

The Contribution of Religiosity and Self-Efficacy toward Academic Cheating

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ABSTRACT

Academic cheating is a phenomenon that can compromise the integrity of education. It does not occur due to a single reason, but rather results from the interaction between academic environmental conditions and individual characteristics, including psychological and spiritual dimensions that serve as an individual's moral defense. These dimensions are self-efficacy and religiosity. This study aims to describe the profiles of academic dishonesty, religiosity, and self-efficacy, as well as to examine the contributions of religiosity and self-efficacy to student academic cheating. This research uses a quantitative approach with a descriptive-correlational method. The population consisted of students from the Faculty of Education, Universitas Negeri Padang (FIP UNP), from the 2024 intake. The sample was selected using a proportional random sampling technique, with the sample size determined by the Slovin formula. Data were collected using Likert scale questionnaires measuring religiosity, self-efficacy, and academic cheating. The data were analyzed using percentage descriptive statistics, while simple and multiple regression analyses were used to test the variables' contributions. The results of the study indicate that: (1) student religiosity is predominantly in the high category, (2) student self-efficacy is mostly in the moderate category, (3) student academic cheating is largely in the low category, (4) religiosity contributes negatively and significantly to academic cheating, (5) self-efficacy contributes negatively and significantly to academic cheating, and (6) religiosity and self-efficacy together contribute negatively and significantly to academic cheating. This means that higher levels of religiosity and self-efficacy correspond to a lower tendency among students to engage in academic cheating. These findings suggest that the combination of religiosity and self-efficacy serves as an effective internal strength to reduce intentions and behaviors of cheating within the academic environment. While religiosity plays a vital role in preventing academic cheating, self-efficacy has not been optimal, highlighting the need for strengthening efforts to ensure self-belief remains strong and unwavering.

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1. INTRODUCTION

Education is a crucial endeavor in developing competent and high-quality human resources capable of making significant contributions to the advancement of Indonesia. One of the primary institutions for obtaining formal education is higher education, which serves as the continuation of education after students complete secondary education or its equivalent. Individuals who continue their studies at universities are no longer referred to as school students but are recognized as university students or undergraduates [1].

University students are individuals who pursue higher education at colleges or universities to prepare themselves for professional expertise at the diploma, bachelor's, master's, or specialist level [2]. The implementation of higher education differs significantly from that of lower educational levels. One of the distinguishing characteristics lies in its learning system. Higher education institutions implement the Semester Credit System (Satuan Kredit Semester/SKS), which requires students to independently organize and plan their academic workload and learning activities for each semester.

University students are expected to engage in independent learning rather than relying solely on the material delivered by lecturers. They are also required to complete various academic assignments within the deadlines established by their lecturers [3]. However, in reality, many students encounter difficulties in managing their time effectively for both coursework and assignment completion. Instead of prioritizing knowledge acquisition and the learning process, many students focus primarily on achieving high academic grades. Consequently, some students are unable to resist engaging in dishonest or unethical behaviors during learning activities and examinations, regardless of whether such actions may have negative consequences.

According to Solihat [4], students may employ various methods and strategies to obtain high grades without fully recognizing whether their actions constitute unethical or inappropriate behavior. Conscious and intentional dishonest conduct committed by students to achieve academic goals and gain unfair advantages is referred to as academic dishonesty or academic cheating [5]. Academic dishonesty encompasses various forms of unethical behavior that provide unfair benefits to students, including cheating during examinations, plagiarism, theft, and the falsification of academic-related documents or information.

Academic dishonesty occurs when students use inappropriate means to achieve academic success. Such misconduct may arise throughout the learning process. According to Apriliyanti et al. [6], academic dishonesty involves the unauthorized use of prohibited materials, resources, or assistance in completing academic assignments, as well as engaging in activities that interfere with the integrity of academic assessment and evaluation. When academic dishonesty becomes habitual, it can have detrimental consequences not only for the students themselves but also for the academic environment as a whole. Although many students understand that academic dishonesty is unethical, harmful, and prohibited by institutional regulations, a considerable number continue to engage in such behavior and perceive it as a common and acceptable practice. This tendency is partly attributed to the lack of self-confidence in their own academic writing

abilities, which discourages them from relying on their genuine skills and encourages dishonest practices [7].

Based on the findings of a study conducted by Solihat [4], cases of academic dishonesty were identified among students of the Economic Education Department at Siliwangi University from the 2020–2022 cohorts. The study revealed that students engaged in various forms of academic misconduct, including cheating during examinations, providing answers to classmates during exams, and asking classmates for answers while examinations were in progress. Furthermore, Sahrani [8], as reported by *Kompas.com*, conducted a survey using Turnitin software to detect the similarity index of students' academic assignments.

The survey analyzed 75 student assignments submitted over a one-year period, from August 2019 to October 2020. The results showed that 27 assignments examined using Turnitin had similarity indices ranging from 30% to 83%, while an overall similarity rate of 36% was found across all submitted assignments. These findings indicate that plagiarism remains a prevalent form of academic dishonesty among university students. Consequently, the issue of academic dishonesty in higher education cannot be regarded as trivial and deserves serious attention.

Academic dishonesty is a form of deviant behavior that frequently occurs across all levels of education. It is particularly concerning among university students because dishonest practices extend beyond conventional cheating with classmates to include misconduct facilitated by the rapid advancement of modern technology. Over time, such behavior has become normalized and even developed into a culture among some students. However, the consequences of academic dishonesty extend beyond harming the individuals involved and those around them; it also undermines the quality of education, as students become increasingly dependent on others or external sources to achieve academic success rather than relying on their own knowledge, skills, and abilities [5].

Every educational institution, particularly higher education institutions, has established regulations for students who are found guilty of academic dishonesty. These sanctions range from warnings and reprimands to failing the course in which the misconduct occurred, temporary suspension from academic activities, monetary penalties, and even permanent dismissal (dropout) from the institution [9]. Therefore, academic dishonesty is not merely an administrative violation but a serious threat to the validity of learning assessments and the overall quality of higher education graduates.

Based on these considerations, academic dishonesty is strongly opposed and prohibited by educational institutions because it contradicts the fundamental goals and functions of education itself. Theoretically, Anderman and Murdock [6] argue that academic dishonesty does not arise from a single cause but rather results from the interaction between environmental factors within the academic context and individual student characteristics. Among the various internal factors that have been identified, psychological and spiritual dimensions play a particularly important role in shaping an individual's moral character. These dimensions include self-efficacy, moral development, and religiosity [6]. This suggests that one of the factors contributing to academic dishonesty is students' level of religiosity.

All religions guide and encourage their followers to practice virtuous behavior, and all religions regard dishonest conduct as immoral and reprehensible. Therefore, academic dishonesty can be considered an act that violates religious teachings and is inconsistent with the fundamental purpose and role of religion itself. Religiosity refers to the extent to which religious values, teachings, and ethics are internalized, believed, understood, recognized, interpreted, and integrated into an individual's life, becoming a commitment that is manifested through religious rituals, worship, and daily behavior [10].

Religiosity encourages individuals to use religious values as the foundation for developing moral standards, ensuring that their attitudes and decisions are consistently guided by religious principles [1]. However, the study conducted by Nusron and Sari [11] found that religiosity did not have a significant effect on academic dishonesty. Therefore, further investigation into the relationship between religiosity and academic dishonesty remains worthwhile, particularly because previous studies have produced inconsistent findings. In addition to religiosity, another internal factor that may influence academic dishonesty is self-efficacy [6]. According to Bandura [12], self-efficacy refers to an individual's belief in their capability to organize and execute the actions required to achieve desired outcomes. Within the framework of Social Cognitive Theory, low self-efficacy is associated with an increased tendency to engage in avoidance behaviors.

Individuals with low self-efficacy tend to avoid activities that they perceive as potentially worsening their circumstances because they believe they lack the ability to manage situations involving risk or difficulty [12]. A study conducted by Farahian et al. [13] found that 85.9% of respondents believed that students' lack of confidence in their academic writing abilities could lead to academic dishonesty. These findings suggest a significant negative relationship between self-efficacy and academic dishonesty.

Another study by Asyari [14], involving psychology students from the 2020 cohort at Maulana Malik Ibrahim State Islamic University Malang, revealed a significant relationship between self-efficacy and academic dishonesty, with self-efficacy accounting for 12.3% of the variance in academic dishonesty. Similarly, research conducted by Maretta [2] reported that academic dishonesty also occurred among 105 students of the Faculty of Education at Padang State University (FIP UNP), including 33 students from the Guidance and Counseling program.

The findings indicated that the level of academic dishonesty among FIP UNP students was generally in the moderate category, with a frequency of 46 students (43.81%). Furthermore, the study by Annurianti and Sukma [15] found that self-efficacy among students in Program X admitted between 2021 and 2023 was predominantly at a very low level, involving 164 students (75.93%), while academic dishonesty among the same group was categorized as very high, involving 89 students (41.20%).

Students with high self-efficacy tend to believe that they are capable of completing all academic assignments independently and are less susceptible to temptations to engage in dishonest behavior because they have confidence in their own abilities. Likewise, students with high levels of religiosity are generally less likely to engage in unethical behaviors, including academic dishonesty.

Moreover, students' confidence in their ability to successfully complete academic tasks plays an important role in determining whether they choose to engage in academic dishonesty. Based on the theoretical perspectives and empirical findings discussed above, it can be concluded that academic dishonesty remains a widespread issue among university students. Ideally, students should complete examinations, assignments, and other academic activities honestly and in accordance with their own knowledge and abilities.

These findings demonstrate that academic dishonesty is an important issue requiring further investigation in order to develop effective strategies for preventing and minimizing dishonest behavior among university students. Accordingly, this study aims to examine the contribution of religiosity and self-efficacy to academic dishonesty among students of the Faculty of Education at Padang State University (FIP UNP). Based on the research background, problem identification, and scope of the study, the research questions are as follows: (1) What is the level of academic dishonesty among FIP UNP students. (2) What is the level of religiosity among FIP UNP students. (3) What is the level of self-efficacy among FIP UNP students. (4) Does religiosity significantly contribute to academic dishonesty among FIP UNP students. (5) Does self-efficacy significantly contribute to academic dishonesty among FIP UNP students. (6) Do religiosity and self-efficacy jointly contribute to academic dishonesty among FIP UNP students.

2. METHOD

Research Design

This study employed a quantitative approach using a descriptive correlational research design. A quantitative approach was selected because the study aimed to examine the relationships among variables based on numerical data collected through research instruments and analyzed using statistical techniques. Descriptive correlational research not only describes the condition of each variable but also explains the magnitude of the relationships between the independent and dependent variables without administering any treatment to the research subjects. According to Rukajat [16], quantitative descriptive research is intended to systematically, factually, and accurately describe a phenomenon based on conditions existing at the time the study is conducted.

The variables in this study consisted of religiosity (X_1) and self-efficacy (X_2) as the independent variables, while academic dishonesty (Y) served as the dependent variable. This study aimed to examine the relationship between religiosity and self-efficacy and students' tendency to engage in academic dishonesty among students of the Faculty of Education at Padang State University (FIP UNP). Through a quantitative approach, the findings were expected to provide empirical evidence regarding the contribution of both independent variables to students' academic dishonesty.

Population and Sample

The population refers to the entire group of subjects possessing specific characteristics relevant to the research objectives. According to Sugiyono [17], a population is a generalization area consisting of objects or subjects with particular qualities and characteristics selected for study in order to draw conclusions. The population in this

study comprised all 1,632 students from the 2024 cohort of the Faculty of Education at Padang State University (FIP UNP). These students were enrolled in seven study programs: Educational Administration, Guidance and Counseling, Educational Technology, Early Childhood Teacher Education, Elementary School Teacher Education, Special Education, and Nonformal Education.

Given the relatively large population size, a sample was selected to represent the population. According to Arikunto [18], a sample is a subset of the population that possesses similar characteristics and adequately represents the entire population. The sampling technique employed was proportional random sampling, whereby respondents were randomly selected while maintaining the proportional representation of each study program to ensure that every program had an equal opportunity to participate in the study [17].

The sample size was determined using the Slovin formula with a margin of error of 10%. Based on the calculation, the required sample consisted of 95 students. This sample was then proportionally distributed across the seven study programs according to the number of students enrolled in each program. This sampling technique was expected to produce a representative sample, thereby allowing the findings to be generalized more accurately to the target population.

Operational Definition of Variables

Operational definitions were established to ensure that each research variable had clear conceptual boundaries and could be measured empirically. According to Azwar [19], an operational definition specifies a variable based on observable characteristics that facilitate its measurement.

Academic dishonesty was defined as intentional dishonest behavior committed by students to obtain academic advantages through means that violate institutional rules and ethical standards. This variable was measured using three primary indicators: (1) the unauthorized use of information, (2) the use of prohibited materials, and (3) exploitation of weaknesses in academic procedures or systems.

Religiosity was defined as the degree to which individuals internalize, understand, and practice religious teachings in their daily lives. This construct was measured using the twelve dimensions proposed by [20].

Self-efficacy was defined as an individual's belief in their capability to successfully complete academic tasks and overcome academic challenges. This variable was measured based on the three dimensions proposed by Fetzner [12], namely level, strength, and generality.

Research Instrument and Data Collection

The research instrument is a tool used to collect data in accordance with the objectives of the study. This study employed a questionnaire based on a five-point Likert scale because it is effective in measuring respondents' attitudes, perceptions, and beliefs regarding each research variable. According to Sugiyono [17], the Likert scale is

commonly used to measure individuals' attitudes, opinions, and perceptions toward social phenomena.

The questionnaire was developed based on the theoretical framework proposed by Anderman and Murdock [6] for academic dishonesty, Fetzer [20] for religiosity, and Bandura [12] for self-efficacy.

Before being administered, the instrument underwent validity and reliability testing. Construct validity was examined using the Pearson Product-Moment correlation with the assistance of IBM SPSS Statistics Version 25. Questionnaire items were considered valid when the calculated correlation coefficient (r-value) exceeded the critical r-table value at a significance level of 5%.

Instrument reliability was assessed using Cronbach's Alpha coefficient. The results indicated that the academic dishonesty instrument achieved a Cronbach's Alpha of 0.900, while the religiosity instrument obtained a value of 0.943. The self-efficacy instrument employed a standardized questionnaire that had previously been demonstrated to be both valid and reliable. Therefore, all research instruments were considered appropriate for data collection.

Data were collected directly from respondents through questionnaire distribution. Prior to completing the questionnaire, participants received an explanation regarding the objectives of the study and instructions for completing the instrument to encourage objective responses. After all questionnaires had been collected, the responses were scored according to the Likert scale scoring guidelines and subsequently analyzed using the predetermined statistical procedures.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to describe the levels of religiosity, self-efficacy, and academic dishonesty among students through percentages and score categorizations.

Prior to hypothesis testing, several assumption tests were conducted, including the Kolmogorov–Smirnov normality test, linearity test, and multicollinearity test, to ensure that the data satisfied the assumptions required for regression analysis. According to Widiyanto [21], data are considered normally distributed when the Asymp. Sig. value exceeds 0.05. Furthermore, Savitri and Jayanti [22] stated that multicollinearity is absent when the Variance Inflation Factor (VIF) values range between greater than 1 and less than 5.

The hypotheses were tested using simple linear regression to examine the relationship between each independent variable and academic dishonesty individually, and multiple linear regression to evaluate the simultaneous effects of religiosity and self-efficacy on academic dishonesty. All statistical analyses were performed using IBM SPSS Statistics Version 25, enabling the study to provide accurate empirical evidence regarding the relationships among the variables investigated.

3. RESULTS AND DISCUSSION

3.1. RESULTS

Data Description

Based on the data collected through questionnaires administered to students of the Faculty of Education at Padang State University (FIP UNP) from the 2024 cohort, responses were obtained from 95 students. The dataset comprised three research variables: religiosity (X_1), self-efficacy (X_2), and academic dishonesty (Y). The descriptive results of the study are presented below.

Descriptive Statistics of Religiosity, Self-Efficacy, and Academic Dishonesty

The descriptive findings for each research variable are presented as follows.

Descriptive Statistics of Religiosity

The results of data collection and analysis using the religiosity questionnaire administered to all 95 respondents are presented in Table 1.

Table 1. Frequency and Percentage Distribution of Religiosity (X_1) by Category (n = 95)

Score Interval	Category	f	%
≥ 136	Very High	24	25,3
110 – 135	High	35	36,8
84 – 109	Moderate	28	29,5
58 – 83	Low	8	8,4
≤ 57	Very Low	0	0
Total		95	100

Table 1 shows that the largest proportion of students (36.8%) demonstrated a high level of religiosity, comprising 35 respondents. A further 24 students (25.3%) were classified in the very high category, while 28 students (29.5%) were categorized as having a moderate level of religiosity. These findings indicate that the majority of students have successfully internalized religious values in their daily lives successfully. Only eight students (8.4%) fell into the low religiosity category, and none of the respondents were classified as having very low religiosity. This finding suggests that the overall level of students' religiosity is generally favorable. A more detailed description of each religiosity dimension is presented in Table 2.

As shown in Table 2, the overall mean religiosity score was 118.26 out of the ideal maximum score of 160, corresponding to an achievement level of 73.91%. These findings indicate that the overall level of religiosity among students falls within the high category.

Table 2. Mean Scores and Percentages of Religiosity (X_1) by Dimension

No	Religious Aspects	Score							Category
		Ideal	Max	Min	Σ	Mean	%	SD	
1	Daily spiritual experiences	10	10	2	816	8,59	85,89	2,18	High
2	Meaning	20	20	4	1406	14,80	74,00	4,61	High
3	Values	10	10	2	741	7,80	78,00	2,58	High
4	Beliefs	10	10	2	715	7,53	75,26	2,74	Moderate
5	Forgiveness	15	15	3	1044	10,99	73,26	3,57	High
6	Private religious practice	10	10	2	678	7,14	71,37	2,14	Moderate
7	Religious/spiritual coping	15	15	3	1018	10,72	71,44	3,93	High
8	Religious support	10	10	2	619	6,52	65,16	2,67	Moderate
9	Religious/spiritual history	10	10	2	614	6,45	64,63	3,05	Moderate
10	Commitment	20	20	4	1291	13,59	67,95	4,79	High
11	Organizational religious	15	15	3	1018	10,72	71,44	3,24	High
12	Religious preference	15	15	3	1275	13,42	89,47	2,36	Very High
Total		160	160	32	11235	118,26	73,91	23,77	High

Notes:

Maximum = Maximum Score;

Minimum = Minimum Score;

SD = Standard Deviation.

T = High

Descriptive Statistics of Self-Efficacy

The results of data collection and analysis using the self-efficacy questionnaire administered to the entire sample of 95 students are presented in Table 3.

Table 3. Frequency and Percentage Distribution of Self-Efficacy (X_2) by Category (n = 95)

Score Interval	Category	f	%
≥ 84	Very High	7	7,4
68 – 83	High	35	36,8
52 – 67	Moderate	47	49,5
36 – 51	Low	6	6,3
≤ 35	Very Low	0	0
Total		95	100

Table 3 shows that the majority of students' self-efficacy falls within the moderate category, comprising 47 students (49.5%). This finding indicates that nearly half of the students possess a moderate level of self-confidence. In general, they believe they are capable of completing their academic tasks; however, this confidence may become unstable when they encounter highly demanding situations or tasks that substantially exceed their perceived capabilities. Furthermore, 35 students (36.8%) were categorized as having high self-efficacy, while 7 students (7.4%) demonstrated very high self-efficacy. These findings suggest that a considerable proportion of students exhibit strong optimism, perseverance, and the ability to motivate themselves in achieving their academic goals.

In contrast, only 6 students (6.3%) were classified as having low self-efficacy, and no respondents (0%) fell into the very low category. This indicates that only a small

proportion of students experience low self-confidence or perceive themselves as genuinely incapable of meeting academic demands. Overall, the level of self-efficacy among students can be considered fairly high, with most respondents falling within the moderate to high categories. These findings suggest that students generally possess adequate psychological resources in the form of confidence in their own abilities. Nevertheless, they may still benefit from additional support and encouragement from their learning environment to further strengthen their self-efficacy and achieve a very high level. A more detailed description of each self-efficacy dimension is presented in Table 4.

Table 4. Mean Scores and Percentages of Self-Efficacy (X_2) by Dimension

No	Aspek Self Efficacy	Score							
		Ideal	Max	Min	Σ	Mean	%	SD	Category
1	Level	40	40	8	2641	27,80	69,50	5,35	High
2	Strength	25	25	5	1325	13,95	55,79	4,17	Moderate
3	Generality	35	35	7	2405	25,32	72,33	5,34	High
Total		100	100	20	6371	67,06	67,06	10,94	Moderate

Notes:

Maximum = Maximum Score;

Minimum = Minimum Score;

SD = Standard Deviation.

T = High

As shown in Table 4, the overall mean score for students' self-efficacy was 67.06 out of the ideal maximum score of 100, corresponding to an achievement percentage of 67.06%. These findings indicate that the overall level of students' self-efficacy falls within the moderate category.

Descriptive Statistics of Academic Dishonesty

The results of data collection and analysis using the academic dishonesty questionnaire administered to the entire sample of 95 students are presented in Table 5.

Table 5. Frequency and Percentage Distribution of Academic Dishonesty (Y) by Category (n = 95)

Interval Skor	Category	f	%
≥ 79	Very High	0	0
64 – 78	High	1	1
49 – 63	Moderate	22	23
34 – 48	Low	54	57
≤ 33	Very Low	18	19
Jumlah		95	100

As shown in Table 5, the majority of students exhibited a low level of academic dishonesty, comprising 54 students (57.0%). This finding indicates that most students rarely engage in academically dishonest behavior and generally maintain a high level of academic integrity throughout their studies. Furthermore, 18 students (19.0%) were classified in the very low category. When combined with those in the low category, the findings suggest that the majority of students highly value honesty and make a conscious effort to avoid engaging in academic misconduct. In addition, 22 students (23.0%) were

categorized as having a moderate level of academic dishonesty. This indicates that nearly one-quarter of the students occasionally engage in, or are tempted to engage in, academically dishonest behaviors under certain circumstances, such as when facing excessive academic pressure or when examination supervision is perceived as insufficient.

Meanwhile, only one student (1.05%) was classified in the high category of academic dishonesty, and no respondents (0%) fell into the very high category. Overall, the findings indicate that students' level of academic dishonesty falls within the low category, suggesting that students generally demonstrate strong ethical behavior and uphold academic integrity throughout their educational experience. A more detailed description of the dimensions of academic dishonesty is presented in Table 6.

Table 6. Mean Scores and Percentages of Academic Dishonesty (Y) by Dimension

No	Dimensions of Academic Dishonesty	Ideal	Max	Min	Σ	Score Mean	%	SD	Des
1	Giving, using, or receiving any unauthorized information	30	30	6	1171	12,33	41,09	3,81	Low
2	Using unauthorized materials	25	25	5	1273	13,40	53,60	3,79	Moderate
3	Taking advantage of weaknesses in individuals, procedures, or processes	40	40	8	1556	16,38	40,95	5,54	Low
Total		95	95	19	3994	42,04	44,25	9,34	Low

Notes:

Maximum = Maximum Score;

Minimum = Minimum Score;

SD = Standard Deviation.

T = High

As shown in Table 6, the overall mean score for students' academic dishonesty was 42.04 out of the ideal maximum score of 95, corresponding to an achievement percentage of 44.25%. These findings indicate that the overall level of academic dishonesty among students falls within the low category.

Assumption Testing

Assumption testing was conducted to determine whether the research data satisfied the requirements for selecting the appropriate statistical procedures for hypothesis testing. In this study, the hypotheses were tested using parametric statistics, specifically multiple linear regression analysis. Therefore, the prerequisite tests performed included the normality test, linearity test, and multicollinearity test.

Normality Test

The purpose of the normality test is to examine whether the sampling distribution approximates a normal distribution. A normal distribution is an essential assumption for applying parametric statistical methods in hypothesis testing. Data normality was assessed using the Kolmogorov–Smirnov test, which compares the Asymp. Sig. (p-value) with the significance level of 0.05. If the Asymp. Sig. (p-value) is greater than 0.05, the data are considered to be normally distributed. The analysis was performed using IBM SPSS

Statistics Version 25, and the results for the three research variables are presented in Table 7.

Table 7. Results of the Normality Test

Variable	Asymp. Sig.	Signifikansi	Description
X ₁	0.200	0.05	Normal
X ₂	0.200		Normal
Y	0.200		Normal

As presented in Table 7, the results of the normality test indicate that all three variables obtained Asymp. Sig. values greater than the predetermined significance level of 0.05. Therefore, the data for all variables are considered to be normally distributed. This finding indicates that one of the fundamental assumptions required for multiple linear regression analysis has been satisfied.

Linearity Test

The linearity test was conducted to determine whether the relationships between the independent variables religiosity and self-efficacy and the dependent variable academic dishonesty could be adequately represented by a linear regression model. The test was performed using the F-test with the assistance of IBM SPSS Statistics Version 25. In this study, linearity was evaluated based on the Deviation from Linearity statistic. If the significance value (Sig. Deviation from Linearity) is greater than 0.05, the relationship between the variables is considered linear. The results of the linearity test are presented in Table 8.

Table 8. Results of the Linearity Test between Religiosity (X₁), Self-Efficacy (X₂), and Academic Dishonesty (Y)

No	Variable	F	Sig.	Description
1	X ₁ Y	1.596	0.060	Linier
2	X ₂ Y	1.299	0.186	Linier

The results of the linearity test indicate that the relationship between religiosity (X₁) and academic dishonesty (Y) produced an F value of 1.596, while the relationship between self-efficacy (X₂) and academic dishonesty (Y) produced an F value of 1.299. In addition, both relationships yielded a significance value (Sig.) of 0.000, which is less than or equal to the predetermined significance level of 0.05. These findings indicate that the relationships between each independent variable and the dependent variable are linear. As shown in Table 8, the significance value for the linearity test was 0.000, which is lower than the established significance threshold of 0.05, confirming the assumption of linearity.

Multicollinearity Test

The multicollinearity test was conducted using IBM SPSS Statistics Version 25 to determine whether multicollinearity existed among the independent variables. The Variance Inflation Factor (VIF) was used as the criterion for assessing multicollinearity. As a practical guideline, a VIF value of 10 or greater indicates the presence of

multicollinearity. The results of the multicollinearity test performed using IBM SPSS Statistics Version 25 are presented in Table 9.

Table 9. Results of the Multicollinearity Test for Religiosity (X_1) and Self-Efficacy (X_2)

Variable	Tolerance	VIF	Description
X_1	.951	1.051	No multicollinearity was detected
X_2	.951	1.051	

The results presented in Table 9 show that the Variance Inflation Factor (VIF) for religiosity was 1.051, while the VIF for self-efficacy was also 1.051. Since both VIF values are less than 10, it can be concluded that no multicollinearity exists between the independent variables, namely religiosity and self-efficacy.

Hypothesis Testing

The prerequisite assumption tests demonstrated that all research variables satisfied the requirements for further statistical analysis. Therefore, the next stage involved testing the research hypotheses.

The hypotheses formulated in this study were as follows:

1. There is a negative and statistically significant contribution of religiosity to students' academic dishonesty.
2. There is a negative and statistically significant contribution of self-efficacy to students' academic dishonesty.
3. There is a negative and statistically significant joint contribution of religiosity and self-efficacy to students' academic dishonesty.

First Hypothesis

The first hypothesis tested in this study stated that there is a negative and statistically significant contribution of religiosity to students' academic dishonesty. To test this hypothesis, a simple linear regression analysis was conducted to examine the relationship between religiosity and students' academic dishonesty. The resulting regression coefficients are presented in Table 10.

Table 10. Regression Coefficient Analysis of Religiosity (X_1) on Academic Dishonesty (Y)

Variable	R	R Square
X_1 -Y	-.379	.144

As presented in Table 10, the correlation coefficient (R) is -0.379 , indicating the regression coefficient between religiosity and academic dishonesty. The negative sign ($-$) indicates an inverse (negative) relationship, suggesting that higher levels of religiosity are associated with lower levels of academic dishonesty. The coefficient of determination (R^2) is 0.144, indicating that 14.4% of the variance in students' academic dishonesty can be explained by religiosity. After determining the regression coefficient and the contribution of religiosity to academic dishonesty, a significance test was conducted to examine whether the variation in the independent variable significantly explains the variation in the

dependent variable. The significance of the regression model was evaluated using the F-test, and the results are presented in Table 11.

Table 11. Results of the Significance Test for Religiosity (X_1) on Academic Dishonesty (Y)

Variable	Fvalue	Ftable	Sig.
X_1 -Y	23.387	3.94	0.000

As shown in Table 11, the calculated F-value is 23.387, whereas the F-table value is 3.94. Since the significance value is 0.000, which is lower than the established significance level of 0.05, it can be concluded that religiosity makes a statistically significant contribution to academic dishonesty. This finding indicates that religiosity is a significant predictor of students' academic dishonesty. Furthermore, the results of the simple linear regression analysis, which were conducted to determine the regression equation between religiosity and academic dishonesty, are presented in Table 12.

Table 12. Results of the Simple Linear Regression Analysis of Religiosity (X_1) on Academic Dishonesty (Y)

Variable	Unstandardized Coefficients B	t	Sig.
(Constant)	36.146	18.552	0.000
X_1	-.109	-4.836	0.000

The results of the simple linear regression analysis presented in Table 12 indicate that the calculated t-value is -4.836 , whereas the critical t-value is 1.986. Since the absolute value of the t-value is greater than the critical t-value, the regression coefficient is statistically significant. The negative sign ($-$) indicates an inverse (negative) relationship between religiosity and academic dishonesty. These findings suggest that religiosity makes a significant negative contribution to students' academic dishonesty. Table 12 also presents the following simple linear regression equation:

$$\hat{Y} = a - bX_1$$

$$\hat{Y} = 36.146 - 0.109X_1$$

Second Hypothesis

The second hypothesis tested in this study was formulated as follows: There is a negative and statistically significant contribution of self-efficacy to students' academic dishonesty. To test this hypothesis, a simple linear regression analysis was conducted to examine the relationship between self-efficacy and academic dishonesty. The resulting regression coefficients are presented in Table 13.

Table 13. Results of the Regression Coefficient Analysis of Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	R	R Square
X_2 -Y	-.322	.103

As presented in Table 13, the correlation coefficient (R) is -0.322 , representing the relationship between self-efficacy and academic dishonesty. The negative sign ($-$) indicates an inverse (negative) relationship, suggesting that higher levels of self-efficacy are associated with lower levels of academic dishonesty. The coefficient of determination (R^2) is 0.103 , indicating that 10.3% of the variance in students' academic dishonesty can be explained by self-efficacy. After determining the regression coefficient and the contribution of self-efficacy to academic dishonesty, a significance test was conducted to determine whether variation in the independent variable significantly explains variation in the dependent variable. This test was performed using the F-statistic, and the results are presented in Table 14.

Table 14. Results of the Significance Test for Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	Fvalue	Ftable	Sig.
X_2 -Y	16.025	3.94	0.000

As shown in Table 14, the calculated F-value is 16.025 , whereas the critical F-value is 3.94 . Since the F-value is greater than the F-table with a significance value of 0.000 , which is lower than the established significance level of 0.05 , it can be concluded that self-efficacy makes a statistically significant contribution to academic dishonesty. This finding indicates that self-efficacy is a significant predictor of students' academic dishonesty. Furthermore, the results of the simple linear regression analysis used to determine the regression equation between self-efficacy and academic dishonesty are presented in Table 15.

Table 15. Results of the Simple Linear Regression Analysis of Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	Unstandardized Coefficients	t	Sig.
	B		
(Constant)	33.461	11.098	0.000
X_2	-.181	-4.003	0.000

The results of the simple regression analysis in Table 15 indicate that the calculated t -value is -4.003 , while the critical t -value is 1.986 , indicating that $t_{\text{value}} > t_{\text{table}}$. The negative sign ($-$) indicates an inverse (negative) relationship between the variables. This finding suggests that self-efficacy contributes significantly to academic dishonesty, with higher levels of self-efficacy being associated with lower levels of academic dishonesty. Table 15 also presents the following simple regression equation.

$$\hat{Y} = a - bX_2$$

$$\hat{Y} = 33.461 - 0.181X_2$$

Third Hypothesis

The third hypothesis tested in this study is stated as follows: There is a negative and significant joint contribution of religiosity and self-efficacy to students' academic

dishonesty. To test this hypothesis, the significance of the multiple regression coefficients was examined, as presented in Table 16.

Table 16. Results of the Multiple Regression Coefficient Test of Religiosity (X_1) and Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	R	R Square
X_1X_2Y	-.457	.209

Table 16 shows that the R value is -0.457, indicating the multiple regression coefficient of religiosity and self-efficacy on academic dishonesty. The R Square (R^2) value is 0.209, indicating that 20.9% of the variance in academic dishonesty is jointly explained by religiosity and self-efficacy. After determining the multiple regression coefficient and the joint contribution of religiosity and self-efficacy to academic dishonesty, the next step was to conduct a significance test to determine whether the variation in the independent variables could significantly explain the variation in the dependent variable using the F-statistic, as presented in Table 17.

Table 17. Results of the Significance Test of Religiosity (X_1) and Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	FValue	Ftable	Sig.
X_1X_2Y	18.191	3.94	0.000

Table 17 shows that the variation in the independent variables (X_1 and X_2) significantly explains the variation in the dependent variable (Y), as indicated by the calculated F-value of 18.191 with a significance value of 0.000, which is less than 0.05. Therefore, it can be concluded that religiosity and self-efficacy make a significant contribution to academic dishonesty. This finding indicates that religiosity and self-efficacy can be used to predict the level of academic dishonesty. Thus, the multiple regression coefficient obtained in this study is statistically significant. The findings of this study indicate that religiosity and self-efficacy jointly have a significant contribution to academic dishonesty. Furthermore, the multiple regression equation is presented in Table 18.

Table 18. Results of the Multiple Regression Analysis of Religiosity (X_1) and Self-Efficacy (X_2) on Academic Dishonesty (Y)

Variable	Unstandardized Coefficients B	t	Sig.
(Constant)	27.673	8.792	0.000
X_1	-.095	-4.284	0.000
X_2	-.146	-3.357	0.001

The regression equation can be interpreted as follows:

1. The constant (a) is 27.673, indicating that when religiosity and self-efficacy are both equal to zero, the predicted value of academic dishonesty is 27.673.

2. The regression coefficient for religiosity (b_1) is negative, indicating that for every one-unit increase in religiosity, academic dishonesty decreases by 0.095, assuming that the other variable remains constant.
3. The regression coefficient for self-efficacy (b_2) is negative, indicating that for every one-unit increase in self-efficacy, academic dishonesty decreases by 0.146, assuming that the other variable remains constant.

Table 18 presents the following multiple regression equation:

$$\tilde{Y} = a - b_1X_1 - b_2X_2$$

$$\tilde{Y} = 27.673 - 0.095X_1 - 0.146X_2$$

The results of the third hypothesis test can be summarized in the form of a figure illustrating the contribution of religiosity and self-efficacy to academic dishonesty, as shown in the figure below.

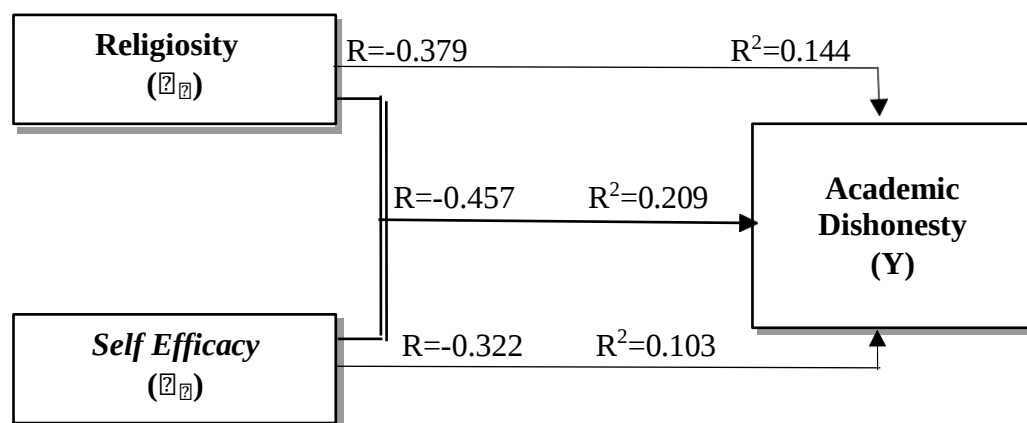


Figure 2. The Contribution of Religiosity (X_1) and Self-Efficacy (X_2) to Academic Dishonesty (Y)

Figure 2 illustrates the regression relationships between religiosity and self-efficacy and academic dishonesty. The findings indicate that religiosity contributes more strongly to academic dishonesty than self-efficacy. However, when considered jointly, both variables make a significant contribution to academic dishonesty. As indicated by the negative regression coefficients, higher levels of academic dishonesty are associated with lower levels of religiosity and self-efficacy. Conversely, lower levels of academic dishonesty are associated with higher levels of religiosity and self-efficacy. Therefore, reducing academic dishonesty among university students requires integrating the cultivation of religious values and strengthening students' self-efficacy in dealing with academic challenges.

3.2. DISCUSSION

The results of the analysis indicate that religiosity and self-efficacy contribute to the level of academic dishonesty among university students. The following section discusses each variable in greater detail.

Religiosity

The findings reveal that, overall, students' religiosity falls within the high category. Based on the achievement of each indicator, religiosity ranges from moderate to very high. Several indicators remain in the moderate category and therefore have room for improvement, namely beliefs, private religious practice, religious support, and religious/spiritual history. These findings suggest that students generally possess a good level of religiosity, demonstrating a sound understanding of religious teachings and a strong internalization of religious values.

The predominance of high and very high scores on indicators such as religious preference, daily spiritual experiences, and values indicates that students do not merely identify with a religion formally but also integrate religious principles into their daily lives. According to Allport and Ross [23], individuals do not practice religion solely for formal or social reasons (extrinsic religiosity); rather, they adopt it as a guiding principle for life (intrinsic religiosity). This finding is consistent with Hidayat and Herawati [24], who define religiosity as the extent to which individuals understand and are committed to their religious beliefs. Examples of religiosity include believing in the truth of one's religious teachings, performing religious worship in accordance with those teachings, experiencing closeness to God, and understanding the fundamental principles of one's religion.

This study measured twelve dimensions of religiosity: daily spiritual experiences, meaning, values, beliefs, forgiveness, private religious practice, religious/spiritual coping, religious support, religious/spiritual history, religious commitment, organizational religiosity, and religious preference [20].

Based on these findings, religiosity should not be viewed merely as a formal identity or a set of ritual practices. Rather, it functions as an internal value system that guides and regulates students' attitudes and behaviors in everyday life. These religious values enable students to distinguish between right and wrong and serve as a protective factor against deviant behaviors, including academic dishonesty.

Self-Efficacy

The results of the data analysis indicate that, overall, students' self-efficacy falls within the moderate category. Based on the achievement of each indicator, all dimensions were classified as moderate. This finding suggests that nearly half of the students participating in this study possess a moderate level of self-confidence in their academic abilities. Although students generally believe that they have the capacity to learn successfully, this confidence is sometimes accompanied by self-doubt, particularly when they face excessive academic workloads or unfavorable learning environments. Students with adequate self-efficacy are more likely to rely on their own effort, time management, and learning strategies to achieve their desired academic outcomes [25].

Based on these findings, integrated interventions aimed at strengthening students' self-efficacy are needed. Such interventions may include self-regulation training, stress management programs, and strategies for coping with academic failure. These efforts are important to ensure that students' confidence remains stable when confronted with difficult

assignments or examinations and to foster a supportive learning environment that enhances students' self-efficacy.

Academic Dishonesty

The results of the data analysis indicate that, overall, academic dishonesty among students falls within the low category. This finding suggests that most students possess a strong normative awareness of the importance of maintaining academic integrity throughout their studies. However, among the measured indicators, using prohibited materials during examinations showed the highest percentage and was categorized as moderate. This indicates that although the overall level of academic dishonesty is low, students are most vulnerable to engaging in this particular form of dishonest behavior. This tendency is often driven by the pressure of assignments and examinations, prompting students to prepare unauthorized materials to secure satisfactory grades. Rather than focusing on mastering and understanding the course content, some students prioritize demonstrating academic performance by obtaining high grades through the use of prohibited materials.

This finding is consistent with [6], who classified academic goal orientation into two primary domains that substantially influence students' decisions to engage in academic dishonesty: (1) mastery goals, which emphasize learning, understanding course material, and personal development; and (2) performance goals, which focus on achieving high grades or avoiding appearing incompetent in front of lecturers and peers.

Although the overall findings indicate a low level of academic dishonesty, particular attention should be directed toward preventing the use of prohibited materials during examinations, as opportunities for such misconduct remain. Educational institutions are therefore encouraged to strengthen regulations regarding the use of technological devices in examination settings. Furthermore, replacing examinations that primarily assess memorization with analytical or case-based assessments may effectively reduce students' motivation to rely on unauthorized materials.

The Contribution of Religiosity to Academic Dishonesty

The findings demonstrate that religiosity has a significant negative contribution to academic dishonesty. The statistical analysis revealed that religiosity accounts for 14.4% of the variance in academic dishonesty. This indicates that religiosity is one of the factors contributing to students' academic dishonesty. Specifically, higher levels of religiosity are associated with lower levels of academic dishonesty, whereas lower levels of religiosity are associated with higher levels of academic dishonesty.

The findings further indicate that students do not merely practice religion as a matter of formality; rather, they have internalized religious values in their daily lives. Individuals with an intrinsic religious orientation regard religion as their primary moral compass, guiding all aspects of their behavior instead of using it merely as a means of achieving social status [22]. When students encounter academic pressures, such as excessive coursework, high academic standards, or limited supervision during examinations, situations that create opportunities for dishonest behavior, firmly

internalized religious values evoke an awareness of God's constant presence and supervision. This religious awareness generates feelings of guilt and fear of moral and spiritual consequences, thereby discouraging students from resorting to unethical shortcuts such as academic dishonesty.

Moreover, students with high levels of religiosity internalize religious values as fundamental principles that guide their lives. Consequently, they perceive academic integrity not merely as compliance with institutional regulations but also as a moral responsibility before God, which substantially reduces their intention to engage in dishonest academic practices. As argued by Allport and Ross [23] and Arli [26], intrinsic religiosity, in which religion serves as a genuine guide for life, is considerably more effective in reducing the intention to commit academic dishonesty than extrinsic religiosity, which is limited to formal religious affiliation.

Religiosity is therefore one of the important determinants of whether students engage in academic dishonesty. Students are expected to internalize religious values in their daily lives to establish a strong moral foundation that discourages dishonest behavior. According to Muafi [27], well-internalized dimensions of religiosity create an internal moral safeguard that actively suppresses students' inclination to seek shortcuts through dishonest behavior when confronted with examination pressure.

Students who cultivate religious values and strengthen their moral responsibility toward God are naturally less likely to engage in deviant behaviors such as academic dishonesty. Conversely, when students' religiosity is weak, superficial, or merely symbolic without being genuinely internalized, they become more vulnerable to dishonest behavior. According to Kurniawan and Safitri [28], the contribution of religiosity to academic dishonesty largely depends on one's religious orientation. Intrinsic religiosity serves as a strong protective factor against academic dishonesty. In contrast, individuals with extrinsic religiosity, who view religion primarily as a means of maintaining social reputation, remain susceptible to dishonest behavior, particularly when the pressure to achieve high academic performance increases.

Overall, these findings suggest that a high level of religiosity functions as an internal moral restraint. Whenever opportunities for academic dishonesty arise, the internalization of religious values strengthens students' awareness of divine accountability, thereby reducing their intention to engage in dishonest academic behavior. Students who deeply internalize religious values tend to regard academic honesty as an essential expression of their faith and personal integrity. Consequently, they value the process of honest learning more highly than obtaining superior academic results through unethical means.

The Contribution of Self-Efficacy to Academic Dishonesty

The findings indicate that self-efficacy has a significant negative contribution to academic dishonesty. This conclusion is based on the statistical analysis, which revealed that self-efficacy accounts for 10.3% of the variance in academic dishonesty. In other words, self-efficacy is one of the factors contributing to academic dishonesty. Higher

levels of self-efficacy are associated with lower levels of academic dishonesty, whereas lower levels of self-efficacy are associated with higher levels of academic dishonesty.

The findings suggest that students with high self-efficacy believe in their ability to learn effectively and master academic material independently; consequently, they are less likely to rely on unauthorized assistance that violates academic regulations. This result is consistent with the findings of Apriliyanti et al. [5], which reported a significant negative effect of self-efficacy on students' academic dishonesty. Similarly, Jannah et al. [29] found that academic self-efficacy, moral integrity, religiosity, and conformity significantly influence academic dishonesty. These findings highlight the importance of internal psychological factors, particularly self-efficacy, in preventing dishonest behavior in academic settings.

Self-efficacy therefore serves as a primary psychological safeguard against academic dishonesty. As argued by Gultom [30], low self-efficacy is one of the internal factors that encourage dishonest academic behavior. Students with high self-efficacy are less likely to engage in behaviors such as cheating, plagiarism, or the unauthorized sharing of answers. Conversely, low self-efficacy substantially increases the likelihood of academic dishonesty. Self-efficacy refers to an individual's belief in their capability to complete academic tasks and achieve learning objectives successfully.

When students lack confidence in their abilities, they tend to perceive examinations and assignments as threats rather than challenges. Such perceptions often encourage them to seek shortcuts through dishonest behavior to avoid failure. Students with low self-efficacy are therefore more likely to engage in academic misconduct when completing assignments or examinations. Sahin, Sugiyo, and Sunawan [31] identified three principal mechanisms explaining why self-efficacy contributes to academic dishonesty: (1) stress and anxiety management, whereby students with high self-efficacy effectively regulate examination anxiety, whereas those with low self-efficacy tend to panic and resort to cheating as an immediate coping strategy; (2) mastery goal orientation, in which confident students emphasize mastering course material rather than merely obtaining high grades and perceive poor academic performance as an opportunity for improvement rather than a personal failure; and (3) resistance to peer pressure, whereby students with strong self-efficacy are more capable of rejecting negative peer influence, such as participating in secret online or offline communication groups during examinations. These findings are consistent with Bandura's Social Cognitive Theory [12], which posits that self-efficacy influences how individuals think, feel, and motivate themselves. Students with low self-efficacy perceive academic tasks as intimidating because they doubt their ability to complete them successfully. As a result, anxiety and fear of failure encourage them to adopt academic dishonesty as an immediate coping mechanism.

Overall, these findings emphasize the importance of educational institutions focusing not only on students' cognitive development but also on strengthening their psychological well-being. Interventions designed to enhance students' self-confidence, provide supportive learning environments, and ensure transparent assessment practices may serve as effective preventive strategies for reducing academic dishonesty in higher education.

The Joint Contribution of Religiosity and Self-Efficacy to Academic Dishonesty

The findings demonstrate that religiosity and self-efficacy jointly make a significant negative contribution to academic dishonesty. The statistical analysis revealed that these two variables collectively explain 20.9% of the variance in academic dishonesty. These findings suggest that developing students' academic integrity requires the synergy of two essential components: an internal moral foundation based on religiosity and psychological resilience reflected in self-efficacy. The combined relationship between these variables is substantially stronger than their individual contributions, indicating that they operate together to establish a multilayered mechanism of behavioral control when students encounter stressful academic situations such as examinations or final assignments.

From a theoretical perspective, this relationship can be explained through the integration of religiosity and self-efficacy. Students with high levels of religiosity regard honesty as an expression of spiritual obedience and perceive academic dishonesty as a violation of moral and religious principles, even in situations where external supervision is absent. Thus, religiosity functions as a moral foundation that promotes self-awareness and ethical behavior.

High religiosity fosters strong moral commitment, which serves as a filter that discourages students from engaging in deviant behaviors, including academic dishonesty [29]. Nevertheless, religiosity alone may not always be sufficient when students experience feelings of helplessness while facing difficult academic tasks. In such situations, self-efficacy plays a crucial complementary role. Students who believe in their ability to study effectively and complete academic tasks independently have little need to rely on dishonest practices. Self-efficacy reduces academic anxiety while reinforcing the moral awareness established through religiosity. Students who are confident in their cognitive abilities are less likely to perceive examinations as overwhelming threats requiring unethical shortcuts. Consequently, self-efficacy minimizes academic anxiety, which often serves as the initial trigger for academic dishonesty [5].

Based on the coefficient of determination (R^2), 20.9% of the variance in academic dishonesty is explained by religiosity and self-efficacy, whereas the remaining 79.1% is likely attributable to other variables that were not examined in this study. These findings indicate that religiosity and self-efficacy jointly contribute to academic dishonesty with a moderate level of explanatory power. According to Yusuf [32], correlation coefficients ranging from 0.41 to 0.70 represent a moderate relationship.

The findings also suggest that other factors may influence academic dishonesty beyond religiosity and self-efficacy. As proposed by Anderman and Murdock [6], the determinants of academic dishonesty can be classified into three major dimensions. First, individual characteristics, including not only self-efficacy and religiosity but also students' goal orientation. Students whose primary focus is achieving high grades (performance goals) are generally more likely to engage in dishonest behavior than those who emphasize learning and mastery (mastery goals). Other relevant factors include academic procrastination and poor self-regulation. Second, classroom contextual factors, such as classroom structure and students' perceptions of their instructors, are relevant. When students perceive that lecturers place excessive emphasis on grades, foster unhealthy

competition, or show little concern for the learning process, the likelihood of academic dishonesty increases. Third, institutional and social factors, including peer pressure to share answers and the absence of clear sanctions or weak enforcement of institutional academic integrity policies, are relevant.

Overall, the simultaneous contribution of 20.9% conveys an important message for higher education institutions. Efforts to reduce academic dishonesty should not rely solely on stricter supervision or harsher academic sanctions. Instead, universities should cultivate an academic environment that simultaneously strengthens students' self-efficacy through supportive learning practices and promotes character development grounded in spiritual values and academic honesty. Such an integrated approach is expected to be more effective in fostering academic integrity and reducing dishonest behavior among university students.

Research Limitations

This study examined the contribution of religiosity and self-efficacy to academic dishonesty among students of the Faculty of Education, Universitas Negeri Padang (UNP). Although the study was conducted carefully by following appropriate research methods and procedures, achieving a completely flawless study is difficult. The researchers acknowledge that this study has several limitations that should be considered when interpreting the findings.

First, the sample was drawn exclusively from a single faculty, namely the Faculty of Education at Universitas Negeri Padang (UNP). The demographic characteristics, institutional culture, and level of enforcement of academic integrity policies at this faculty may differ from those of other faculties or higher education institutions. Therefore, future studies are encouraged to include larger samples from multiple faculties and universities and to collect data over a longer period to improve the generalizability of the findings.

Second, the variables examined in this study were limited to religiosity and self-efficacy. Future research should incorporate additional variables that may have stronger explanatory power in predicting academic dishonesty.

Third, the discussion presented in this study remains limited in scope. Further theoretical development regarding religiosity, self-efficacy, and academic dishonesty is needed to provide a more comprehensive understanding of the relationships among these variables. Nevertheless, every effort was made to ensure the quality and rigor of the present study.

Fourth, data were collected solely through a self-report questionnaire. Given that academic dishonesty is a sensitive issue involving ethical and moral violations, respondents may have been inclined to provide socially desirable responses in order to conceal their actual dishonest behaviors and maintain a positive self-image. Consequently, the collected data may not fully reflect respondents' actual day-to-day academic behavior.

Despite these limitations, the researchers welcome constructive feedback from readers. It is hoped that this study will serve as a foundation for future research employing more comprehensive theoretical frameworks and methodological approaches. Furthermore, the findings may serve as a useful reference for the development and implementation of

guidance and counseling services in general, particularly those aimed at preventing academic dishonesty among university students.

4. CONCLUSION

Based on the findings of this study, the following conclusions can be drawn:

1. Students' religiosity was predominantly classified as high. This indicates that religiosity functions not merely as a formal identity or a set of religious rituals but also as an internalized value system that regulates students' attitudes and behaviors. Religious values enable students to distinguish between right and wrong and serve as a moral safeguard against deviant behaviors, including academic dishonesty.
2. Students' self-efficacy was predominantly categorized as moderate. This finding suggests the need to foster a supportive learning environment and implement integrated interventions aimed at strengthening students' self-efficacy. Such efforts are expected to help students maintain confidence when facing challenging academic tasks or examinations, thereby reducing their tendency to engage in academic dishonesty.
3. Students' academic dishonesty was generally categorized as low. This condition should be maintained to ensure that students continue to uphold academic integrity and avoid engaging in dishonest academic practices.
4. Religiosity made a significant negative contribution to students' academic dishonesty. This indicates that the more deeply students internalize religious values, the lower their tendency to engage in academic dishonesty.
5. Self-efficacy also made a significant negative contribution to students' academic dishonesty. This finding indicates that higher levels of self-efficacy are associated with a lower likelihood of engaging in academic dishonesty.
6. Religiosity and self-efficacy jointly made a significant negative contribution to academic dishonesty. The combination of strong religiosity and high self-efficacy serves as an effective internal mechanism for reducing both the intention and the occurrence of academic dishonesty. In other words, higher levels of religiosity and self-efficacy are associated with a lower tendency for students to engage in dishonest academic behavior.

Implications

The findings of this study demonstrate that religiosity and self-efficacy have significant negative contributions to academic dishonesty. This indicates that students with higher levels of religiosity and self-efficacy are less likely to engage in dishonest academic practices.

These findings provide important implications for University Guidance and Counseling Service Units (UPT-BK) in designing and implementing guidance and counseling programs that are aligned with students' needs and institutional contexts.

One important intervention is the optimization of Basic Guidance Services through classroom guidance and group guidance activities that emphasize the internalization of religious values. Since religiosity serves as a primary moral safeguard against deviant behavior, counselors should design programs that extend beyond formal religious rituals by

incorporating psycho-spiritual development. The primary objective is to strengthen honesty as a core expression of faith that guides students' daily behavior. Furthermore, because most students demonstrated only moderate levels of self-efficacy, classroom and group guidance programs should focus on goal setting, examination anxiety management, and task management strategies to enhance students' self-efficacy.

Moreover, the findings indicate that the combination of religiosity and self-efficacy is particularly effective in reducing academic dishonesty, suggesting the need for a comprehensive counseling approach. Counselors may implement Cognitive Behavioral Therapy (CBT) integrated with spiritual or religious values (Religious/Islamic Cognitive Behavioral Therapy) to challenge students' negative thoughts when confronting difficult academic situations while simultaneously strengthening their religious commitment and self-confidence.

In addition to Basic Guidance Services, Responsive Services in the form of individual counseling should be provided for students who exhibit high levels of academic dishonesty, low religiosity, or fragile self-efficacy. Through individual counseling, counselors can assist students in identifying the underlying causes of their low self-confidence and facilitate cognitive restructuring to challenge irrational beliefs that justify dishonest behaviors, such as the perception that "cheating is a normal practice."

Finally, university Guidance and Counseling Service Units cannot address academic dishonesty independently. To maintain the currently low level of academic dishonesty, collaboration among UPT-BK, academic departments, and course instructors is essential to establish a supportive learning environment. Examination and assessment systems should be designed to minimize excessive psychological pressure on students, thereby reducing the likelihood that anxiety or lack of confidence will lead to dishonest behavior. Such collaborative efforts are expected to strengthen students' religiosity and self-efficacy, ultimately fostering academic integrity and reducing academic dishonesty in higher education.

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