Determinants of Students Academic Dishonesty

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Abstract. This research investigates the determinants of student's academic dishonesty. Several factors affecting student's academic dishonesty, namely self-esteem, personal value, ambiguity, cultural integrity, and pressure. Data was collected through a questionnaire on Padang State Polytechnic students. The results showed that the factors of self-esteem and personal values had a negative effect on the student's academic dishonesty. This study also found that high ambiguity regarding sanctions for academic dishonesty will increase the tendency to commit academic dishonesty. This research is expected to provide feedback to the Padang State polytechnic in developing policies to reduce or prevent the occurrence of academic dishonesty among students.

Keywords: academic dishonesty, esteem, personal values, cultural integrity, ambiguity, and pressure

1. Introduction

The phenomenon of fraud occurs in many conditions. Fraud that occurs in a company is done both financially and non-financially. An untruthful attitude can happen because someone accustomed to cheating when he is still in the education level. Education has a major influence on improving the quality of human resources because education is used as a means to improve talent, ethics, character and all aspects of human life [1]. The most common dishonesty in education is known as academic dishonesty.

Academic dishonesty has been widely discussed by previous researchers [2], [3], [4]. According to [2], academic dishonesty is an act or dishonest means, including plagiarism, data counterfeiting, dishonesty in exams and re-copying of the work of others without quoting the source. He survey showed that there were some forms of academic dishonesty performed by students. The form of dishonesty during the exam included copying the answers of other students during the exam (16.8%), using unauthorized resources (14.1%), planned collusion between two or more students to communicate the answer during the exam (24.5%). While the behavior of academic dishonesty conducted by students in task assignments, presented false data (2.7%), allowing their work to be copied by others (10.1%), copying materials for paper from books or other publications without cite the source (10.4%), and alter/manipulate the research data (4%).

There are several determinants of student's academic dishonesty. According to [5], academic dishonesty is due to factors such as ability, motivation, personality, morality, self-esteem, faith rate, friend's influence, circumstances, lecturer factors, and institutional regulations. Besides, [3] also proved that self-efficacy students, moral development, affect the level of academic dishonesty conducted by Students. Several other studies also examine pressure factors, opportunities, rationality, abilities, attitudes, subjective norms, and behavioral control on the level of student's academic dishonesty [6], [7], [8], and [9]. Previous research also examined other factors causing academic dishonesty, namely self-esteem [10], [11]; personal values [11]; and situational factors (culture of integrity, ambiguity, and pressure).

2. Literature Review and Hypothesis Development

The self-esteem theory of Rosenberg [12] explains global self-esteem. Self-esteem is not innate that a person has from birth but is a component of personality that develops early in a child's life. [12] revealed that:

> Someone with high self-esteem feels has the ability and others support them. Conversely, someone with low self-esteem feels underprivileged and lack of social support.

According to [12] self-esteem is related to two factors: 1) the individual's feeling that he is capable and important and 2) received social support from others. The level of self-esteem can increase at certain times when individuals become more capable in some important parts or when they feel social support from others increases. Decreased self-esteem can also occur in the opposite condition.

In addition to Rosenberg's self-esteem theory, there is also the self-esteem theory of [13]. People with higher self-esteem feel happy and more effective in meeting environmental demands [13]. On the other hand, low self esteem is characterized by negative views of oneself, feeling useless, and allowing feelings of weakness to dominate feelings [13]. According to [13], self-esteem is an individual's assessment of himself both overall and specifically, such as how a person views his physical appearance in school performance, environmental acceptance and others.

2.1. Academic Dishonesty

Academic dishonesty is an act or dishonest means of education, including plagiarism, data falsification, re-copying the work of others without quoting resources, and dishonesty [2]. Cheating (cheating) is an act that uses illegitimate methods to obtain academic success or to avoid academic failures [14]. So academic cheating is dishonest behavior committed by students in academic settings [3].

There are several forms of academic dishonesty including cheating, plagiarism, falsification of data, incorrect collaboration, using unallowed resources during exams [9], [15], [16], [17], [18], and [5]. One of the factors that makes cheating intensity higher is the presence of opportunity [6]. The higher the opportunity, the higher the student opportunity to cheat. While plagiarism can be interpreted as taking or using words or ideas from other people's work [17]. According to the KBBI, plagiarism is taking the essays (opinions) of others and making themas if they were essays (opinions) of themselves, for example publishing other people's papers on behalf of himself. This action can be done intentionally or unintentionally.

Another form of academic cheating is data counterfeiting. In addition, the act of making fictionalized data as scientific data [5] and the counterfeiting of the bibliography in scientific papers [2] can also be regarded as data falsification.

2.2. Determinants of Academic Dishonesty

Several previous studies have discussed factors that cause academic dishonesty conducted by students [10], [11], [5], [19], [6]. These factors include self-esteem, personal values, and situational factors (culture of integrity, ambiguity, and pressure).

2.2.1. Self-Esteem
Self-esteem is a personal characteristic of someone who believes in his abilities and can develop him self into a person who can overcome problems in the best way [20]. According to [21], self-esteem is indispensable in social life because it will improve someone's ability to socialize.

2.2.2. Personal Value

Personal value (personal value) is a permanent frame of perception that is relative to shape and influence individual behavior in general [21]. Personal value can be seen from two dimensions, namely academic achievement and honesty [11]. Somone's academic achievement will affect individual behavior in general. The relationship between academic achievement and academic dishonesty is consistent [5]. Those who have lower academic achievement strive to acquire higher academic achievement by cheating and likely to take more risks.

2.2.3.Situational Factors

a. Culture of Integrity

Culture of integrity [22] refers to agency values that uphold academic honesty and prevent and punish academic violations. Good academic integrity leads to a lower intention to commit academic dishonesty [19]. Indicators of integrity culture that lead to cheating opportunities [23] include the lack of control to prevent and detect violations, the inability to assess the quality of an outcome, failure in disciplining fraud perpetrators, lack of access to information, ignorance , apathy, or indifference, and inadequate ability of the injured party and lack of inspection. The weak culture of the integrity of campus will provide a great opportunity for students to commit academic dishonesty. The weaker the rules regarding academic dishonesty, the higher the chance for students to break the rules.

b. Ambiguity

Ambiguity is a traitor meaningful thing; the possibility of more than one meaning or interpretation of a literary work. Ambiguity occurs when a person does not have complete awareness about the code of ethics, or when they do not receive guidance from the faculty about academic dishonesty [19]. Lack of clarity or lack of awareness regarding academic dishonesty makes students feels that they are not committing academic dishonesty.

c. Pressure

The pressure is a situation where a person feels the need to choose cheating behavior that comes from the closest people such as parents, relatives, or comrades in arms [7]. According to [6] the pressure can come from students themselves and from the environment because of the demands of many assignments with slight timeframe. This workload that makes students think to do dishonest actions so that tasks that must be completed in a short time can be resolved. The biggest pressures perceived by students include the necesstity or coercion to pass, the demands of very high grades, excessive workload, and insufficient study time [24].

2.3. Previous Research and Hypothesis Development
2.3.1. Self Esteem and Academic Dishonesty

Self-esteem is one of personal characteristics. These characteristic increase the ability to overcome a problem in the best situation. Regarding self-esteem, [10] found that there was a negative association between self-esteem and cheating behavior. The higher the self-esteem, the lower the cheating behavior, and vice versa. In line with the study, [11] also found that high self-esteem negatively affected cheating behavior. The higher the self-esteem, the lower the cheating behavior.

Someone with high self-esteem will appreciate the ability he has, so they are confident that they can overcome the academic problems. The higher the self-esteem will make that person tend to be honest and feel no need to commit academic dishonesty because they believe in their abilities.

Based on the results of the research above, the following hypothesis is formulated:
H1: Self-esteem negatively affect academic dishonesty.

2.3.2. Personal Values and Academic Dishonesty

According to [21], personal value is shown as a permanent framework of relative perception that shapes and influences individual behavior in general. Student personal values can be seen from two dimensions, namely academic achievement (academic achievement) and honesty [11]. Academic achievement is often associated with the latest Grade Point Average (GPA) obtained by students [25]. Students with high GPA reflect their academic achievements and vice versa.

[11] Found that there is a negative correlation between academic cheating and personal values. In line this research,other studies have also shown that academic achievement have an efffect on academic cheating behavior [25]. [26] found that students who have low academic achievement do more academic dishonesty than students who have higher academic achievement.

A student with high academic achievement has understood lesson and has a good preparation before exam so there is no need to commit academic dishonesty. Conversely, students with low academic achievement usually lack understanding the material, lazy and don't have good preparation so they are more likely to commit academic dishonesty. They do this to improve academic achievement and avoid academic failure.

Based on the results of the research above, the following hypothesis is formulated:
H2: Personal values negatively affect academic dishonesty.

2.3.3. A Culture of Integrity and Academic Dishonesty

The culture of academic integrity is a culture that applies the value of honesty in academic terms. According to [22], a culture of academic integrity refers to the values of agencies that uphold academic honesty and prevent and punish academic violations. If the culture of the integrity of an institution or university is high, then academic fraud among students will below. This is because if the culture of academic integrity is strong, it is expected that students will fear the penalty of academic violations so that the level of academic cheating among students will be reduced.

[19]suggested that the culture of integrity does not influence the intention to commit academic fraud. Whereas research conducted by [22] found that a culture of academic integrity decreased students' perceptions of the frequency of cheating and suspicion regarding errors. In line with the research of [22], [14] found that the most influential factor on student cheating is the absence of punishment given to students who commit fraud. So a culture of academic integrity that upholds the value of honesty and applies penalties for academic violations will reduce academic dishonesty committed by students. This happens because students are afraid of committing academic dishonesty due to sanctions imposed on academic dishonesty perpetrators. So they prefer to behave honestly rather than get sanctions for committing academic dishonesty.

Based on the above research, the hypothesis can be formulated as follows:
H3: Culture of integrity has a negative effect on academic dishonesty.

2.3.4. Academic Ambiguity and Dishonesty

Ambiguity is a traitor meaningful thing; the possibility of more than one meaning or interpretation of a literary work. So ambiguity in academics can be interpreted by unclear regulations regarding academic cheating behavior by universities, including lecturers to students. Insitution did not explain in detail related to academic cheating such as the definition of academic cheating behavior, sanctions against academic cheating, and efforts to combat academic cheating among students. Ambiguity related to academic cheating will make students unaware that their actions are academic fraud.

[19] found that ambiguity affected students' intention to commit academic cheating. In line with these research, [19] found that ambiguity increase the tendency of students academic cheating. High ambiguity will make a student think that what they do does not include academic dishonesty behavior. Besides, they also feel that the actions they take are also carried out by other people so they think that these actions may not be a problem to do and are not a violation. If a student continues to commit academic dishonesty because of a misunderstanding of what is included in the dishonesty behavior, the level of academic dishonesty among students will increase.

Based on the results of the research above, the following hypothesis is formulated:
H4: Ambiguity has a positive effect on academic dishonesty.

2.3.5. Academic Pressure and Dishonesty

Pressure according to [7] is a situation where a person feels the need to choose to cheat as a result of pressure that comes from the closest people such as parents, relatives, or comrades in arms. In line with this theory, the triangle fraud theory also states that pressure influences academic cheating behavior [6]. Academic pressure arises because of the pressure within the student both from himself and from the environment to achieve the desired goals.

According to [27] pressure has a significant effect on academic cheating behavior on Accounting and Non-Education students of the Faculty of Economics at Ganesha University of Education. Pressure that comes from within and outside the environment of students to obtain satisfying results makes them justify any means to obtain these results including academic dishonesty such as cheating. They do this so that the perceived pressure can be reduced because they have obtained satisfactory results even though they were obtained dishonestly. The higher the pressure felt by a student, the higher the students academic dishonesty.

Based on the results of the research above, the following hypothesis is formulated:
H5: Pressure has a positive effect on academic dishonesty.

Based on the hypotheses developed and previous studies above, it can be presented a framework for describing the relationship of independent variables, in this case, self-esteem, personal values, and situational factors (culture of integrity, ambiguity, and pressure) on the dependent variable namely academic dishonesty. This study uses control variables namely gender, grade, Grade Point Average (GPA), and majors. Figure 1 is a hypothetical framework used in this study:
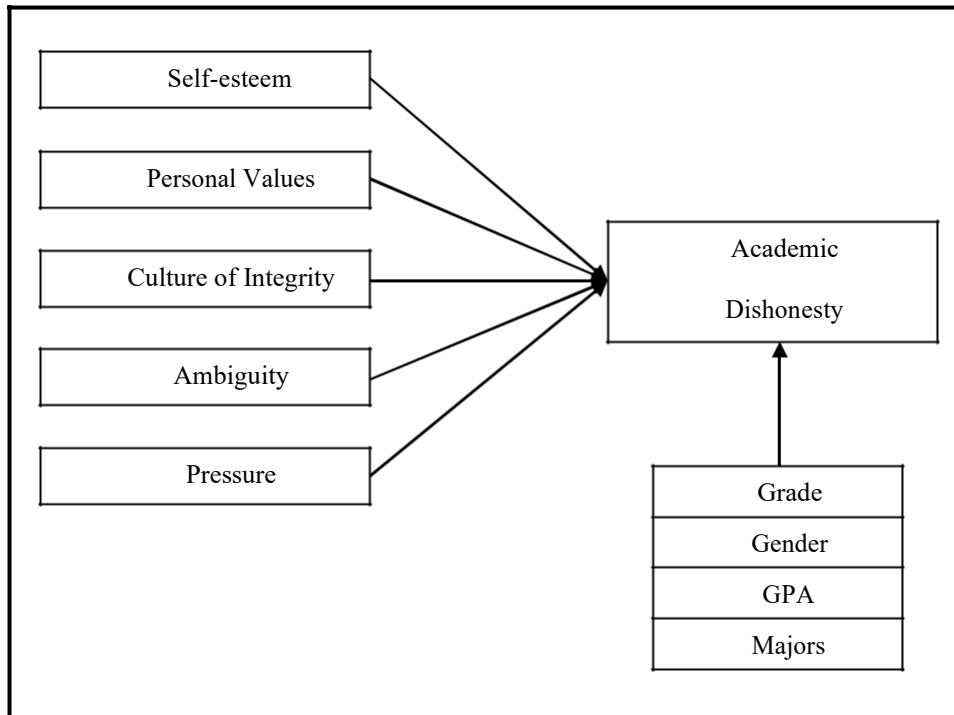
Fig 1. Research Framework

3. Methodology

The sample used in this study are students from Accounting, Business Administration, and English Department of Padang State Polytechnic (PNP). The sample selection technique used in this study is simple random sampling. This minimum sample size is obtained by the Solvin formula, which can be seen in model (1):

$$n = \frac{N}{1 + (N \times e^2)}$$

(1)

Information:
n = The sample size
N = The Number of population
e = The Presentation of loose attachments due to mistakesdesirable sampling (5%).

The research data was taken by distributing questionnaires to each respondent where each variable was measured using a Likert scale. Academic dishonesty variables consisted of 6 question indicators including: copying answers from other students in completing assignments, copying answers from other students during the test, using resources that is not permitted in completing an assignment, uses resources that are not permitted in completing an exam, performs plagiarism when completing a written assignment, and verbally asks a friend about the answers to the exam when the exam is taking place. The variable of self-esteem is measured by 9 question items that contain the student's self-esteem. The personal value variable is measured by 9 question items that contain students' efforts to achieve academic achievement. The integrity culture variable is measured by 4 question items, the ambiguity variable is measured by 3 question items and pressure variable is measured by 4 question items.

In this research researchers use the control variables such as gender, Grade, Cumulative Achievement Index (GPA), and majors. The first control variable in the study was gender. Authors use dummy variable code to describe the gender. The dummy variable code used is 0 for females and 1 for males. The second control variable in the study was a grade. The measurements used to describe the grade in this study used dummy variable code that is: 1 = 2015; 2 = 2016; 3 = 2017; and 4 = 2018. The third control variable in the study is GPA.

The measurements used to describe the GPA in the study were: 1 = < 2; 2 = 2.1-2.5; 3 = 2.6-3; 4 = 3.1-3.5; and 5 = 3.6-4. The fourth control variable in the study is majors. The measurements used to illustrate the majors in this research dummy variable code. The dummy variable code used is: 0 = Accounting department and 1 = non-accounting majors (Business Administration and English).This research model can be seen in model (2):

$$KA=c+\alpha 1KDR+\alpha 2NPD+\alpha 3BIS+\alpha 4ABG+\alpha 5TKN++\alpha 6JKL+\alpha 7AKT+\alpha 8IPK+\alpha 9JRS+e \qquad (2)$$

Information:
KA = academic dishonesty (dependent variable)
c = Constant
$\alpha 1$-$\alpha 9$ = Regression coefficient
KDR = Self-esteem (independent variable)
NPD = Personal values (independent variable)
BIS = Culture of integrity (independent variable)
ABG = Ambiguity (independent variable)
TKN = Pressure (independent variable)
JKL = Gender (control variable)
AKT = grade (control variable)
GPA = cumulative achievement index (control variable)
JRS = Major (control variable)
e = error

Before the questionnaire was distributed the researchers had tested the validity and reliability of each question item listed in the questionnaire. In this study, the data collected will be analyzed using descriptive statistical analysis, and multiple linear regression analysis to test the hypotheses.

3.1. Data Analysis and Discussion

3.1.1. Statistics Descriptive
In this study, the population used was students from Department of Accounting, Business Administration, and English Department of Padang State Polytechnic, totaling 1,097 students. This population consists of 485 students majoring in accounting, 449 students majoring in business administration, and 163 students majoring in English. The following is a population table chosen by the researcher as the object of research.

Table 1
Research Population Data

| Year | Responden | | | | | | | | | Total |
| | Accounting | | Jumlah | Business Administration | | Total | English Department | | Total | |
	Male	Female		Male	Female		Male	Female		
2015	20	37	57			0			0	57
2016	27	115	142	28	91	119	10	40	50	311
2017	19	116	135	43	90	133	10	44	54	322
2018	21	130	151	60	137	197	10	49	59	407
Total			485			449			163	1097

From the total population, questionnaires were distributed as many as 550. After the distributed questionnaires were collected it was known that all questionnaires distributed had been filled in by respondents consisting of 163 honest respondents (never committed academic dishonesty) and 387 respondents were dishonest (had committed academic dishonesty). Based on the number of questionnaires collected respondents selected to be the research samples were 387 students. Respondents in this study who majored in accounting totaled 143 respondents consisting of 41 students from 2015 with 14 men and 27 women; 58 students in 2016 with 13 men and 45 women; 7 2017 class year students with 2 men and 5 women; and 37 students in class 2018 with 7 men and 30 women. Respondents in this study were accounting totaling 244 respondents consisting of 10 students from 2016 with 3 men and 7 women; 111 students of 2017 generation with 27 male and 84 female; 123 students of class 2018 with 34 men and 89 women. The following is a sample table chosen by the researcher as the object of research.

Table 2
Sample

Gender * Year * Department Crosstabulation							
Jurusan			Angkatan				Total
			2015	2016	2017	2018	
Accounting	Gender	Female	27	45	5	30	107
		Male	14	13	2	7	36
	Total		41	58	7	37	143
Not Accounting	Gender	Female		7	84	89	180
		Male		3	27	34	64
	Total			10	111	123	244
Total	Gender	Female	27	52	89	119	287
		Male	14	16	29	41	100
	Total		41	68	118	160	387

From the distribution of cumulative achievement indexes, the majority (52.7%) of respondents had a GPA between 3.1 - 3.5; 40.8% of respondents have a GPA of between 3.6 - 4; 6.2% of respondents have a GPA between 2.6 - 3; and 3% of respondents have a GPA of between 2.1 - 2.5. The more complete distribution of respondents' GPA can be seen in the following figure 2.
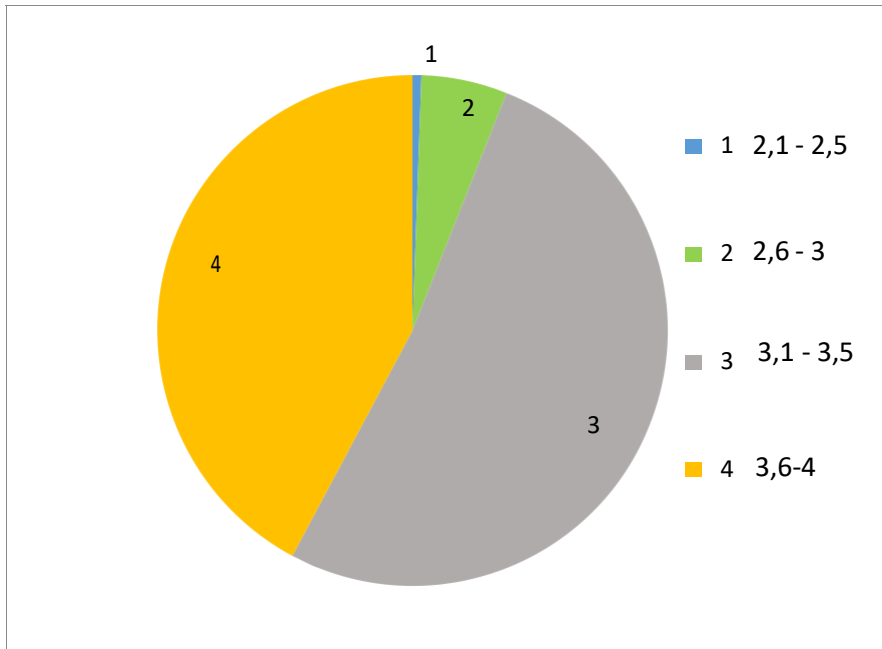

Fig 2. Distribution of Respondent's GPA

Table 3 below is a descriptive statistical description of this study.

Table 3
Descriptive Statistics

	Mean	Maximum	Minimum	Std. Dev.	Observations
KA	11,87	24	6	2,953	387
KDR	25,68	36	13	3,817	387
NPD	27,27	36	14	3,661	387
BIS	12,06	16	4	2,423	387
ABG	6,25	12	3	1,882	387
TKN	9,24	12	3	1,862	387
JKL	0,26	1	0	0,438	387
AKT	3,03	4	1	1,007	387
IPK	4,34	5	2	0,604	387
JRS	0,63	1	0	0,483	387

Ket: KA= Academic Dishonesty; KDR= Self-esteem; NPD= Personal value; BIS= Culture of integrity; ABG= Ambiguity; TKN= Pressure; JKL= Gender; AKT= Generation; IPK= Cumulative achievement index; JRS= Major

3.1.2 Coefficient of Determination

The adjusted determination coefficient (Adjusted r^2) is used to see the goodness of fit of the model or how much the ability of the independent variables to the variation of the dependent variable. Here are the results of the determination test:

Table 4
Determination Coefficient Results
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,376[a]	0,141	0,121	2,769

a. Predictors: (Constant), JRS, IPK, NPD, ABG, JKL, KDR,
b. Dependent Variable: KA

Ket: KA= Academic Dishonesty; KDR= Self-esteem; NPD= Personal value; BIS= Culture of integrity; ABG= Ambiguity; TKN= Pressure; JKL= Gender; AKT= Generation; IPK= Cumulative achievement index; JRS= Major

The coefficient of determination (Adjusted r^2) test in this study was used to see how much influence the independent variable (self-esteem, personal values, cultural integrity, ambiguity, and pressure) had on the dependent variable (academic dishonesty). The value of the influence of the independent variable is indicated by the value of adjusted r^2. Based on table 4 it can be seen that the r^2 value is 0.121 or 12.1%, so it can be said that there are around 12.1% academic dishonesty influenced by self-esteem, personal values, the culture of integrity, ambiguity, and pressure with gender, grade, GPA, and majors.

4. Results

4.1. Hypothesis testing

The statistical test t (t-test) is used to determine the effect of each independent variable on the dependent variable tested using a level of significance 0.01; 0.05; or 0.1 (α = 1%, α = 5% or α = 10%). If the significance value> 0.01; 0.05; or 0.1, partially the independent variable does not have a significant effect on the dependent variable. Conversely, if the significance value ≤ 0.01; 0.05; or 0.1, partially the independent variable has a significant effect on the dependent variable. The following are the results of the calculation of the t value and its significance level in this study.

Table 5
Statistical Test t Results

KA=α0+α1KDR+α2NPD+α3BIS+α4ABG+α5TKN+α6JKL+α7AKT+α8IPK+α9JRS+e				
Variables	Prediksi Arah	Coefficient	t-Statistik	Sig.
C		18,920	9,770	0,0000***
KDR	H1 : (-)	-0,067	-1,665	0,0485**
NPD	H2 : (-)	-0,135	-3,191	0,0010***
BIS	H3 : (-)	0,044	0,676	0,2495
ABG	H4 : (+)	0,129	1,555	0,0605*
TKN	H5 : (+)	0,029	0,359	0,3600
JKL	-	0,873	2,576	0,0050***
AKT	-	-0,545	-3,126	0,0010***
IPK	-	-0,568	-2,349	0,0095***
JRS	-	1,033	2,818	0,0025***

Ket: ***sig. < 0,01; **sig. < 0,05; *sig. <0.1; KA= Academic Dishonesty; KDR= Self-esteem; NPD= Personal value; BIS= Culture of integrity; ABG= Ambiguity; TKN= Pressure; JKL= Gender; AKT= Generation; IPK= Cumulative achievement index; JRS= Major

Source: Data Processed 2019

The first hypothesis (H1) in this study is that self-esteemnegatively affect academic dishonesty. The first hypothesis testing in this study was conducted to test whether self-esteem affects academic dishonesty conducted by students. From table 5 above, it can be seen that the self-esteem variable (X1) has a t value of -1.665 with a significance of 0.0485(α = 5%). This findings show that self-esteem has a negative effect on academic dishonesty. The second hypothesis (H2) in this study is that personal values negatively effect academic dishonesty. The second hypothesis testing in this study was conducted to test whether personal values affect academic dishonesty committed by students. From table 5 above, it can be seen that the variable personal value (X2) has a t-value of -3.191 with a significance of 0.0010 (α = 1%). This shows that personal value has a significant negative effect on academic dishonesty.

The third hypothesis (H3) in this study is that a culture of integrity negatively affect academic dishonesty. The third hypothesis testing in this study was conducted to test whether the culture of integrity influences academic dishonesty by students. From table 5 above, it can be seen that the integrity culture variable (X3) has a value of 0.676 with a significance of 0.2495. Significance greater than 0.01; 0.05; and 0; 1 indicates H3 is not statistically significant at α = 1%; 5%; or 10%. This shows that the culture of integrity does not affect academic dishonesty. The fourth hypothesis (H4) in this study is ambiguity has a positive effect on academic dishonesty. The fourth hypothesis testing in this study was conducted to test whether ambiguity affects academic dishonesty conducted by students. From table 5, it can be seen that the ambiguity variable (X4) has a value of 1.555 with a significance of 0.0605(α = 10%). This shows that ambiguity has a positive effect on academic dishonesty.

The fifth hypothesis (H5) in this study is that pressure has a positive effect on academic dishonesty. The fifth hypothesis testing in this study was conducted to test whether pressure affects academic dishonesty conducted by students. From table 5, it can be seen that the pressure variable (X5) has a value of 0.359 with a significance of 0.3600. Significance greater than 0.01; 0.05; and 0.1 means that H5 is not statistically significant at α = 1%; 5%; or 10%. This shows that the pressure does not affect academic dishonesty. In addition to the five hypotheses above, this study also tested several control variables, namely: gender, generation, GPA, and majors. Table 5 shows that the male gender tends to commit academic dishonesty higher than women. Another thing that can be seen in Table 5 is that the higher the grade of students, the higher the academic dishonesty. The lower the student GPA, the higher the academic dishonesty and vice versa. Non-accounting majors tend to commit academic dishonesty higher than accounting majors.

4.2. Discussion and Analysis
4.2.1. Influence of Esteem in Academic Dishonesty

Self-Esteem is a very valuable thing for someone.High self-esteemaffects cheating behavior [11]. Consistent with Self Esteem Theory that is view that someone who has high self-esteem feels good about abilities and also has a feeling that others support and accept them. Students who have high self-esteem feel that their ability is something valuable so academic dishonesty behavior will not be carried out, because they will think that they are capable without having academic dishonesty actions [10].

Statistically descriptive in table 3 can be seen that on average that the level of self-esteem of respondents is moderate, the level of academic dishonesty of respondents is low. Correspondingly, the results of hypothesis testing indicate that self-esteemnegatively affects academic dishonesty. This study is in line with research conducted by [11], [10]. The results of this study indicate that it is important to increase the level of students self-esteem. This is important because it will stem student behavior to commit academic dishonesty. High self-esteem will make students feel confident about their abilities and not do things that are more negative such as academic dishonesty. So that the level of academic dishonesty in a college can be lower and may not even happen again in the future.

4.2.2. Effect of Personal Value on Academic Dishonesty

Personal value is shown as a permanent frame of perception that is relative to shape and influence individual behavior in general [21]. Student personal values are seen from two dimensions, namely academic achievement and honesty [11]. There is a negative correlation between academic cheating with personal values as seen from academic achievement and honesty [11]. Consistent with Coopersmith's Self Esteem. Statistically descriptive in table 3 can be seen that on average the level of personal respondents high, the level of academic dishonesty of respondents is low. Correspondingly, the results of hypothesis testing indicate that personal values negatively effects academic dishonesty so H2 is accepted. This shows that the concept of Self Esteem Theory which includes high personal values will have an impact on academic dishonesty. This research is in line with research conducted by [11], [25].

4.2.3. Effects of Culture of Integrity on Academic Dishonesty

In this study, the results of hypothesis testing indicate that the culture of academic integrity does not significantly influence academic dishonesty so H3 is rejected. The results of this study are in line with research conducted by [43]. The culture of integrity does not influence the intention to commit academic fraud. If it does not affect the intention to commit academic fraud then it does not affect academic dishonesty [19].

A culture of integrity is a culture that applies high values of honesty in academic matters. According to [22], the culture of academic integrity refers to the values of agencies that uphold academic honesty and prevent and punish academic offenses. If the culture of the integrity of an institution or university is high, then academic cheating among students will below. The results of hypothesis testing indicate that there is no influence on students' views of the culture of integrity on academic dishonesty, so H3 is rejected. This is due to several factors including (1) lack of explanation or elaboration on the definition and meaning of a culture of integrity, so that the possibility of respondents not really understanding the definition of culture of integrity; (2) the research instrument used only consisted of 4 question indicators, so it did not reflect the culture of integrity; (3) there are no written rules that explain the culture of integrity in the departments of accounting, business administration, English, and even the Padang State Polytechnic (PNP) as a whole, so students are not accustomed to or do not yet understand the culture of integrity. Therefore in the next research, it is recommended to describe the culture of integrity more broadly and to add research instruments that lead more to the culture of academic integrity.

4.2.4. Effects of Ambiguity on Academic Dishonesty

The results of hypothesis testing with the t-test (t-test) indicate that ambiguity has a positive effect on academic dishonesty so that H4 is accepted. This study is in line with the results of research conducted by [19]. The higher the ambiguity felt by students, the higher the students level of academic dishonesty. This is due to the absence of clear rules about academic dishonesty, so students do not understand which activities do include academic dishonesty and which do not include academic dishonesty. Therefore, it is necessary to have rules both in writing and verbally regarding activities classified as academic dishonesty behavior and activities that are not classified as academic dishonesty behavior. It aims to increase students understanding so that the level of student's academic dishonesty can be reduced.

4.2.5. Effects of Pressure on Academic Dishonesty

The pressure is a situation where a person feels the need to choose cheating behavior that comes from the closest people such as parents, relatives, or comrades in arms [7]. Pressure influences academic cheating behavior [6]. Academic pressure arises because of the insistence on students both from themselves and from the environment to achieve the desired goals.

The results of hypothesis testing with the t-test (t-test) showed that the pressure did not affect academic dishonesty so H5 was rejected. This is due to several factors including Students in accounting, business Administration, and PNP English assume the learning process in Polteknik as a natural thing. So the pressure was not to encourage them to do academic dishonesty; (2) Most of the respondents had GPA in the range of 3.1-3.5 so they did not have to do academic dishonesty.

5. Conclusion

This study aims to investigates the effect of self-esteem, personal values, and situational factors (culture of integrity, ambiguity, and pressure) on students academic dishonesty. This research was conducted in Accounting, Business Administration, and English Department of Padang State Polytechnic. This research uses quantitative methods using a questionnaire as a research instrument. Questionnaires were distributed to respondents through online questionnaires and manual questionnaires. The results show that self-esteem, personal values, and ambiguity affect the students academic dishonesty. Meanwhile, the culture of integrity and pressure does not affect the level of academic dishonesty.

This study has several limitations. First, this research only tests the factors that influence the level of academic dishonesty of students through a questionnaire. This research cannot elaborate or explain in more detail about these factors. Therefore, further research is recommended to conduct a combination of primary data collection through questionnaires and interviews with respondents to obtain more comprehensive research results. Second, this research was only conducted in the department accounting, Business administration, and English at the Padang State Polytechnic (PNP). So the results of this study cannot be generalized to PNP as a whole or other university. Therefore it is recommended to further researchers to expand the object of research as well as in the engineering department at PNP, or it is expected to be done at various universities or colleges in Indonesia so that the results of the research can be generalized. Third, related to the measurement of integrity culture variables in which the researcher only explained the culture of integrity in general, so that respondents did not understand the purpose of integrity culture. Therefore it is suggested to further researchers to be able to describe the culture of integrity more broadly so that respondents can better understand the culture of integrity.

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