



The relationship between self confidence and peers with cheating behavior at SMP Negeri 6 Percut Sei Tuan

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Abstract

This study aims to analyze the relationship between self-confidence, relationships with peers, and their interactions with cheating behavior in students of class VIII and IX at SMP Negeri 6 Percut Sei Tuan. The method used is quantitative research with the identification of independent variables (Self Confidence and Peers) and the dependent variable (Cheating Behavior). The population consists of 400 students, with a sample of 114 students. The results showed that there was a significant positive relationship between self-confidence and cheating behavior ($r_{x1y} = 0.899$, $p < 0.05$), indicating that the higher the self-confidence, the higher the cheating behavior. There is also a significant positive relationship between peer influence and cheating behavior ($r_{x2y} = 0.777$, $p < 0.05$), demonstrated that peer influence contributes to cheating behavior. Furthermore, there is a significant positive relationship between self-confidence and peers and cheating behavior ($F_{reg} = 379.154$, $p < 0.05$; $R = 0.910$, $p < 0.05$; $R^2 = 0.828$), indicating that the two jointly influence cheating behavior, with a contribution of 82.8%. This study concludes that self-confidence and peer influence have an important role in influencing students' cheating behavior.

Keywords: Relationship, self-confidence, friends of the same age, cheating behavior, middle school students

Introduction

Education is a learning process for students to be able to understand, understand, and make people more critical in thinking. Also, any experience that has a formative effect on the way people think, feel, or act can be considered educational. In teaching and learning activities or learning activities, evaluation is the giving of consideration, value and meaning to data or information collected through assessment measurements with standards so as to give birth to decisions (Word, 2018). The fear of failure and the desire to get good grades are reasons for some students to take shortcuts, such as cheating (Warsiyah, 2016) ^[30].

Cheating behavior has been considered as an act that is usually done by students. Cheating is seen as one of the efforts made by students to get good grades on tests or exams. Cheating behavior by students during exams can erode positive personality in students. Cheating behavior is a fraudulent act that ignores honesty, ignores optimal efforts such as studying diligently before exams and eroding student self-confidence (Warsiyah, 2016) ^[30]. Cheating behavior is an individual's act of copying answers from other people during exams in illegal ways and claiming the answers are from oneself, using unauthorized notes, or helping others cheat on tests or examinations (Lauren, 2019) ^[16].

The problem of cheating does not only occur in Indonesia but in other countries, such as research in California on 2,265 high school students with 1,037 sixth grade students in elementary schools, it was found that students at the high school level prefer to cheat compared to students at elementary schools (Hartanto, 2012) ^[11]. Other reports of cheating behavior according to Anderman and Midgley

(Hartanto, 2012) ^[11] found in students who experience the transition from junior high school to high school.

Cases related to cheating behavior that occur in Indonesia are cause for concern because they can affect the quality of education. national exam (UN) in 2004 to 2013, it was found that cheating behavior during the national exam took place en masse and involved the role of supervisors, teachers and school principals. The involvement of school principals and teachers can affect the quality and quality of education in the future (Cahyo, 2017) ^[5].

Cases of cheating seem to be something that cannot be separated from education in Indonesia. Some even think that cheating has become a culture. From the results of observations made by researchers at 6 Percut Sei Tuan Public Junior High School, there are still many students who cheat in order to get good grades. Many Percut Sei Tuan 6 Public Junior High School students cheat during exams with various behaviors they do to cheat such as taking notes, opening books or notes, asking friends, looking at friends' answers, writing notes on the classroom table before the test or exam at start. Not only during exams or tests, but there are still many students who commit acts of cheating during learning evaluations. What's more, now that advances in mobile technology have made it easier for students to commit acts of cheating. Based on the results of interviews with Ismi Middle School students when working on questions, some students had cheated, not only seeing the results of friends' work or asking friends for answers, but there were also those who cheated using cheat sheets that had been made previously.

This is in line with research (Hartosujono & Sari, 2015) ^[12] Cheating behavior is caused by internal and external factors. External factors include, among other things, individuals

who feel unable to answer questions and feel unsure about the results of their own answers. The external factor of cheating behavior is the influence of peers, students work together on exams. This is in accordance with the results of research conducted by McCabe *et al.* in (Rahmawati & Restu, 2015) ^[24] who stated that most of the students involved in his research believed that cheating was a normal thing that became part of human life. Even though for students cheating is a natural thing, students actually realize that this is a bad thing to do and should be avoided.

According to Levine and Satz in (CHANDRAWATI, 2011) ^[6] that cheating behavior is caused by low self-esteem. Middle school students who have low self-confidence will show a pessimistic attitude towards their abilities so that they commit cheating behavior as a way to avoid failure. In line with research (Kushartanti, 2009) ^[14] that cheating behavior is influenced by students' self-confidence. This is evident in the results of data analysis which found a very significant relationship between self-confidence and cheating behavior. The data is reinforced by the categorization which states that subjects who have low cheating behavior tend to have high self-esteem. Conversely, subjects who have high cheating behavior have low self-confidence.

According to the Mujahideen in (Wahyuningrum & Palila, 2014) ^[29] One of the factors that influence cheating behavior is personal factors which include lack of self-confidence, self-esteem and need for approval, fear of failure, competition in obtaining grades or academic rankings, and self-efficacy. Self-esteem or self-esteem is one of the internal factors that influence a person's cheating behavior. According to (Ghufron & Suntak, 2010) ^[10] people with high or positive self-esteem feel confident and useful in their abilities, whereas people with low or negative self-esteem feel weak and helpless to do anything. Those with high self-esteem are realistic, honest, and defensive when faced with problems and difficulties, and those with low self-esteem must deny themselves and run away from their problems.

According to (Dariyo, 2007) ^[7] Confidence (self-confidence) is the ability of individuals to be able to understand and believe in all their potential so that they can be used in dealing with adjustments to their environment. Confident people usually have initiative, are creative and optimistic about the future, are able to realize their own weaknesses and strengths, think positively, think that all problems must have a solution. According to (Fatimah, 2015) ^[8] Self-confidence is a positive attitude of an individual that enables him to develop a positive assessment, both of himself and of himself and of the environment/situation he faces. High self-esteem actually only refers to the existence of several aspects of the individual's life that he feels competent, confident of being able to and believes that he can because it is supported by experience, actual potential, achievements and realistic expectations of himself.

Self-confidence is a character that needs to be taught in schools so that students become a generation that is not affected by negative things around them, is optimistic, can solve problems on their own (Fatimah, 2015) ^[8]. Thus a person who believes in himself is not conscientious about overly believing in his dependence because he believes in himself is less selfish, he is more tolerant, because he does not see himself directly being questioned, and his aspirations are normal because there is no need for someone

to make up for a lack of self-confidence with excessive ideals

Based on the results of interviews with junior high school students. Isriati, students who cheat actually have high self-confidence. However, students are often influenced by peers who commit acts of cheating, there are also students who are forced to cheat because they are left behind in material while carrying out extracurricular school activities. Besides that, the reason students cheat is because they don't study hard. Research conducted by Firmin in (Rahmawati & Restu, 2015) ^[24] regarding student responses when viewing other students in class who cheat found that overall, students exhibited relatively wide variability. Various affective responses in their emotional reactions ranging from hostility, anxiety, to empathy.

Study (Hartosujono & Sari, 2015) ^[12] shows that the subject's name is A, sitting in class XI SMA in Yogyakarta. In general, the subject is a student who is diligent and orderly, according to the perceptions of his friends. Cheating behavior in general, according to A, is the behavior of copying or plagiarizing the work of others. Students who are proven to have cheated are not given a penalty, it's just that they get a warning from the teacher. According to Widiawan's research in (Kushartanti, 2009) ^[14] conducted by a favorite high school student in Surabaya against his schoolmates with a sample of 7% of all students (more than 1400 students). The study stated that 80% of the sample had cheated (52% often and 28% rarely), while the media most used as a means of cheating were 38% friends and 26% desks. Uniquely there are 51% of students who cheat, want to stop this bad habit.

Unlike the results of Firmin's research in (Rahmawati & Restu, 2015) ^[24], in this study it was found that in general students accepted cheating behavior by other students. However, this cannot be separated from the student classroom environment. Students who are in a class with a relatively large number of students who cheat tend to think that cheating behavior is normal. This is because most of the students in the class cheat so that cheating behavior occurs frequently and is considered normal by students. In general, it is normal for students to cheat because it is very common and this phenomenon can be found in almost every school.

Cheating behavior is a complex behavior, although it is not a clinical behavior. Cheating behavior can be influenced by many factors that encourage students to do this. As stated by (Muslifah, 2013) ^[19] said that the intention of cheating behavior is influenced by several factors including other people, self-confidence, self-esteem, and motivation.

self esteem (Self-Esteem) is a person's assessment of himself that shows how much he feels capable, successful and valuable. As stated by (Santrock, 2009) ^[25] Self-esteem is an individual's evaluation of himself positively or negatively. This evaluation shows how individuals assess themselves and whether or not their abilities and successes are recognized. This assessment can be seen from the appreciation of his existence and significance. Next Coopersmith inside (Sumarsongko, 2015) ^[28] defines self-esteem as self-assessment carried out by an individual and is usually related to himself. This assessment reflects the attitude of acceptance and rejection and shows how far the individual believes that he is capable, important, successful and valuable.

Respect for each person will be different from the others, depending on what aspects influence it. Gender or gender is one aspect that can affect whether a person is high or low in self-esteem. One of the psychological developments experienced by adolescents is socio-emotional development, one of which is self-esteem, which is the whole method used to evaluate oneself, where self-esteem is a comparison between the ideal self and the actual self. (Santrock, 2009)^[25]. Students who have self-esteem by believing in their abilities will certainly do positive things. One of these positive things is not cheating when taking exams at school. The self-confidence possessed by students is an implication of the self-esteem they have.

The results of research conducted by Eko Perianto (2021)^[21] show that self-esteem and cheating behavior are significant with a value of $r = -0.541$ ($p > 0.05$). Shows that there is a significant negative relationship between self-esteem and cheating behavior. This means that the higher the self-esteem, the lower the cheating behavior. Based on the results of the analysis, it can be seen that the effective contribution of the self-esteem variable to the cheating behavior variable is 29.2%. (Perianto, 2021)^[21].

In this study the authors wanted to know cheating behavior caused by internal factors, namely lack of self-confidence. Believing in yourself is the basic capital to achieve success in learning. Not believing in yourself means bringing yourself closer to failure. Not infrequently, someone who is actually smart but because he is not confident, he looks like a stupid person. Doubt in taking a stand also stems from a loss of self-confidence. Everything that is done is not based on strong beliefs. People who lack confidence will always be nervous and feel awry in doing something. That's what should be removed. Building self-confidence begins with a positive attitude towards yourself (Andayani & Amir, 2019)^[2].

Research on self-esteem is linked to cheating behavior (Prasetya, 2013)^[22], with the confidence they have, it is hoped that when completing assignments or exams at school, students will have confidence in their abilities so that cheating behavior can be avoided. A person who is confident is usually always optimistic and believes in his ability to do something, whereas someone who has low self-confidence will experience obstacles in his life, both in interacting with other individuals and in completing tasks, so self-confidence is very influential on someone, especially in behaving. Confidence is a part of life that is unique and valuable.

Peers are a contributing factor to the formation of cheating behavior. Environmental influences begin with association with friends. At the end of childhood which takes place at the age of 6-13 years, friendship is a close relationship that is bound by the same interests, shared interests, and shared feelings. At this time, almost all of his time is used to play for the sake of happiness. The role of peers in children's association becomes very prominent. This goes hand in hand with increased individual interest in friendships and participation in groups (Masada & Dachmiati, 2016^[18]; Wulandari *et al.*, 2021)^[31].

Based on the explanation above, the purpose of this research is to find out the relationship between self-confidence and cheating behavior, the relationship between peers and cheating behavior, and the relationship between self-confidence and peers and cheating behavior together.

Research methods

The research used is quantitative research. Quantitative research is defined as a study that uses statistical tools as the most important in providing an overview of an event or symptom. According to (Sugiyono, 2017)^[27], quantitative research is research with the intention of obtaining data in the form of numbers or numerical data.

To test the research hypothesis, it is first necessary to identify the main variables that will be used in this study, namely: 1) Independent Variables, consisting of Self Confidence (X1) and Peers (X2); The dependent variable consists of cheating behavior (Y).

Cheating behavior is the act or behavior of a person to take dishonest, unfair actions to get answers during exams, tests or other assignments to get high scores by tarnishing the values of honesty by carrying out cheating activities. Confidence or self-confidence is the belief in one's own best abilities that are sufficient and aware of one's abilities, can use them appropriately to solve and overcome a problem in the best situation and can provide something pleasant for others. Peers are one of the friends who can be said to be a social group, such as school friends or everyday friends whose age level is the same or almost the same, which has similarities such as:

The population is the entire element or elements that are the object of research. According to (Arikunto, 2013),^[3] the population is a collection or the entire subject of research. The population in this study were students of SMP Negeri 6 Percut Sei Tuan, totaling 400 students.

According to (Arikunto, 2013)^[3] the sample is representative of the population studied, so that the results of research on the sample are expected to be generalized to the entire population. Next, according to (Arikunto, 2013)^[3] The main requirement for generalization to be carried out is that the sample used in the study must be able to reflect the state of the population. The technique used in this sampling is simple random sampling, namely the sampling technique based on class. In this study, the sample used was students of class VIII and IX, totaling 114 students. The formula used in determining the sample is the Slovin formula.

Method data collection in this study is a measuring scale method. The measuring scale is a list that contains a number of questions given to the subject in order to be able to express the conditions that you want to know. The scale method in this study was a Likert scale, a direct questionnaire was given directly to the research subjects to tell the data collection directly.

The scale used in this study is:

1. Self Confidence Scale

Aspects of self-confidence (Self Confidence) According (Lauster, 2008)^[17] divided into 4 aspects as follows: (1) Confidence in one's abilities, (2) Optimistic, (3) Objective, (4) Responsible, (5) Rational. The measuring scale used in this study uses a Likert Scale which has 4 levels of answers regarding the suitability of respondents to the contents of the statement, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS). Filled with positive statements (favourable) and negative statements (unfavourable).

2. Peer Scale (X2)

(Semiawan, 2010)^[26] There are five factors that influence peer relations. (1) Age similarity (2) Situation (3)

Familiarity (4) Group size (5) Cognitive development. The measuring scale used in this study uses a Likert Scale which has 4 levels of answers regarding the suitability of respondents to the contents of the statement, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS). Filled with positive statements (favourable) and negative statements (unfavourable).

3. The Cheating Behavior Scale

According to (Nurmayasari & Murusdi, 2015) [20], cheating behavior consists of several aspects, namely: (1) Behavior (2) Target (3) Situation (4) Time (Time). The measuring scale used in this study uses a Likert Scale which has 4 levels of answers regarding the suitability of respondents to the contents of the statement, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS). Filled with positive statements (favourable) and negative statements (unfavourable).

Results and discussion

Data Analysis and Research Results

The data analysis method used in this research is multiple regression analysis technique. This was done according to the research title and the identification of the variables, where multiple regression analysis was used to analyze the effect of more than one independent variable with one dependent variable.

Before the collected data were analyzed using multiple regression analysis, an assumption test was carried out on the variables that were the center of attention, namely self-confidence, peers, cheating behavior which included normality tests and linearity tests.

1. Distribution Normality Test

The normality test was carried out to find out whether the research data being analyzed has been distributed according to the principles of the normal distribution so that it can be generalized to the population. The normality test of the distribution in this research was carried out to prove that the variable data in the form of scores obtained from the results of the study were distributed according to the normal rules. In this study the normality test was carried out using the Kolmogorof Smirnov test with the help of SPSS version 25.0 for Windows. The data is said to be normally distributed if the p value > 0.05.

Self-Confidence Normality Assumption Test. From the results of the normality assumption test for self-confidence data distribution, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.065 with p = 0.095 or p > 0.05. The results of normality test calculations can be seen in the following table:

Table 1: Self Confidence Distribution Normality Test (X1)

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Self Confidence	.065	160	.095	.986	160	.108
a. Lilliefors Significance Correction						

Peer Normality Assumption Test. From the results of the normality assumption test for peer data distribution, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.066 with p = 0.081 or p > 0.05. The results of normality test calculations can be seen in the following table:

Table 2: Peer Distribution Normality Test (X2)

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
friends of the same age	.066	160	.081	.978	160	.011
a. Lilliefors Significance Correction						

Cheating Behavior Normality Assumption Test. From the results of the assumption test for the normality of data distribution, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.068 with p = 0.065 or p > 0.05. The results of normality test calculations can be seen in the following table

Table 3: Normality Test for the Distribution of Cheating Behavior (Y)

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
cheating behavior	.068	160	.065	.988	160	.176
a. Lilliefors Significance Correction						

Linearity Test

The linearity test is used to determine whether the distribution of research data, namely the independent variables (self confidence and peers) on the dependent variable (cheating behavior) has a linear effect. The linearity test in this study uses linearity. The rule used to determine whether the influence of the two research variables is linear or not is that if the linearity value is p < 0.05, the effect of the two variables is declared linear.

From the results of the linearity test between peer variables and cheating behavior it is known that between peer variables and cheating behavior there is a linear correlation. This is indicated by the linearity coefficient F = 11,522 with p < 0.05, the complete calculation results can be seen in the following table:

Table 4: Peer Linearity Test Results with Cheating Behavior

ANOVA Table							
		Sum of Squares	df	MeanSquare	F	Sig.	
*peer cheating behavior	Between Groups	(Combined)	7827583	32	244,612	11,522	.000
		Linearity	6347623	1	6347623	298,981	.000
		Deviation from Linearity	1479,960	31	47,741	2,249	.001
	Within Groups		2696317		127	21,231	
	Total		10523900		159		

From the results of the linearity test between self-confidence and cheating behavior, it is known that there is a linear correlation between self-confidence and cheating behavior.

This is indicated by the linearity coefficient $F = 16.515$ with $p < 0.05$, the complete calculation results can be seen in the following table:

Table 5: Linearity Test Results of Self Confidence with Cheating Behavior

ANOVA Table							
		Sum of Squares	df	Mean Square	F	Sig.	
cheating behavior * self confidence	Between Groups	(Combined)	8962078	41	218,587	16515	.000
		Linearity	8509.138	1	8509.138	642,889	.000
		Deviation from Linearity	452,940	40	11,324	.856	.709
	Within Groups		1561822	118	13,236		
	Total		10523900	159			

Hypothesis testing

Table 6: Hypothesis Test Results

correlations				
		cheating behavior	self confidence	friends of the same age
Pearson Correlation	cheating behavior	1,000	.899	.777
	self confidence	.899	1,000	.762
	friends of the same age	.777	.762	1,000
Sig. (1-tailed)	cheating behavior	.	.000	.000
	self confidence	.000	.	.000
	friends of the same age	.000	.000	.
N	cheating behavior	160	160	160
	self confidence	160	160	160
	friends of the same age	160	160	160

Test the First Hypothesis of the Relationship Between Self-Confidence and Cheating Behavior

From the results of statistical analysis it was found that there was a significant negative relationship between self-confidence and cheating behavior. This is shown by the correlation coefficient r_{xy} of 0.899 with $p < 0.05$, thus it can be concluded that the higher the student's self-confidence will further increase their cheating behavior.

Test the second hypothesis of the relationship between peers and cheating behavior

From the results of statistical analysis it was found that there was a significant positive relationship between peer influence and cheating behavior. This is shown by the correlation coefficient of r_{xy} 0.777 with $p < 0.05$, thus it can be concluded that the greater the influence of peers, the more students' cheating behavior will increase.

Test the third hypothesis of the relationship between self-confidence and peers with students' cheating behavior

From the results of statistical analysis it was found that there was a significant relationship between self-confidence and peers and cheating behavior. This is indicated by the coefficient $F_{reg} = 379.154$ with $p < 0.05$, and the correlation coefficient $R = 0.910$ with $p < 0.05$ and $R^2 = 0.828$; Thus it can be concluded that self-confidence and peers both have an influence on students' cheating behavior, the contribution of both of them in causing cheating behavior is 82.8%.

From the results of calculating the regression statistics, it is known that the regression line equation is:

$$Y = -0.175 + 0.617 X_1 + 0.218 X_2$$

For every increase of one unit of X_1 , there will be an increase in Y of 0.617

Every unit increase in X_2 will increase Y by 0.218

Table 7: Multiple Regression Test Results

Summary models									
Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Change Statistics				
					R Square Change	FChange	df1	df2	Sig. FChange
1	.910a	.828	.826	3.39082	.828	379,154	2	157	.000

a. Predictors: (Constant), peers, self confidence

Results of Calculation of Hypothetical Mean and Empirical Mean

The hypothetical mean (theoretical mean) and standard deviation (σ) are calculated based on the number of valid items, the maximum score and minimum score for each alternative answer. In order to facilitate the interpretation of the data then categorization is carried out. Categorization is done using the normal distribution model (Azwar, 2012)^[4].

Hypothetical Means

The self-confidence variable in this study has a total of 22 items formatted on a Likert scale with 4 answer choices. Then the minimum value obtained is 22 (22×1) and the maximum value is 88 (22×4). Thus a standard deviation value of 9,671 is obtained and the hypothetical mean is $\{(88+22)/2\} = 55$.

The peer variable in this study has a total of 15 items formatted on a Likert scale with 4 answer choices. Then the

minimum value obtained is 15 (15x1) and the maximum value is 60 (15x4). Thus a standard deviation value of 8,128 is obtained and the hypothetical mean is $\{(60+15)/2\} = 37.5$. The cheating behavior variable in this study has a total of 17 items formatted on a Likert scale with 4 choices of answers. Then the minimum value obtained is 17 (17x1) and the maximum value is 68 (17x4). Thus a standard deviation value of 8,135 is obtained and the hypothetical mean is $\{(68+17)/2\} = 42.5$.

Empirical Means

Based on the results of the normality test and multiple regression analysis, as seen from the hypothesis testing analysis, it is known that the empirical mean self-confidence is 60.30 and the standard deviation is 9.671. For the peer variable, the empirical mean is 42.23 and the standard deviation is 8.128. And for the cheating behavior variable it is 46.22 and the standard deviation is 8.135.

To see a comparison of the hypothetical mean value and the empirical mean can be seen in the following table:

Table 8: Comparison of Hypothetical Mean and Empirical Mean

Variable	SD	Average value		Information
		Hypothetical	empirical	
Self confidence	9.67120	53	60,30	Currently
Friends of the same age	8.12808	37.5	42,23	Currently
Cheating behavior	8.13560	42.5	46,22	Currently

Discussion

First Hypothesis

Based on the results of statistical analysis it was found that there was a significant positive relationship between self-confidence and cheating behavior. This is shown by the correlation coefficient r_{xy} of 0.899 with $p < 0.05$, thus it can be concluded that the higher the student's self-confidence, the higher the cheating behavior.

Good self-confidence is a positive view of one's condition and feeling confident in one's abilities, so that it can lead to high self-confidence. Self-esteem which is an evaluation of oneself will determine the extent to which a person believes in his abilities and the success he can achieve. So, if a person has good self-confidence, all his behavior will always be directed towards success.

At the research location, the research at SMP N 6 Percut Sei Tuan had high self-confidence but also had high cheating behavior, this is in accordance with the initial phenomenon that the researchers observed that cheating behavior at school had become a habit or culture carried out by students who study there. The self-confidence of the students there is quite high, but due to external influences such as the influence of peers, cheating has become a habit.

The formation of positive self-confidence in students is influenced by the teacher's treatment at school, the attention of the teacher which is manifested in deep involvement in students' efforts to gain achievement and develop themselves. The teacher will help students who have learning difficulties. The teacher is also willing to be a place for students to pour out their hearts, both with regard to matters related to school and those relating to students' personal lives

Confidence contributes to a decrease in students' cheating behavior. Students in carrying out learning activities should have good self-confidence so that in conducting learning

evaluations students can trust and believe in their own abilities. Students' self-confidence can be achieved if there is awareness from the students themselves and external factors that self-confidence has a good impact on learning activities

The results of this study are also supported by research conducted by (Harwendra & Silaen, 2020) ^[13] states that there is a relationship between cheating behavior and self-confidence. So, the lower the confidence, the lower the cheating behavior, the higher the confidence, the higher the cheating behavior. And this study rejects research conducted by (Kushartanti, 2009) ^[14] Self-confidence has a negative effect on cheating behavior. Based on the results of simple regression analysis (one predictor) the price is obtained *rhitung* of -0.539 which is negative means that self-confidence has a negative relationship to cheating behavior. Because the correlation coefficient is negative, the regression coefficient of -0.649 indicates a negative value, so it can be seen that self-confidence has a negative effect on cheating behavior

Second Hypothesis

Based on the results of statistical analysis it was found that there was a significant positive relationship between peer influence and cheating behavior. This is shown by the correlation coefficient of r_{xy} 0.777 with $p < 0.05$, thus it can be concluded that the greater the influence of peers, the more students' cheating behavior will increase. Conversely, the lower the peer influence, the lower the cheating behavior.

This research is supported by (Kusrieni, 2014) ^[15] which states that the importance of the social role of peers in student life contributes to student behavior at school and outside school. Apart from being at home and at school, students learn various things about life from their peers. The lessons received from these peers then become the behavior displayed by students. Therefore, if students interact with peers who tend to behave positively and teach positive things, students will be able to display positive behavior. Conversely, if students interact with peers who tend to behave negatively, the behavior displayed will also tend to be negative. At school, for example, if students are in a peer environment that is used to displaying cheating behavior, The main task of a student is to study, but not all students have good learning management, such as time management. Poor study time management causes students to often delay doing academic assignments. Students who have not been able to manage their time, among others, have an uncertain study schedule or use the Overnight Speeding System (SKS) in facing semester exams. Study habits such as the Overnight Speeding System (SKS) are certainly not a good learning method. One form of action that often occurs in students in the learning process is cheating behavior. The term cheating is no longer a foreign word in the world of education in Indonesia. Cheating can be found in students from elementary to high school or even to college.

Cheating behavior has been considered as an act that is usually done by students. Cheating is seen as one of the efforts made by students to get good grades on tests or exams. Cheating behavior by students during exams can erode the positive personality within students. This is because cheating behavior is a dishonest fraudulent act and lacks optimal effort, such as studying diligently before exams

The results of this study are in line with research conducted by (Afrianti *et al.*, 2023) ^[1] that partially there is a significant influence between peer conformity (X2) on cheating behavior in students with a t count of 2.178 > t table of 1.66055 and a significant value of 0.000 < 0.32 means peer conformity has a significant effect on cheating behavior in class VIII students of junior high school Country 25 Padang. Also corroborated by research conducted by (Princess & Indrawati, 2016) said that peer conformity is a change in behavior or belief as a result of real or imaginary group pressure.

Third Hypothesis

Based on the results of statistical analysis it was found that there was a significant relationship between self-confidence and peers and cheating behavior. This is indicated by the coefficient $F_{reg} = 379.154$ with $p < 0.05$, and the correlation coefficient $R = 0.910$ with $p < 0.05$ and $R^2 = 0.828$; Thus it can be concluded that self-confidence and peers both have an influence on students' cheating behavior, the contribution of both in generating cheating behavior is 82.8%

Considering that the relationship between self-confidence and peers together towards cheating behavior has a fairly strong correlation level and the coefficient of determination is 82.8%, so it is possible that self-confidence and peers together can be used as predictions of cheating behavior. While 17.2% are outside the factors that are not examined by researchers.

Results from this analysis is in line with the results of the initial phenomenon conducted by researchers that cheating behavior among students at SMP N 6 is relatively high. There are several factors that influence why cheating behavior in students is high, namely due to habits and influence from friends, and lack of confidence in the results or answers when taking exams or tests. So that makes students commit cheating behavior to get good grades on the results of the tests/exams they do. And this is proven based on the results of the initial analysis with the results of the statistical analysis conducted that self-confidence and peers have a fairly high correlation with cheating behavior of 82.8%.

Based on the results of observations while researchers were conducting research at SMP N6 Percut Sei Tuan, it can be seen that cheating behavior there has become a habit for students. The factors that make students commit cheating behavior are the lack of supervision carried out by the teacher, for example during exams the teacher does not pay attention and supervises properly, so students easily commit cheating behavior such as cheating on friends, writing cheat sheets on small paper, wrote cheat sheets on the table. So this is one of the reasons why cheating behavior is very high in research locations conducted by researchers. Peers are also a factor in cheating behavior at this school,

It is proven that this third hypothesis can provide information that self-confidence and peers together have an influence on cheating behavior. Therefore, self-confidence and peers must be considered together to reduce cheating behavior. The higher the self-confidence and the lower the peer conformity owned by students, the lower the students' cheating behavior in participating in learning activities.

Conclusion

There is a significant positive relationship between self-confidence and cheating behavior. This is shown by the correlation coefficient r_{x1y} of 0.899 with $p < 0.05$, thus it can be concluded that the higher the student's self-confidence will further increase their cheating behavior. There is a significant positive relationship between peer influence and cheating behavior. This is shown by the correlation coefficient of r_{x2y} 0.777 with $p < 0.05$, thus it can be concluded that the greater the influence of peers, the more students' cheating behavior will increase. There is a significant positive relationship between self-confidence and peers and cheating behavior. This is indicated by the coefficient $F_{reg} = 379.154$ with $p < 0.05$, and the correlation coefficient $R = 0.910$ with $p < 0.05$ and $R^2 = 0.828$; Thus it can be concluded that self-confidence and peers both have an influence on students' cheating behavior, the contribution of both in generating cheating behavior is 82.8%

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