



ACADEMIC INTEGRITY MODEL DEVELOPMENT TO IMPROVE PSYCHOLOGICAL WELL-BEING

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ARTICLE INFO	ABSTRACT
Published: March 25th, 2023 Keywords: teacher support, religiosity, peer support, academic integrity, psychological well-being	<i>Education stakeholders in this nation have paid some attention to the issue of academic dishonesty, but it is insufficient. The nation's residents' psyche is affected by the unfavorable influence sooner or later. This study aims to develop a model that explains how academic integrity is influenced by teacher support, religiosity, and peer support, to improve students' psychological well-being. The data was obtained through a survey of 110 SMAK Bhakti Luhur Malang students and was analyzed using variance-based structural equation modeling, or partial least squares model (PLS-SEM). The preliminary result shows that teacher support, religiosity, and peer support, simultaneously or partially gave a significant effect on the academic integrity ($Pr > F = 0.000 < \alpha$ ($\alpha = 0.05$). The second evaluation of the structural model shows that teacher support, religiosity, peer support, and academic integrity simultaneously gave a significant effect on the psychological well-being. However, peer support gave no significant effect on the psychological well-being. The conclusion entails that teacher support, religiosity, and peer support play prominent roles in the formation of students' academic integrity which in turn will affect students' psychological well-being.</i>

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INTRODUCTION

The problem of academic dishonesty has received attention from education stakeholders in this country, but it is not adequate. Whereas sooner or later, the negative impact affects the mentality of the citizens of the nation. There have been many cases of the behavior of officials who used fake diplomas. One of them, in 2015, the Minister of Research, Technology and Higher Education mentioned that there were 187 owners of fake diplomas, alumni of the University of Berkley Michigan America on Proclamation Street, Menteng, Central Jakarta. The Minister of Research, Technology and Higher Education also suspected dozens of universities of trading fake diplomas (Linggasari, 2015). Cheating later in life can also be assessed as a consequence of tolerating academic cheating (Razek, 2014). Dishonest behavior in the academic world undermines academic integrity, because the concept of honesty is part of the moral values that support the concept of academic integrity.

In the midst of educators' efforts to develop students' academic integrity, unexpectedly, the Covid-19 pandemic has hit the world. The presence of technology into the world of education is like a two-face coin, becoming a blessing as well as a disaster because academic cheating has become easier. This is also revealed through exploratory studies, where teachers once found several students presenting exactly the same answer. It is true what Szabo and Underwood said (2004) that academic cheating can be triggered not only by personal factors but also by situational factors. However, whatever the factor, schools should not take it seriously. Because, when students

try to optimize psychological functioning through involvement in the correct learning process, in the end it produces psychological well-being of students. Psychological well-being of students can be achieved through cooperation among various elements of the academic community. Under those ideal conditions each individual involved can optimize the aspects of "having, loving, being, and health" (Konu & Rimpelä, 2002). Unfortunately, research examining the link between academic integrity and psychological well-being using the Harzing's Publish or Perish app, does not seem to have done much. Ramdani and Prakoso (2019) who examined "the influence and contribution of academic integrity on student welfare" in the city of Bandung, concluded that "academic integrity moderately affects the welfare of students in schools". Meanwhile, examining student well-being in a school context, concluded that factors that can improve student well-being internally include adaptability, learning orientation, self-assessment, and personal characteristics; Meanwhile, external factors that can improve student welfare include student teacher relations, children-parent relationships, friend relationships, and an environment that supports discipline. (Ianah et al., 2021)

It is undeniable that the role of teachers and peers contributes to the academic integrity and psychological well-being of students. Hsieh et al. (2008) reminding that the orientation of students' goals in learning is also shaped by the student's perception of his or her learning environment. This is easy to understand, because a person is said to have integrity if he acts in accordance with the values and beliefs he holds. Research of Herlyana et al. (2017) about "the influence of religiosity and spirituality on academic cheating of students of Ganesha Singaraja University of Education", found there was a "negative" influence. If the religiosity is high, the academic cheating is low. The same result was found in the research of Arifah et al. (2018) on "all students of Accounting Education at Semarang State University". Therefore, researchers see the need to develop a "model" of academic integrity to improve students' psychological well-being."

The central question in this study is, "Does teacher support, religiosity, and peer support affect academic integrity?" In addition, "Does teacher support, religiosity, peer support, and academic integrity affect student psychological well-being?" The purpose of this study is to develop a model that explains how academic integrity is influenced by predictor variables to improve the psychological well-being of students of the object of study. This research instrument is entirely developed (not adapted), so it has a theoretical contribution to future research.

METHOD

This research applied the quantitative approach with survey design, and the analysis unit was individual students of SMAK Bhakti Luhur Malang totaling 150 people. By the formula of Isaac and Michael (1981 in Sugiyono, 2007), obtained a sample of 108.080126041 fulfilled into 110. Based on function in intervariable relationships, the exogenous variables of this study are teacher support (X_1), religiosity (X_2), and peer support (X_3), and endogenous variables are personal integrity (Y_1) and psychological well-being (Y_2). Judging from the direction of the relationship between latent variables and indicators, the variables of teacher support (X_1), religiosity (X_2), personal integrity (Y_1) and psychological well-being (Y_2) are variables with

reflective indicators; and the peer support variable (X_3) is a latent variable with formative indicators.

The operational definition of the variables in this study is: (1) Academic integrity (Y_1) is a moral principle that is a reference for students in an academic environment, including, among others, honesty, fairness, appreciation, responsibility, and courage developed by the school; (2) psychological well-being (Y_2) is the level of psychological well-being felt by students, characterized by the ability to accept themselves as they are, form warm relationships with others, withstand social pressures, have the ability to control the external environment, live purposefully, and are able to develop their potential; (3) teacher support (X_1) is the perception of students as a result of an assessment of their teacher who cares, motivates, gives help, shows a polite attitude in dealing with students; (4) religiosity (X_2) is a student's perception as a result of perceptions of himself, including religious beliefs, religious practices, religious feelings, religious knowledge, and religious effects; and (5) peer support (X_3) is a student's perception of peer support, both related to academic and non-academic issues, that includes emotional support, instrumental support, evaluation support, and information support.

RESULT AND DISCUSSION

First Structural Model Evaluation

Evaluate this first model to look at the effect of teacher support, religiosity, and peer support on academic integrity. Obtained $Pr > F = 0.000 < \alpha$ ($\alpha = 0.05$), meaning that there is a significant influence of all three predictors simultaneously on academic integrity. Judging from the value of the coefficient of determination (R^2), it states an R^2 value of 0.464, which indicates the magnitude of the influence of the three predictors on academic integrity can be classified as "moderate" (Latan & Ghazali, 2013). Based on partial testing of academic integrity, the teacher support t-statistics score was 2.627 with a value of 0.212, and the effect size (f^2) was 0.065; T-statistics religiosity of 2.468 with a value of 0.176, and effect size (f^2) of 0.057; and peer-support T-statistics of 6.751 with a value of 0.544, and an effect size (f^2) of 0.430. All predictor variables indicate a t-statistics value $>$ t-table of 1.96 (t-table significance 5% = 1.96), which means it has a significant effect on academic integrity. A summary of these values can be seen in the following table.

Table 1. Relationship of predictor variables with Academic Integrity (Y_1)

No.	Predictor Variables	t-statistics	Value	Effect size (f^2)
1.	Teacher support	2,627	0,212	0,065
2.	Religiosity	2,426	0,176	0,057
3.	Peer support	6,751	0,544	0,430

Referring to the table above, the effect size value (f^2) of peer support as the largest, followed by teacher support, and religiosity as the smallest. The regression equation of this first structural model is:

$$\text{Academic Integrity} = 0.212147569848786 * \text{Teacher support} + 0.176144787956516 * \text{Religiosity} + 0.543902836643947 * \text{Peer support}$$

Evaluation of the Second Structural Model

Evaluate this second structural model to determine the influence of teacher support, religiosity, peer support, and academic integrity on psychological well-being. Obtained $Pr > F = 0.000 < \alpha$ ($\alpha = 0.05$), meaning that there is a significant influence of all four predictor variables simultaneously on their endogenous variables (Psychological well-being). When viewed from the value of the coefficient of determination (R^2), it states that the value of R^2 is 0.677 which proves the magnitude of the influence of the four predictors simultaneously on psychological well-being can be classified as "substantial" (Latan & Ghazali, 2013). Based on partial testing of psychological well-being, teacher support t-statistics score of 2.489 with a value of 0.162, and effect size (f^2) of 0.059; t-statistics religiosity of 2.284 with a value of 0.131 and effect size (f^2) of 0.050; and peer support t-statistics of 1.807 with a value of 0.136 and effect size (f^2) by 0.031; and T-Statistics of academic integrity of 8.157, with a value of 0.618, and an effect size (f^2) of 0.634. It turns out that there are three variables with a t-statistics value greater than the t-table value of 1.96 (t-table significance 5% = 1.96), namely teacher support, religiosity, and academic integrity, which means they have a significant effect on psychological well-being. Meanwhile, for the peer support variable, the t-statistics value is smaller than the t-table value of 1.96 (t-table significance 5% = 1.96), meaning that peer support has no significant effect on psychological well-being. A summary of these values can be seen in the table below.

Table 2. Relationship of Predictor Variables with Psychological Well-Being (Y2)

No.	Predictor Variables	t-statistics	Value	Effect size (f^2)
1.	Teacher support	2,489	0,162	0,059
2.	Religiosity	2,284	0,131	0,050
3.	Peer support	1,807	0,136	0,031
4.	Academic integrity	8,157	0,618	0,634

Referring to the table above, the effect size (f^2) value of the academic integrity variable as the largest, followed by teacher support, religiosity, and peer support as the smallest. The regression equation of this second structural model is:

$$\text{Psychological well-being} = 0.161814058249465 * \text{Teacher support} + 0.130746740658104 * \text{Religiosity} + 0.135823676787342 * \text{Peer support} + 0.618000616291345 * \text{Academic Integrity}$$

Evaluation of the goodness of fit, often abbreviated as GoF index, as recommended by Tenenhouse et al. (2005; in Yamin & Kurniawan, 2011), whose range is between 0 and 1, when obtained a value of 0.1 (small GoF); 0.25 (moderate GoF); and 0.36 (large GoF). Referring to the Goodness of fit index (1) table, it was shown that absolute GoF was 0.602. In accordance with the classification of GoF as proposed by Tenenhouse et al. then the goodness of fit of this research

model proved to be "large." A large GoF is a clue to the degree of compatibility between the data and the model.

Referring to the results of the hypothesis test, it is proven that all simultaneous hypotheses are accepted, but in partial relationships, it is proven that peer support has no effect on psychological well-being in the academic integrity model of SMAK Bhakti Luhur Malang students. Reviews of the "fate" of the hypothesis, discussed in a row the following.

Teacher Support, Religiosity, and Peer Support Affect Academic Integrity in the Academic Integrity Model of SMAK Bhakti Luhur Malang Students

The acceptance of this simultaneous hypothesis supports the earlier theoretical view, that in the educational environment there are mutually influencing interactions. The educational environment will be successful, if in it there is a mutual respect (The International Center for Academic Integrity (ICAI), 2007). It is not yet clear "why" students behave fraudulently in academic careers, but according to Gerdeman (2000) from various literature, it is identified that student dishonesty factors can be grouped into four, namely related to individual characteristics, peer group influences, instructor influences, and institutional policies. That is, students behave fraudulently or not, strongly influenced by social factors. If the social environment emphasizes basic moral values then students also tend to try to make it happen.

Partially, teacher support affects academic integrity. Students who feel supported by the teacher have a more positive motivational orientation when completing schoolwork (Bru et al., 2010). Students who feel they receive social support from their teacher are more likely to adjust to the expectations of the teacher, which in turn reduces the involvement of students in disruptive and deviant behaviors (Wang & Eccles, 2012). The results of this study prove that if teacher support is high, then academic integrity will also increase. Conversely, if teacher support is low, academic integrity will also decline. These findings are in line with findings of Teodorescu and Andrei (2009) in Romania, that peer influence is stronger on students' intentions to cheat, yet it is almost impossible to combat dishonesty without the support of educators and educational institutions. Next, religiosity has also proven to have a positive effect on academic integrity. This means that if the religiosity of students in the learning process is high, then academic integrity will also increase. Conversely, if the religiosity of students in the learning process is low, then academic integrity will also decrease. The results of this study correspond to findings of Khan et al. (2019) in Pakistan, which found that religiosity is negatively correlated with cheating behavior. That is, if the religiosity of students in the learning process is low, then their cheating behavior will increase. Conversely, if the religiosity of students in the learning process is high, then their cheating behavior also tends to decrease. Furthermore, related to the influence of peer support, in adolescence is an important source in providing support (Kiran-esen, 2012). This research proves that peer support has a positive effect on academic integrity, even the most influential. It can be concluded that if peer support in the learning process is high, then academic integrity will also increase.

Conversely, if peer support in the learning process is low, then academic integrity also tends to decline. The results of this study correspond to the results of previous studies, which show that students in most educational institutions are of the view that cheating is a common behavior even though the institution's policy prohibits it (McCabe et al., 2002). McCabe et al. (2002) found evidence that students' perceptions with regard to peer behavior are the best predictors of academic dishonesty regardless of whether or not there is a code of honor. McCabe and his colleagues concluded that academic culture was a major driver for the perception of academic cheating and dishonesty. The same was also expressed by Teodorescu and Andrei (2009) that the intention to cheat was higher when students reported higher incidents of cheating among their peers. Thus, the student behaves fraudulently or not, greatly influenced by the magnitude of the support of his peers.

Teacher Support, Religiosity, Peer Support, and Academic Integrity Affect Psychological Well-Being in the Academic Integrity Model of SMAK Bhakti Luhur Malang Students

The simultaneous acceptance of this hypothesis gives an idea of the individual's evaluation of himself and others. Ryff (1989) as an important figure behind the development of psychological well-being theory also revealed two factors that influence psychological well-being, namely related to demographic factors and social factors. This accepted simultaneous hypothesis, proves the correctness of the views of a number of earlier theorists, that student beliefs are shaped by the student's perception of his learning environment (Hsieh et al., 2008), and the most important social environment is parents, peers and teachers (Frenzel et al., 2007). The results of Munandar et al. (2022)'s study confirm the findings of the study that there is a significant correlation between the variables of social support and psychological well-being in PGSD students of Muhammadiyah Palangkaraya University during online learning. The same thing was also discovered by Malko and Yalçın (2015) in Turkey, that psychological well-being is predicted statistically by resilience, coping, and social support sourced from family, friends, and from significant others.

Partially, the teacher support variable has been shown to affect psychological well-being. Teacher support can appear in different forms, such as helping student tasks by showing concern and concern for the safety and well-being of students (Mitchell & DellaMattera, 2010). Based on data analysis, it is proven that teacher support has a positive effect on psychological well-being. This means that if the teacher's support in the learning process is high, then the psychological well-being of students also increases. Conversely, when teacher support in the learning process is low, psychological well-being also tends to decrease. The results of Anjum (2022)'s study are in line with findings that prove that the perception of social support towards students has a significant and positive correlation with the dimensions of psychological well-being. Similar results were also found by Lo-oh and Ayuk (2018) that teachers' involvement to affect the psychological well-being of students experiencing academic stress at the University of Buea – Cameroon. Thus, it can be concluded, the teacher's support has a significant clear power towards the psychological well-being of the student object of study.

Based on the results of the data analysis of this study, religiosity has also been shown to have a positive impact on psychological well-being. Religiosity is a factor involved in the management of health, even in today's modern world, where science is considered to have replaced belief systems. It is undeniable that religiosity can be used as a resource for individuals in achieving psychological well-being. In religious people it is reported to be happier and more satisfied in living life compared to non-religious people (Diener et al., 1999). Religiosity, which is proven to have an influence on psychological well-being in the academic integrity model of SMAK Bhakti Luhur Malang students, means that if the religiosity of students in the learning process is high, then psychological well-being will also increase. Conversely, if the religiosity of students in the learning process is low, psychological well-being will also decrease. The results of this study confirm the findings of Supriatna and Septian (2021) which revealed that the religiosity variable was shown to have an effect on students' psychological well-being during the Covid-19 pandemic. However, it differs from the findings Sozer and Eskin (2022) in Turkey, which states that religiosity is negatively related to psychological well-being variables.

Analysis of research data also shows that peer support has no significant influence on psychological well-being. Papalia et al. (2009) argue that peers are a source of affection, understanding, sympathy, and moral demands. On the contrary, negative experiences with others such as having conflicts in relationships with peers are associated with a decrease in psychological well-being (Holder & Coleman, 2007). Based on the results of data analysis in this study, it was found that peer support was shown to have no significant effect on psychological well-being. That is, although theoretically peer support affects psychological well-being, the sample of this study does not succeed in proving the theory. The results of this study also confirmed findings using (John, et al., 2018) several electronic databases, including Medline, Embase, British Education Index, Australian Education Index, PsychINFO, and Applied Social Sciences Index and Abstracts, concluding there was no evidence that peer support improved student mental well-being. However, the results of Suresh et al. (2021)'s study using three electronic databases (PubMed, Web of Science, and Google Scholar) found evidence that overall peer support can be beneficial for improving mental health during the Covid-19 pandemic. The existence of conflicting research results shows the need for additional research in the future.

Interesting findings relate to the influence of academic integrity on psychological well-being. Based on the results of the data analysis of this study, academic integrity has proven to have a significant effect on psychological well-being in the academic integrity model of SMAK Bhakti Luhur Malang students. That is, if the academic integrity of students in the learning process tends to be high, then psychological well-being also increases. The opposite condition occurs, namely if the student's academic integrity in the learning process is low, psychological well-being will also decrease. According to there is no single theoretical approach that dominates academic integrity research. The results of Eaton and Turner's (2020) research concluded that the relationship between academic integrity and psychological well-being has not been fully explored and understood, especially with the emergence of the concept of e-proctoring (e-proctoring), which is also called online proctoring. However, in this study it was proven that academic integrity was shown to show

a significant influence on psychological well-being. These findings are in line with research of Ramdani and Prakoso (2019) in Bandung, which concluded that academic integrity has a moderate effect on student well-being.

In the hope of obtaining a relatively well-established picture of the student's academic integrity model, it would be nice for future studies to cover a population with a broader level and type of education.

CONCLUSION

Based on inferential statistical analysis of the proposed hypothesis, teacher support, religiosity, and peer support, both in simultaneous and partial relationships affect the academic integrity of SMAK Bhakti Luhur Malang students. In addition, teacher support, religiosity, peer support, and academic integrity were also found to have an effect on psychological well-being, but partially peer support was proven to have no significant influence on the psychological well-being of SMAK Bhakti Luhur Malang students. Referring to the results of testing predictive relationships between variables, both simultaneously and partially, so that the results of the study "development of an academic integrity model to improve psychological well-being," this is "the academic integrity of students is influenced by teacher support, religiosity, and peer support. Meanwhile, students' psychological well-being is influenced by teacher support, religiosity, and academic integrity.

The suggestions that can be put forward, both for practical purposes and for the benefit of future research, include: (1) for schools, it has been proven that peer support has the most influence – compared to teacher support and religiosity – on academic integrity, while academic integrity has also been shown to have the most effect compared to other predictor variables on student psychological well-being. This means that the findings of this study are very worthy of consideration as input for policymakers in schools. For example, to increase opportunities for mutual support among peers, school programs should reflect participatory decision-making involving students; (2) for teachers, it has been proven that teacher support has a significant effect, both on academic integrity and psychological well-being of students. Therefore, when the teacher learns of a student's positive behavior, no matter how simple it is, the teacher should give feedback as soon as possible; (3) for students, it has been proven that peer support has the most effect on academic integrity, and academic integrity has also been shown to have the greatest effect compared to other predictor variables on student psychological well-being. That is, peer support in influencing academic integrity is decisive. Therefore, it is very important to make oneself a positive model of behavior, as well as to make friends a source of social support.

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