The Influence Of Intellectual Intelligence And Academic Self Efficacy On Academic Fraud With Student Ethical Attitude As A Moderating Variable

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Abstract

The goal of this study is to determine how intellectual ability and self-efficacy influence academic cheating behavior, with students' ethical attitudes serving as a moderating factor. The research was conducted using a quantitative methodology. The population of this study consisted of 65 students enrolled in the Management Study Program at Widyatama University in West Java in 2018. Data analysis was carried out using Warp PLS 7.0 software's partial least squares (PLS), and sampling was done using simple random sampling. The research results and hypothesis testing demonstrate that the intellectual intelligence variable has a detrimental impact on academic cheating, with a path coefficient of -0.455 and a P-value of 0.001. In the self-efficacy measure, the path coefficient is also -0.377 with a P-value of 0.001. The results of the test of the moderating variable on academic cheating were a path coefficient of 0.205 and a P value of 0.036, as well as a path coefficient of 0.502 and a P value of 0.001, which showed that the variables attitude and intellectual intelligence had a negative and significant impact. These two factors' propensity for academic cheating can be moderated by student ethics.

Keywords: intellectual intelligence, academic self-efficacy, academic fraud, student ethical attitude

INTRODUCTION

Today, fraud or a lack of something is a serious and pervasive issue. Almost every day, a variety of news programs cover numerous fraud occurrences that appear to be on the rise in our nation and are getting harder to stop. Auditors and accountants are among the specialized groups that are affected by the numerous media-related corruption scandals. The corruption cases of the former director of the Foreign Investment Tax Office (KPP PMA) (Ramadhan, 2020) and the PLN corruption case regarding the purchase of solar (Taylor, 2019) at WAE in 2015 and 2016 became a major concern, with many ethical violations in favor of certain parties,

such as the CAE. Issues in the accounting profession are a major concern, and there are many cases of violations of the code of ethics for the benefit of certain parties.

The results of the 2019 study (ACFE Indonesia Chapter 2019) reveal that fraud cannot be prevented in all areas, including the government, private institutions, and commercial bodies or corporations where fraud is most disadvantageous when taking into account some of the aforementioned occurrences. The government reported a 48.5% unemployment rate, followed by BUMN (31.8%), the private sector (15.1%), the private sector (2.9%), and other industries (1.7%). Currently, the industries with the greatest impact are finance and banking (41.4%), government (33.9%), mining (5.0%), and health (5.0%). Manufacturing made up 4.2% of the total, while other industries made up 11.3%. (Source: Indonesian Chapter of the ACFE, 2019) According to the most recent data from the Institute of Certified Fraud Examiners (2014), management is the primary perpetrator of fraud and violations of the code of ethics. A clear answer is therefore necessary in an audit, which leads to an improvement in the accountant's behavioral competence.

Deviant behaviors can be traced back to a person's time in school or university. Therefore, in order to be prepared for the workplace, students need to act ethically. Our devotion to our work must be demonstrated in a professional and ethical manner in the workplace, according to Ningsih and Simbolon (2019). It will be challenging for students who are used to academic fraud to use analytical thinking to solve problems.

Academic dishonesty is a common occurrence in the field of education and is nothing new, according to Murdiansyah et al. (2017). According to Sitanggang's research (2020), UPN "veteran" West Java management major students admitted to academic fraud in 2016 that included plagiarism, absenteeism, a lack of integrity when supervisors were not present, cooperation in tests, and cheating. These instances of student cheating demonstrate that nobody can guarantee that pupils won't do so.

Evaluating students' ethical viewpoints and attitudes toward their inclination to cheat is crucial. The evaluation of a student's self-confidence to act professionally and develop integrity in the future can be seen of as starting with this, and moving on to measures of intellectual intelligence and self-efficacy.

Literature Review

Academic Fraud

According to Marsden et al. (2005), there are three types of educational fraud: fraud, plagiarism, and forgery. Experts define academic fraud as cheating during the college learning process in order to obtain a degree or another reward in an unethical manner. Academic fraud at Arizona State University is divided into five kinds, according to Colby (2006) in (Hariri, 2018), including plagiarism, data falsification, multiple assignments, fraud, and incorrect collaboration.

Intellectual Intelligence

Intellectual intelligence is the capacity for analysis, reasoning, and analysis. Thus, it is associated with language abilities, spatial intelligence, visual awareness, and scientific mastery (Aziz et al., 2018). A pupil with strong intellectual abilities will be able to manage his thoughts and behaviors more effectively and accurately in accordance with his educational competence. Intellectual intelligence is the capacity to think, gather information or knowledge, and synthesize it into something useful, which guides the brain toward logical and rational thought (Ningsih & Simbolon, 2019). These cerebral abilities enable students to complete their college degrees and perform well on projects and tests. Intellectual prowess adversely affects academic fraud, according to hypothesis 1.

Academic Self Efficacy

According to Bandura in Mukti and Tantama (2019), self-efficacy is a systematic cognitive process for every action or activity in which people labor and are expected to perform their best work. As a result, self-efficacy can be described as a measurement of a person's confidence in their capacity to successfully complete tasks and pass exams, overcome challenges, and provide the appropriate results with a passing grade.

Low academic self-efficacy makes students less dedicated to their academics and they spend less time studying. H2: Academic fraud is negatively impacted by academic self-efficacy.

Student Ethical Attitude

A person's basic type of attitude in functioning as an embodiment of the social standards that are in force is their ethical attitude or ethics, which is a moral concept that is rarely formalized. However, professional associations' codes of ethics (such as those for accountants, surgeons, and lawyers) contain rules for ethical conduct. The profession's reputation and public confidence must be preserved for it to advance in society, hence the Code of Ethics is intended to serve as a standard for ethical conduct for its members.

A concept called morality refers to someone or anything acting in a way that upholds moral principles. In addition to having a high degree of intelligence and self-efficacy, a student also has to have a strong sense of honesty in order to obtain the best learning outcomes. These three traits significantly reduce the likelihood of academic dishonesty among students. H3: The association between intellectual acuity and academic fraud is strengthened by students' ethical attitudes. H4: The influence of the link between academic self-efficacy and academic fraud is strengthened by students' ethical attitudes.

Methods

This study's methodology or approach is quantitative in nature. This study focused on four variables: intellectual ability (X1), academic self-efficacy (X2), academic fraud (Y), and student ethical attitudes (Z). Management students from the UPN Veterans West Java class of 2018 participated in this study. This study employed a Likert scale method and a straightforward random sampling strategy. distribution of the survey through a Google Form to the 65 participants in the 2018 West Java UPN Veterans Management research program. With the use of Warp PLS 7.0 software, partial least square (PLS) analysis methods and hypothesis testing were used in this work.

Results And Discussion
Convergent Validity Test

(Convergent Validity) According to the findings of data analysis, the value of each percentage and variable in each of these investigations is greater than 0.65.

All models have a high level of approval and meet factor loading requirements. Checking the AVE output is the next step in determining convergent validity.

The results of the AVE value are as follows:

Table 1. AVE values

Variable	AVE
X1	0.863
X2	0.913
Y	0.789
Z	0.918
Z*X1	1,000
Z*X2	1,000

Source: Warp PLS 7.0, Primary data processed by researchers (2022)

Academic cheating (Y), self-efficacy (X2), intellectual quotient (X1), and student ethical attitudes (Z) all had AVE scores greater than 0.5. The validity ratings for intellectual intelligence (X1), self-efficacy (X2), academic fraud (Y), and student ethical views (Z) are all rated as having a fair amount of convergent validity.

Discriminant Validity Test (Discriminant Validity)

Below are the results of the discriminant validity values, namely as follows:

Table 2. Discriminant Validity Values

	X1	X2	Y	Z
X1	(0.929)			
X2	0.399	(0.955)		
Y	-0.595	-0.598	(0.888)	
Z	0.305	0.304	-0.288	(0.958)

Note: The value inside ( ) is the square root of AVE
Source: Warp PLS 7.0, Primary data processed by researchers (2022)

The square root of the latent variable AVE and the correlation coefficient between it and other latent variables are compared in the discriminant validity test. The correlation between the latent variable and each other latent variable is greater than the square root of AVE for each latent variable. All tests for discrimination were passed by the outcome.

Reliability Test (Composite Reliability)
The following is the value of composite reliability and Cronbach alpha for each variable:

Table 3. Reliability Test Value.

Variable L	Composite Reliability Coefficient S		Cronbach's Alpha Coefficients
X1	0978	0.974	
X2	0.981	0.976	
Y	0.974	0.990	
Z	0991	0.940	
Z*X1	1,000	1,000	
Z*X2	1,000	1,000	

Source: Warp PLS 7.0,
Primary data processed by researchers (2022)

The overall reliance of each study variable in the cornback alpha class is greater than 0.65, as can be seen in the table above. The results of the external model are satisfactory or generally dependable, and each of these structures has a high level of reliability.

Evaluation of the Structural Model (Inner Model)
Determinant Coefficient (R2)
The following is the calculation of the determinant coefficient:

Table 4. R-Square Value.

	RSquare	R-Square
Academic Fraud (Y)	0.64	0.63

Source: Source: Warp PLS 7.0,
Primary data processed by researchers (2022)

Three criteria were used to assess R2: conversion (0.67, positive), average (0.33), and negative (0.19). The sum of the critical mass (R2) in Table 4.10 yields an R2 value of 0.64. Given that it is more than 0.33, the change is noteworthy for this type of analysis. It was discovered that a primary change of 64% could account for variations in Y (academic fraud), which were impacted by intellectual intelligence (X1), self-efficacy (X2), and student ethical attitudes (Z). The remaining 36% of this study's participants are affected by additional factors.

Predictive Relevance (Q2)

When comparing the design variance parameters, predictive relevance (Q2) is used to determine how positive the perceived value is.

Table 5. Q-Square Value (Q2).

Q2	
Academic Fraud (Y)	0.65

Source: Warp PLS 7.0,
Primary data processed by researchers (2022)

The model value of 0.65 is represented by the Q-squared score. This is a number that is greater than zero (0). This shows that the predictive significance of the model is quite high.

Fit Test

Model Table 6. Value of Model Fit and Quality Indices.

Model Fit indicator	Index	P-Value	Results
APCs	0.339	<0.001	Accepted
ARS	1.005	<0.001	Accepted
AVIF	3,221	-	Accepted

Source: Warp PLS 7.0, Primary data processed by researchers (2022)

The values of the models fitted in this investigation are displayed in Table 6. The conclusion that this research model complies with the fit model's requirements may be drawn from the fact that the p-values of the APC and ARS are less than 5% and the AVIF is less than 5.

Hypothesis testing

In this work, the PLS analysis approach and Warp PLS 7.0 software were used to investigate the hypotheses. The hypothesis is accepted if the probability (P-value) is equal to or greater than 0.05 or 5%.

Table 7. Hypothesis Test Results.

	Path coefficient	*P - Value*	**Information**
Intellectual Intelligence ->AcademicFraud	-0.455	<0.001	Accepted
Academic SelfEfficacy ->AcademicFraud	-0.377	<0.001	Accepted
Intelligence Intellectual Moderated Attitude Ethical Student -> Academic Fraud	0.205	0.036	Accepted
Attitude Moderated Academic SelfEfficacy Student Ethics ->AcademicFraud	0.502	< 0.001	Accepted

Source: Warp PLS 7.0,
Primary data processed by researchers (2022)

The Effect of Intellectual Intelligence on Academic Fraud

The impact of intellectual intelligence traits on academic dishonesty is demonstrated in Table 7; the path coefficient is 00.455 and the p-value is 0.001. This suggests that H1 has been given the all-clear. Thus, it is established that the first hypothesis that intellectual intelligence significantly and adversely influences academic dishonesty is true. Academic Self-Efficacy's Impact on Academic Fraud

According to Table 4.13, the self-efficacy variable has a detrimental effect on academic fraud. Thus, it can be said that H2 has been established as true or accepted.

Academic fraud: How student ethical attitudes might be used to temper intellectual ability

In Table 4.13, variable Z student ethical attitudes is further discussed. The values of the path coefficients for the influence of students' ethical attitudes on the moderating effects of intellectual intelligence characteristics on academic dishonesty are 0.205 and 0.036, respectively. H3 is acceptable because the P value is less than 0.05. Conclusion: Student ethical attitudes have the potential to influence how intelligent people feel about academic fraud.

The function of students' ethical attitudes in regulating their confidence in their ability to detect academic fraud.

It is demonstrated that students' ethical attitudes against academic cheating moderate the variable of academic self-efficacy with a path coefficient value of 0.502 and a P value of 0.001. P is less than 0.05, hence H4 is deemed acceptable. It was determined that students' ethical attitudes can influence how confident they feel about their ability to detect academic dishonesty. Description of the Path Coefficient PValue Intellectual capacity -> Accepted Academic Self Efficacy -> Academic Fraud -0.455 0.001 Academic Fraud -0.377 0.001 Accepted Intelligence Student Ethical Attitude, Moderated -> Academic Theft 0.205 0.036 Accepted Self-Efficacy in Academics Student Ethical Attitude, Moderated -> Academic Theft Accepted: 0.502 0.001

Conclusion

Conclusions explain the findings of the study that are relevant to the research question and research objectives without using statistical data. The conclusion section includes the implications of further research and research.

Based on the results of the analysis and testing conducted, the following conclusions can be made:

1. Academic dishonesty has a detrimental and significant effect on intellectual intelligence.

2. Intellectual intelligence is significantly and adversely affected by academic self-efficacy.

3. Students' ethical views can influence the intellectual intelligence factor on academic fraud.

4. Students' ethical attitudes can act as a moderator for the self-efficacy variable on academic cheating. Suggestion In order to prevent students from engaging in academic fraud and to improve conversation literacy, this is meant to be used in future research or studies along with other components that could have an impact or moderate academic fraud.

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