

INTENTION TO PLAGIARIZE: THE ACADEMIC SELF-EFFICACY AS ANTECEDENT

Vivian Chandra, Yohanes Budiarto

Faculty of Psychology, Tarumanagara University
momokoharada75@yahoo.com, yohanesb@fpsi.untar.ac.id

Abstract

Plagiarism is and still one of the problem occurring in the education field until today. Why do the students plagiarize? There are two factors that underlie the act of plagiarism, which is external and internal. The external factor involves *modeling*, means it is the act of copying someone else's behavior by observing and without proper citing. While the internal factor talks about the personality of an individual who plagiarize. This study aims at seeing the role of internal factor to the intention of doing plagiarism, which in this case, the authors specifically investigate about *academic self-efficacy*. *Academic self-efficacy* is the belief of an individual that he or she can achieve a specific academic goal. 97 participants were involved in this study and gathered through accidental sampling. The research shows that *academic self-efficacy* correlates negatively with the intention to plagiarize, $r = -.262$, $p < 0.05$.

Keywords: plagiarism, *academic self-efficacy*, intention

1. Introduction

Students, whether they're still studying in school or beginning a new experience in college, should be familiar with the word "cheating". Some may have done plagiarism, some may just be the witnesses. But, since this is a scientific journal, the authors will change that term into something more scientific, which is "plagiarism". The word plagiarism itself means one using other's ideas, quotes, or work as his or her own without using the proper citation (Wong, 2011). Park (in Ogilvie & Stewart, 2011) states there are four types of plagiarism: (a) stealing information from other person and use it as one's own, (b) submitting other person's task as one's own, (c) copying information without using proper documentation, and (d) not giving any citation in a paraphrased information.

In this journal, the authors talk about the relationship between academic self-efficacy and the intention to plagiarize. According to the authors' assumption, academic self-efficacy is assumed to have an impact to the act of plagiarism in the educational field. But first, the definition of self-efficacy will be explained. According to Bandura, it is a belief that one has that he or she can acquire the desired outcome. Bandura also stated that the self-efficacy affects how people motivate themselves to think, feel, and act (Sharma & Nasa, 2011). In addition, he stated individuals with high self-efficacy will see difficult tasks as challenges they have to overcome, not as something to run away from (Ibid, in Barzegar & Khezri, 2012). These are

why the authors think the self-efficacy can be applied to academic field.

Chemers, Hu, and Garcia defined academic self-efficacy as a belief that one can succeed in achieving academic goals (Khan, 2013). Using the theories Bandura stated earlier, it is not astonishing that students with low academic self-efficacy are likely to engage in plagiarism. It is because they see difficult assignments as threats and this will causes them to rely on other's abilities rather than their own ability, which ended on plagiarism. Intention can be defined as a decision to act and the effort a person willingly to give to actualize the behavior (Abraham & Sheeran, 2003).

In the research done by Ogilvie and Stewart (2011), they found that students who have low academic self-efficacy are more likely to engage in plagiarism act. Based on this finding, the authors have the purpose to attain knowledge about academic self-efficacy affects the intention to plagiarize. The authors also hope that the result of the research could be used in future development for the authors or other researchers that are willing to explore this topic further.

From the explanation above, the authors has made several frameworks that underlie the phenomena of plagiarism. First, is the reason why students plagiarize. In this case, one of the main reason why students plagiarize is because they have low academic self-efficacy. They are unsure that they can achieve or attain the standard that is required to pass a certain academic standard. This uncertainty later leads

to the intention to plagiarize. The academic self-efficacy theory is an internal factor.

Second, the variables discussed and will be tested in the journal is academic self-efficacy and intention to plagiarize. Third, a formulation of the problem, "Does academic self-efficacy affect intention to plagiarize?" which will be answered later. The authors hypothesize academic self-efficacy affects the intention to plagiarize.

Specifically, it goes like this: low academic self-efficacy will result in high intention to plagiarize. It also applies contrarily. In other words, these two variables will correlates negatively.

2. Methods

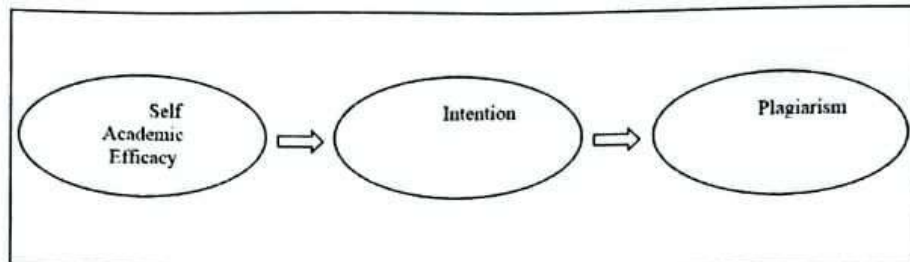


Figure 1. Plagiarism with academic self-efficacy as antecedent.

2.1 Participants

The subjects in the study consist of students (N=97) currently studying in the Faculty of Psychology University of Tarumanagara. The subjects is mostly women with total amount of 84 women subjects, which means the men consists of 13 subjects. Their age range from 18-21 years old and all of the subjects are in the sophomore year. Subjects are considered to understand the basic definition of "plagiarism". Subjects are gathered randomly by using the accidental (incidental) sampling. Data is collected trough the method of questionnaire.

2.2 Measurement

The questionnaire used is based on the academic self-efficacy theory and the "intention" variable is taken from the "Theory of Planned Behavior" questionnaire. To assess the academic self-efficacy, the authors are using "Academic Self-Efficacy and Efficacy for Self-Regulated Learning" questionnaire and the authors assesses 'intention' variable using "Scale Content and Completely Standardized Factor Loadings" questionnaire (only the 'Intention' section).

The "Academic Self-Efficacy and Efficacy for Self-Regulated Learning" questionnaire consists of 19 items, but when the reliability is tested, it ended with 15 items. The items have a Cronbach's Alpha of .887. The "Scale Content and Completely Standardized Factor Loadings" consists of 8 items and ended with 7 items when the reliability is tested, the items have a Cronbach's Alpha of .690. Referring to Ebel's Discrimination Index for Item Analysis, both of

the dimensions which reliability are tested show that the items belong to the "Very Good Items" category.

11 items from the "Academic Self-Efficacy and Efficacy for Self-Regulated Learning" questionnaire and 8 items from the "Scale Content and Completely Standardized Factor Loadings" questionnaire use the 5 range Likert scale, ranging from . But there is an exception for the "Scale Content and Completely Standardized Factor Loadings" items. Although it uses the Likert scale, the authors turn it into a 4 scale questionnaire items. The rest of the "Scale Content and Completely Standardized Factor Loadings" (which consists of 8 items) uses the 7 scale. All of the questionnaire items is originally written in English, but adapted into Indonesian language for better assessment, considering the subjects which data are gathered.

2.3 Procedure

The procedure for gathering the data is done by doing several steps. First, the authors find an appropriate measurement item to assess the variables. Then, after finding the matching measurement instruments, which happens to be written in English language, the authors must first translate them into a more understandable language. The authors then revise the translation and do a double-check to ensure that the translation will not confuse the subjects and create a bias. Later, the questionnaire is typed on "Microsoft Powerpoint" program and presented to the subjects using a projector in the classrooms. The subjects write their answers to the questionnaire on a paper distributed by the

authors. Finally, the filled papers are collected and ready to be analyzed by the authors.

The authors targeted around 100 subjects to participate in this study, but the total subjects gathered are 97 subjects. The subjects are not difficult to find because they are found in the Faculty of Psychology and the questionnaire are given before the classes started so it does not take long to gather the subjects. Fortunately, there is no obstacle in gathering the data.

3. Result

The research is a quantitative research with correlation design. The data gathered is analyzed through the usage of Predictive Analytics SoftWare18 (PASW 18). The authors also did a correlation test on the academic self-efficacy as Independent Variable (IV) and intention to plagiarize as Dependent Variable (DV), using the Bivariate Correlation and Spearman's correlation test. The correlation test between the academic self-efficacy and intention shows a negative correlation ($r = -.262$, $p < 0.05$). Data analysis indicates a result that is suitable to the hypothesis the authors made. It also shows a significant correlation at the 0.01 level (two-tailed).

Table 1. *The Result of Academic Self-Efficacy and Intention Correlation Test*

Variable	Intention	
	r	p
Academic Self-efficacy	-.262	<0.05**

Note: $r =$ Coefficient correlation; $p =$ Significance; **.Correlation is significant at the 0.01 level (two-tailed)

4. Discussion

This was a study based on other studies that have been conducted before. It focuses on academic self-efficacy and intention to plagiarize. The study focuses on whether there is a correlation between the two variables. Just to emphasize, the subjects consist of mostly women and all of the subjects are sophomores.

The study conducted above answers the formulation of problem, "Does academic self-efficacy affect intention to plagiarize?". The answer is academic self-efficacy does affect intention to plagiarize. Students with high academic self-efficacy are likely to have low

intention to engage in plagiarism while students with low academic self-efficacy tend to have high intention to engage in plagiarism. They will consider plagiarism as an inefficient strategy to achieve a certain academic standard because they are confident of their own ability.

One study found that individuals with high academic self-efficacy have several traits that distinguish them from the individuals with low academic self-efficacy. Those traits are they believe they have the skills needed to succeed, they can use those skills to succeed, having peers who have high academic self-efficacy, having parent who are involved in their children's academic life, and able to motivate themselves (Wentzel, Barry, & Caldwell; Schunk & Miller, Schunk; Hoover-Dempsey, Bassler, & Brissie, in Maddux and Kleiman, 2015).

Study done by Nora and Zhang (in Barzegar & Khezri, 2012) also has the same finding, which is students with lower academic self-efficacy are likely to engage in plagiarism. It is because they are unsure they can complete tasks or tests given or can fulfill expectations in academic subjects, which causes them to find another strategy that will make them pass the standard. On the contrary, students who have high academic self-efficacy consider plagiarism as an inefficient strategy to reach a certain standard in academic field. There are numbers of other variables (such as age, sex, and other academic major) that can affect the variables tested, but are not explored by the authors.

5. Conclusion

The research puts an emphasis on the correlation of two variables. Based on the study conducted above, it shows a match between the hypothesis stated by the authors and the result of the study. Academic self-efficacy does affect the intention to plagiarize. There are numbers of findings that supports the study conducted, means that they have the same results as the authors' research. The academic self-efficacy as Independent Variable (IV) is effective to examine intention, especially in plagiarizing. Academic self-efficacy is found to be a moderator in engaging an act of plagiarism.

ACKNOWLEDGMENT

The authors would like to thank Dr. Rostiana, M. Si, Psi as Dean of Faculty of Psychology, Sri Triati, Ph.D. as Vice Dean of Faculty of Psychology, and Ychanes Budiarto, S.Pd, M.Si as supervisor and second authors.

Authors also thank the subjects who are willing to participate in the study conducted.

REFERENCES

- [1] Abraham, C., & Sheeran, P. Acting on intentions: The role of anticipated
- [2] academic self-efficacy, *British Journal of Social Psychology*, Vol. 42, pp. 495-511, 2003.
- [3] American Psychological Association, *Publication Manual*, 6th ed., Washington DC: Authors, 2010.
- [4] Barzegar, K., & Khezri, H, Predicting academic cheating among the fifth grade students: The role of self-efficacy and academic self-handicapping, *Journal of Life Science and Biomedicine*, Vol. 2, No. 1, pp. 1-6, 2012.
- [5] Khan, M, Academic self-efficacy, coping, and academic performance in college, *International Journal of Undergraduate Research and Creative Activities*, Vol. 5, pp. 1-13, doi: 10.7710/2168-0620.1006, 2013.
- [6] Maddux, J. E., & Kleiman, E, Self-efficacy, Downloaded from <http://nobaproject.com/modules/self-efficacy>, 2015.
- [7] Ogilvie, J., & Stewart, A., The integration of rational choice and self-efficacy theories: A situational analysis of student misconduct, *The Australian And New Zealand Journal of Criminology*, Vol. 43, No. 1, pp. 1-26, 2010.
- [8] Rudmann, J, Academic self-efficacy and efficacy for self regulated learning, Downloaded from <http://academics.ivc.edu/success/Documents/Self%20Regulation%20Assesment.pdf>.
- [9] Sabri, S. Item analysis of student comprehensive test for research in teaching beginner string ensemble using model based teaching among music students in public universities, *International Journal of Education and Research*, Vol. 1 No. 12, pp. 1-14, 2013.
- [10] Sharma, H. L., & Nasa, G, Academic self-efficacy: A reliable predictor of educational performances, *British Journal of Education*, Vol. 2, No. 3, pp. 57-64, 2014.
- [11] Stone, T. H., Jawahar, I. M., & Kisamore, J. L, Predicting academic misconduct intentions and behavior using the theory of planned behavior and personality, *Basic And Applied Social Psychology*, Vol. 32, pp. 35-45, 2010.
- [12] Turgut, M. Academic self-efficacy beliefs of undergraduate mathematics education students, *Acta Didactica Napocensia*, Vol. 6 No. 1, pp. 34-40, 2013.