JOURNAL OF ACCOUNTING JEKAMI
e- ISSN: 3021-7407
Volume 4 Number 1 January 2024

Factors Causing Academic Cheating Behavior in the online system : A Systematic Literature Review

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Article Info

Z-score, springate, zmijewski, performance, bankrupt, Qualiras Regional Revenue Agency product

Abstract

Academic cheating is a pervasive issue among students in higher education, particularly in the context of online learning. This study conducts a systematic literature review to examine the factors contributing to academic cheating in online systems, analyzing 24 journal articles published between 2019 and 2023. The research identifies key factors influencing academic dishonesty, including pressure, opportunity, rationalization, ability, arrogance, greed, need, disclosure, personal ethics, self-efficacy, and learning readiness. Among these, pressure and opportunity are the most significant, with 17 articles highlighting their impact. The findings suggest that frequent engagement in academic fraud can enhance students' ability to commit further dishonest acts, exacerbating the prevalence of academic fraud in universities. The study also explores the theoretical frameworks of fraud, such as the Pentagon Theory, which includes components like pressure, opportunity, rationalization, ability, and hubris, and the Gone Theory, focusing on greed, opportunity, need, and exposure. Methodologically, most research on this topic employs quantitative approaches, indicating a gap for qualitative studies. The study concludes that external academic activities, time management challenges, and a lack of preparedness contribute to students resorting to cheating as a shortcut. Recommendations emphasize integrating hard and soft skills in education, fostering teamwork, and encouraging active participation in discussions to mitigate academic dishonesty. Implementing objective evaluations and adhering to established policies can also help address this issue. Overall, the study underscores the complexity of academic cheating and the need for comprehensive strategies to reduce its occurrence in online learning environments.

1. Introduction

The World Health Organization (WHO) stated that the Corona Virus 19 (Covid-19) Pandemic will end on March 11 2020 (The World Health Organization WHO, n.d.). Covid-19 is caused by the SARS-CoV-2 virus which is a type of acute corona virus. The new virus spreads very easily, mainly through aerosols from bats and flies, and spread quickly around the world. Of the infected patients, 70% occur spontaneously or experience very severe symptoms, while 30% of cases show various symptoms that can cause blindness (M. Cascella, n.d.). The majority of countries adopted preventive measures to reduce the spread of the disease. These practices include violation of the social contract, restrictions on travel within national borders, abandonment of all non-essential activities, and disruption of all educational activities (S. Esposito, n.d.).

The majority of universities around the world have suspended or canceled on-campus activities, including lectures, workshops, conferences and athletics. Instructors are increasingly using online distance learning (A.M. Sindiani, 2020; C. Loch, 2021; P. Sahu, 2020). However, if students lack an internet connection due to technical or financial problems, then online learning will not be able to provide the expected learning results (M. Adnan, 2020). Among the problems experienced by students in higher education is a lack of face-to-face interaction between teachers and students and a lack of socialization in the classroom in general.

Educational institutions are facing many problems due to the sudden shift to online distance learning. Examination procedures and student assessment in particular emerged as an important issue (Organization for Economic Co-operation Development OECD, 2020). Electronic tests, or E-exams, are considered an important component of the distance learning system (S. Wibowo, 2016). Educational institutions have long used e-testing on campus as a student assessment tool (J. Dermo, 2009).

During the epidemic, most educational institutions implemented remote electronic testing. Nonetheless, a number of challenges were identified, such as the impracticality of using such tests to evaluate clinical capabilities and potential technological problems with internet connectivity and electronic testing platforms (A.O. Mohmmed, 2020; J. Dermo, 2009; Organization for Economic Co-Development Operations OECD, 2020; S. Wibowo, 2016). Additionally, there have been significant concerns expressed regarding academic dishonesty (A. Chirumamilla, 2020). Remote electronic exams are associated with student stress due to all obstacles that have a negative impact on behavior and eating patterns (L. Elsalem, 2020).

2. Research Methods

This research aims to analyze the factors that influence academic cheating behavior in online learning systems through a systematic review of existing literature. This study uses a systematic literature review (SLR) method, which includes collection, analysis and synthesis of previous research to provide a comprehensive picture of the phenomenon of academic cheating in the context of online learning. The research procedure begins with identifying the objectives and scope, as well as determining relevant keywords such as "academic cheating," "online learning," and "factors influencing academic dishonesty."

Inclusion criteria included journal articles published between 2019 and 2023 that discussed factors of academic cheating in online learning, while articles that were irrelevant, published before 2019, or not in English or Indonesian were excluded. Data were collected through academic databases such as Google Scholar, JSTOR, ScienceDirect, and ProQuest, with article selection based on relevance and inclusion criteria. Selected articles were then filtered based on abstract and keywords to ensure relevance, and categorized based on the academic fraud factors discussed.

Thematic analysis was carried out to identify general patterns and frequently mentioned factors, with the preparation of tables showing the frequency and distribution of these factors. Findings from multiple articles are combined to provide a comprehensive picture, identify gaps in the literature, and provide recommendations for further research. The research results show that factors such as pressure, opportunity, rationalization, and ability are the ones that most often influence academic cheating in online learning, while factors such as personal ethics and needs are not always significant. These findings are associated with cheating theories such as the Pentagon Theory and Gone Theory, and provide a basis for future prevention and intervention measures, including education about academic ethics and the development of policies to minimize opportunities for cheating.

3. Results and Discussion

In this systematic literature review, various journals have examined the factors influencing academic cheating in the context of online learning. Each year, several journals address this topic using both qualitative and quantitative approaches. From the search process and the inclusion and exclusion criteria used in this study, 24 journal papers published between 2019 and 2023 were selected, discussing or relevant to the theme "factors influencing academic cheating in online learning." The information from these papers was then categorized based on the type of journal.

3.1 Research Results

The Systematic Literature Review (SLR) method used can be seen more clearly in the

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e- ISSN: 3021-7407
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following table:

Table 1: Factors Influencing Academic Cheating

Influencing factors	Author and Year	Sum
Pressure	(Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022),(wiwik tiswiyanti, Netty Herawati, 2024),(Novita Novita, Firdatul Jannah, 2022),(Serhan,Houjeir,Aldhaheri, 2022),(Akhmad Affandi ,Tito IM. Rahman Hakim, Prasetyono, 2022),(Susanti, Sudaryanti, Kartika Sari 2022),(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022),(Rifda Fathiya Shalihah, Diana Rahmawati, M.Si),(Kurniawati, Jayanti, Chayati, Endiramurti, 2022),(Fenty Astrina , Nina Sabrina , Mohammad Aryo Arifin , Hesti Agustini, 2022),(Febrianti Kartika Ningrum, Evi Maria, 2022),(Fenny Ferany Pratiwi, Adrie Putra, 2023),(Gracce persulesy, mediaty, grace terecia, 2022),(Victorianus Aries Siswanto, Tri Pudji Wahjuningsih, Prastuti Sulistyorini, 2023),(Victorianus Aries Siswanto, Tri Pudji Wahjuniningsih, Prastuti Sulistyorini, 2022),(Deliana Deliana, Dina Arfianti Siregar, Cut Nizma, 2020),(Angela Christiana, Alvina Kristiani,2021)	17
Oportunity	(wiwik tiswiyanti, Netty Herawati, 2024),(Novita Novita, Firdatul Jannah, 2022),(Siti Nursa'adah, Efendri, 2022),(Omar Al Serhan, Roudaina Houjeir, Mariam Aldhaheri, 2022),(Sutrisno, Roro Qothrin Nida, F.X. Didik Purwosetiyono, 2020),(Akhmad Affandi ,Tito IM. Rahman Hakim, Prasetyono, 2022),(Yuni Susanti, Dwiyani Sudaryanti, Arista Fauzi Kartika Sari 2022),(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022),(Rifda Fathiya Shalihah, Diana Rahmawati, M.Si),(Kurniawati, Jayanti,Chayati, Saktiana Rizki Endiramurti, 2022),(Fenty Astrina , Nina Sabrina , Mohammad Aryo Arifin , Hesti Agustini, 2022),(Adelia Asma, Sarwenda Biduri, 2023),(Fenny Ferany Pratiwi, Adrie Putra, 2023),(Gracce persulesy, mediaty, grace terecia, 2022),(Victorianus Aries Siswanto, Tri Pudji Wahjuningsih, Prastuti Sulistyorini, 2023),(Victorianus Aries Siswanto, Tri Pudji Wahjuniningsih, Prastuti Sulistyorini, 2022),(Deliana Deliana, Dina Arfianti Siregar, Cut Nizma, 2020)	17
Rationalization	(Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022)(wiwik tiswiyanti, Netty Herawati, 2024),(Novita Novita, Firdatul Jannah, 2022),(Omar Al Serhan, Roudaina Houjeir, Mariam Aldhaheri, 2022),(Yuni Susanti, Dwiyani Sudaryanti, Arista Fauzi Kartika Sari 2022),(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022),(Rifda Fathiya Shalihah, Diana Rahmawati, M.Si),(Estetika Mutiaranisa Kurniawati, Risca Dwi Jayanti, Nur Chayati, Saktiana Rizki Endiramurti, 2022),(Fajar Purwatmiasih, Sudrajat and Reni Oktavia, 2021),(Adelia Asma, Sarwenda Biduri, 2023),(Febrianti Kartika Ningrum, Evi Maria, 2022),(Fenny Ferany Pratiwi, Adrie Putra, 2023),(Victorianus Aries Siswanto, Tri Pudji Wahjuningsih, Prastuti Sulistyorini, 2023),(Victorianus Aries Siswanto, Tri Pudji Wahjuniningsih, Prastuti Sulistyorini, 2022),(Deliana Deliana, Dina Arfianti Siregar, Cut Nizma, 2020),(Angela Christiana, Alvina	16

	Kristiani,2021)	
Ability	(Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022),(wiwik tiswiyanti, Netty Herawati, 2024),(Novita Novita, Firdatul Jannah, 2022),(Omar Al Serhan, Roudaina Houjeir, Mariam Aldhaheri, 2022),(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022),(Rifda Fathiya Shalihah, Diana Rahmawati, M.Si),(Estetika Mutiaranisa Kurniawati, Risca Dwi Jayanti, Nur Chayati, Saktiana Rizki Endiramurti, 2022),(Febrianti Kartika Ningrum, Evi Maria, 2022),(Angela Christiana, Alvina Kristiani,2021)	9
Arrogancy	(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022)	1
Greed	(Siti Nursa'adah, Efendri, 2022),(Sutrisno, Roro Qothrin Nida, F.X. Didik Purwosetiyono, 2020)	2
Needs	(Sutrisno, Roro Qothrin Nida, F.X. Didik Purwosetiyono, 2020)	1
Disclosure	(Siti Nursa'adah, Efendri, 2022),(Sutrisno, Roro Qothrin Nida, F.X. Didik Purwosetiyono, 2020)	2
Personal Ethics	(Yuni Susanti, Dwiyani Sudaryanti, Arista Fauzi Kartika Sari 2022),(Adelia Asma, Sarwenda Biduri, 2023)	2
Self-Efficacy	(Virlyana Meika Damayanti, Siti Ina Savira, 2022)	1
Learning Readiness	(Virlyana Meika Damayanti, Siti Ina Savira, 2022)	1

Based on the results in the table above, it was found that the most influencing research factors were pressure and opportunity, namely there were 17 arikels where in the study (Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022), (academic pressure, rationalization, and ability affect academic cheating. On the other hand, Personal Opportunity and Ethics do not affect academic cheating so that it can show a positive or significant effect.

Table 2 Factors that do not affect academic cheating

Factors that do not affect	Author and Year	Sum
Pressure	(Fajar Purwatmiasih, Sudrajat and Reni Oktavia, 2021),(Adelia Asma, Sarwenda Biduri, 2023),(Christina Sososutiksno, 2023)	3
Oportunity	(Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022),(Fajar Purwatmiasih, Sudrajat and Reni Oktavia, 2021),(Febrianti Kartika Ningrum, Evi Maria, 2022),(Angela Christiana, Alvina Kristiani,2021)	4
Rationalization	(Akhmad Affandi ,Tito IM. Rahman Hakim, Prasetyono, 2022),(Gracce	2

JOURNAL OF ACCOUNTING JEKAMI
e- ISSN: 3021-7407
Volume 4 Number 1 January 2024

	persulesy, mediaty, grace terecia, 2022)	
Ability	(Akhmad Affandi ,Tito IM. Rahman Hakim, Prasetyono, 2022),(Fenny Ferany Pratiwi, Adrie Putra, 2023)	2
Arrogancy	(Estetika Mutiaranisa Kurniawati, Risca Dwi Jayanti, Nur Chayati, Saktiana Rizki Endiramurti, 2022),(Fenny Ferany Pratiwi, Adrie Putra, 2023),(Angela Christiana, Alvina Kristiani,2021)	3
Needs	(Siti Nursa'adah, Efendri, 2022)	1
Personal Ethics	(Yustiana Jaelani, Zainuddin, Rena Mustari Mokoginta, 2022),(wiwik tiswiyanti, Netty Herawati, 2024),(Akhmad Affandi ,Tito IM. Rahman Hakim, Prasetyono, 2022),(Erina Sasmita Arjun, Nur Diana, M. Cholid Mawardi, 2022),	4

Table 2 shows that opportunity and personal ethics have no effect on academic cheating as revealed by the study (Fajar Purwatmiasih, Sudrajat and Reni Oktavia, 2021) The results of the study show that pressure and opportunity do not have a significant influence on academic cheating in the implementation of online final semester assessments

Tabel 3 Research methods used

Research Methods	Sum
Kualitatif	3
Kuantitatif	20

Table 3 shows that quantitative research is the most research on the topic of academic cheating in the online system and qualitative research is only 3 so that researchers can use qualitative research because there are still many opportunities to be researched with this method.

3.2 Research Discussion

According to the research mentioned above, pressure, opportunity, rationalization, ability, and arrogance—all of which are related to the pentagon theory—had a major impact. The authors' preferred method was quantitative.

4. Closing

4.1 Conclusion

In evaluating the results of this study, it can be concluded that the majority of research in factors affecting academic cheating are pressure, opportunity, rationalisation, ability, arrogance, greed, need, disclosure, personal ethics, self-efficacy and readiness to learn and this paper concludes that (i) the number of activities outside lectures is also one of the causes of cheating committed by students. Because activities outside of lectures cause a lack of time to study, they cannot complete and prepare assignments or exams properly and on time. If prepared optimally with good time management, activities outside of lectures will not be depressed; (ii) they use shortcuts by cheating; (iii) the more often students commit academic fraud, the higher the ability of students to commit acts of fraud, which can increase the phenomenon of academic fraud in universities.

4.2 Suggestion

In order to foster teamwork in the completion of tasks, education is necessary to integrate hard and soft skills. I also familiarize class discussion and inculcate a sense of shared responsibility. Instructors provide objective evaluations to students who participate actively in class discussions. grading and class. In addition, follow the campus's established policies and guidelines.

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