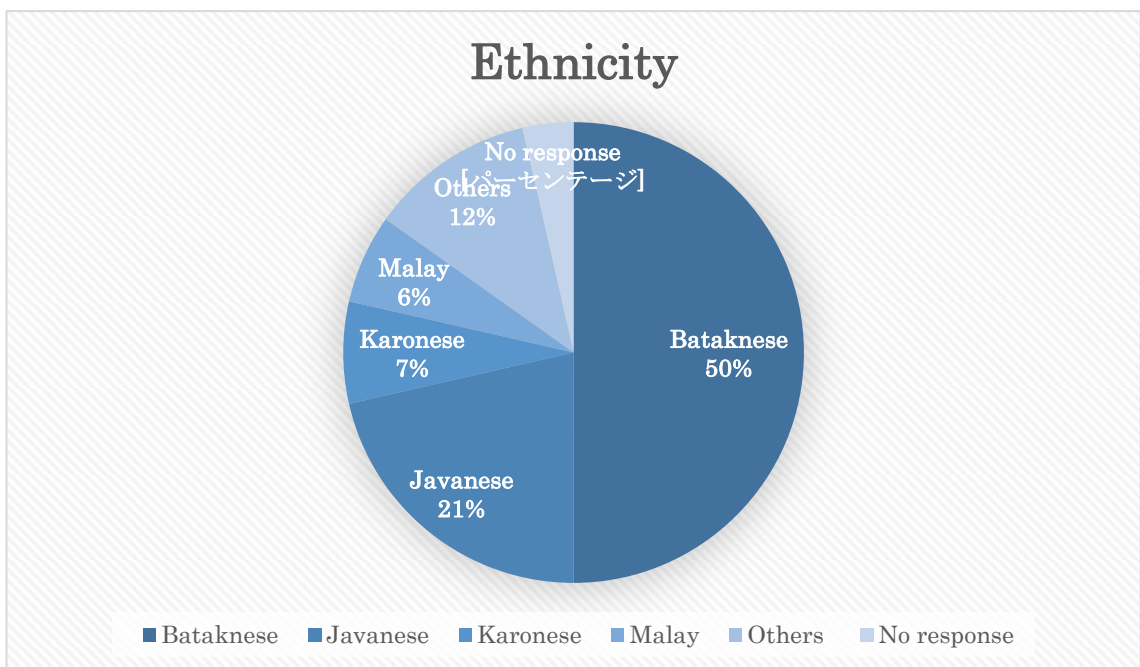


Figure 4-2: Ethnicity

4.2 Instrument

This research used both quantitative and qualitative methods.

4.2.1 Quantitative methods

This method used a questionnaire. The questionnaire consisted of demographic data (name, gender, high school, university, and ethnicity), cheating subjects in National Examination, cheating methods, factors influencing cheating practices (8 items), and their opinion about cheating practices in Indonesia (see Appendix 1 and 2).

4.2.2 Qualitative methods

This research used interview to probe information about the major factors influencing cheating practices.

4.3 Ethical consideration

For ethical consideration, informed consent was being given by the participants. The researcher explained the purpose of the research and promised that the personal data, such as name, sex, and the name of the high school would not be published.

4.4 Summary

This section explained about three section: participants, instruments, and ethical consideration. Participants of this research are 118 students from three universities in Medan, North Sumatra, Indonesia. The questionnaire and interview used as the instrument of this research. Informed consent was being given by the participants as an ethical consideration.

Chapter 5

Findings

The purpose of this research was to investigate factors influencing cheating practices in national examinations in Indonesia and to find the methods of cheating used by the students. This chapter describes findings of this research: factors influencing cheating practices and method of cheating.

5.1 Factors influencing cheating practices

This section describes the factors influencing cheating practices in all education level, cheating subject, and comparison among eight factors are described.

5.1.1 Education Level

Here is the data of respondent who cheated in primary school, junior high school, and senior high school.

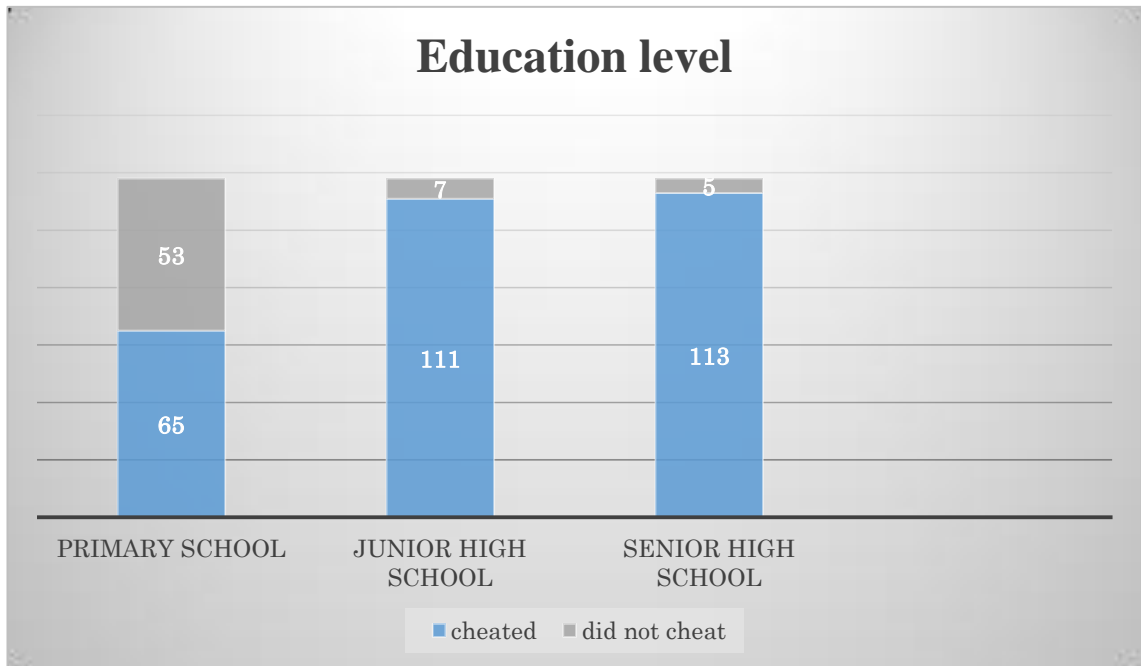


Figure 5-1. Education level

Figure 5-1. shows the data of respondent who cheated or did not cheat in their National Examination. As we seen in figure 5-1, respondents indicated that they cheated less in primary school than junior high school and senior high school students.

5.1.2 Cheating Subjects

This section explains the cheating subjects based on education levels: primary school, junior high school, and senior high school.

5.1.2.1 Primary school

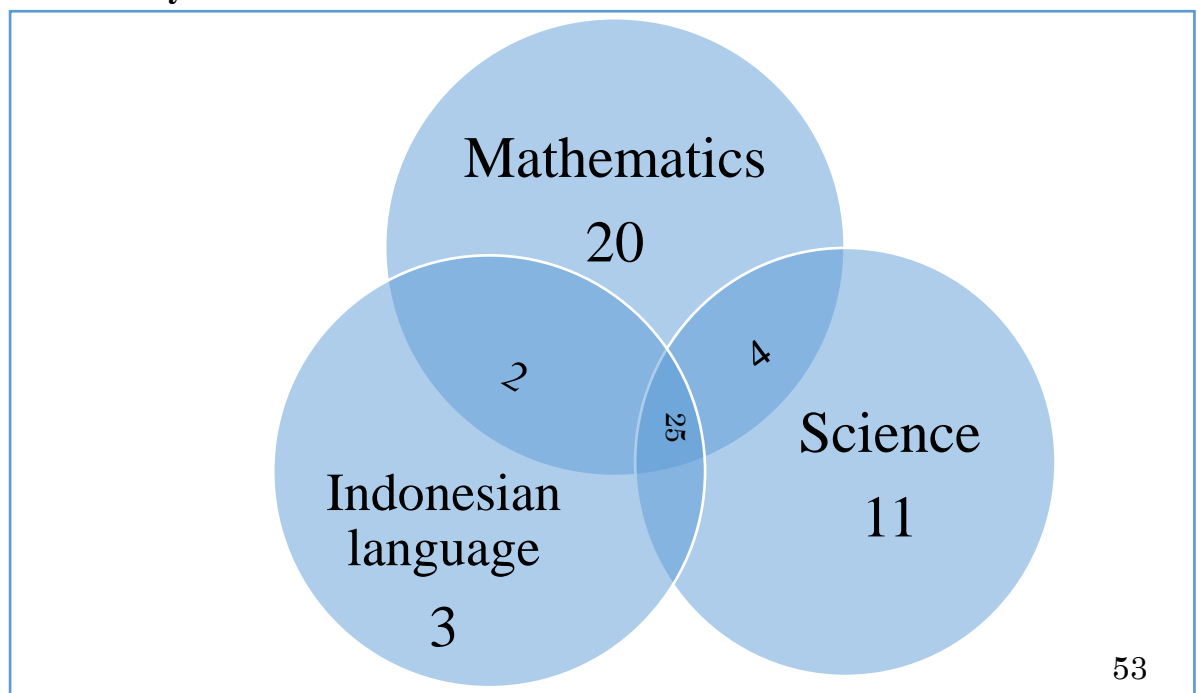


Figure 5-2 Cheating subject in Primary school (N=65)

Figure 5-2 shows most of the students cheated in math (51 students) and science (40 students). According to data, students who cheated in mathematics and science were four students, students who cheated in mathematics and Indonesian language were three students, and students who cheated in all subjects were 25 students. The number of students who admitted that they did not cheat in primary school was 53 students.

5.1.2.2 Junior high school

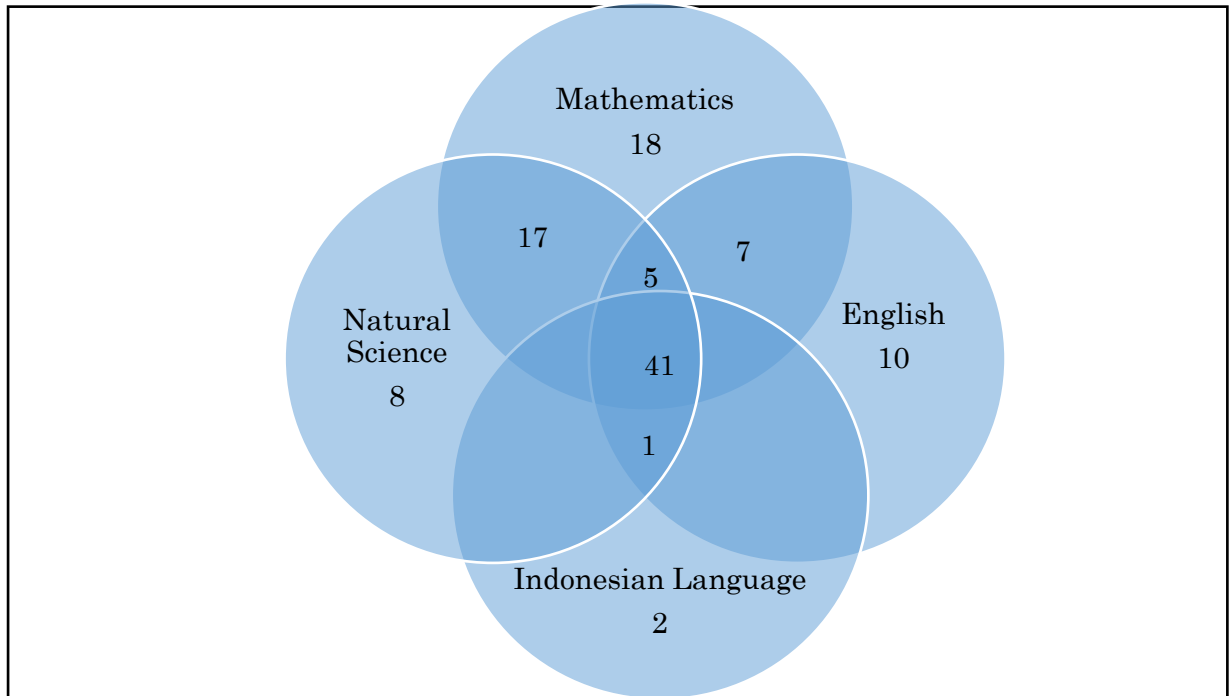


Figure 5-3. Cheating subject in Junior High School (N=111)

From *figure 5-3.*, data shown above has similar result with that within primary school, most of junior high school students cheated in Mathematics (89 students) and Natural science (73 students). In English subject, over half of students cheated (64 students).

5.1.2.3 Senior high school

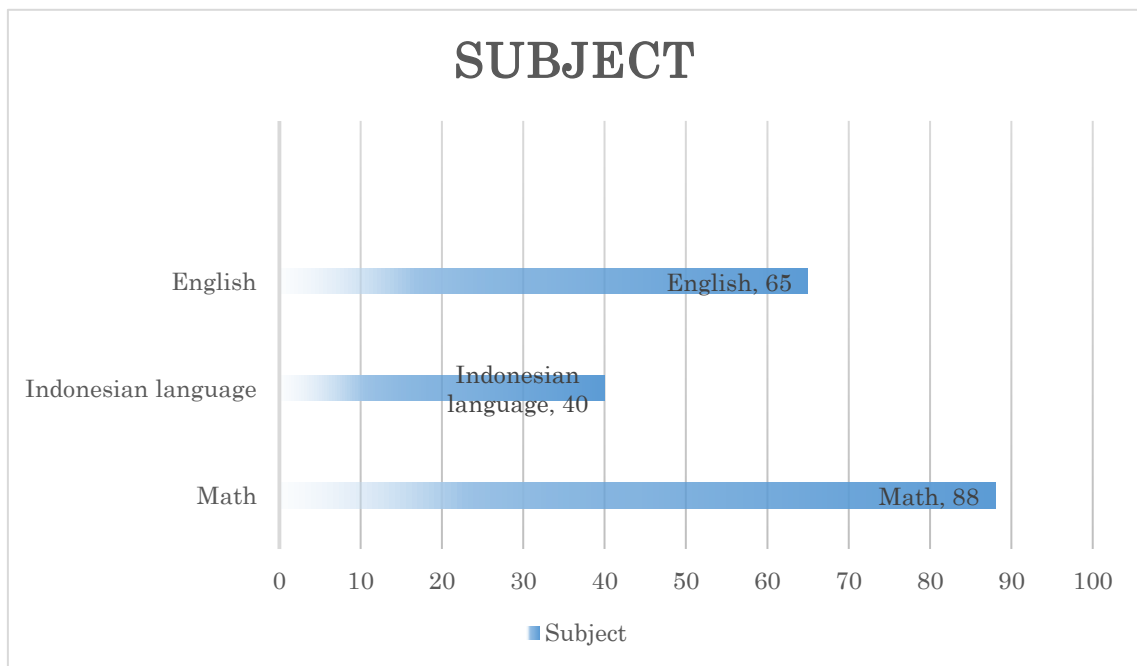


Figure 5-4. Cheating subject in Senior High school (N=113)

The *figure 5-4.* shows that among three subjects (Math, English and Bahasa Indonesia), most of the students cheated in Math and two-thirds of them cheated in English while only 40 students cheated in Indonesian Language

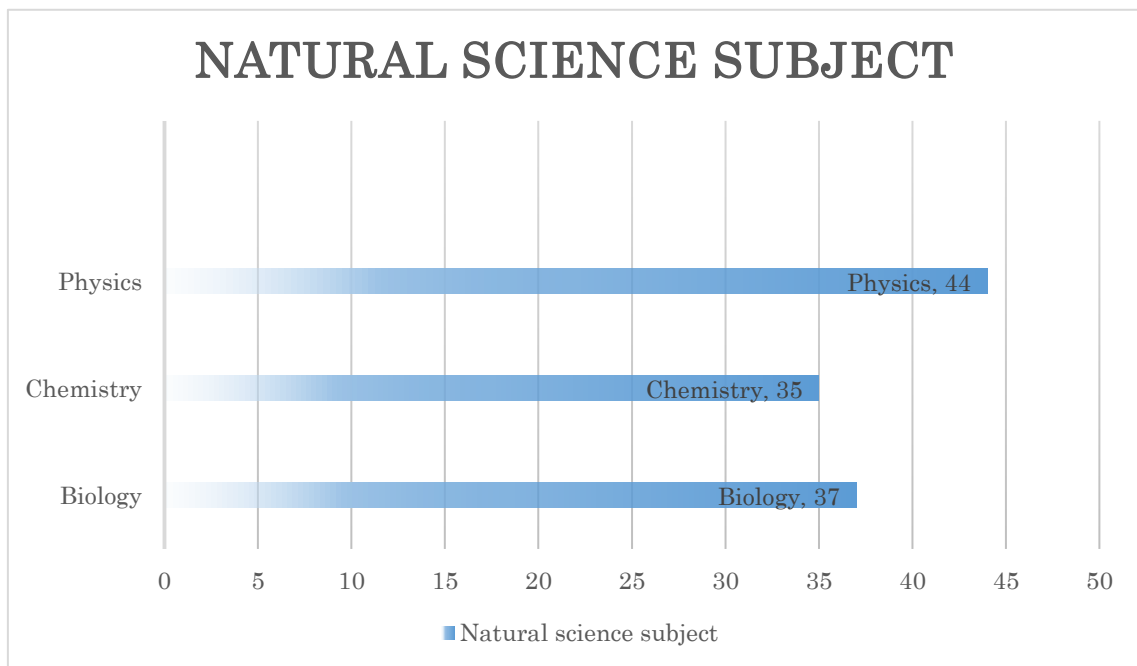


Figure 5-5. Cheating subject in Natural Science Course (N=60)

Figure 5-5 shows that many of them cheated at Physics. The proportion of students cheating in natural Science course in chemistry and biology are similar. In conclusion, the natural science course students cheating in all subject.

5.1.3 Comparison of factors influencing cheating practices

According to the results of the questionnaire (see Figure.5-6), the main factors of cheating practices are likely to be (1) Self-confidence, (2) Time pressure, and (3) Custom,. The minor factors are (1) Pressure from parents, (2) peer pressure, (3) pressure from teacher, (4) ineffective teaching, and (5) Punishment. The major factors are decided based on from the total respondents, above 50% students agreed of the statements.

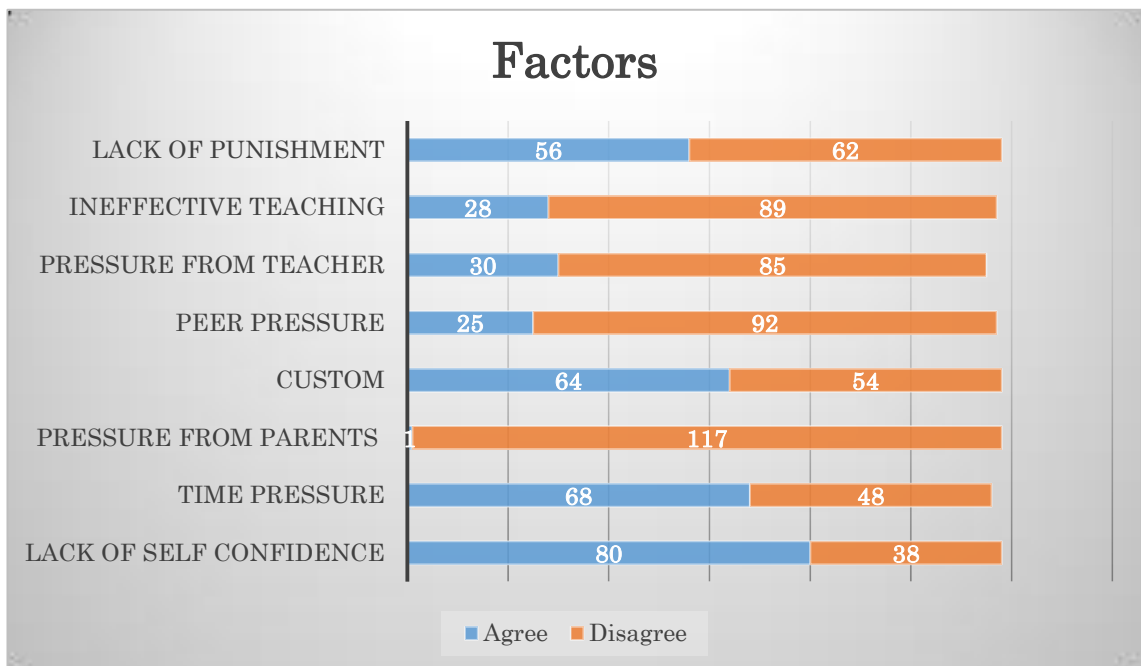


Figure 5-6. Factors influencing cheating practices

5.1.3.1 Major factors

This section describes major factors of cheating practices in Indonesia. The major factors were self-esteem, time pressure, custom and lack of punishments.

5.1.3.1.1 Self Esteem

Eighty from 118 respondents agree that they cheated because of lack of self-confidence. Respondents added some comments that they become lack of self-confidence because:

- The result is much more important than process
- They are afraid of failing the examination
- The examination and their lessons have different difficulty level
- They cannot master all of the lessons

Based on the data and some comments about self-esteem, many students agreed

that they have a lack of self-esteem when doing the national examinations.

5.1.3.1.2 Time pressure

More than half of total respondents answered they felt the pressure of time. They added that the time was not enough to do the examinations. The time made them felt anxiety so they forgot the formulas or the way to answer the questions.

5.1.3.1.3 Custom

More than a half of total respondents agreed that they cheated because everyone cheated. They added some comments that cheating is becoming a custom, habit, culture, tradition in national examinations. They think that cheating is the final effort to pass the test.

5.1.3.1.4 Punishment

Respondents knew that there is no or less severe punishment because of cheating practices and headmaster or teacher will solve the problem if the inspector report about the cheat.

5.1.3.2 Minor factors

This section describe about minor factors of cheating practices in Indonesia. The minor factors were pressure from parents, peer pressure, pressure from teachers, and ineffective teaching. The minor factors are decided based on from the total respondents, below 50% students agreed of the statements.

5.1.3.2.1 Pressure from parents

Pressure from parents can be seen as a minor factor because respondents who answered agree upon it was just 1 respondents. Interestingly, in the questionnaire, the researcher asked the respondent whether parents knew they cheated in national examination, 48 respondents admit that their parent knew that they cheated. In interview respondent describe

“When my parents knew that I did not buy the answer keys, they got angry with me. They said that my confidence in my ability would make me fail in exams. And I end up buying the answer keys.” (Respondent-x)

“My parents knew that I bought the answer keys and they teased me saying that I cheat. They just knew that I could not master every subject, so they kind of approve me in purchasing the answer keys.” (Respondent-y)

From the respondents and interview data, it concluded that the parents did not empower respondent to cheat, but parents did not forbid them to cheat. Parents give an ambiguous respond.

5.1.3.2.2 Peer pressure

Twenty-five respondents answer that they agree upon the peer pressure. In interview respondent describe

“When I decided to not buying answer keys, my friends called me like “holy, saint-like.” I hate this nickname, so I buy the answer keys.” (Respondent-x)

From Respondent-x answers, we found that her friends badmouthing her because she want to do examination honestly. Badmouthing act can be seen as the pressure to act dishonest in examinations.

5.1.3.2.3 Pressure from teacher

School reputation is important that so many teachers support them to cheat. From the table 5-1 about cheating methods, 19 respondents admitted that their teacher came to the class, when the exam hold, to give the answer keys in a small piece of paper.

5.1.3.2.4 Ineffective teaching

Respondents admitted that they feel pressure because the level of difficulty on the National exam is different with the school examination. They did not blame the teacher's style of teaching.

5.2 Cheating Methods

Cheating methods that were used by a respondent describe below.

Table 5-1. Cheating Methods in exam situation

Cheating methods	Numbers of respondents
Small notes	55
Asking friends	34
Teacher provide the answer keys	19
SMS	17
Others	
Browsing via the internet	1

Students used small notes as their cheating methods. Interestingly, in this research respondent explained they prepare the small notes before the examination. Also, respondent said that they got the answer keys before the exam and copied it into pocket-fitted size. The other respondents added the fact that when they are doing the exam, they get the answer keys from their teachers. They rotated the answer keys to all of the students in the classroom. In the interview, the respondent adds a fact.

“In the class, because we have the computer based test, first, I did all question that I can answer and after that I change to sit with my friend (who has the similar appearance with me) to do my test. ” (Respondent-X)

5.3 Summary

Based on the data, the total of respondents who cheated in their junior high school and senior high school was higher than in their primary school and the cheating

subjects in primary school, junior high school, and senior high school was mathematics and science. In addition, in senior high school, students was cheated most at physics.

Comparison among factors influencing cheating practices were divided into two: major factors and minor factors. The major factors were lack of self-confidence, time pressure, and customs. The minor factors were pressure from parents, peer pressure, pressure from teacher, ineffective teaching and lack of punishments.

Majority of students used small notes and asking friends as their cheating methods. The minor methods are teacher provide the answer keys, SMS, and browsing via internet.

Chapter 6

Discussion

In the previous chapter, I explained about the findings of this research. In this chapter, I discuss the results from my research and what previous research said about factors and methods of cheating.

6.1 Factors influencing cheating practices

This section describes the factors influencing cheating practices. It consists of: education level, cheating subjects, academic ability, and comparison among factors influencing cheating practices.

6.1.1 Education Level

Much research has found in many countries that older students cheat less than younger students because of their maturity, higher moral reasoning, and intrinsic goals of education (Newstead et al., 1996, Mc Cabe et al., 2001, Finn & Frone, 2004, Iyer & Eastman, 2006, Klein, 2006, Nazir et al., 2011). However, in Indonesia, this research found that the respondents in their younger students (in primary school) when student reflected back on their experienced cheat less than the older students (in junior and senior high school). The level difficulty of the test may be one predictor of cheating practices (Anderman & Murdock, 2007).

The fact that almost all of the participants when reflecting junior and senior high school years admitted cheating in national examinations suggest that Indonesia has a significant problem that should be addressed.

6.1.2 Cheating Subject

My research results show that students cheated mostly on Mathematics or Natural Science tests, which agrees with Schab's (1991) and McCabe Research (1999), which classified Mathematics and Natural Science as high stakes subjects that need concentration to solve the problems. According to this study, even though many students cheated in all subjects, the number of respondents who cheated in mathematics and science subjects higher than those who cheated in other subjects. There is a need to improve students' ability in mathematics and science subjects. The government must learn from other countries to tackle this problem.

6.1.3 Comparison of factors influencing cheating practices

This section describes the comparison among factors influencing cheating practices. It consists of: the lack of self-confidence, time pressure, pressure from parents, peer pressure, custom, and lack of punishment, ineffective teaching, and pressure from the teacher.

6.1.3.1 Lack of self-confidence

Consistent with past research on self-efficacy (self-confidence) respondents admitted that they had a lack of self-confidence (Finn & Frone, 2004; Iyer & Eastman, 2006; Nora & Zhang, 2010; Pudjiastuti, 2012; Błachnio & Weremko, 2012; Samiroh, & Muslimin, 2015). Respondents stated that the national examinations were high stakes examination. Fear of failure, the difficulty of national examination is higher than school examination made them feel less confidence to solve the problems with just their own ability.

6.1.3.2 Time pressure

According to Elliott et al., (2014) and Yardley et al., (2009) time pressure can be one reason of cheating practices. In this study, students admitted they feel pressed because of time. They feel that the time is not sufficient to solve all questions. This pressure may be related to whether students mastered the subjects or not. Thus, the clarification of time pressure here is interesting and should be examined again whether the time is not sufficient for doing all questions or related to mastery ability on the subjects.

6.1.3.3. Pressure from parents

Karispidis (2002) added that parents usually think that education is the source of socioeconomic mobility. Parents want their children to have high points in all subjects to get a better job in the future. This wish can contribute to pressure on children. Children will have a fear of failure, and this contributes to the tendency to cheat. In Indonesian case, just one respondent out of 117 agreed with this statement that “I cheated because my parents pressured me to cheat.” Moreover, when I asked whether their parents knew that they cheated, 48 respondents out of 115 respondents admitted that their parents knew that they had cheated. According to Koljatic et al. (2003), that acceptance behavior from parents become the minor predictor of cheating behavior. I cannot conclude whether these students felt pressure or encouragement from their parents, or students felt that parents accepted their cheating practices. Additional research is needed to better determine the role of parents in cheating practices in Indonesia.

6.1.3.4 Peer pressure

Lin & Wen (2007), Nora & Zhang (2010), and Tsai (2012) found that Asian-oriented into social or group. Social orientation indicated that the tendency to cheat or not cheat is influenced by one's peer. Błachnio & Weremko (2012) found that decision to cheat was influenced by the presence of peer who cheats. In the Indonesian case, students did not feel pressure from peers because peers considered cheating as 'acceptable.' From this, significant efforts may be needed to decline dishonest behavior in the social group of students (peers) and convince them to support each other in these efforts.

6.1.3.5 Custom

The research found that students who observe other students may have a tendency to behave similarly (McCabe & Trevino, 1993; Ellahi et al., 2013). It means that peers accept and give the 'normative support' on cheating that can change the perception of cheating into being acceptable. Also, Anderman & Murdock (2007) referred the normative support as 'neutralization techniques.' In this study, in free style writing, respondents added that they cheated because their friends cheated too but they knew that cheating was bad and they knew the consequences of cheating such as lowering the motivation to study, and lower self-confidence on the test. Future research should consider the internal context (students attitude toward cheating) and external context (peer cheating).

6.1.3.6 Lack of Punishment

The severity of punishment has a negative correlation with cheating behavior. If punishment is severe, students are less likely to cheat. (Anderman & Midgely, 2004; Malone, 2006; McCabe, 2008). Consistent with the previous research, as a result in Indonesia, the respondent added that they dare to cheat because there is no punishment or the school would protect them if the proctors caught them cheated. Future research may want to examine the punishment of cheating, whether it can deter the occurrence of cheating.

6.1.3.7 Ineffective teaching

Murdock et al. (2011) stated that teachers have important roles in facilitating the students who have an interest in subjects and students who thinks that the subjects have a practical implementation. If teachers can effectively teach these students, the cheating rate is decreased. In this study, respondents did not blame their teacher ineffective teaching cause them to cheat rather they blame on their ability and confident. These findings showed that students thought their cheating behavior internally than externally. Future investigation of the role of the teacher in cheating practices is needed.

6.1.3.8 Pressure from teacher

As we seen from findings, only 30 respondents from 115 respondents agreed that they felt teachers pressed them to cheat. This fact and the findings of cheating methods that proctors or teacher facilitated them to cheat with provided the answers during the examinations, almost all of the respondents cheated in national examinations, and some students brought handphone to class during the examinations can make the assumption that teacher is ignoring those cheating. Lin & Wen (2007), Błachnio &

Weremko (2012), Chireshe (2014) stated cheating could happen because the teachers or proctors are ignoring those cheating. Teachers that not playing their role in maintaining academic integrity or honesty can maximize the dishonest practices. Also, teachers in Indonesia case not only not maintaining academic integrity but also facilitate those cheating. There is scope for further study here especially to examine the attitudes of teachers towards cheating practices in national examinations context and what pressure that encourage teachers to do this violation.

6.2 Methods of cheating

This study found the method of cheating often used are using small notes and asking answers from friends. These methods are the same with some previous research reported (Generaux & McLeod, 1995; Cizek, 1999; Becker & Ulstad, 2007). Students used less likely to use the technology-based cheating such as smartphone or hand phone because it was very risky.

The small notes that used by students were not the collection of formula for science or mathematics, but it was the answers of this examination. Many students have already got the answers before doing the examinations. The other got the answers during the examinations by the help of a teacher, headmaster, and proctors.

6.3 Summary

This chapter showed the findings of the factors influencing cheating practices in Indonesia, in the case of national examinations and the methods of cheating. This paper found that there are some problems in education level that the majority of participants suggested that they cheated in junior and senior high school. Regarding subjects, many respondents said that they cheated in subjects that need high concentration such as

mathematics and natural sciences. The government must learn from other countries to tackle this problem.

Comparison among factors influence cheating practices; the factors are a lack of self-confidence, time pressure, pressure from parents, peer pressure and custom. The method of cheating that students used was a small note and asking friends.

Chapter 7

Conclusion

This chapter describes the conclusion of this research. It consists of four sections: summary, limitations, policy implication for the Indonesian government, and further research.

7.1 Summary

This study investigated what factors influencing cheating practices of high school students in national examinations context. This study divided the factors into internal factors and external factors. Internal factors are factors inside students such as demographics factors (sex, age and education level, and ethnicity), personality, and academic ability. The external factors are the situational factors and divided into pressure, subject, classroom context, and punishment.

This research addressed two research questions. The first research question is what factors influencing cheating practices of high school students in national examinations in North Sumatera, Indonesia. In replying to this question, this research found that age or educational level, lack of self-esteem, time pressure, custom, lack of punishment and pressure from parents are the major factors that are influencing cheating.

The second research question is the cheating methods. In the case of North Sumatera, many students use traditional methods such as small notes and asking friends as their methods. Also, in many cases of developing countries, proctors have a significant role as the helper for cheating.

7.2 Limitation

This section discusses limitations of this research. The first is that this research only took place in one region of Indonesia and did not have enough research participants. Therefore, this research cannot be generalized.

The second main limitation is this research is want to find the factors influencing cheating from previous research and try to find the factors using the questionnaire in Indonesian case. This research did not use the analysis factors from SPSS so I cannot predict which factors most influenced the cheating practices and the relation of these factors that can influence cheating practices in Indonesia.

The third limitation is in the high school context; I just have the information of natural science courses. Further research can be addressed in social science courses.

The fourth limitation is this questionnaire is based on self-reported on cheating.

7.3 Policy Implication for Indonesian Government

There are some suggestions from this research.

The first suggestion is about National Education Standard (NES). Many researchers want to assess the achievement of the eight National Education Standard in Indonesia. Soeharto (2012) assessed the NES in Vocational High School in Yogyakarta and found that the implementation of the standard is above 50%. Dardiansyah (2013) found that NES in one regency in Central Kalimantan found that the implementation of the standard is good, but the distribution is diverse. On the other hand, Handayani (2016) assessed the achievement of National Education Standards in Jakarta (the capital

city of Indonesia). She found there were several improvements in the standard of graduate competency, management, content, process, facilities and infrastructure, financing, and assessment but education and education personnel has the lowest standards of achievements. From the three researchers, we can see that the assessment about the national education Standard in Indonesia was located in the big cities. The irony of the NES as the equity of education differs in every province in Indonesia, but the curriculum and the evaluation are the same. If the government wants to make the standard of assessment are the same in every province, the government must improve the other seven standards first.

The second suggestion is to combat cheating practices; the first government must improve the quality of education in Indonesia, and cooperate with teachers and parents. Teachers and parents have significant roles on cheating. This research found that parents support their children to cheat and teachers help students to cheat. The government does workshops for parents and teachers on how to improve moral education on children. With that workshops, there must be some exercise of team teachers and parents on how to work together for their students/ children.

The third suggestion is about punishment. In the Law No 20, 2003, it prescribes that there is punishment for the teachers or proctors who help to cheat. However, in reality, that law is not being practiced. Therefore, efforts to make the law mentioned above effective such as stating the news of punishment given to the teacher for helping students cheat in the national news.

The fourth suggestion is the education of integrity. The fact that almost all of the respondents cheated and teacher or proctors facilitate students to cheat or ignoring those cheating; the government must re-educate students and lecturers about the importance

of academic dishonesty.

The fifth suggestions are making society aware of cheating practices as social problems. To let or educate children to cheat in some competition will make the children have a tendency to do whatever it takes to become the winner. Mentally corrupted implanted in children. So encouraging children to evaluate their process, their performance and improvement, on doing competition, not the result can improve their attitudes in healthy competitions.

7.4 Further Research

This research found that almost all respondents cheated in national examinations. Further research can focus on the honest student and found the factors influencing them to do it.

This research found the factors influencing cheating were a lack of self-confidence, time pressure, custom, lack of punishment and acceptance from parents. The further research is needed to clarify the role of parents in cheating behavior, the custom factors in Indonesian context, the role of punishment and how to enhance the students' self-esteem.

In methods of cheating, we can see the role of proctors were important in inhibiting the cheating practices. If proctors prevent the cheating with restricting the cheating practices in class from students and teacher who help students cheat, maybe there were a punishment from the school to the proctors. In Medan, there is a community of "tears of teacher" (*air mata guru*) that been punished because disallow cheating. The further research can focus on this community.

Appendix 1 Questionnaire (in English)

Name :
Sex :
High School :
University :
Ethnicity :

Please tick in which exam and what subject you cheated

- Primary school
 - Mathematics
- Bahasa Indonesia
- English

- Junior high school
 - Mathematics
- Bahasa Indonesia
- English
 - Science
- Senior high school
 - Mathematics
 - Bahasa Indonesia
 - English
 - Biology
 - Chemistry
 - Physics
 - Economics
 - Sociology
 - Geography

What methods of cheating did you use? (You can choose more than one answer.)

- Write in crib of notes
 - Get the answer via SMS
 - Ask the answer from friend
 - Others _____
-

Please read the following statements and check the box that best represents you.

All the situations are set in national examination in high school

	Agree	Disagree
I cheated because ...		
1. I didn't have confidence in solving questions.		
2. I can solve the questions but given time was not enough to answer all the questions.		
3. My parents encouraged me to cheat.		
4. Many of my friends cheated.		
5. My friend would be angry with me if I didn't give them my answers.		
6. My teacher encouraged me to cheat.		
7. My teacher did not teach well in high school.		
8. There is no or little punishment against cheating.		

Did your parents know that you cheated? Yes No

What is your opinion about cheating practice? (Please check if you agree. You can choose more than one answer. If you have other ideas, please write down.)

- Bad thing to do
 - I don't have another option but cheating
 - nothing wrong with cheating
 - Others _____
-

Do you have any suggestions to stop cheating practices in National Examinations in Indonesia?

APPENDIX 2 QUESTIONNAIRE (In Indonesian)

Nama :

Jenis Kelamin :

SMA :

Universitas :

Ras/etnik :

Jawablah pertanyaan di bawah ini yang mempresentasikan Anda dalam mengerjakan Ujian Nasional.

1. Buatlah tandan centang (✓) pada mata pelajaran yang kamu kontek di ujian nasional

Sekolah Dasar

- Matematika
- Bahasa Indonesia
- Ilmu Pengetahuan Alam

Sekolah Menengah Pertama

- Matematika
- Bahasa Indonesia
- Bahasa Inggris
- Ilmu Pengetahuan Alam

Sekolah Menengah Atas

- Matematika
- Bahasa Indonesia
- Bahasa Inggris
- Biologi
- Kimia
- Fisika
- Ekonomi
- Sosiologi
- Geografi

2. Metode apa yang kamu lakukan sewaktu menyontek selama Ujian Nasional berlangsung?

- Menulis di kertas kecil
 - Mendapatkan jawaban via SMS
 - Bertanya pada teman
 - Jawaban lainnya
-

3. Bacalah kalimat dibawah ini. Kemukakan pendapatmu pada kolom setuju atau tidak setuju dengan membubuhkan tanda centang (✓)

Situasi dalam pertanyaan ini adalah situasi Anda **selama** mengerjakan Ujian Nasional di SMA

	Setuju	Tidak Setuju
1. Saya menyontek karena saya tidak memiliki kepercayaan diri untuk menjawab pertanyaan		
2. Saya mencontek karena waktu yang diberikan tidak cukup untuk menjawab semua pertanyaan		
3. Saya mencontek karena orang tua mendukung saya untuk menyontek		
4. Saya mencontek karena teman-teman saya menyontek		
5. Saya menyontek karena teman saya akan marah bila saya tidak memberikan jawaban ujian saya		
6. Saya mencontek karena guru mendukung saya untuk menyontek		
7. Saya mencontek karena guru tidak mengajar dengan baik di sekolah		
8. Saya mencontek karena tidak hukuman atau hukuman yang ringan bagi yang		

menyontek		
-----------	--	--

4. Apakah orang tua mengetahui kamu menyontek?

Ya Tidak

5. Apakah pendapatmu mengenai tindakan menyontek di Indonesia

6. Apakah kamu memiliki saran untuk menghentikan tindakan menyontek di Ujian Nasional di Indonesia?

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