

8 ICLICE 2017-154 Dian Permatasari

Correlation between Self – Efficacy and Cheating Behavior on Vocational High School Students

Dian Permatasari
Jakarta State University
Jl. Rawamangun Muka, Jakarta, Indonesia
dianpermatasari1393@gmail.com

Abstract

In educational world, dishonesty phenomenon has become a common social reality. Dishonesty in education, day by day, has developed, so dishonesty has a wide understanding. The example is cheating behavior problem which is not a new problem in educational world, either in school or college. This problem already becomes a national issue, and also international matter. Student tendency for doing that behavior is their low self-efficacy in doing something. The purpose of this research is to find a connection between self-efficacy with student's cheating behavior in vocational high school. This research uses descriptive method with correlation approach. The instruments that are used in this research are questionnaire sheets. Data collection uses self-efficacy scale measurement tool based on New General Self-Efficacy (NGSE) by Gilad Chen and cheat behavior scale measurement tool uses Attitude Toward Cheating (ATC) replica of questionnaire by Donald D. Carpenter. Based on this research, the conclusion is there is a significant negative relation between self-efficacy with students' cheat behavior in vocational high school. The connection between both variables mean more positive self-efficacy, cheating behavior is decreasing. Otherwise, more negative the self-efficacy, cheating behavior is increasing. That result gives information for the students to increase their self-efficacy, so it can decrease their cheating behavior.

Keywords: Self-Efficacy, Cheating Behavior, Students' Cheating Behavior

Introduction

Education is a continuing process, and does not stop. In this education process, human dignity is held tight, because human is a subject from education, therefore responsibility is demanded for a better education. If we noticing human as a subject and education puts human pride at the most important things, individual autonomy is important to note. The meaning is human as education subject must free to "exist" as a fully responsible individual.

The reality is Indonesia's education system uses score from tests or study evaluation towards the material that is already given before for showing progress and student's knowledge mastery, causes people view study achievement is only from the highest score achievement, not the process. This view causes pressure for the students in order to get a high score. This pressure will make students are score-oriented, not for the knowledge.

In educational world, dishonesty phenomenon has become a common social reality. This phenomenon has taken place into transparency and it has happened in all human life. One of the form of dishonesty that has taken root in our country is the corruption behavior is more difficult to solve. Cheat behavior (cheating or academic cheating) is a skullduggery act, dishonesty, and illegal for getting the answers in

closed test. If it is seen from the definition and phenomenon, corruption behavior begins from cheat behavior that becomes custom and tradition that related with nowadays matter.

Cheating behavior can be said as a dishonesty act and it happens almost at all education institute. The news about cheat behavior in academic usually happens when final exams are approaching or exams period have come, such as in Medan. When junior high school national exam was held, half of the students had been caught for cheating in the exam. (Metrotvnews.com). in 2013, 60 Harvard University students, had been caught for cheating in final exam. The students were given sanctions (news.detik.com) Various ways are done by educational institution for applying a way so students do not do the cheat behavior, for the example in senior high school in China. For the students do not cheat in test, Chengfeng Senior High School in Jingzhou do mid-term test in the jungle. This can reduce the level of fraudulency in China (Kampus.okezone.com).

Cheating behavior can be done in many ways, like write in paper shred that is hidden in cloth fold, write a cheat sheet in the table or hand palm, and also with seeing the guide books or notebook in the test. Along with technology development, handphone can be used as a cheating media, with saving cheat data in handphone memory or send the answers through SMS (short message service) in the test. With the increasingly of cheat behavior widespread in students, so there are some factors that should be anticipated for influencing occurrence of the cheat behavior. One of the factors that is expected for increasing and decreasing cheat behavior in students is the confidence of the students' own ability. This confidence is called self-efficacy.

Cheating behavior is influenced from individual internal and external factors (Sujana and Wulan in Musslifah, 2012). This is supported with the previous research that was done by Musslifah (2012), the research aimed to know the cheat behavior which was viewed from locus of control. The research was done in SMAN I Widodarern and the result stated that subject which had low cheat behavior tended for having internal locus of control. Otherwise, subject that had high cheat behavior tended for having external locus of control. Means when internal locus of control of someone has taken a more role, it can be predicted that individual does not cheat. Beside locus of control, according to Anderman and Murdock (2007), self-efficacy also becomes a factor that influences the cheat behavior. It is explained when students do cheat in test are having low self-efficacy and afraid to fail in the test, so the students will do anything in order to pass the test (Anderman and Murdock, 2007).

According to the interview that researcher has done toward several students of SMKN 50 Jakarta, they honestly confess for cheating, half of the students say that cheating is done especially in test. They are afraid if they do not get a satisfying result because it can hold up them for failing a grade and also, they are afraid for failing in test. They state that cheat can prevent the failing of report score.

In order to get a good score in test, there are some diligent students in SMKN 50, and there are students which not study, however, they depend on their friends or do cheating, such as cheat in exam. This can happen because of the exam result and the test itself become criteria that is used by the educator in deciding the successful of studying process that is already done. It cannot be avoided in exam and the test itself, several students do cheating.

Most of the SMKN 50 students confess that they already study before the exam, even some of them study together before the exam. Yet, they already prepare some materials that can be used as a cheat sheet if necessary. Some of female students

confess the night before of the exam usually study with summarize the material with writing in a piece of paper, next the paper is used as a cheat sheet that is hidden in particular places, such as pencil case. Meanwhile, the male students usually use the cheat sheet that is already hidden, or work together with other partners.

Another different matter is found in interview with student which has not cheat yet, they state that due to they already study, they certain that they can do the exams better. Moreover, with cheating, it is not necessarily get satisfactory results, because for doing a subject or issue, it is not enough just see the material that is already taught, but it also needs individual analysis in the exam that is only can be obtained when an individual understands a subject. According to that, with cheating can have two possibilities, that get a good score or fail in that related subject, so, the student chooses to study truly for facing exam, and also to avoid cheating. Formally, each school like SMKN 50 or another educational institution, has had a rule to forbid the students for cheating. However, in the practice, it is difficult to implement this rule. Sanction of this cheating behavior not strict can be a factor of this widespread behavior.

Theory

Cheating Behavior

The problem of cheating is no longer a new problem in education, both at school and in college. These problems have become national and even international problems. At first cheating behavior is included in the category of dishonest behavior in education. Dishonesty in education is growing every day, so dishonesty has a fairly broad understanding. Athanasou (2002) says that cheating is a form of fraud by committing fraudulent actions that will benefit the perpetrators of these cheats. Cheating, which was originally part of a dishonest behavior in education, now gets its own attention. Cheating can also be defined as cheating, dishonest, and illegal in getting answers at the time of the test. According to Deighton in Alhadza, it is said to be cheating and cheating because cheating is an attempt by a person to gain success in unfair and dishonest ways. From cheating behavior statements as a fraudulent act, supported also by various facts and cases in the field, such as cheating on a small time that resulted in the emergence of corruption cases and other acts of fraud.

Cheating behavior has a wide variety of meanings, but is usually associated with school life, especially when there are repetitions and exams. According to Wilkinson in Barzegar, cheating behavior is the act of copying from other students during the exam, one of these bad deeds become part of a serious problem in educational institutions. Apart from the above understanding, another form of cheating behavior is plagiarism. Plagiarism is defined as the act of giving and receiving assistance, unauthorized information during the exam. Another form of this cheat behavior has another notion, namely taking, buying, copying, and using intentionally the results of thoughts, methods, sentences of a person without permission and think as a thought of his own, Clyde (2001).

This growing cheating behavior, has become a phenomenon that needs to get more serious attention from all parties. This is also supported because cheating behavior increasingly improved, Mc Cabe (2001). Moreover, current technological developments such as cell phones, computers, and the Internet also support the increasingly widespread practice of cheating. Pincus (2003) explained that, cheating behavior is a fraudulent act that is done when a person seeking and requires the recognition of the results of learning from others though with unauthorized ways such as falsifying information, especially when the implementation of academic evaluation.

Self-Efficacy

Self-efficacy can be interpreted as an individual's belief or confidence in his or her ability to execute and complete his tasks, so as to overcome obstacles and achieve the goals he hopes. Confidence in this ability can be formed through many factors, including through information sources, locus of control, situational conditions, and external incentives or rewards. This makes confidence in self-efficacy or self-efficacy will be different in each individual, depending on what factors are most dominant in forming self-efficacy himself.

According to Alwisol self-efficacy is the perception of how well the self can function in certain situations, Self-efficacy relates to the belief that self has the ability of expected action. Awilson also said that people who have high self-efficacy will believe that he can do according to the demands of the situation, and hope that can in accordance with the ability he has, because the person will work hard and stay in doing the task to complete. In this case Bandura also defines self-efficacy as a person's perception of how well a person can perform certain desired activities related to the situation to come. While Santrock said that self-efficacy is the belief that one can master the situation and produce positive results. Self-efficacy affects how much effort is spent and how long a person survives when faced with a difficult situation. Based on these explanations, it can be seen that self-efficacy emphasizes the components of self-belief that someone has in the face of future situations that contain vagueness, unpredictability, and often full of pressure. Although self-efficacy has a large causal effect on our actions, self-efficacy combines with the environment, previous behavior, and other personal variables, especially expectations of outcomes to produce behavior.

In addition, Schultz defines self-efficacy as a feeling toward the adequacy of efficiency and ability to overcome life. Baron and Byrne define self-efficacy as an evaluation of a person's ability or competence to perform a task, achieve a goal, and overcome obstacles.

Differences in self-efficacy levels are seen in students who feel able to cope with every lesson demands, but many also feel less able to overcome various obstacles in achieving the lesson objectives. The situational condition of the perceived heavy schools such as difficult materials, the dense schedule of labor and the difficulty of increasing the value is expected to affect the student self-efficacy in question.

Literature Review

In a study conducted by Sevari (2011), shows that a negative correlation was found between self-control, self-effectiveness and academic achievement. Thus, in order to decrease the act of cheating amongst university students, measures should be taken into account by selecting suitable teaching methods and learning activities, so that self-control and self-effectiveness will be promoted. Based on Nath and Lavaglina (Mujahidah, 2009) one of the reason that make students are not ready for the exams is the laziness to study and prepare themselves, besides that, study habit that only occurs near the exams period. The consequence from that habit, so students cannot master all material that will be tested optimally, so they have low self-efficacy and cause a desire to do cheating (Mujahidah, 2009). Other Studies conducted by Panjares dan Schunk (2001) showed that students with high self-efficacy levels also showed high levels of strategy setting, as well as increasing ability to increase. When someone with good self-efficacy was able to expend systematic, programmed, and maximum effort in learning and achievement, then cheating behavior will not happen

to someone who has a high self-efficacy. This matters along with research result that is done by Anderman and Murdock (2007), the students or subjects that cheat in the exams is cause by low self-efficacy. Bandura (1997) describes self-efficacy concepts as a certainty toward ability that is owned for managing and doing a chain of actions that are needed to do the desire. Student that has high self-efficacy will be able to work optimally in doing any tasks for getting the purpose of the individual possesses. This statement is similar with the research that was done by Maradiana (2008) that is about relation between self-efficacy in facing the exams with the tendency of cheating in final-year students. The result from Mardiana's research is high self-efficacy can appear with efforts such as mastery every material in each session, and confident in doing the exams. Low self-efficacy appears due to student's ability in mastering the session material and lack of confidence in doing the exams. High self-efficacy is better if it appears in students that do the exams because it can make students easily answer the questions meanwhile student with low self-efficacy can make students feel anxious, show nervous because they cannot do the exams and desperate that make students do cheating. The research that is done by Mardiana (2008) is also showing that there is a significant negative connection between self-efficacy and the tendency of cheating at Ubaya University Psychology Department final-year students. This shows if self-efficacy is higher, the tendency of cheating is lower and otherwise, if the self-efficacy is lower, the tendency of cheating is higher.

Research Question

The question of this research, is there a correlation between self-efficacy and cheating behavior on vocational high school students?

Research Method

Population in this research is students from first grade from all majors in SMKN 50 Jakarta. The total of the population is 212 students with 5% as for the total of the sample which is 135 students based on Isaac and Michael table. Proportional random sample technic is sample that is taken which represents according with the proportion of the frequency in the total of whole population. Besides it, with that technic all population can be reached by the researcher that have same chance to be chosen. Class 1 is chosen because the average age of students ranges from 15 to 16 years old which is the early adolescence according to the classification of adolescents from Hurlock, where in adolescence there are some changes that are universal, namely increased emotions, physical changes, changes to interests and roles, changes in behavior patterns, values and attitudes toward every change and belief, such as self-belief in the face of the demands of the problems that occur in adolescence.

The change of values and attitudes toward each of these changes and beliefs corresponds to the dimensions that researchers use to measure self-efficacy so that it is relevant to the research objectives that want to obtain valid and reliable data on self-efficacy. So that class X students can be made affordable population. The number of samples is taken based on Isaac and Michael table in the book of Educational Research Method, with 5% error level. The number of this research sample is 135 students from the number of students as much as 212 students. The sampling technique used is a proportional random sample technique that the samples taken are represented in proportion to the proportion of their frequency in the whole population. In addition, with the technique, all the affordable populations that meticulous researchers have equal opportunity to choose from. That is by way of drawing from all the available affordable populations. This technique is used in the hope of being

able to represent the data from that population. Sampling from class X AP, X AK and X PM is done in a proportional way.

Table 1
Sample Research

Class	Number of Students	Calculation of Number of Samples
X AP 1	34 students	$34/212 \times 135 = 21.65 \approx 22$
X AP 2	36 students	$36/212 \times 135 = 22.92 \approx 23$
X AK 1	36 students	$36/212 \times 135 = 22.92 \approx 23$
X AK 2	36 students	$36/212 \times 135 = 22.92 \approx 23$
X PM 1	35 students	$35/212 \times 135 = 22.28 \approx 22$
X PM 2	35 students	$35/212 \times 135 = 22.28 \approx 22$
Amount	212 students	135 students

Data Collection Instrument

Data collection uses self-efficacy scale measuring instrument based on NGSE replica questionnaire by Gilad Chen and cheat behavior measuring instrument based on ATC replica questionnaire by Donald D Carpenter.

Self-Efficacy Scale

Self-efficacy conceptual definition is a result from cognitive process such as decision, faith, or award to what extent of individual gives his or her ability in doing job and particular action that is needed for reaching the desired result (Bandura, 1997) Based on the explanation, self-efficacy can be measured with several dimensions, such as Magnitude, Strength, and Generality. Operational definition from self-efficacy in this research as primary data which is the measurement uses instrument with replica questionnaire as the form with using Likert Scale that reflects self-efficacy dimensions like Magnitude, Strength, and Generality, according New General Self Efficacy (NGSE) replica questionnaire by Gilad Chen that is already applied in several journals, such as Journal Organizational Research Methods Validation of a new General Self Efficacy Scale which was researched by Gilad Chen and Journal Gender-Role Orientation and Self-Efficacy at Correlates of Entrepreneurial Intention that was researched by Dr. Barnaba E. Nwankwo.

Table 2
Grid Instruments Self Efficacy

No	Dimensions	Test Item Problem	Valid Gain Score
1	<i>Magnitude :</i> • Confidence completes the task	4, 7, 8	4, 7, 8
2	<i>Strength :</i> • Strength achieves success	2, 5, 6	2, 5, 6
3	<i>Generality :</i> • Special ability	1, 3	1, 3

Cheat Behavior Scale

Cheat behavior conceptual definition is doing exams with dishonesty way, answering questions with improper way (Klausmaier in Setyani, 2007) The operational definition from cheat behavior in this research is cheat behavior as

primary data which is measured by instrument that uses replica questionnaire as the form that is measured by Likert Scale that reflects cheat behavior indicator such as Demographic, Psychological, and Situational based on Attitude Toward Cheating (ATC) replica questionnaire by Donald D. Carpenter that is already applied in several journals such Journal Engineering Student's perceptions and Attitude Toward Cheating that was researched by Donald D. Carpenter, Journal Academic Honesty Amongst the Student of Health Studies that was researched by Olivera Petrak and Andreja Bartolac.

Table 3

Grid Instruments Cheating Behavior

No	Indicator	Test Item Problem	Valid Gain Score
1	<i>Demographic</i>	11, 16, 18	11, 16, 18
2	<i>Psychological</i>	1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14	1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14
3	<i>Situasional</i>	8, 12, 15, 17, 19, 20	8, 12, 15, 17, 19, 20

Analysis**Test Normality Estimated Error Regression Y over X**

In the calculation of the test requirements analysis is performed to test whether the regression error estimates of Y over X are normal distributed or not. Testing normality of regression estimation of Y over X was done by lilliefors test at significance level ($\alpha = 0.05$), for 135 subjects with normal distributed test criteria, if $L_{count} < L_{table}$ (L_t) and if on the contrary, regression estimate error Y over X is not normally distributed.

The results of the lilliefors test calculations concluded that the regression estimates of Y over X are normally distributed. This can be proven by the calculation $L_o = 0.0751$ while $L_t = 0.0763$. This means $L_o < L_t$

Table 4

Test Result Normal Error Test

No.	Error	L_o	L_{table} (0.05)	Decision	Information
1	Y over X	0.0751	0.0763	Accept H_o	Normal

Regression Linearity Test

For the F distribution table used to measure the linearity of the regression by dk of the numerator ($k-2$) = 20 and dk denominator ($n-k$) = 113 with $\alpha = 0.05$ obtained $F_{count} = -5.39$ while $F_{table} = 2.06$. This shows that $F_{count} < F_{table}$ which means linear regression.

Hypothesis Testing Research

In the hypothesis test there is a regression significance test that aims to determine whether the regression model used means or not. The test criterion is acceptable H_0 if $F_{count} < F_{table}$ and reject H_0 if $F_{count} > F_{table}$, where H_0 is the regression model is meaningless and H_a is the regression model means or significant, hence in this case we must reject H_0 .

Based on calculation result of F_{count} equal to 67.35 and for F_{table} equal to 0.0763. Thus, in this test it can be concluded that $F_{count} 67.35 > F_{table} 0.0763$, this means H_0 is rejected and the sample is stated to have a regression which means linear regression.

Table 5

Anava for the Meaning and Linearity of Regression Equations Self Efficacy With Cheating Behavior $\hat{Y} = 109.02 - 1.03X$

Source Variance	Dk	Sum of square	Ave. Number of squares	F_{count}	F_{table}
Total	135	808949			
Regression (a)	1	796416.01			
Regression (b/a)	1	4212.98	4212.98	67.35	0.0763
Residue	133	8320.01	62.56		
Suitable	20	-148610.02	-7430.50	-5.35 ^{ns)}	2.06
Error	113	156930.03	1388.76		

Description: *) The regression equation means because $F_{count} (67.35) > F_{table} (0.0763)$

Ns) Linear Regression equation because $F_{count} < F_{table}$

Based on *Correlation Pearson Product Moment* analysis result, it is obtained sig 0.000 ($p < 0.01$) and (r) -0.580. Means there is a significant between self-efficacy with cheat behavior in SMKN 50 Jakarta students. Another meaning is if self-efficacy is higher, cheat behavior on students is lower. Otherwise, self-efficacy is lower that is owned by students, cheat behavior is higher. Then, it is obtained a coefficient determination score (r^2) like 18%, means self-efficacy donates 33.62% in shaping cheat behavior on SMKN 50 students, and 66.38% of cheat behavior in exams is decided by other factors. Based on the purpose of this study, to determine the correlation between self-efficacy and cheating behavior has been in the main results, obtained from this study, that is from the test results hypothesis shows the correlation between self-efficacy and cheating behavior. There is a negative significant relation between self-efficacy with cheat behavior. Higher the self-efficacy that is owned by the students in doing exams, and lower cheat behavior on the students. Otherwise, lower the self-efficacy that is owned by the students in doing the exams, higher the cheat behavior on students.

Table 6

Testing Significance of Simple Correlation Coefficient between X and Y

The intermediate coefficient X dan Y	Coefficient Correlation	Coefficient Determination	t_{count}	t_{table}
	-0.565	33.62%	-8.207	1.645

Limitation

Researcher aware if this research is not fully reach the absolute truth. And, also, researcher also aware there are many weaknesses that appear from doing this research, like limitation factor that is being researched that relation between self-efficacy and cheat behavior. Meanwhile, cheat behavior is influenced by many factors and only in students in SMK 50 Jakarta as the population that is reachable.

Conclusion

Based on literature review and description result of the research that has been done and explained before, it can be concluded that there is a negative relation and significant between self-efficacy and cheat behavior on Students of SMK 50 Jakarta. This can be shown from count t score = $-8.207 < t_{\text{table}} = 1.645$ and relation between self-efficacy variable with cheat behavior that has a common regression $Y = 109.02 - 1.03X$ that shows every score that increases to one bar of self-efficacy (X) can cause a decrease on Cheat behavior (Y) like 1.03 score on 109.02 Constanta. Cheat behavior is decided by self-efficacy percentage which is 33.62% and the rest is 66.38% is influenced by another factor, like lower of study willingness, technology misused, lack of school facility.

References

- Alawiyah, Hasnatul. (2011). *Effect of Self efficacy, conformity and Goal Orientation on Cheating Behavior (Cheating Students of MTs Al-Hidayah Bekasi)*. Research Faculty of Psychology State Islamic University Syarif Hidayattullah Jakarta.
- Alwisol. 2004. *Personality Psychology*. Malang: PT. UMM Press. p. 344.
- Anderman, E. M. & Murdock, T. B. 2007. *Psychology of Academic Cheating*. San Diego, CA, US: Elsevier Academic Press. Xix, 326 pp. p. 87-106.
- Anderman, E. M., Griesinger, T., & Westerfield, G. (1998). *Motivation and Cheating During Early Adolescence*. *Journal of educational pschology*, 90(1).
- Athanasou dan O. Olasehinde, 2002. "Male and Female Differences in Self-Report Cheating". *Journal Practical Assessment, Research and Evaluation*. Vol. VIII (5).
- Bandura, A. (1997). *Self-Efficacy The Exercise Of Control*. America: W.H Freeman and Company.
- Barzegar, K., dan Khezin, H. 2011. *Predicting Academic Cheating Among Fifth Grade Students; The Role of Self Efficacy and Academic Self-Handicapping*. *Journal of Life Science and Biomedicine*. p.82.
- Chen Gilad, Stenley dan Dov Eden. Validation of a New General Self-Efficacy Scale, *Organizational Research Method*. 2009, p. 62-83
- Carpenter, D. Donald. *et al*. Engineering Student's Perceptions of and Attitudes Towards Cheating. *Journal of Engineering Education*. 2006, p.182.

- Clyde, L.A. 2001. *Electronic Plagiarism. Teacher Librarian*. 29. p.32-58.
- Deighton in Abdullah Alhadza. 2002. "Cheating Behavior Problems In Education". *Education and Culture Journal*. no.038. p.630
- Fred Luthans. 2000. *Organizational Behavior*, Ninth Edition (New York: McGraw HillCompanie. P.228.
- Ghufron, M. N. & Rini R. S. 2010. *Psychological theories*. Jogjakarta: Ar-Ruzz Media
- John W. Santrock, 2007. *Educational Psychology Second Edition*, Jakarta: Kencana. p.546
- Levy, E.S, & Rakovski, C.C. 2006. *Academic Dishonesty: A Zero Tolerance Professor and Student Registration Choise. Research in Higher Education*. 47, p.735-754.
- Maradina, Clara. (2008). Relationship between Self Efficacy in Dealing with Exams The Cheating Trend On Final Student. *Faculty Research Psychology*. University of Surabaya. Surabaya.
- McCabe, D.L. Trevino, L.K. & Butterfield, K.D. 2001. *Cheating in Academic Institutions: A Decade of Research. Etfics and Behavior*. 11. p.219-232.
- Nwankwo, Barnabas E, *et.al*. Gender-Role Orientation and Self Efficacy As Correlates Of Entrepreneurial Intention. *Journal of Business Social Sciences*. 2012, p. 9-26
- Panjares, F. and Schunk, D. H. 2001. *Self-Beliefs and School Success : Self Efficacy, Self Con-cept and School Achievement*. London: Ablex publishing.
- Pincus dan L.P. Schemelkin. 2003. "*Faculty Perception of Academic Dishonesty: A Multidimensional scaling Analysis*. *Journal of Higher Education*.74, (2), p. 196-203.
- Richard J Gerrig & Philip G. Zimbardo, 2006. *Phsychology and Life*. Seventeenth edition (Boston Allyn and Bacon, Inc. p.443.
- Sevari Karin & Ebrahimi Ghavam, 2011. *Malaysian Journal of Distance Education* 13(2), p.1-8.
- Schultz, D. & Schultz, E. S. 2005. *Theories of personality (8th)*. Woodsworth.

Online References

- (8 Mei 2014). Exam in the Forest Students can not cheat. Downloaded from <http://kampus.okezone.com/read/2014/05/07/560/981645/ujian-di-hutan-siswa-pun-takbisa-nyontek>.
- (2 Februari 2013). Massive Cheating Scandal 60 Harvard Students Get Suspended. Downloaded from <http://news.detik.com/read/2013/02/02/140123/2159488/1148/skandal-mencontekmassal-60-mahasiswa-harvard-kenaskorsing>.