

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences



Triana widya oktaviani¹, Herdian²

^{1,2}Psychology Faculty, Universitas Muhammadiyah Purwokerto, Banyumas, Indonesia

Correspondence Author: Herdian

ABSTRACT: There are still few educations that have individuals with good character. Most educational processes have academic problems such as academic dishonesty. This study aims to determine the effect of peer conformity and academic anxiety on academic dishonesty among students of the Health Sciences Faculty of University X in Indonesia. This study was conducted on 343 students of the Faculty of Health Sciences, University of X in Indonesia. The data collection method used the academic dishonesty scale, peer conformity scale, and academic anxiety scale. Data analysis was performed by SPSS 25 using descriptive statistics, multiple regression analysis. Significance level (P) was considered to be <0.05 . This study uses. The results of the analysis obtained that the value of arithmetic $> t$ -table of $(9.396 > 3.02)$ with a significance value $(p) = 0.000$ ($p < 0.05$) so that the proposed hypothesis is accepted, namely there is an effect of peer conformity and academic anxiety on academic dishonesty on students of the Faculty of Health Sciences University X. The coefficient of determination shows peer conformity and academic anxiety provide an effective contribution to academic dishonesty by 4.7%. eliminating the causes of academic dishonesty such as peer conformity and academic anxiety can contribute to improving academic integrity.

KEYWORDS: Academic Anxiety, Academic Dishonesty, Peer Conformity

I. INTRODUCTION

Indonesian National Education based on Pancasila and the 1945 Constitution requires the government to educate people about life through education. In Indonesia, the law regarding character education is stated in Article 1 (1) No. 20 of the 2003 National Education System Law, which reads: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. that are needed by themselves, society, nation and state."

Higher education is responsible for producing superior alumni both academically and non-academic, as well as those who are very important in the formation of a good person's character (Hulukati & Djibran, 2018). Character development in students always aims to be educated and able to reflect their potential both in cognitive, affective, and psychomotor behaviour. In the cognitive domain, you will experience a change and the quality of your mindset that ends with knowledge, memory, understanding, evaluation and generative abilities during lectures (Gunawan & Palupi, 2016). Furthermore, attitudes and behaviour will also experience changes, namely in the affective domain, such as a feeling that can involve emotional and conative elements that have a certain style of behaviour by one's attitude (Setyowati, 2009). In the psychomotor domain, experiencing altered physical motor skills is integrated into a cognitive and affective maturity in the student's personality (Utari, 2011).

The process is an effort to realize potential graduates, students find problems in their lectures such as career decision making (Arjanggi, 2017), personal family (Yulia Herawaty & Ratna Wulan, 2013), education and learning such as academic problems (Candrasari, 2020), and premarital sexuality (Azinar, 2013), bullying (Putri & Suyanto, 2016), smoking (Etrawati, 2014), low entrepreneurial (Haring et al., 2018), consumptive behavior (Pulungan & Febriaty, 2018), to cheating behavior (Herdian, Mildaeni, & Wahidah, 2021). The problems that occur in students are academic and non-academic problems. A non-academic problem is a problem that comes from outside of academics for a student, for example, such as someone's family who influences a student can improve his performance in any way, have premarital sexual relations during college, and commit violence that results in injury to others. There are also academic problems including academic dishonesty, learning motivation, academic procrastination and academic stress. One of the problems that are considered quite serious is academic dishonesty.

It is still little or no education in Indonesia that can get individuals who have resources that are of good value to society such as in the development of individual character, because most education and learning has an academic problem such as academic dishonesty (Sagoro, 2013). Academic dishonesty is a problem that is present in the process of improving the quality of education.

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

Academic fraud has hampered efforts to improve the quality of education. Academic dishonesty describes immoral behaviour that enters the field of education. Someone who has the desire to be able to get good results from other people can go through a less good way that can have the intention to commit academic dishonesty (Brunell, Staats, Barden, & Hupp, 2011).

According to (Setiyani, 2018), students of the Faculty of Health Sciences spend a lot of their daily time on lectures, practicums, and skill labs. The existence of practicums and skill labs makes students need energy and time which is energy-consuming, has a busy schedule and will be rescheduled if the practicum is not carried out on the scheduled day. So it can be ascertained that the rest time for students of the Faculty of Health Sciences is less. The learning atmosphere of the students of the Faculty of Health Sciences is more varied and there are more classes because they are directly dealing with assignments, practicums, and lecture hours which are increasing because of the division of groups during the skill lab. Students of the Faculty of Health Sciences are required to be experts in dividing time and mentally stabilizing when doing practicum and skill lab. Stress is what triggers feelings of anxiety and depression.

Forms of academic dishonesty include plagiarism, cheating on exams, exchanging answers with classmates, paying for answers from fellow students or buying answers online, and asking friends from different majors to cooperate during exams (Underwood & Szabo, 2003). Another academic dishonesty is mainly carried out in doing assignments in the form of academic dishonesty, such as students asking for answers from their classmates, copying and pasting from the internet or the results of friends' assignments. The forms of student actions are academic dishonesty during the midterm exam, including asking the results and the essence of a friend's answer, knowing the answer without a friend's knowledge, asking for tricks and searching for answers on the internet. In addition to acts of dishonesty during the midterm test, there are also acts of academic dishonesty at the end of semester exams such as asking friends to give answers, taking friends' answers without friends knowing, and choosing the correct answers on the internet (Herdian & Lestari, 2018).

According to Skinner (cited in Notoatmodjo, 2007) said that behaviour is a person's response or reaction to a stimulus or stimuli from the environment. Because this behaviour is the result of a process in which organisms are given a stimulus and then respond, Skinner's theory is known as "SOR" or Stimulus-Organism-Response. According to McCabe & Trevino (McCabe & Trevino, 1997), academic dishonesty is the act of intentionally or unintentionally violating or manipulating the rules that have been set during an exam or doing an assignment. This study explains that there are aspects of academic dishonesty according to McCabe & Trevino (1997) and Stone et al. (A. A. Stone, Schwartz, Broderick, & Deaton, 2010) namely: Cheating, Plagiarism, and Unauthorized Collaboration.

An act of academic dishonesty can be motivated by many factors, including peer conformity (Halim, 2019), (Pantu, Karmiyati, & Winarsunu, 2020), learning motivation (Wardana, Sulindawati, & ..., 2018), perfectionism (Lusiane & Garvin, 2019), perception and college climate (Fitria, 2019), procrastination, academic stress, religiosity. and locus of control (Arifah, Setiyani, & Arief, 2018), religiosity and spirituality (Herlyana, Sujana, & Prayudi, 2017), self-efficacy (Anitasari, Pandansari, Susanti, Kurniawati, & Aziz, 2021), pressure, opportunity, and rationalization (Apriani, Sujana, & Sulindawati, 2017), goal orientation (Septiani, Nayazik, & Kurniawan, 2019), the big five personality traits (Sugriyanti, Swaraswati, & Sari, 2017), ethical orientation, rationalization, and self-efficacy, academic integrity (Hidayat, Sumarwati, & Mulyono, 2020), strength of faith (Muslimin, 2013), moral integrity and social anxiety (Dharmawan, Dariyo, Psikologi, & Tarumanagara, 2017), moral reasoning and self-concept (Wibowo & Wahyuningrum, 2019), self confidence (Syahrina & Andini, 2017).

One of the factors that can influence academic dishonesty is peer conformity. Some students may give positive directions to conformity with their peers to always do valuable activities, on the other hand, conformity of peers can provide negative pressure to commit academic dishonesty. The main source of reference for adolescents is peer conformity, including one's beliefs and behaviours that are closely related to lifestyle. Efforts to adapt to student field conditions include several things, which can be seen in the style of speaking and dressing, a passion for music, and education (Papalia, Olds, & Feldman, 2009). The influence of peer conformity occurs as a result of adolescence who really wants to be very close to their peers and is easily influenced by peer conformity (Sarita & Dahiya, 2015).

Peer conformity proposed by Baron & Bryne (2005) is a person's actions carried out with a method that can be seen as good and can fit into the peer group. In other words, a person can change his actions and attitudes so that they are in harmony with the rules that have been imposed on a group. Peer conformity is an important figure (other significant) which is very influential in giving variety to the dimensions of a person's individual development (Setiawan & Riadin, 2021). Peer conformity influences academic dishonesty because peer conformity can have a positive influence as well as a negative influence. There is a lot of peer conformity that affects positive actions in academics such as honesty during the learning process. However, peer conformity can also affect people negatively such as committing dishonesty (Ormrod, 2009).

Based on several findings from previous research conducted by Astuti and Nur'aini (2018) about the influence of academic anxiety and peer conformity on cheating behaviour. These results indicate that academic anxiety does not affect cheating behaviour, while peer conformity can affect cheating behaviour. On the other hand, if the influence of academic anxiety and peer conformity is related, both have a significant influence on cheating behaviour. Another finding from the results of a previous

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

study examined by Rohana (2015) regarding the relationship between self-efficacy and peer conformity to students' cheating behaviour obtained very significant positive results related to self-efficacy and peer conformity to cheating behaviour.

Academic anxiety usually arises from unknown threats or risks and can develop in a person at any time. In general, there is no clear definition of academic anxiety, but some experts have opinions (Halim, 2019). Academic anxiety is tension and anxiety about all kinds of opportunities that can interfere with the academic process. Including assignments and all other academic activities (Sanitiara, Nazriati, & Firdaus, 2014). Academic anxiety is also an important factor in influencing the learning process and concentration, attention, and improving academic achievement (Schunk, 2014). Ordinary academic anxiety will be able to motivate students to complete assignments or appear confident and always according to the specified time, but academic anxiety with high strength will hurt students' academic development (Madoni, Wibowo, & Japar, 2018).

A negative emotional state accompanied by signs of physiological arousal, anxious tension, and anxiety about bad things that will happen is academic anxiety (Nevid, Rathus, & Greene, 2003). Academic anxiety is a form of pressure, anxiety, or fear experienced by students as a result of the academic requirements that they want and must achieve (O'Connor, 2007). The mechanism and type of learning become the focus of academic pressure on students. At the time of exams, competitions, time requirements, lecturers, rules in class, career paths, and the future will all become an academic pressure that is often faced by students (Ifdil & Bariyyah, 2015).

Academic anxiety can influence by two factors, both internal and external. Internal factors are factors that can arise from within a student, especially when faced with problems that can affect slow decision making, decreased learning motivation, and other psychological factors. External factors are a person's influence from others related to learning anxiety, namely factors that arise from the individual's social environment, including social support from peer conformity (Halim, 2019).

Based on some of the results of previous studies, one of which was conducted by Dharmawan & Dariyo (Dharmawan et al., 2017) said that A person can detect a state of anxiety when communicating with other people. People who commit academic dishonesty are generally considered to be incapable of learning because they cannot fully use their cognitive potential. Some people are more confident in other people's abilities. Others are thought to be more capable than themselves. Some people lack confidence in their abilities, which leads to dishonesty in their studies. This is why people with academic anxiety are more prone to academic dishonesty.

Peer conformity relationships will affect other people who are easily influenced. A person can be influenced by positive thinking in academics such as doing honesty in learning, peer conformity relationships can also have a negative impact such as doing academic dishonesty. The formation of a negative impact, a person will feel excessive anxiety such as having a feeling of pressure from reproach and fear of getting humiliated by the group so that someone is better off doing academic dishonesty in order not to be shunned by the group.

Based on the introduction above, it can be concluded that high peer conformity and academic anxiety can influence academic dishonesty, so researchers try to study the effect of peer conformity and academic anxiety on academic dishonesty in students of the Faculty of Health Sciences University X in Indonesia and it has been proven from previous research regarding the existence of the effect of peer conformity on academic cheating and the influence of academic anxiety on academic dishonesty. The purpose of this study is to examine the impact of peer conformity and academic anxiety on academic dishonesty.

II. METHOD

A. Participants

This research adopts a quantitative methodology, focusing on peer conformity and academic anxiety as dependent variables and academic dishonesty as the independent variable. A total of 343 students from the Faculty of Health Sciences at University X in Indonesia participated in the study. Among these participants, females constituted 80.5%, whereas males accounted for 19.5%. Notably, all 343 participants, representing 100% of the sample, identified as Muslims.

B. Instrument

three measurement scales were used in data collection, namely the academic dishonesty scale, the Academic Anxiety scale and the Peer Conformity scale. Academic dishonesty was measured using the academic dishonesty scale used in this study based on the dimensions of academic dishonesty according to McCabe & Trevino (1993) and Stone et al., (2010) developed by Ampuni et al., (2019) namely: Cheating, Plagiarism, and Unauthorized Collaboration. scale Likert type frequency in this study was compiled with five alternative answers (Brown, 2010), namely: 1 = Never to 5 = Often.

Peer conformity is measured using a peer conformity scale to reveal how much students can interact with their peers' conformity. The peer conformity scale used is the attitude scale taken, according to Baron & Bryne, (2005) there are 2 dimensions of peer conformity, namely: normative social influence and informational social influence. The number of items on the peer conformity scale is 41 items. The effect of peer conformity is measured using a Likert type agreement to measure the effect of peer conformity, there are five categories of answers, from 1 = Strongly to 5 = Strongly Disagree.

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

Academic anxiety was measured using an academic anxiety scale based on the dimensions of academic anxiety proposed by Holmes (1997), namely mood (psychological), cognitive, somatic, and motor. The academic anxiety scale consists of 45 items which are divided into two groups of items, namely favourable and unfavourable. The academic anxiety scale was measured using the Likert model agreement to measure academic anxiety, there are five categories of answers, from 1 = Strongly to 5 = Strongly Disagree.

C. Data Analysis

The statistical analysis was conducted using IBM SPSS Statistics version 23. First, we examined the relationships between variables using intercorrelation analysis. This step helps us understand how all the variables are connected to each other. After that, we proceeded to the main analysis using multiple linear regression. This method allows us to see how several variables simultaneously affect a single dependent variable. It identifies the most significant variables and their interactions, considering the influence of each one independently. This two-step approach, starting with identifying relationships between variables and then conducting a detailed regression analysis, is crucial for unraveling the complex interactions among the variables in our study..

III. RESULT

The purpose of this study is to determine peer conformity and academic anxiety to academic dishonesty. The first statistical analysis test is to correlate each research variable.

Table 1. Intercorrelation among Variables

	1	2	3	4	5
SEX	—				
GPA	-0.1 0.056	—			
Conformity	0.1 0.078	0.03 0.62	—		
Academic Anxiety	0.22 < .001	*** 0	0.09 0.091	—	
Academic Dishonesty	-0.24 < .001	*** 0.032	* 0.12	* -0.13	* 0.17
				0.001	** —

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The results of the correlation analysis between variables are shown in table 1. A significant negative correlation was observed between Peer Conformity and Academic Dishonesty, with a correlation of -.13, indicating a small effect size ($p = .013$). This suggests that as Conformity increases, Academic Dishonesty tends to decrease. A significant positive correlation was observed between Academic Anxiety and Academic Dishonesty, with a correlation of .17, indicating a small effect size ($p = .001$). This suggests that as Academic_Anxiety increases, Academic Dishonesty tends to increase.

A linear regression analysis was conducted to assess whether Academic Anxiety and Conformity significantly predicted Academic Dishonesty. The results of the linear regression model were significant, $F(2,340) = 9.40$, $p < .001$, $R^2 = .05$, indicating that approximately 5.24% of the variance in Academic Dishonesty is explainable by Academic Anxiety and Conformity. Academic Anxiety significantly predicted Academic Dishonesty, $B = 0.08$, $t(340) = 3.51$, $p < .001$. This indicates that on average, a one-unit increase of Academic Anxiety will increase the value of Academic Dishonesty by 0.08 units. Conformity significantly predicted Academic Dishonesty, $B = -0.09$, $t(340) = -2.86$, $p = .005$. This indicates that on average, a one-unit increase of Conformity will decrease the value of Academic Dishonesty by 0.09 units. Table 2 summarizes the results of the regression model

Table 2 Results for Linear Regression with Academic Anxiety and Conformity predicting Academic Dishonesty

Variable	B	SE	95.00% CI	β	t	p
(Intercept)	30.21	5.03	[20.32, 40.11]	0.00	6.01	< .001
Academic_Anxiety	0.08	0.02	[0.04, 0.13]	0.19	3.51	< .001
Conformity	-0.09	0.03	[-0.15, -0.03]	-0.15	-2.86	.005

Note. Results: $F(2,340) = 9.40$, $p < .001$, $R^2 = .05$
Unstandardized Regression Equation: $\text{Academic_Dishonesty} = 30.21 + 0.08 * \text{Academic_Anxiety} - 0.09 * \text{Conformity}$

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

IV. DISCUSSION

In correlation analysis results, the minus value in the statistical results showed that peer conformity can reduce the level of academic dishonesty, while academic anxiety will increase academic dishonesty. Peer conformity is a change in a person's attitude and behaviour as a desire to be able to adjust to group rules as a reference in their peer environment, whether there is direct or indirect pressure in the form of unwritten demands from peer groups against their members. but has a competent influence so that it causes certain behaviour in a member of the group (Mardison, 2016). And the description made by Sanitiara et al. (2014) explained that academic anxiety is a tense feeling and anxiety about all forms that will occur, thus disturbing the academic process which includes working on assignments and all other activities related to academics.

The results of multiple linear regression analysis state that there is an effect of peer conformity and academic anxiety toward academic dishonesty. This research is strengthened by the research of Qudsyi et al. (2018b) one of the things that are considered to affect academic dishonesty is the peer group. Peers have a significant role in the development of adolescents, in this case, students. Hurlock, (1999) stated that the influence of peers on attitudes, speech, interests, appearance, and behaviour is greater than the influence of family. This is supported by social learning theory and McCabe & Trevino's differential relationship theory (1997b) that human behaviour is learned through the influence of examples, while deviant behaviour is learned from close associations with people involved in deviance. penelitian ini memperjelas hasil penelitian sebelumnya conducted by Astuti & Nur'aini, (2018) and Miranda, (2016) regarding the effect of peer conformity on cheating behaviour.

The results of this study also show that academic anxiety has an effect on academic dishonesty. Anxiety can have a negative impact on a person's ability to handle exam situations or important tests. When someone feels anxious, their body undergoes a "fight-or-flight" response that can disrupt cognitive abilities and focus. student tend to be unable to think critically and feel uncomfortable and uneasy within themselves. As a result, individuals cannot take reasonable attitudes and actions in dealing with a problem. When faced with academic problems, such as situations facing exams, a person is easily influenced to commit academic dishonesty, such as cheating. It could also be in a task-work situation, someone who experiences anxiety would be better off doing plagiarism. This study is in line with previous research by Dharmawan et al. (2017) that the greater the influence of academic anxiety, the greater the influence of academic dishonesty.

However, it is different from previous research conducted by Astuti & Nur'aini (2018) that academic anxiety does not affect cheating behaviour, which means that the smaller the academic anxiety, the smaller the effect of academic dishonesty.

When students are faced with an academic problem, students will not commit academic dishonesty because individuals have peer conformity groups that have a positive influence and individuals who have academic anxiety so that they are unable to develop and improve their skills will commit academic dishonesty because there is no effort in them. to get the best academic results.

According to the research results, the organization evaluates students thoroughly, utilizing the final exam as a baseline for individual scores and other considerations, including attendance, daily homework, and class engagement. Institutions can also create exam questions that make students think critically and creatively, deterring them from giving in to peer pressure and lying or aiding their friends in cheating. Asking questions is another way to reduce the amount of academic dishonesty. Giving oral exams can lower the likelihood of academic fraud. When presented with an academic challenge, students won't engage in academic dishonesty because of peer conformity groups that positively impact people. Still, those who are academically anxious and unable to develop and enhance their abilities will because there is no effort on their part for the most satisfactory academic outcomes. Additionally, the research is less varied than the persons it looked at and is just one organization. The researcher anticipates that future research will permit the inclusion of the individual in more than one agency to gather a larger sample

V. CONCLUSIONS

Students of the Faculty of Health Sciences spend a lot of their daily time on lectures, practicums, and skill labs. The existence of practicums and skill labs makes students need energy and time which is energy-consuming, has a busy schedule and will be rescheduled if the practicum is not carried out on the scheduled day. Certainly, the rest time for the students of the Faculty of Health Sciences is less. Someone who has a desire to get good results from other people can go through a less good way that can have the intention to commit academic dishonesty. Academic dishonesty is one of the focuses of research which is influenced by several factors. This study uses peer conformity and academic anxiety as factor variables. The results of this study confirm that all variables including peer conformity and academic anxiety have a joint effect on academic dishonesty. therefor eliminating the causes of academic dishonesty such as peer conformity and academic anxiety can contribute to improving academic integrity

REFERENCES

- 1) Ampuni, S., Kautsari, N., Maharani, M., Kuswardani, S., & Buwono, S. B. S. (2020). Academic Dishonesty in Indonesian College Students: an Investigation from a Moral Psychology Perspective. *Journal of Academic Ethics*, 18(4),

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

- 395–417. <https://doi.org/10.1007/s10805-019-09352-2>
- 2) Anitasari, A., Pandansari, O., Susanti, R., Kurniawati, K., & Aziz, A. (2021). Pengaruh Efikasi Diri terhadap Perilaku Menyontek Siswa Sekolah Dasar selama Pembelajaran Daring. *Jurnal Penelitian Ilmu Pendidikan*, 14(1), 82–90. <https://doi.org/10.21831/jpipfip.v14i1.37661>
 - 3) Apriani, N., Sujana, E., & Sulindawati, I. G. E. (2017). Pengaruh Pressure, Opportunity, dan Rationalization terhadap Perilaku Kecurangan Akademik (Studi Empiris : Mahasiswa Akuntansi Program S1 Universitas Pendidikan Ganesha). *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha*, 7(1), 121–133.
 - 4) Arifah, W., Setiyani, R., & Arief, S. (2018). Pengaruh Prokrastinasi, Tekanan Akademik, Religiusitas, Locus of Control Terhadap Perilaku Ketidakhujuran Akademik Mahasiswa Pendidikan Akuntansi Unnes. *Economic Education Analysis Journal*, 7(1), 106–119. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/22860>
 - 5) Arjanggal, R. (2017). Identifikasi Permasalahan Pengambilan Keputusan Karir Remaja. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 22(2), 28–35. <https://doi.org/10.20885/psikologika.vol22.iss2.art3>
 - 6) Astuti, R. B., & Nur'aini, T. A. (2018). Pengaruh Kecemasan Akademis Dan Konformitas Teman Sebaya Terhadap Perilaku Menyontek Siswa Kelas Xi Ips Sma Negeri 6 Balikpapan Tahun Ajaran 2016/2017. *Jurnal Edueco*, 1(01), 29–34. <https://doi.org/10.36277/edueco.v1i01.9>
 - 7) Azinar, M. (2013). Perilaku seksual pranikah berisiko terhadap kehamilan tidak diinginkan. *KEMAS: Jurnal Kesehatan Masyarakat*, 8(2).
 - 8) Baron, R. A., & Bryne, D. (2005). Psikologi Sosial Jilid 2 (Penerjemah: Djuwita, R. dkk). *Jakarta: Erlangga*.
 - 9) Brown, S. (2010). Likert Scale Examples for Surveys. *Iowa State University*. Retrieved from <https://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf%0A>
<http://www.extension.iastate.edu/Documents/ANR/LikertScaleExamplesforSurveys.pdf>
 - 10) Brunell, A. B., Staats, S., Barden, J., & Hupp, J. M. (2011). Narcissism and academic dishonesty: The exhibitionism dimension and the lack of guilt. *Personality and Individual Differences*, 50(3), 323–328. <https://doi.org/10.1016/j.paid.2010.10.006>
 - 11) Candrasari, S. (2020). Strategi Komunikasi Konseling Dalam Menangani Permasalahan Akademik Mahasiswa. *Profesional: Jurnal Komunikasi Dan Administrasi Publik*, 7(1), 27–33. <https://doi.org/10.37676/profesional.v7i1.1089>
 - 12) Dharmawan, U. S., Dariyo, A., Psikologi, F., & Tarumanagara, U. (2017). Hubungan Moral Integrity Dan Kecemasan Sosial Dengan Academic Dishonesty Remaja Akhir. *Jurnal Psikologi Pendidikan*, 10(2), 80–97.
 - 13) E.B. Hurlock. (1999). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Edisi Kelima. *Jakarta: Erlangga* (Vol. 5). Erlangga, Jakarta.
 - 14) Etrawati, F. (2014). Perilaku Merokok pada Remaja: Kajian Faktor Sosio Psikologis. *Jurnal Ilmu Kesehatan Masyarakat*, 5(2), 77–85.
 - 15) Fitria, Y. (2019). Perilaku menyontek: Persepsi terhadap iklim sekolah dengan ketidakjujuran akademik. *Jurnal Ilmiah Psikologi Terapan*, 7(1), 1. <https://doi.org/10.22219/jipt.v7i1.7833>
 - 16) Gunawan, I., & Palupi, A. R. (2016). Taksonomi Bloom – Revisi Ranah Kognitif: Kerangka Landasan Untuk Pembelajaran, Pengajaran, Dan Penilaian. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 2(02). <https://doi.org/10.25273/pe.v2i02.50>
 - 17) Halim, F. (2019). Pengaruh Dukungan Sosial Teman Sebaya dan Kepercayaan Diri Terhadap Kecemasan Belajar Mahasiswa Pendas di Pokjar Jeneponto dan Takalar Tahun 2018. *Pedagogik Journal of Islamic Elementary School*, 2(2), 129–146. <https://doi.org/10.24256/pijies.v2i2.917>
 - 18) Haring, F., Sjahril, R., Riadi, M., Novaty Eny, D. S. A. S., Rafiuddin, & Nasrun, M. (2018). Peningkatan Jiwa Entrepreneurship Siswa Madrasah Aliyah dan Tsanawiyah Melalui Pengelolaan Bahan Organik dan Pemanfaatannya Pada Budidaya Tanaman Hortikultura Secara Companion. *Jurnal Dinamika Pengabdian*, 3(2), 191–201.
 - 19) Herdian, H., & Lestari, S. (2018). Ketidakhujuran Akademik Pada Mahasiswa Calon Guru Program Studi Pendidikan Anak Usia Dini. *Journal An-Nafs: Kajian Penelitian Psikologi*, 3(2), 151–161. <https://doi.org/10.33367/psi.v3i2.618>
 - 20) Herdian, H., Mildaeni, I. N., & Wahidah, F. R. (2021). “There are Always Ways to Cheat” Academic Dishonesty Strategies During Online Learning. *Journal of Learning Theory and Methodology*, 2(2), 60–67. <https://doi.org/10.17309/jltm.2021.2.02>
 - 21) Herlyana, M. V., Sujana, E., & Prayudi, M. A. (2017). Pengaruh Religiusitas dan Spiritualitas terhadap Kecurangan Akademik Mahasiswa [Studi empiris pada Mahasiswa Universitas Pendidikan Ganesha Singaraja]. *Jurnal Akuntansi*

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

Program SI, 8(2), 11.

- 22) Hidayat, M. N. A., Sumarwati, M., & Mulyono, W. A. (2020). Integritas Akademik Mahasiswa berhubungan dengan Kemampuannya dalam Mengatur Belajar Secara Mandiri. *Jurnal of Bionursing*, 2(2), 126–134.
- 23) Holmes, D. S. (1997). *Abnormal psychology*. Longman Pub Group; Study Guide edition.
- 24) Hulukati, W., & Djibran, M. R. (2018). Analisis Tugas Perkembangan Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo. *Bikotetik (Bimbingan Dan Konseling Teori Dan Praktik)*, 2(1), 73.
<https://doi.org/10.26740/bikotetik.v2n1.p73-80>
- 25) Ifdil, & Bariyyah, K. (2015). The effectiveness of peer-helping to reduce academic-stress of students. *Addictive Disorders and Their Treatment*, 14(4), 176–181. <https://doi.org/10.1097/ADT.0000000000000052>
- 26) Lusiane, L., & Garvin. (2019). Tekanan Orangtua, Perfeksionisme, dan Ketidakjujuran Akademik pada Pelajar di Jakarta. *Jurnal Ilmiah Psikologi MIND SET*, 9(01), 60–77.
<https://doi.org/10.35814/mindset.v9i01.726>
- 27) Madoni, E. R., Wibowo, M. E., & Japar, M. (2018). Group Counselling with Systematic Desensitization and Emotional Freedom Techniques to Reduce Public Speaking Anxiety. *Jurnal Bimbingan Konseling*, 7(71), 28–35. Retrieved from <http://journal.unnes.ac.id/sju/index.php/jubk>
- 28) Mardison, S. (2016). Konformitas Teman Sebaya Sebagai Pembentuk Perilaku Individu. *Bimbingan Konseling Islami*, 2(1), 78–90.
- 29) McCabe, D. L., & Trevino, L. K. (1993). Academic Dishonesty: Honor Codes and Other Contextual Influences. *The Journal of Higher Education*, 64(5), 522. <https://doi.org/10.2307/2959991>
- 30) McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3), 379–396.
<https://doi.org/10.1023/A:1024954224675>
- 31) Miranda, L. P. (2016). Pengaruh Konformitas Teman Sebaya dan Minat Belajar Terhadap Perilaku Menyontek. *Psikoborneo: Jurnal Ilmiah Psikologi*, 4(1). <https://doi.org/10.30872/psikoborneo.v4i1.3972>
- 32) Muslimin, Z. I. (2013). Hubungan Antara Kekuatan Akidah dan Perilaku Mencontek Pada Mahasiswa Psikologi UIN Sunan Kalijaga Yogyakarta. *Jurnal Psikologi Integratif*, 1(1), 1–7.
- 33) Nevid, J. S., Rathus, S. A., & Greene, B. (2003). *Abnormal psychology in a changing world*. Prentice Hall Upper Saddle River.
- 34) Notoatmodjo, S. (2007). *Pendidikan dan Perilaku Kesehatan* (2nd ed.). Jakarta: Rineka Cipta.
- 35) O'Connor, F. (2007). *Frequently asked questions about academic anxiety*. The Rosen Publishing Group, Inc.
- 36) Ormrod, J. E. (2009). Membantu siswa tumbuh dan berkembang. *Psikologi Pendidikan*. Erlangga.
- 37) Pantu, E. A., Karmiyati, D., & Winarsunu, T. (2020). Pengaruh tekanan teman sebaya dan kecemasan menghadapi ujian terhadap ketidakjujuran akademik pada mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, 8(1), 54–65.
<https://doi.org/10.22219/jipt.v8i1.9127>
- 38) Papalia, D., Olds, S. W., & Feldman, R. D. (2009). *human development human development Extension*. McGraw-Hill Companies. McGraw-Hill.
- 39) Pulungan, D. R., & Febriaty, H. (2018). Pengaruh gaya hidup dan literasi keuangan terhadap perilaku konsumtif mahasiswa. *Jurnal Riset Sains Manajemen*, 2(3), 103–110.
- 40) Putri, F. A., & Suyanto, T. (2016). Strategi Guru Dalam Mengatasi Perilaku Bullying Di Smp. *Kajian Moral Dan Kewarganegaraan*, 1(4), 62–76. Retrieved from <https://core.ac.uk/download/pdf/230709873.pdf>
- 41) Qudsyi, H., Sholeh, A., & Afsari, N. (2018). Upaya untuk mengurangi ketidakjujuran akademik pada mahasiswa melalui peer education. *Jurnal Integritas KPK*, 4(1), 77–100. <https://doi.org/10.32697/integritas.v4i1.168>
- 42) Rohana. (2015). Hubungan Self Efficacy dan Konformitas Teman Sebaya Terhadap Perilaku Menyontek Siswa SMP Bhakti Loa Janan. *Ejournal Psikologi*.
- 43) Sagoro, E. M. (2013). Pensinerjian Mahasiswa, Dosen, Dan Lembaga Dalam Pencegahan Kecurangan Akademik Mahasiswa Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 11(2). <https://doi.org/10.21831/jpai.v11i2.1691>
- 44) Sanitiara, Nazriati, E., & Firdaus. (2014). Hubungan Kecemasan Akademis Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Tahun Pertama Fakultas Kedokteran Universitas Riau Tahun 2013/2014. *Jom Fk*. Riau University.
- 45) Sarita, & Dahiya, R. (2015). Academic Cheating Among Students : Pressure of Parents and Teachers. *International Journal of Applied Research*, 1(10), 793–797. Retrieved from <https://www.allresearchjournal.com/archives/2015/vol1issue10/PartL/1-10-2-857.pdf>
- 46) Schunk, D. (2014). *Motivation in Education Theory, Research and Applications*. Pearson Higher Ed.
- 47) Septiani, A. N., Nayazik, A., & Kurniawan, P. (2019). Hubungan Goal Orientation dengan Perilaku Menyontek Siswa Sekolah Menengah Pertama. *Journal of Medives : Journal of Mathematics Education IKIP Veteran Semarang*, 3(2), 307.
<https://doi.org/10.31331/medivesveteran.v3i2.840>

Anxiety and the Urge to Conform: Triggers of Academic Dishonesty in the Health Sciences

- 48) Setiawan, M. A., & Riadin, A. (2021). Meningkatkan Hasil Belajar Ipa Peserta Didik Dengan Bimbingan Teman Sebaya Berbasis Nilai-Nilai Huma Betang. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 6(1), 27. <https://doi.org/10.26737/jbki.v6i1.1912>
- 49) Setiyani, R. Y. (2018). Perbedaan Tingkat Kecemasan Pada Mahasiswa Baru Di Fakultas Ilmu Kesehatan Dan Non Fakultas Ilmu Kesehatan, Universitas 'Aisyiyah Yogyakarta. *Jurnal Psikologi Integratif*, 6(1), 16. <https://doi.org/10.14421/jpsi.v6i1.1469>
- 50) Setyowati, E. (2009). Pendidikan Budi Pekerti Menjadi Mata Pelajaran Di Sekolah. *Lembaran Ilmu Kependidikan*, 38(2), 148–154.
- 51) Stone, A. A., Schwartz, J. E., Broderick, J. E., & Deaton, A. (2010). A snapshot of the age distribution of psychological well-being in the United States. *Proceedings of the National Academy of Sciences of the United States of America*, 107(22), 9985–9990. <https://doi.org/10.1073/pnas.1003744107>
- 52) Stone, T. H., Jawahar, I. M., & Kisamore, J. L. (2010). Predicting Academic Misconduct Intentions and Behavior Using the Theory of Planned Behavior and Personality. *Basic and Applied Social Psychology*, 32(1), 35–45. <https://doi.org/10.1080/01973530903539895>
- 53) Sugiariyanti, Swaraswati, Y., & Sari, W. A. (2017). Peran the Big Five Personality Traits Terhadap Academic Dishonesty Pada Mahasiswa. *Intuisi : Jurnal Psikologi Ilmiah*, 9(3), 267–275.
- 54) Syahrina, I. A., & Andini, F. D. (2017). Self confidence hubungannya dengan academic dishonesty pada Mahasiswa Fakultas Ilmu Komputer Universitas X. *Psikovidya*, 21(1), 1–12.
- 55) Underwood, J., & Szabo, A. (2003). Academic offences and e-learning: Individual propensities in cheating. *British Journal of Educational Technology*, 34(4), 467–477. <https://doi.org/10.1111/1467-8535.00343>
- 56) Utari, R. (2011). Taksonomi bloom. Retrieved from https://www.academia.edu/31971866/TAKSONOMI_BLOOM
- 57) Wardana, G. J., Sulindawati, N., & ... (2018). Pengaruh motivasi belajar, integritas mahasiswa dan penyalahgunaan teknologi informasi terhadap perilaku kecurangan akademik (Studi kasus pada mahasiswa *JIMAT (Jurnal ...)*, 8(2). Retrieved from <https://ejournal.undiksha.ac.id/index.php/S1ak/article/view/14503>
- 58) Wibowo, D. H., & Wahyuningrum, E. (2019). Pencegahan Perilaku Kecurangan Akademik: Peran Penalaran Moral Dan Konsep Diri Akademik. *Jurnal Ecopsy*, 6(2), 378027. <https://doi.org/10.20527/ecopsy.v6i2.6427>
- 59) Yulia Herawaty, & Ratna Wulan. (2013). Hubungan Antara Keberfungsian Keluarga dan Daya Juang Dengan Belajar Berdasar Regulasi Diri Pada Remaja. *Jurnal Psikologi UIN Sultan Syarif Kasim Riau*, 9(Desember), 138=147.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.