



The Influence of Fraud Diamond and Religious Values on Academic Fraud Behavior of FKIP Students at Lambung Mangkurat University

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Abstract. Academic fraud behavior is a very significant phenomenon for understanding the causes of fraud (fraud) and has developed into a phenomenon that often occurs in all academic activities; This act is carried out unlawfully to achieve success or avoid failure in academic activities. Belief in the principles and values of one's religion is known as religiosity. The purpose of this study was to collect empirical data about the impact of religious beliefs and academic cheating on students. The four components of the deception diamond are ability, opportunity, pressure, and reasoning. This research uses a quantitative descriptive approach. 1,480 people were the target demographic for the study, while 327 people were the overall sample. Based on the research findings, the H1 hypothesis is accepted because the fraud diamond variable has a significantly positive effect on student academic fraud behavior when the value is sig. fraud diamond of 0.001 is less than 0.5 or 0.000 0.05 (5%) on the partial test results. Meanwhile, academic cheating at FKIP ULM is influenced by religious values. This is appropriate because it is known that sig. the religious value of 0.000 is less than 0.05 or 0.000 0.05%, meaning that H2 is accepted based on the partial results of the t-test. Simultaneously, it was found that academic fraud behavior was influenced by diamond fraud and religious ideals. 305.950 is used as the calculated F value, and 0.000 is used as a significant value.

Keywords: Cheating, Academic, Fraud Diamond, Religiosity

1 Introduction

Education is an institution to increase the potential of students such as their personality, talents, interests, and skills optimally. However, in National Education until now there are still various irregularities or problems, especially in the education process of student personality traits such as the character of honesty and religious values. The problem of honest value character is in the form of academic dishonesty committed by students. This is toby Brunnell's (2011) statement that one of the challenges in

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efforts to improve educational standards is academic dishonesty. Academic dishonesty practices hinder efforts to improve educational standards. Academic dishonesty is an unethical behavior that is often observed in students in educational contexts. One of the elements that can encourage people to commit academic fraud is the desire to get high scores. Academic dishonesty among students can be influenced by several factors, including a decrease in the level of religiosity (Weni, 2011 & Anita, 2021), peer pressure, anxiety about exams, delays, academic pressure, and locus of control (Eka, 2020).

At a reduced level of religious to significant negative relationship between intrinsic religious orientation and academic cheating. This shows that the higher a person's intrinsic religious orientation, the lower the academic cheating behavior. And vice versa, the lower a person's intrinsic religious orientation, the higher the academic cheating behavior he will commit. There is a significant positive relationship between extrinsic religious orientation (Weni Indrianita, 2011). In addition, Anita (2021) added that the higher the student's religius, the lower the level of student academic dishonesty. Conversely, the lower the level of student religiosity, the higher the level of student academic dishonesty. Peer pressure influences academic dishonesty. This is what Eka (2020) said, according to which it is clear from research findings that peer pressure has a beneficial effect on academic dishonesty. However, exam phobia did not affect the effect of peer pressure on academic integrity. Personal, social, and environmental factors related to test anxiety did not influence how peer pressure influenced academic dishonesty. Extrinsic religious tendencies and academic cheating behavior have a significant positive correlation. Procrastination, academic pressure, and locus of control all have a positive and significant impact on student academic dishonesty, according to Arifah (2018). Furthermore, Widiyanto et al. (2017) highlighted that Academic Fraudulent Behavior is simultaneously and significantly influenced by Pressure, Opportunity, and Rationalization.

Academic cheating is the motivation and encouragement that students experience in everyday life as a result of academic problems, which puts them under intense pressure to achieve the highest possible academic results by any means (Widiyanto & Sari, 2017). Several factors can also affect how students behave when they cheat in class. Acts of academic fraud committed by students have a positive impact on pressure. This is due to the pressures that students feel must be met, both by themselves and others. Academic cheating is sometimes committed because the perpetrator is unable to meet demands (Fadersair & Subagyo, 2019). The more experience a person has, the easier it is for him to determine specific tactics for committing academic fraud so that it can function smoothly (Fadersair & Subagyo, 2019), which has a beneficial impact on student academic fraud behavior. Opportunity, justification, and ability are said to influence students' academic cheating behavior, according to Nursani et al. (2013). According to Fransiska (2019), academic cheating occurs because students feel pressured to finish on time and with a strong GPA.

Previous research has shown that the Fraud Diamond dimension influences the element of academic fraud. Isnan Murdiansyah et al. state that academic cheating behavior is influenced by pressure, opportunity, rationalization, and ability (Isnan Murdiansyah, 2017). They conducted a fraud diamond test using The Academic Dishonest-

ty Scale model. In addition, the results of the partial t-test show that academic fraud behavior is significantly influenced by pressure, opportunity, and reasoning. Meanwhile, from the f test, it appears that the behavior of academic fraud is significantly influenced by pressure, opportunity, and rationalization simultaneously (Andri Widianto, 2017).

Academic cheating is one of many forms of student cheating, and as such, it needs careful attention to minimize or eliminate it. If academic fraud is a common thing in the education system, it will hurt the younger generation because fraudulent activities in the education system tended to occur in subsequent situations. Cheating that is common in high school or college can make someone more likely to commit fraud at work because they are used to it. As a result, corruption is more common. Education is one of the institutions that can be used by the government to help eradicate corruption; the learning process in the world of education is expected to produce changes in the behavior of each individual who learns to reduce fraudulent acts that are detrimental to the state. With good learning, it is hoped that educational institutions can produce quality and honest new generations through character cultivation.

Cultivating character is very important and the basis of life so the meaning of character is higher than morals because in it is not just carrying out a truth or mistake. More than that, character values education fosters the habit of doing good so that students understand, can feel, and are motivated to act in their own best interests. So that special attention and high enthusiasm are needed to carry out the implementation of honesty and religious values, especially in existing formal education units.

Based on preliminary observation data and interviews with FKIP ULM students, it can be concluded that students commit academic fraud due to the pressure factor in terms of the level of difficulty of the questions given, time pressure to answer questions, and peer pressure to maintain the reputation of the best grades. The second factor, the opportunity to commit academic fraud can be done when supervision in class is less strict and there is no supervising lecturer in class. The third factor is rationalization, evidenced by the attitude of students who show themselves to each other by maintaining a reputation that their grades are the best. And the fourth factor is ability, students are unable to answer UTS questions so they commit academic fraud. Another factor that was obtained, namely, the level of religion in students was lacking, it can be seen from before starting UTS students did not pray first and procrastinated in doing worship.

Research Nursalam et al. (2013) and Kristanto et al. (2020), based on the findings of the Little Circle Foundation survey (2015), which shows that more than 92% of Udayana University students cheat on exams, this is research that is in line with the phenomenon mentioned above. These statistics show that cheating on exams is a common practice among students.

Researchers are interested in studying "The Influence of Fraud Diamond and Religious Values on Academic Fraud Behavior of FKIP Students at Lambung Mangkurat University" based on the description above.

1.1 Literature Review (Literature Review)

In his book "Internal Audit", Kumaat (2011: 35), defines fraud perpetrators as "humans" who have various internal motivations to carry out disgraceful activities. Previous research on fraudulent behavior that occurs in the fraud triangle (fraud triangle) on factors such as pressure, opportunity, and rationalization has widely used the fraud triangle theory (Patunru, 2014) as material for debate.

Pressure is an incentive or pressure given to individuals to commit fraud. Pressure usually develops as a result of financial need or difficulty, but many cases are characterized only by greed (Priantara, 2013). The demands that a person feels about a problem motivate him to consciously commit fraudulent behavior to overcome this problem, such as demands from parents for their children to be successful so that they are depressed and commit fraudulent behavior during exams with demands for good grades and obtaining a high GPA (Albrecht, 2012).

Fraud is possible when it can occur. Fraudsters believe that no one will be aware of the actions they have done or completed (Priantara, 2013). Opportunity is a situation in which someone can engage in fraud. People who commit fraud can learn about it, opportunities that drive circumstances in situations where someone commits fraudulent acts and prevent harm resulting from fraudulent acts (Albrecht, 2012).

Someone engages in rationalization when they seek the truth about their fraudulent behavior (Priantara, 2013). Fraudsters justify their activities, which are even rights they have, and they believe or acknowledge that the actions taken are not wrong. This makes the fraudsters feel more creditworthy in their actions and helps them achieve the ideal and desired grades. 2012 (Albrecht) Fraudsters need a means of persuasion or justification so that their actions are accepted and not condemned.

The ability, or capacity to engage in deviant behavior, is required to commit fraudulent acts (Priantara, 2013). If at the time of administering the exam students can be proficient in carrying out fraudulent activities using the internet by searching for answers to questions via the internet, then technological proficiency makes it easier for someone to commit fraud. A student will find it easier to cheat even during exams if he is smart enough to do it and understands how it works because, in his eyes, cheating is a frequent practice.

The degree to which a person adheres to the rules and principles of religion is referred to as their degree of religiosity. Therefore, every individual needs to study religious values in depth (Gunarsa, 2008). Religion essentially imposes requirements on everyone in the form of laws and obligations (Wiwit, 2018). Analysis of the theory of the realm of meaning (symbolic, synoptic, ethical, aesthetic, and empirical meanings) yields the following conclusions: 1) Education is based on the idea that humans are rational, religious, and educated beings; 2) Education is based on this idea; 3) Value awareness is the key to realizing intelligent, religious, and character students; and 4) Education develops the human body and soul.

2 Method

The descriptive quantitative research methodology is the one used. Quantitative and qualitative data are used. Observation and survey are primary data collection methods. The Teaching and Education Faculty of Lambung Mangkurat University became the location for this research. There were 1480 students in the sample for this study. Sampling was carried out using a purposive random sampling technique of 327 FKIP ULM students.

This study examines the impact of religious beliefs and cheating on the academic fraud activities of FKIP ULM students. In addition, ULM FKIP students who took part in the research were given a questionnaire as part of the instrument.

3 Results and Discussion

3.1 Results

Respondent information in this study can be divided into several categories, including gender and class. Respondent data is shown in the table below, along with a descriptive statistical analysis of the data:

Table 1. Respondent data

Infor- mation	Fre- quency	Per- centage
Gender		
Man	123	37,61 %
Wom- an	204	62,39 %
Force		
2019	37	11,31 %
2020	237	72%
2021	53	16,21 %
Total	327	100%

Source: Processed data, 2023

At a significance level of 0.05, a partial test (t-test) was carried out to ascertain the effect of each independent variable on the dependent variable under review. The table below shows the partial effect of each independent variable on the dependent variable.

Table 2. Partial effect of each independent variable on the dependent variable.

Coefficients					
Model	Unstandardized Coefficients		Unstandardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-4.426	.896		-4.941	.000
Fraud	.143	.044	.223	3.2969	.001
Diamond (X1)					
Religious value (X2)	.289	.032	.606	8.904	.000

Sumber: SPSS 26, 2023.

According to Ghozali (2006), the F statistical test (simultaneous significance test) determines whether all the independent or independent variables in the model have a combined effect on the dependent or dependent variable. The table below shows the findings of the F test used in this investigation.

Table 3. Findings of the F test used in this investigation

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Say
Regression	11873.441	2	5936.720	305.950	.000 ^b
Residual	6286.969	32	19.404		
Total	18160.410	32			

Dependent Variable: Academic Fraudulent Behavior

Predictors: (Constant) Fraud Diamond and Religious Value

Sumber: SPSS 26, 2023.

3.2 Discussion

Fraud diamond (pressure, opportunity, rationalization, and ability) has a beneficial effect on the academic fraud behavior of FKIP students at Lambung Mangkurat University, according to the first hypothesis proposed in this study. Since sig. fraud diamond of 0.006 is smaller than 0.05 or 0.000 0.05 (5%) based on incomplete test results then H1 is acceptable. According to research findings, students' academic fraud behavior (Y) is significantly positively influenced by the fraud diamond variable (X1). This shows that the factors of pressure, opportunity, rationalization, and experienced abilities that result in acts of fraud in the academic field are factors in the occurrence of academic fraud committed by FKIP ULM students. The findings of this study are consistent with research cited by Suyono (2022), which found that peer pressure has a beneficial effect on academic dishonesty. According to Rahmawati and Susilawati (2019), the opportunity variable has a beneficial effect on the tendency of academic fraud in accounting students. According to Nisa and Fitriasari (2021), academic cheating is positively influenced by pressure, opportunity, reasoning, and ability.

The second hypothesis put forward in this study is that religious values (religiosity) have a positive effect on the behavior of FKIP students at Lambung Mangkurat University regarding academic cheating. The results of the t (partial) test show that a significance level of 0.000 is less than 0.05, or 0.000 ± 0.05 (5%) allows H2 to be accepted. Based on research findings, students' academic cheating behavior (Y) is significantly positively influenced by the variable religious values (X2). This implies that the religious beliefs of FKIP ULM students themselves have the potential to have an impact on the academic fraud they commit. The findings of this study also indicate that students in this area have low religious values, which can lead to academic dishonesty. The findings of this study are consistent with previous research by Purnamasari (2013), who found that religiosity has a positive impact on academic dishonesty among college students. Sistya and Susilawati (2018) are also mentioned. According to the questionnaires distributed, accounting students are quite religious. Students are aware that religion holds that doing wrong will result in retribution in the hereafter.

The third hypothesis proposed in this study is the simultaneous influence of religiosity and diamond fraud on the academic fraud behavior of FKIP ULM students. The calculated F value is known to be 340.840 with a significant value of 0.000 based on the results of simultaneous tests. It can also be said that the variable fraud diamond and religious values simultaneously (simultaneously) influence student academic fraud behavior because the significance value is less than or 0.000 0.05 (5%) and H3

is approved. This implies that the behavior of Academic Fraud FKIP ULM students is simultaneously influenced by two factors diamond fraud and religious values. The findings of this study are in line with previous research by Yuniari, Indraswarawati, and Putra (2021) which was based on the findings of the F test which was carried out with an F value of 305,950 and a significance value of 0.000 which indicates a significance level of 0.05. This shows how pressure, opportunity, justification, talent, and religiosity impact academic dishonesty among students. F statistical test according to Ghozali (2006) is used to see the simultaneous effect of independent factors on the dependent variable.

4 Conclusion

From the results of the discussion above, it can be concluded that the variables of pressure, opportunity, rationalization, and capacity faced which lead to acts or acts of fraud in the academic field affect academic fraud committed by FKIP ULM students. The findings of this study also indicate that both students with low and high levels of religiosity will engage in academic dishonesty. Therefore, it is hoped that lecturers can teach more about moral development or character education which is more important than activities that are not commendable, self-defeating, and sinful, to prevent academic fraud.

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