

Academic dishonesty among college students: The role of peer conformity and academic procrastination

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Abstract

Academic dishonesty is a form of academic integrity violation that frequently occurs in higher education settings. This behavior is believed to be influenced by various factors, including both social and individual factors, such as peer conformity and academic procrastination. This study aimed to examine the effects of peer conformity and academic procrastination on academic dishonesty among college students in Pasuruan Regency. This study employed a quantitative approach with a correlational design and multiple linear regression analysis. The study population consisted of 13,970 college students from four institutions in Pasuruan Regency, with a sample of 375 students selected using accidental sampling based on the Krejcie and Morgan table. Data collection was conducted using scales measuring academic dishonesty, peer conformity, and academic procrastination that met the requirements for validity and reliability. The results indicate that peer conformity does not have a significant effect on academic dishonesty ($t = 0.679$; $p = 0.497$). Conversely, academic procrastination has a positive and significant effect on academic dishonesty ($t = 5.949$; $p < 0.001$). Simultaneously, peer conformity and academic procrastination had a significant effect on academic dishonesty ($F = 17.835$; $p < 0.001$) with a coefficient of determination of 8.7%. These findings indicate that academic procrastination is a stronger predictor than peer conformity in explaining tendencies toward academic dishonesty among college students. Therefore, efforts to prevent academic dishonesty should focus on developing time management skills and reducing academic procrastination in the college environment. Based on these findings, future research is encouraged to consider other psychological and contextual factors that may influence academic dishonesty.

Keywords: academic dishonesty; peer conformity; college students; academic procrastination

INTRODUCTION

Background

Education is the cornerstone of building and developing the quality of human resources and the progress and advancement of a nation. Through education, individuals are expected to possess intellectual abilities and develop character, morality, and integrity as a foundation for life in society. This aligns with the objectives of national education as stipulated in Law No. 20 of



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2003 on the National Education System, namely, to develop the potential of students so that they become faithful individuals, God-fearing, of noble character, knowledgeable, creative, independent, and responsible. Therefore, higher education institutions not only serve as institutions that produce competent graduates but are also responsible for fostering an academic culture that upholds integrity and academic ethics (Miranda & Uyun, 2023).

In the context of higher education, academic integrity is a fundamental principle that forms the basis of the learning process. Academic integrity is reflected through honesty, responsibility, fairness, and respect for the scholarly work of others (Susanto, in Suhaila et al., 2025). However, various forms of violations of these principles are still commonly found in higher education settings. Practices such as plagiarism, cheating, collusion, data fabrication, and the misuse of digital technology and artificial intelligence (AI) in completing academic assignments indicate that academic dishonesty remains a problem requiring serious attention (Qalbina, 2024; Purwanto, 2021, in Suhaila et al., 2025).

Academic dishonesty is not limited to Indonesia but is also a concern for educational institutions worldwide. In Indonesia, a survey by Litbang Media Group revealed that approximately 70% of students across six cities engaged in various forms of academic dishonesty. Additionally, BC News Indonesia reported allegations of plagiarism at one of Indonesia's universities (Permatasari et al., 2023). These findings indicate that academic dishonesty remains a significant challenge in fostering an academic culture grounded in integrity. Academic dishonesty not only impacts the quality of the learning process but also has the potential to hinder the development of critical thinking skills, undermine the credibility of graduates, and damage the reputation of educational institutions (Eckstein, in Jannah et al., 2025).

A similar phenomenon was also found among students in Pasuruan Regency. Based on a preliminary survey conducted by the researcher among 53 students, 62.3% of students admitted to having used notes or other sources without permission to complete academic assignments. A total of 50.9% of respondents stated that they had used artificial intelligence (AI) to complete assignments without sufficient understanding, 47.2% had cited incorrect references, 86.8% admitted to having provided answers to friends, and 60.4% stated that they often allowed friends to engage in academic dishonesty. These findings were corroborated by interviews with several students who revealed the use of cell phones during exams, plagiarism, and the manipulation of information when completing academic assignments. The data indicate that academic dishonesty remains a tangible phenomenon in students' academic lives.

Academic dishonesty is a multidimensional behavior and therefore cannot be explained by a single causal factor. Various studies show that this behavior is influenced by both individual and social factors, such as personality traits, self-control, moral disengagement, peer influence, and campus culture (Malesky et al., 2022; Zhao et al., 2022). One social factor believed to contribute is peer conformity. Student life, which is dominated by interactions with peers, causes individuals to tend to adjust their attitudes and behaviors to gain social acceptance. If academic dishonesty is considered normal within a group, individuals are likely to follow this

norm to maintain their membership in the group (Densius, 2024; Mujahidah, in Akerina, 2022).

In addition to social factors, academic dishonesty is also influenced by individual characteristics, one of which is academic procrastination. Students who tend to delay completing assignments often face time constraints as deadlines for submitting assignments or taking exams approach. This situation can lead individuals to take shortcuts through various forms of academic dishonesty as a strategy to meet academic demands within a limited timeframe (Jones, in Amiruddin et al., 2022; Rosario et al., in Amiruddin et al., 2022). Thus, academic procrastination is viewed as an internal factor that can potentially increase the likelihood of academic dishonesty.

Although the relationship between peer conformity, academic procrastination, and academic dishonesty has been extensively studied, previous research findings remain mixed. Some studies report that peer conformity is positively associated with academic dishonesty (Riwantoko, 2024), while others indicate that the influence of peers on academic dishonesty weakens when individuals possess strong self-regulation skills. Similarly, the extent to which academic procrastination contributes to academic dishonesty varies across different research contexts. Furthermore, most previous studies have examined these two variables separately; thus, research examining the simultaneous effects of peer conformity and academic procrastination on academic dishonesty, particularly among college students in Pasuruan Regency, remains relatively limited.

Based on this background, this study was conducted to analyze the effects of peer conformity and academic procrastination on academic dishonesty among college students. This study is expected to provide an empirical contribution to enrich the literature on factors influencing academic dishonesty while also serving as a basis for higher education institutions to develop prevention strategies by strengthening academic integrity, managing academic procrastination, and fostering a peer environment that supports honest academic behavior.

Literature review and previous studies

Academic dishonesty refers to any form of dishonest behavior by an individual in an academic context to gain an undeserved advantage. This behavior encompasses various actions, such as cheating on exams, plagiarism, unauthorized collaboration, data fabrication, falsification of references, and the unethical use of technology to complete academic assignments (Lambert et al., 2003; McCabe et al., 2012 in Fauzi et al., 2024). With the advancement of digital technology, forms of academic dishonesty have become increasingly complex, as students can easily access various information sources or utilize artificial intelligence without engaging in adequate learning processes. These conditions indicate that academic dishonesty is influenced not only by an individual's moral aspects but also by psychological, social, and academic environmental factors.

Peer conformity is a social factor that influences academic dishonesty. Conformity is an individual's tendency to adjust their attitudes, opinions, or behaviors to align with the norms of the group with which they interact (Baron & Byrne, 2005, in Setiawan et al., 2024). During

college, peer groups play a crucial role in shaping behavior because most academic and social activities are conducted within these groups. If a group views academic dishonesty as acceptable, its members tend to adopt such behavior to gain social acceptance and avoid rejection (Santrock, 2018, in Setiawan et al., 2024). Conversely, if a group upholds norms that value academic integrity, conformity can serve as a protective factor that encourages students to behave honestly in their academic activities.

In addition to social factors, academic dishonesty is also influenced by individual factors, one of which is academic procrastination. Ferrari et al. (1995, in Muntazim et al., 2022) define academic procrastination as an individual's tendency to delay starting or completing academic tasks, despite being aware that such delays can lead to negative consequences. Delays in completing assignments cause students to experience time pressure, increased academic anxiety, and limited opportunities to complete tasks independently. Under these conditions, some students choose shortcuts through various forms of academic dishonesty as a means to quickly meet academic demands. Therefore, academic procrastination is viewed as one of the psychological factors that can increase students' tendency to engage in dishonest behavior in an academic setting.

A number of previous studies have examined the relationship between peer conformity, academic procrastination, and academic dishonesty. Riwantoko's (2024) study showed that peer conformity has a positive relationship with academic dishonesty, indicating that the higher an individual's tendency to conform to group pressure, the greater the likelihood of engaging in academic dishonesty. Another study conducted by Amiruddin et al. (2022) also found that academic procrastination is positively associated with academic dishonesty because students who frequently delay assignments are more likely to resort to unethical means to meet academic demands. These findings suggest that both social and individual factors play a role in shaping academic dishonesty.

Nevertheless, the results of previous studies are inconsistent. Some studies report that the influence of peer conformity on academic dishonesty is not always significant because student behavior is also influenced by internal factors, such as self-regulation, self-control, morality, and academic integrity. In contrast, the extent to which academic procrastination contributes to academic dishonesty also varies across studies, depending on respondent characteristics, academic culture, and the college environment. Furthermore, most previous studies examined these two variables separately; thus, research analyzing the simultaneous effects of peer conformity and academic procrastination on academic dishonesty, particularly among students in Pasuruan Regency, remains relatively limited.

Based on this review of the literature and previous research, this study develops a model that integrates social factors (peer conformity) and individual factors (academic procrastination) to explain academic dishonesty among college students. This approach is expected to provide a more comprehensive picture of the factors influencing academic dishonesty and enrich the study of academic integrity in the context of higher education in Indonesia. Thus, this study not only examines the relationships among the variables but also provides empirical evidence

regarding the relative contributions of each predictor variable in explaining academic dishonesty among college students.

Research objectives

Based on the studies reviewed, at least three research gaps can be identified. First, empirical findings regarding the effect of peer conformity on academic dishonesty remain inconsistent: some studies report a significant positive relationship (Riwantoko, 2024), whereas other evidence suggests that peer influence weakens among individuals with strong self-regulation (Murdock & Anderman, 2006). Second, although academic procrastination has been shown to predict academic dishonesty (Amiruddin et al., 2022), it is rarely examined together with social factors such as peer conformity within a single regression model. Third, studies specifically addressing academic dishonesty among college students in Pasuruan Regency, a district with a substantial number of higher education institutions in East Java, remain scarce. Therefore, the novelty of this study lies in its simultaneous examination of a social factor (peer conformity) and an individual factor (academic procrastination) as predictors of academic dishonesty within a single regression model, using a sample drawn from four higher education institutions in Pasuruan Regency, a context that has not been widely investigated in previous research.

Research benefits

The results of this study are expected to provide empirical evidence regarding the contribution of social and individual factors in explaining academic dishonesty and to serve as a basis for developing strategies to strengthen academic integrity in higher education settings. This study also contributes to the development of educational psychology research, particularly regarding the factors that influence academic dishonesty among college students. By integrating peer conformity as a social factor and academic procrastination as an individual factor, this study is expected to enrich the empirical evidence regarding the determinants of academic dishonesty in the context of higher education in Indonesia. Furthermore, the findings of this study are expected to serve as a reference for higher education institutions in designing policies and programs aimed at strengthening academic integrity, preventing academic dishonesty, and developing strategies to reduce academic procrastination through counseling services, academic mentoring, and creating a learning environment that supports honest and responsible academic behavior.

RESEARCH METHOD

Research Participants

This study employed a quantitative approach with a correlational research design to analyze the influence of peer conformity and procrastination on academic dishonesty among college students. The research participants were active students at a university in Pasuruan Regency, Indonesia.

The study population consisted of 13,970 active students. The sample size was determined using Krejcie and Morgan's table with a 5% margin of error, resulting in 375

respondents. The sampling technique used was accidental sampling, a non-probability sampling method that selects respondents based on ease of access and willingness to participate in the study. This technique was chosen because it provides flexibility in reaching students from various academic programs and universities in the study area.

Participation was voluntary. Before completing the questionnaire, all respondents received an explanation of the purpose of the study, data confidentiality, and their right to withdraw from the study at any time without any consequences. All data collected were used solely for research purposes and were analyzed in aggregate form to ensure the confidentiality of the respondents' identities.

Data Collection Instruments/Methods

Research data were collected using a survey method by distributing questionnaires to students who served as research respondents. The research instruments consisted of three psychological scales developed based on indicators of each research variable, namely the academic dishonesty scale, the peer conformity scale, and the academic procrastination scale. All instruments used a four-point Likert scale, namely Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). Scoring for each item was adjusted according to the characteristics of favorable and unfavorable statements.

The academic dishonesty scale was developed based on the aspects outlined by Lambert et al. 2003 (in Amalia, 2024), including cheating, plagiarism, fabrication, facilitation, and the misuse of information sources in academic activities. The peer conformity scale was developed based on the aspects of conformity proposed by Baron and Byrne 2005 (in Setiawan et al., 2024): cohesion, agreement, and obedience. The academic procrastination scale was developed based on the aspects proposed by Ferrari et al. 1995 (in Muntazim et al., 2022), namely delaying the start and completion of tasks, tardiness in completing tasks, the gap between plans and execution, and the tendency to engage in other activities that are more enjoyable than completing academic tasks.

All three scales were originally constructed in Indonesian based on the theoretical aspects described above and were not translated or adapted from a foreign-language instrument; therefore, a cross-cultural translation-adaptation procedure was not required. The items were developed by the researcher following standard psychological scale construction procedures (Azwar, 2012): operationalizing each theoretical aspect into a blueprint of indicators, writing the items, and conducting content validation through expert judgment before the try-out described below.

Before being used in the main data collection, all instruments underwent validity and reliability testing. The results of each validity test showed that for the academic dishonesty scale, out of 27 items tested, 21 were valid and 6 were invalid; for the peer conformity scale, out of 42 items tested, 22 were valid and 20 were invalid; and for the academic procrastination scale, out of 31 items tested, showed that 20 items were valid and 10 were invalid. Meanwhile, the reliability of the academic dishonesty scale showed a reliability coefficient of 0.861, the peer

conformity scale 0.715, and the academic procrastination scale 0.805, all of which are above the minimum threshold of 0.70, thereby deeming the instrument suitable for use as a measurement tool in this study.

Data Collection Processing

This study did not undergo formal review by an institutional research ethics committee, as no such committee was available at the researcher's institution at the time of data collection. Nevertheless, all procedures were conducted in accordance with the ethical principles for research involving human participants outlined in the Declaration of Helsinki (World Medical Association, 2013), including obtaining informed consent, ensuring voluntary participation, maintaining data confidentiality, and preserving respondents' right to withdraw from the study at any time without consequence.

The data obtained from the questionnaire distribution first underwent a process of editing, coding, and tabulation before being analyzed. Subsequently, the data were analyzed using IBM SPSS Statistics. The analysis began with descriptive statistics to describe the characteristics of the data and the levels of each research variable. Subsequently, assumption tests were conducted, including tests for normality, linearity, multicollinearity, and heteroscedasticity, to ensure that the data met the requirements for multiple linear regression analysis.

Hypothesis testing was conducted using multiple linear regression analysis to determine the effects of peer conformity and procrastination on academic dishonesty. The effect of each independent variable on the dependent variable was analyzed using a partial test (t-test), whereas the combined effect of both independent variables was analyzed using a simultaneous test (F-test). In addition, the coefficient of determination (R^2) was used to measure the extent to which peer conformity and academic procrastination contributed to explaining the variation in academic dishonesty. All statistical tests were performed at a significance level of 5% ($p < 0.05$).

RESULTS AND DISCUSSION

Results

Data analysis was conducted to address the research objectives regarding the effects of peer conformity and academic procrastination on academic dishonesty among college students in Pasuruan Regency. Before hypothesis testing, the data were analyzed using descriptive statistics and assumption tests to ensure that the data met the requirements for multiple linear regression analysis. Next, hypothesis testing was conducted to determine the partial and simultaneous effects of each independent variable on academic dishonesty.

Descriptive Statistics

Descriptive statistics were used to provide an overview of the data characteristics for each research variable before hypothesis testing. This analysis aimed to describe the distribution of respondents' scores using the minimum, maximum, mean, and standard deviation. Additionally,

the scores were categorised to determine the levels of academic dishonesty, peer conformity, and academic procrastination among the student participants. The results of the descriptive statistics are presented in Table 1. The level of each variable (low, moderate, high) was determined using a hypothetical norm-reference categorization based on the hypothetical mean (M) and standard deviation (SD): low = $X < (M - 1SD)$; moderate = $(M - 1SD) \leq X < (M + 1SD)$; high = $X \geq (M + 1SD)$ (Azwar, 2012). This categorization was added to the Data Collection Processing subsection so that the basis for Table 1's "Dominant Category" column is explicit.

Table 1. Descriptive Statistics of Research Variables

Variable	Minimum	Maximum	Mean	SD	Dominant Category
<i>Academic Dishonesty</i>	21	84	52,5	8,75	Moderate
Peer Conformity	22	88	55	9,17	Moderate
Academic Procrastination	20	80	50	8,3	Moderate

Based on the descriptive statistics in Table 1, it is evident that the three research variables exhibit a fairly wide range of scores, as indicated by the minimum and maximum values for each variable. The mean provides an overview of the tendency of each variable among respondents, whereas the standard deviation indicates the degree of data dispersion relative to the mean. The smaller the standard deviation, the more homogeneous the respondents' characteristics are for that variable, whereas a larger standard deviation indicates greater variation in responses.

The categorization results showed that most respondents fell into the moderate category for academic dishonesty, peer conformity, and academic procrastination. These findings indicate that students tend to engage in academic dishonesty at a moderate level, accompanied by moderate levels of conformity to their peer groups and a tendency toward academic procrastination that also falls into the moderate category. These conditions suggest that although academic dishonesty is not at a high level, such tendencies are still present among some students and may be influenced by both social and individual factors. Therefore, further analysis through hypothesis testing is needed to determine the contributions of peer conformity and academic procrastination to academic dishonesty.

Assumption Test

Before hypothesis testing, assumption tests for normality, multicollinearity, and heteroscedasticity were conducted to ensure that the data met the requirements of multiple linear regression analysis. Normality was assessed through visual inspection of the normal probability plot (P-P Plot), which showed that the data points were distributed closely along the diagonal line, indicating that the residuals were normally distributed. The results of the multicollinearity and heteroscedasticity tests are summarized in Table 2, which show that the regression model was free from multicollinearity (Tolerance = 0.999 > 0.10; VIF = 1.001 < 10.00) and no heteroscedasticity was found (Glejser test: $p = 0.344$ for peer conformity and $p = 0.314$

for academic procrastination, both > 0.05). Thus, all classical assumptions of multiple linear regression were satisfied, and the analysis proceeded to hypothesis testing.

Table 2. Assumption Test

Assumption Test	Statistic	Criterion	Conclusion
Multicollinearity	Tolerance = 0,999; VIF = 1,001	Tolerance $> 0,10$; VIF $< 10,00$	No multicollinearity
Heteroscedasticity (Glejser)	$p = 0,344$ (X1); $p = 0,314$ (X2)	$p > 0,05$	No heteroscedasticity

Hypothesis Testing

Table 3 additionally reports the unstandardized coefficients (B), standard errors (SE), and standardized coefficients (Beta) for each predictor. The standardized beta coefficient for academic procrastination ($\beta = 0.295$) was substantially larger than that for peer conformity ($\beta = 0.034$), further confirming that academic procrastination is the stronger predictor of academic dishonesty within this regression model.

Table 3. Hypothesis Testing

Hypothesis	Variable	B	SE	Beta	t / F	Sig.	Decision
H1	Peer Conformity $\rightarrow$ Academic Dishonesty	0.064	0.095	0.034	0,679	0,497	Ditolak
H2	Academic Procrastination $\rightarrow$ Academic Dishonesty	0.454	0.076	0.295	5,949	$<0,001$	Diterima
H3	Peer Conformity & Academic Procrastination $\rightarrow$ Academic Dishonesty (simultan)	-	-	-	17,835*	$<0,001$	Diterima

The results of the partial tests indicate that peer conformity has no significant effect on academic dishonesty ($t = 0.679$; $p = 0.497$). Thus, the first hypothesis (H1), which states that peer conformity influences academic dishonesty, was not supported by the research data. Conversely, academic procrastination has a significant positive effect on academic dishonesty ($t = 5.949$; $p < 0.001$), so the second hypothesis (H2) is accepted.

Furthermore, the results of the simultaneous test indicate that peer conformity and academic procrastination together have a significant effect on academic dishonesty ($F = 17.835$; $p < 0.001$). These results suggest that the constructed regression model can explain the relationship between the two independent variables and academic dishonesty. Furthermore, the coefficient of determination ($R^2 = 0.087$) indicates that peer conformity and academic procrastination together account for 8.7% of the variation in academic dishonesty, while the remaining 91.3% is influenced by other factors not analyzed in this study.

Discussion

This study aimed to analyze the influence of peer conformity and academic procrastination on academic dishonesty among college students in Pasuruan Regency. The results showed that only academic procrastination had a significant effect on academic dishonesty, whereas peer conformity had no significant effect. Nevertheless, both variables had a significant effect on academic dishonesty. These findings indicate that academic dishonesty among college students is primarily explained by an individual factor, namely academic procrastination, rather than by the social factor of peer conformity. Although peer conformity alone did not significantly predict academic dishonesty in the partial test, its combination with academic procrastination in the simultaneous model was significant, suggesting that social influence may still play a supporting role when it co-occurs with individual factors, rather than acting as an independent determinant.

The results indicate that peer conformity does not have a significant effect on academic dishonesty. This finding suggests that students' tendency to conform to their peer group does not always lead to academic dishonesty. Among college students, academic decision-making appears to be influenced more by personal considerations than by peer pressure. Students have greater autonomy in determining their academic behavior; thus, the decision to engage in or avoid academic dishonesty is not entirely determined by peer group norms. Furthermore, peer groups do not always have norms that support dishonest behavior. If the peer environment upholds academic integrity, conformity can actually guide individuals toward more positive academic behavior.

These findings differ from those of some studies that have reported a positive association between peer conformity and academic dishonesty. However, the results of this study align with the view that the influence of peers on student behavior is not always direct but is moderated by other factors, such as self-regulation, self-control, moral values, academic culture, and monitoring systems implemented by universities (Murdock & Anderman, 2006; Malesky et al., 2022). Thus, peer conformity is not the sole determinant of academic dishonesty, but rather a factor whose contribution depends on individual characteristics and the academic environment.

In contrast to peer conformity, academic procrastination has been shown to have a positive and significant effect on academic dishonesty. These results indicate that the higher a student's tendency to delay completing academic assignments, the higher their tendency to engage in academic dishonesty. Delays in completing assignments lead to time pressure, increased anxiety, and fewer opportunities to complete tasks independently. These conditions drive some students to choose quicker alternatives, such as copying a classmate's work, committing plagiarism, using inappropriate sources, or utilizing technology, including artificial intelligence, without adequate understanding. Thus, academic procrastination can be understood as a risk factor for academic dishonesty.

The results of this study support previous research indicating that academic procrastination is a significant predictor of academic dishonesty. Theoretically, academic procrastination reduces students' ability to manage their time and complete assignments

effectively, making them more vulnerable to decisions that violate the principles of academic integrity. These findings reinforce the view that efforts to prevent academic dishonesty should include increased academic oversight and interventions to help students develop time-management skills, self-regulation, and effective learning strategies.

Although peer conformity did not have a partial effect, the simultaneous test results showed that peer conformity and academic procrastination together significantly affected academic dishonesty. These findings indicate that academic dishonesty cannot be explained by a single factor. The interaction between individual and social factors continues to explain the tendency toward academic dishonesty. However, the coefficient of determination of 8.7% indicates that most of the variation in academic dishonesty is still influenced by factors outside the research model. Factors such as academic integrity, moral disengagement, self-control, self-efficacy, achievement motivation, academic stress, organizational culture, and institutional academic policies are believed to have a greater contribution and need to be considered in future studies.

Overall, this study provides empirical evidence that individual factors, particularly academic procrastination, play a more dominant role than peer conformity in explaining academic dishonesty among college students in Pasuruan Regency. These findings enrich the field of educational psychology by demonstrating that academic dishonesty is influenced not only by social pressure but also by students' ability to manage tasks and time effectively. Therefore, strategies to prevent academic dishonesty should focus not only on strengthening a culture of academic integrity but also on developing students' learning skills, time management, and self-regulation through ongoing academic support.

CONCLUSION

This study shows that academic procrastination is an individual factor that significantly increases the tendency toward academic dishonesty among students, whereas peer conformity does not have a significant partial effect. Nevertheless, peer conformity and academic procrastination were found to have a simultaneous effect on academic dishonesty. These findings indicate that academic dishonesty is not only influenced by social factors but is more strongly influenced by students' ability to manage academic tasks and the time required to complete them. Thus, efforts to prevent academic dishonesty should focus on developing self-regulation and time management skills, as well as reducing academic procrastination, alongside strengthening a culture of academic integrity within the university environment.

This study provides an empirical contribution to educational psychology research by demonstrating that individual factors play a more dominant role than social factors in explaining academic dishonesty among students in Pasuruan Regency. However, the relatively low coefficient of determination suggests that there are still various other factors that could potentially influence academic dishonesty and have not been analyzed in this study. Therefore, future research is recommended to examine other variables, such as academic integrity, moral

disengagement, self-control, self-efficacy, achievement motivation, and academic culture, to provide a more comprehensive understanding of the factors influencing academic dishonesty among college students.

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