

JOSE RIZAL UNIVERSITY
Graduate School

**THE INFLUENCE OF RELIGIOSITY, INTELLECTUAL ABILITY, AND EMOTIONAL
INTELLIGENCE TO ACADEMIC DISHONESTY BEHAVIOR OF PUBLIC SENIOR HIGH
SCHOOL STUDENTS IN INDONESIA**

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The Faculty of the Graduate School of
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*In Partial Fulfillment
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DOCTOR in EDUCATION*

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CHAPTER I THE PROBLEM AND ITS BACKGROUND

Introduction

Formal Education generally are formal schools, so that the school environment is an educational environment, whose main actors are students and teachers. The purpose of education is the inheritance of values, culture, and potential development, as well as the process of knowledge transfer. However, the phenomenon of cheating in school nowadays have been seen in the National Final Examination (UNAS), this cheating phenomenon occurred in academic year 2008/2009 in nearly all parts of Indonesia.

The Teachers' Fraud: In Java, fraud committed by 33 high school, most of it done by the teacher. Example of fraud committed by a teacher is teacher being a jockey by give the UNAS answer key via SMS. The message is then distributed to students who are following the UNAS. On the Sulawesi Island, Southeast Sulawesi province, district Kendari; one of junior high schools' teacher stole soft copy of UNAS in the printing office. After that they made the answer key. Then, answer key is distributed to all schools in Kendari. On the Sumatra Island, North Sumatra Province, Deli Serdang regency; fraud committed from teachers by not tightened the exam process, so that students are freely asked among their friends, besides the teachers helped by correct students' answers.

Student Fraud: The student purchase the examinations' question for Rp 2 million, then the answer key distributed intensionally. Students use cell phones to share the answers.

As an educator, the teacher must have a religious capacity (religiosity) which is sufficient for its work in passing the values of honesty, good values and bad values, also other actions that violate the rules of religion.

Similarly, when it should be critical in educational concepts, assumptions and facts that are used in the preparation of such curriculum that will be applied to the students, teachers must have sufficient intellectual ability, not only accept a curriculum created by the central education nor directly use it as final curriculum, but the teacher must be able to analyze, recognize, and make approval or disapproval of the suitability from the curriculum with their students based on the environmental conditions

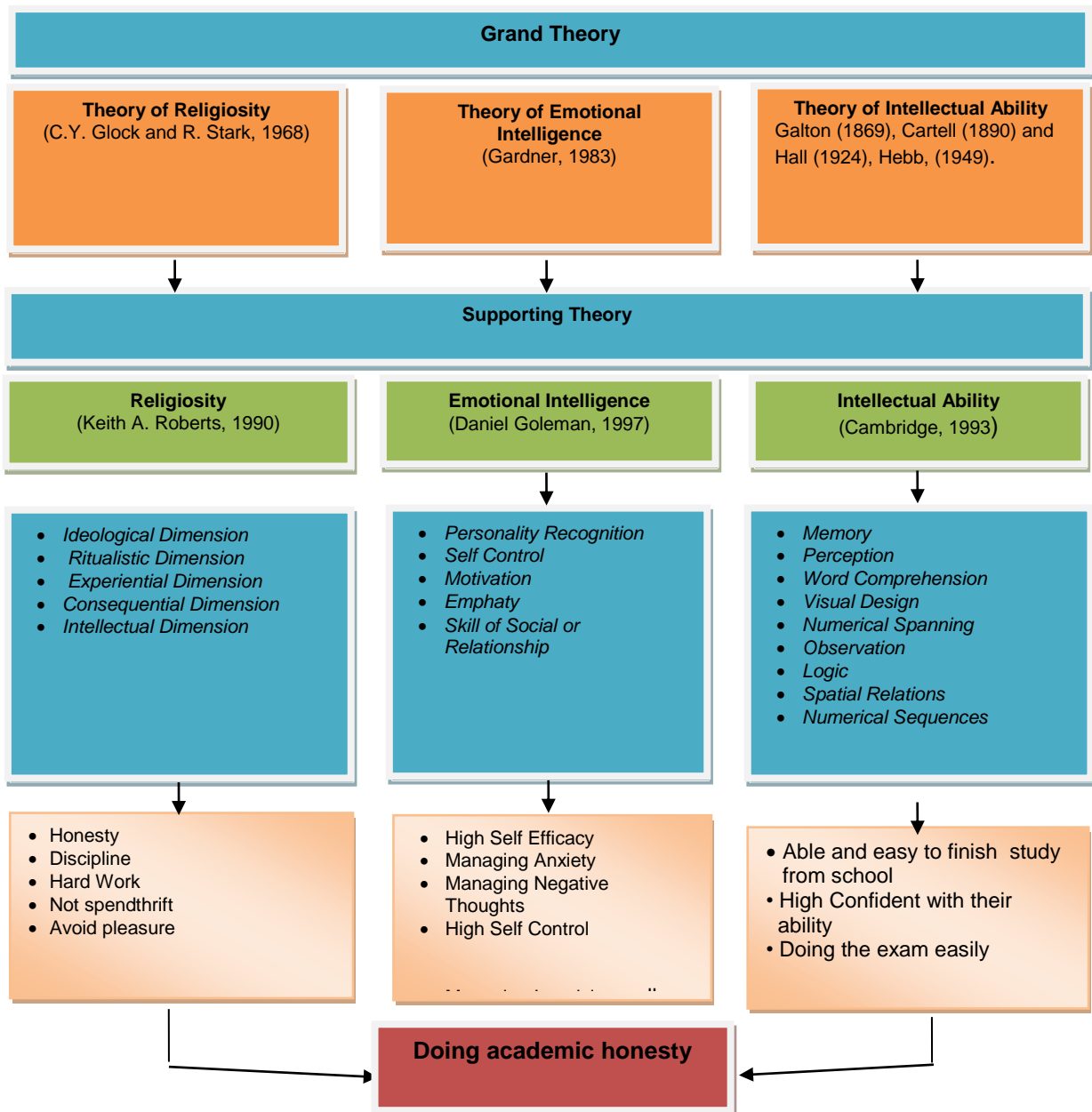
Other major capabilities that must be possessed by teachers or educators who then passed on to their students is emotional intelligence to manage and control the impulses by using the rational mind in dealing with and face the changes. The standardization of the National Final Examination (UNAS) as a graduations' requirement, is one of the changes which must be faced by emotional intelligence for both students and teachers. In order to deal with those changes in accordance with the values that have been handed down in the educational process.

CHAPTER II REVIEW OF RELATED LITERATURE AND STUDIES

Conceptual Framework

This research was inspired by the theoretical formulative theory on religiosity, emotional intelligence and intellectual intelligence, Figure 1.

Figure 1. Conceptual Framework



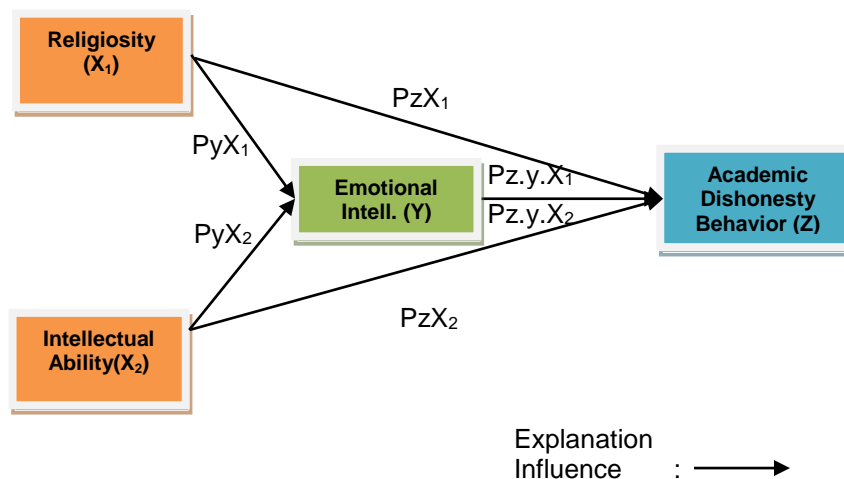
CHAPTER III RESEARCH METHODOLOGY

Research Design

This study aims to determine the influences between religiosity, emotional intelligence, and intellectual ability to academic dishonesty. The study was conducted on students who have carried out a national exam.

Data retrieval in research conducted at the State Islamic University Raden Intan in Lampung Province, Indonesia with the objective observation focused on religiosity, emotional intelligence, intellectual ability, and academic dishonesty. Religiosity conducted in terms of five dimensions from Glock and Stark (Roberts,1990) consist of ideological, ritualistic, experiential, consequential, and intellectual. Emotional intelligence referred in Goleman's (1997) dimensions consist of recognizing emotion, managing mood, motivate yourself, empathy, and relationship. Intellectual ability in this research conducted is based on IQ test from Cambridge (1993) which consists of memory, perception, word comprehension, visual design, numerical spanning, observation, logic, spatial relations, numerical sequences, and creativity. Academic dishonesty's dimensions based on Pavela (1978), Whitley and Keith-Spiegel consist of cheating, fabrication, plagiarism, facilitating, misrepresentation, and sabotage. The design of this study can be seen in the following table:

Picture 3. Research Design



Based on the path diagram above, the equation form of research design is:

$$Z = PyX_1 + PyX_2 + PzX_1 + PzX_2 + Pz.Y.X_1 + Pz.Y.X_2 \epsilon$$

Definition of Operational Variables

Operational definition of variables in this study was described by deriving the theories that have been proposed in chapter two which includes both foreign and local literature, and also based on the results of previous studies. The operational definition of research variables are presented in a certain table as follows:

Table 6. Definition of Operational Variables

NO	Type of Variables	Name of Variables	Operational Definitions	Measure Scale	Measuring Results
1	Independent Variable	Religiosity (X₁) C.Y. Glock and R. Stark, 1968 (Keith A. Roberts, 1990)	<ul style="list-style-type: none"> Represent degree of religious in the truth of religion Trusting the truth of apocalypse Doing the fasting Celebrating religious ceremony Grateful of Allah givenness To be honest to others Helping in heartily Considering the kindness of Allah Enthusiastic to improve knowledge of religion Knowing the rules of religion 	Interval	Very high: <70 High: 80 Medium: 90 Low: >100
2	Independent Variable	Intellectual Ability (X₂) The Cambridge Self Scoring IQ Test. ISBN 1-882330-13-7	<ul style="list-style-type: none"> Memory Perception Word Comprehension Visual Design Numerical Spanning Observation Logic Spatial Relations Numerical Sequences Creativity 	Interval	Genius >130 Superior 120—129 Bright 110—119 Average 90—109 Below Average <90
3	Moderating Variable	Emotional Intelligence (Y) (Daniel Goleman, 1997)	<ul style="list-style-type: none"> Skill which is related with strength of emotion Skill which is related to solving problem Skill which is related to the way of thinking Skill which is related to successfull in academic and work Skill which is related to moral attitude Skill which is related to social interaction 	Interval	Very High: <86 High: 92 Medium: 98 Low: >104
4	Dependent Variable	Academic Dishonesty (Z) Pavela (1978), Whitley dan Keith-Spiegel	<ul style="list-style-type: none"> intentionally using or attempting to use materials, information, or any study aids that are not permitted forgery or intentionally information design or inside citation that are not allowed in an academic training intentionally adopt or reproduce ideas, words, or statements of someone as our own without proper acknowledgment intentionally or consciously helping or attempting to help others giving dishonest reasons for presence in the classroom ("entrusted absent", which can be recognized by the presence of someone who is not attending class) or for late collection of duties Pursue other people's work or harm another student for personal gain, such as intentionally disturbing others who run a trial or destruction of required property which needed by other people 	Interval	Honest: 12 Dishonest: >13

5	Variable Confounding	Age	<ul style="list-style-type: none"> High School age is between 17-25 years 	Nominal	17—18 years : 1 19—20 years : 2 21—22 years : 3 23—24 years : 4 24—25 years : 5
6	Variable Confounding	Gender	<ul style="list-style-type: none"> Gender of students 	Nominal	Male: 1 Female: 2
7	Variable Confounding	School Status	<ul style="list-style-type: none"> Ownership-status of school origin which include of public school or private school 	Nominal	Public : 1 Private: 2
8	Variable Confounding	Schools Origin	<ul style="list-style-type: none"> Per District 1. Bandar Lampung City 2. Municipality of Metro 3. Central Lampung Regency 4. North Lampung Regency 5. West Lampung Regency 6. Waykanan Regency 7. South Lampung Regency 8. Tanggamus Regency 9. Pesawaran Regency 10. Pringsewu Regency 11. Tulang Bawang Regency 12. West Tulang Bawang Regency 13. Mesuji Regency 14. East Lampung Regency 	Nominal	1 until 14
9	Variable Confounding	Majors	<ul style="list-style-type: none"> Grouping of students by their major, include exacta and non-exacta 	Nominal	Exacta : 1 Nonexacta : 2

Hypothesis

The following research hypotheses were tested at the .05 level of significance:

Hypothesis 0:

There are no significant influences between religiosity (X_1), intellectual ability (X_2), and emotional intelligence (Y) with academic dishonesty behavior (Z).

Hypothesis 1:

There are significant influences between religiosity (X_1), intellectual ability (X_2), and emotional intelligence (Y) with academic dishonesty behavior (Z)

Hypothesis 2:

There are significant influences between religiosity (X_1), intellectual ability (X_2), and emotional intelligence (Y) to academic dishonesty behavior (Z) partially and simultaneously.

CHAPTER IV PRESENTATION AND ANALYSIS OF DATA

Hypothesis Test Using Path Analysis

The first step in path analysis is to calculate the path coefficients obtained from the value of the standardized regression coefficient or beta that is the discussion of multiple regression X_1 , X_2 , and Y , as well as the discussion of multiple regression X_1 , X_2 , Y , and Z . beta values contained in the table with the results of the calculation coefficient effect, as follows:

1. Direct Effect

$$X_1 (\text{religiosity}) \rightarrow Y (\text{Emotional Intelligence}) = \mathbf{0.162}$$

$$X_2 (\text{intellectual ability}) \rightarrow Y (\text{Emotional Intelligence}) = \mathbf{-0.069}$$

$$X_1 (\text{religiosity}) \rightarrow Z (\text{academic dishonesty}) = \mathbf{0.008}$$

$$X_2 (\text{intellectual ability}) \rightarrow Z (\text{academic dishonesty}) = \mathbf{-0.102}$$

$$Y (\text{Emotional Intelligence}) \rightarrow Z (\text{academic dishonesty}) = \mathbf{0.048}$$

2. Indirect Effect

$$X_1 (\text{religiosity}) \rightarrow Y (\text{Emotional Intelligence}) \rightarrow Z (\text{academic dishonesty}) = 0.162 \times 0.048 = \mathbf{0.007}$$

$$X_2 (\text{religiosity}) \rightarrow Y (\text{Emotional Intelligence}) \rightarrow Z (\text{academic dishonesty}) = (-0.069) \times 0.048 = \mathbf{-0.003}$$

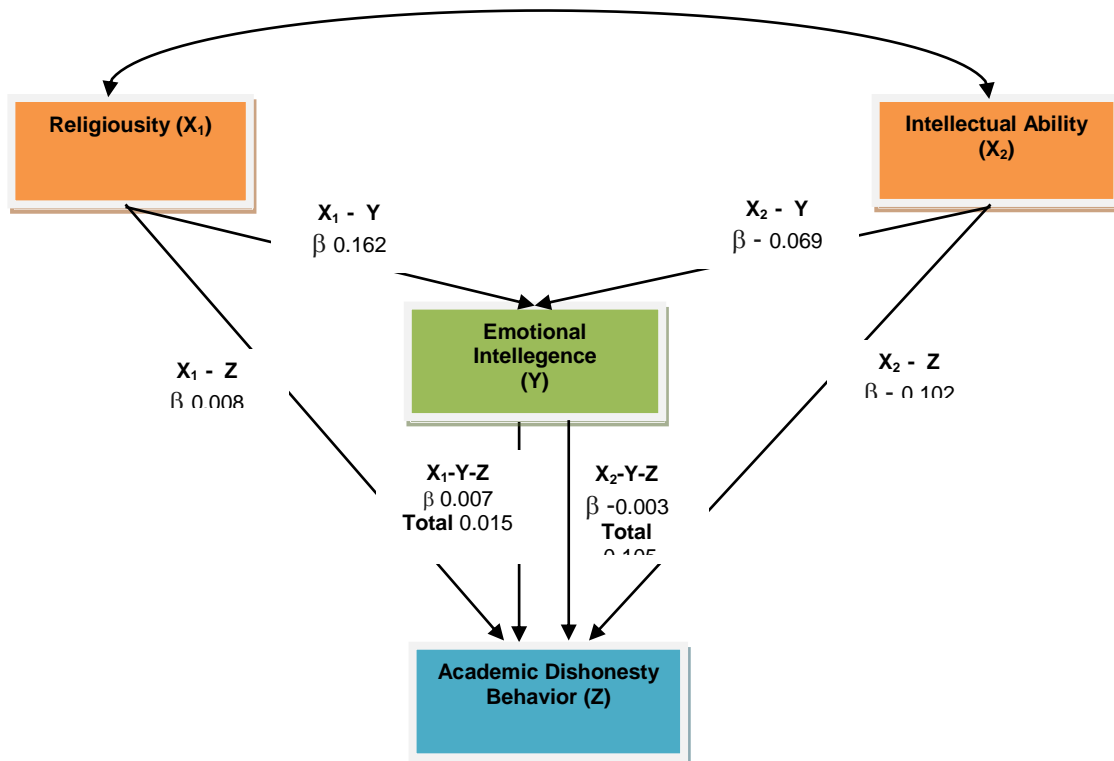
3. Total Effect

$$\text{Effect } X_1 \text{ with } Z \text{ by way of } Y \text{ is the sum of direct effect } (X_1 \rightarrow Z) \text{ and indirect effect } (X_1 \rightarrow Y \rightarrow Z) = 0.008 + 0.007 = \mathbf{0.015}$$

$$\text{Effect } X_2 \text{ with } Z \text{ by way of } Y \text{ is the sum of direct effect } (X_2 \rightarrow Z) \text{ and indirect effect } (X_2 \rightarrow Y \rightarrow Z) = (-0.102) + (-0.003) = \mathbf{-0.105}$$

The results of path analysis can be seen in Chart output ($p < 0.05$) below:

Figure 12. Recapitulation of the results of Path Analysis



Path analysis is to look at the influences of hypothesis which proposed, as follow:

Hypothesis 0:

There are no significant influences between religiosity (X_1), intellectual Ability (X_2), and emotional intelligence (Y) to the academic dishonesty behavior (Z).

Hypothesis 1:

There are significant influences between religiosity (X_1), intellectual Ability (X_2), and emotional intelligence (Y) to the academic dishonesty behavior (Z).

Hypothesis 2:

There are significant influences between religiosity (X_1), intellectual Ability (X_2), and emotional intelligence (Y) partially and simultaneously to academic dishonesty behavior (Z) partially and simultaneously.

Data Interpretation

The table below refers to the percentage of degree of religiosity, intellectual ability, and emotional intelligence which have by overall sample:

Table 36. Percentage of Data

Nu	Kind of Percentage	Kind of Level		
		High	Middle	Low
1	Percentage of Level of Religiosity	6%	51%	43%
2	Percentage of level of intellectual ability	18,5%	52%	25,5%
3	Percentage of level of emotional intelligence	4,5%	23,5%	72%

This percentage is done to simplify the determination of level of each variable which is have by respondents. Furthermore, from the table above can be concluded that overall sample have a low level of religiosity, intellectual ability, and emotional intelligence.

Based on regression I (one) analysis, simultaneously Religiosity (X_1) and Intellectual Ability (X_2) have significant influences and positive relation on Emotional Intelligence (Y). The influence of Religiosity and Intellectual Ability on Emotional Intelligence is at 3,5%. in others words, Emotional Intelligence is influenced by others factor by 96,5%.

Daniel Goleman states that emotional intelligence is the ability to manage and control own emotions, which include in the area of human emotion are: anger, sadness, fear or anxiety, impulses to surrender, optimism, feeling that others feel or empathy, and social relationships. Increased anger or become upset; or even become not angry; and not dissolve in sadness; and maintaining optimism depend on the ability to use our mind to divert the anger, sadness, or maintain optimism. Likewise, feeling what other people feel (empathy) and keeping social relationship which are needed to direct mind toward the emotions, and in this case small habituation even as a baby is an important factor for a person to have the ability in using their mind to direct the emotions.

Of course the ability of controlling and directing mind reflect the level of intellectual ability. This statement is in accordance with the two factors theory of Spearman. Based on this theory, Intellectual Ability can be defined as general ability to think and consider something. The two factors are "g" or general factor and "s" or specific factor. The general factor is at work in all intellectual activities whereas the specific factor is only involved in specific activities and dependent on the general factor.

Another theory which defines intellectual ability is Glover and Bruning (1990:102) theory. Glover and Bruning divided the theory of intelligence into two major groups: the theory which puts by the psychometric experts and the theory put up by information processing experts. Generally, the psychometric experts emphasize more on how to measure intelligence and predicts other accomplishments, such as learning in the classroom. Instead, the information processing experts emphasize on the thinking process. Basically, there are no significant differences result between the psychometric experts and the information processing expert. This is proven by research conducted by

Hunt, Ellis, Stenberg, and some of their colleagues. Therefore, it is not a problem which expert's opinion will be used.

The two theories above and other theories which define Intellectual Ability show that there is an ability for using mind and processing mind. However, partially, a high level of intellectual ability do not necessarily produce a high level of emotional intelligence.

The ability of using mind must be coupled with an awareness of and adherence to the values of kindness. The mind should be tied-up with the "good" heart to produce the "good" mind. This circumstances of awareness of and adherence to the values of kindness or "good" heart is called religiosity. This statement is the explanation of significance and positive relation of religiosity (X_1) and intellectual ability (X_2) on emotional intelligence simultaneously.

Partially, religiosity (X_1) has significant influences and positive relation on emotional intelligence (Y), but intellectual ability (X_2) has no significance influences and positive relation on emotional intelligence (Y). A person with high intellectual ability means high ability or skills of some factors, such as in numerical ability, memory, and fluency in speaking where those factors are being together to perform good behavior. Those factors that become primary abilities are verbal comprehension, word fluency, number, space, associative memory, perceptual speed, induction or general reasoning. (Multy-factor theory by Thurstone). Of course having high scores in those factors of intellectual ability means having an ability of using mind and processing mind (Glover and Burning Theory).

However, emotional intelligence needs more than the ability of intellectual, it needs such a circumstance of religiosity in oneself. This statement in accordance with definition of religiosity of Al-Ghazali (Al-Ghazali; Walter James Skellie, 1977: xxix), that is the heart of man has two kinds of knowledge: intellectual and religious. Religious knowledge is the knowledge of Allah, His attributes and His acts. It is accepted with authority by the common people as dogma in a blind and unreasoning fashion which has in it nothing of direct inspiration. To people of deep religious experience, however, this knowledge is given directly. Both intellectual and religious knowledge are needed and neither one is sufficient without the other.

Furthermore, the reason of Emotional Intelligence is influenced by other factor by 96,5% can be explained by statement of Goleman, that is Emotional intelligence can be influenced by one's environment, even educational environment based on emotional health can help teachers establish better educational atmosphere. Humans who are only smart intellectually can not be developed into a whole person if he is unable to interact with others. Emotional intelligence can be learned and improved throughout life.

Furthermore, all respondent had done an academic dishonesty behavior (Z). The most number of reasons done in an academic cheating of respondents are: *first*, as much as 115 respondent felt couldn't done the test by them self. That feeling of inability came from there were no motivation for studying inside respondent self. *Second*, as much as 111 respondent in state of panic during the test, due to fear of failed from the test, and fear of getting bad or low grade. Thus, psychologically all respondent had

done academic cheating because of individual factor that is, no motivation of studying and didn't have strong self confidence.

This respondent reasons in accordance with previous research on academic dishonesty behavior by Fin & Frone (2004) that is, self-control is needed when considering the positive or negative attitude. Self-control affects in tendency to cheat on students. Self-control will be lead by Self-image. Lack of self pride, laziness, lack of responsibility and personal integrity, will lead to lack of self-control. Mentioned by Boodish (1962, in Bushway& Nash, 1977) One of self- control is keep from ambitiousity, because ambitious can affect a good student to cheat.

Based on the conclusion of previous research on academic dishonesty behavior above, when one does an academic dishonesty behavior it meant lack of self-control. Self-control is a circumstance to manage and control self-emotion, or what is also known as emotional intelligence.

Thus, when one has a low level of emotional intelligence, they will do an academic dishonesty behavior. This statement is shown by the result of path analysis that is, emotional intelligence (Y) has direct influences on academic dishonesty behavior (Z). Furthermore, a person could have a high level of emotional intelligence if simultaneously have a high level of religiosity and intellectual ability. However, having a high level of intelligence ability not necessarily have a high level of emotional intelligence. This statement is shown by the result of analysis of regression I and the result of analysis of regression II.

CHAPTER V FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

1. **Multiple regression I** shows that only 3.5% of Y variable (emotional intelligence) can be explained by the changes of X_1 variable (religiosity) and X_2 (intellectual intelligence). It concluded that emotional intelligence variable is influenced by other factors as 96.5%;
2. Simultaneously, independent variable significantly influence dependent variable. It can be defined that if both X_1 (religiosity) and X_2 (intellectual intelligence) together is improved, it will increase Y (emotional intelligence);
3. Partially independent variable X_1 (religiosity) has a significant effect on the variable Y (emotional intelligence). While the independent variable X_2 (intellectual intelligence) partially does not give a significant effect on the variable Y (emotional intelligence);
4. **Multiple regression II** shows that only 1.4% of the variance Z (academic dishonesty) can be explained by the changes of variables X_1 (religiosity), X_2 (intellectual intelligence), and Y (emotional intelligence), and it also means that the academic dishonesty variable was influenced by another factor as 98.6%;
5. Simultaneously, independent variables were not significantly influenced the dependent variable. This means that if X_1 (religiosity), X_2 (intellectual intelligence), and Y (emotional intelligence) are enhanced together then it will not affect Z (academic dishonesty).
6. In partial X_1 (religiosity), X_2 (intellectual intelligence), and Y (emotional intelligence), these three variables were not influential and significant to the variable Z (academic dishonesty);
7. **Path analysis** in Direct Effect, shows that X_1 (religiosity) has a direct influence on Y (Emotional Intelligence) as 0.162, that X_2 (intellectual ability) has a direct influence on Y (Emotional Intelligence) as -0.069, the X_1 (religiosity) has direct influence on the Z (academic Dishonesty) as 0.008, that X_2 (intellectual ability) has a direct influence on Z (academic Dishonesty) at -0.102, that Y (Emotional Intelligence) has a direct influence on Z (academic Dishonesty) as 0.048;
8. Indirect Effect shows that X_1 (religiosity) to Z (academic Dishonesty) through Y (Emotional Intelligence) has an indirect effect by 0.007, while the X_2 (religiosity) to Z (academic Dishonesty) through Y (Emotional Intelligence) has the indirect effect of (-0.003);
9. Total Effect for X_1 (religiosity) to Z (academic Dishonesty) through Y (Emotional Intelligence) gives a total effect of 0.015, while the influence of X_2 (intellectual ability) to Z (academic Dishonesty) through Y (Emotional Intelligence) has a total effect (- 0105).
10. Forty percent of the respondents have low level of religiosity, 67% respondents have middle level of intellectual ability, 67% respondents have low level of emotional intelligence.

Conclusion

1. Students of Public Senior High School in Indonesia have low level of religiosity, have middle level of intellectual ability, and have low level of emotional intelligence.
2. Students of Public Senior High School committed academic dishonesty behavior during examination which is need mastering of the whole subjects. Whereas students committed academic dishonesty behavior come up from the low level of emotional intelligence.
3. A person could be have a high level of emotional intelligence if simultaneously have a high level of religiosity and intellectual ability, however, having a high level of intellectual intelligence not necessarily have a high level of emotional intelligence;
4. Partially, a high level of intellectual ability not necessarily could produce a high level of emotional intelligence;
5. When one has a low level of emotional intelligence, they will do an academic dishonesty behavior.

**DEVELOPMENT PROGRAM FOR THE PROMOTION OF ACADEMIC HONESTY,
PREVENTION OF EXAMINATIONS CHEATING, AND INTERVENTION
THROUGH COUNSELLING AND GUIDANCE**

General Objectives:

This development plan is in response to the findings of the present study conducted by the researcher. In view of the findings made, this plan is so formulated to address the growing concern to:

1. promote academic honesty;
2. prevent examinations cheating; and
3. counsel and guide the students

While it is also important to understand the underlying reason why there exists academic dishonesty among the students, all the stakeholders should work hand in hand.

Specific objectives:

In the school level:

1. To help the students cope up with the pressure brought up by academic requirements, peer, and loose religiosity;
2. To promote intellectual discussions among the students; and
3. To put premium consideration on the emotional stability of the students before, during, and after the examination

ACTIVITIES	FOCAL PERSONS	PERFORMANCE INDICATORS	TIME FRAME	OTHER CONSIDERATIONS
1. Creation of government's regulation regarding to the punishment of doing academic dishonesty behavior for students, teachers, and also the schools	Government through the Department of Education <hr/> School administrators <hr/> Teachers	Government regulation is in placed. Zero case of academic cheating	Year-round <i>(the time it is already institutionalized, just monitoring and enhancement of the program when needed)</i>	May be revised when needed
2. Giving strictly punishment of doing academic dishonesty behavior for students, teachers, and also the schools	School administrators <hr/> Guidance counselors <hr/> Advisers / Teachers <hr/> Parents	Apprehension of the wrong doing. No case of unpunished / uncounseled students, teachers, and / or school		This may be harsh, but sometimes "carrot and stick" rule should be upheld in order to deter students from further commission of cheating.
3. Evaluation on learning	Guidance	80%-100% passing		This should be regularly

<p>process not only based on cognitive, but also held by affective or portfolio-evaluation model</p>	<p>counselors</p> <hr/> <p>Advisers</p>	<p>rate of the students in all subjects during school, local, regional, or national tests</p>	<p>Year-round</p>	<p>monitored. Portfolio-evaluation model should cover all the necessary areas in order to maximize the potential of each student as they take examinations</p>
<p>4. Leveling up awareness of the stakeholders on the bad impact of doing academic misbehavior to all students, teachers, and schools; which conduct by all education stakeholders</p>	<p>Government</p> <hr/> <p>School administrators</p>	<p>100% of the stakeholders are informed of the bad impacts of academic misbehavior.</p>		<p>Holistic promotion of the students' characterization is needed. It is where the variables of the findings will be worthy to mention. Students should be aware of not conducting themselves honestly. Also, their wrong doing will adversely affect the image of the school or district or province.</p>
<p>5. Supporting the changes of education curriculum, which still have not take affective dimension as part of efforts to increase students' emotional intelligence</p>	<p>Guidance counselors</p> <hr/> <p>Advisers</p> <hr/> <p>Peer group</p> <hr/> <p>Parents</p>	<p>100% government support to the curriculum change</p> <p>100% of the school administrators, teachers, and students are working together to prevent academic cheating</p> <p>No case of academic cheating</p>		<p>Schools are the ones to promote the honesty through:</p> <ol style="list-style-type: none"> 1. religiosity 2. intellectual dimension 3. emotional intelligence <hr/> <p>Regular enrichment of the curriculum must be scheduled.</p> <p>The curriculum should not be "heavy" or "loaded" so that students will not be afraid to learn and take the examinations by themselves.</p>

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