RELIGIOSITY AS A MEDIATOR BETWEEN SELF REGULATED LEARNING AND ACADEMIC INTEGRITY

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ABSTRACT

The purpose of this study was to determine the effect of self-regulated learning on student academic integrity with religiosity as the moderator variable. The approach used in this research was correlational causality. Using three measurement scales (self-regulated learning scale, academic integrity scale and religiosity) for 380 respondents, the results showed that self-regulated learning affected academic integrity with religiosity as a moderator variable of 54.2%. Based on the results obtained, it showed the effect of self-regulated learning on academic integrity in students in the form of a positive relationship. It means that the higher the level of self-regulated learning in students, the higher the level of academic integrity will be. Religiosity as a moderator variable in this study strengthened the influence of self-regulated learning variable on student academic integrity.

Keywords: Self-Regulated Learning, Academic Integrity, Religiosity

INTRODUCTION

Education plays an important role in human life. With education, life becomes directed, decisions are made wisely, and in general, human civilization changes for the better (Sarbini, 2020). Students are an asset to the nation's generation as academic beings who have abilities in terms of knowledge and skills. Students have three main roles, namely agent of change, social control, and iron stock. But in reality, there are moral problems in the world of education, especially in students, namely the phenomena of cheating, plagiarism, absenteeism, manipulation of data, and other acts of academic fraud. The result of a study showed that 97.6% of 250 total students had committed at least one form of academic cheating (Purnasari, 2013).

The results of research in the United States proved that academic fraud behavior has similarities to fraudulent acts committed by company employees. This means that academic fraud is the forerunner or the embryo of fraud in a company or organization (Dirdjosumarto, 2016). Meanwhile, in Indonesia, the impact of academic fraud can be seen clearly by the rampant cases of collusion, corruption and nepotism (*KKN*) (Kurniasih et al., 2019). This shows that acts of academic cheating have a negative impact on students' behavior when they work or involved in the society. Therefore, this is a very important aspect to be considered and immediately handled by the university and the students themselves.

In terms of psychology, the behavior of cheating and the like, also known as academic dishonesty, academic misconduct, or academic dishonesty, is widely known as academic cheating. Hendrick (2004) defines academic

cheating as a form of behavior, including cheating, plagiarism, and falsifying something related to academics, that dishonestly benefits students.

One of the efforts made to overcome academic fraud among students is to improve the attitude of academic integrity in each individual. Academic integrity itself is the development of the concept of integrity which means perfection or wholeness, emphasizing moral consistency, personal wholeness, or honesty. In the initial phase, the research was conducted with 32 respondents regarding the behavior of academic fraud and academic integrity among UIN Bandung students. The results showed that 81% students had committed academic violations, such as cheating, giving answers during exams, committing plagiarism, and googling during exams and only 19% students had never committed academic fraud.

Factors that influence students to commit academic fraud are the lack of knowledge about forms of plagiarism, low self-regulation, unclear perception about cheating behavior, answer sharing to friends, tight assignment submission deadlines, low sense of responsibility (lazy), and the desire to achieve high scores. Factors that can minimize or prevent someone from committing academic fraud include religiosity, careful preparation before exams, and individual strategies in learning.

Wolters (1998) defines self-regulated learning as the ability of individuals to effectively manage their own learning experiences in various ways so as to achieve optimal learning outcomes. The results of previous studies indicate that self-regulated learning has an effect on minimizing academic cheating behavior (Sagita & Mahmud, 2019). Another factor that can affect academic integrity is religiosity. Religiosity has a positive correlation with anti-corruption intentions moderated by the gratitude variable,

it is shown that the higher the level of religiosity, the higher the anti-corruption intentions will be (Mumtazah et al., 2020). Religiosity is the implementation of religious teachings that are believed to be reflected in everyday life (Sofyan, 2014).

Until now, there have been research results showing that the influence of religiosity can minimize academic cheating, namely (Yumna, 2019); (Hariyanto et al., 2018); (Ridhayana et al., 2018), and that religiosity can moderate in minimizing academic cheating (Herlyana et al., 2017). The results of Hidayat's research, et al. (2020) showed a weak relationship between self-regulated learning and academic integrity. In this study, religiosity is positioned as a moderator variable with the aim of finding out whether religiosity can strengthen the relationship between the two variables.

Thus, this study aimed to examine the effect of self-regulated learning on academic integrity in students with religiosity as a moderator variable.

According to Zimmerman (1989), self-regulated learning is a learning strategy in which students are metacognitively motivated to learn and are active in the learning process independently. Then, Pintrich defines self-regulated learning as (a) individual effort in controlling cognition, motivation, affection and behavior (b) trying earnestly in achieving learning goals (c) must be able to control his actions. Meanwhile, according to Wolters (1998), self-regulated learning is the ability of individuals to manage himself effectively in various ways so as to achieve optimal learning goals. From several experts' opinions, it can be concluded that self-regulated learning is an individual's ability to manage and control both cognitively.

Zimmerman (1989) explains that self-regulated learning consists of regulating three aspects of the academic learning process, namely cognition, motivation and behavior.

Wolters, et al (2003) detailed the strategy implementation of these three aspects. First, the strategy to control and regulate cognition consists of several dimensions, including (a) rehearsal, or individual efforts to remember by repeating learning material, (b) elaboration, reflecting on material by summarizing material using their own language, (c) organization, organizing learning material by carrying out note-taking techniques and making diagrams, and (d) general meta cognitive self-regulation, involving planning monitoring processes and strategies to regulate learning including determining reading goals.

Second, the strategy regulates motivation, namely an activity that is fulfilled with a goal when starting, preparing for the next task, completing the activity according to the goal. It consists of several dimensions, namely, (a) self-consequential, setting and presenting intrinsic consequences with the aim of consistent learning, (b) environmental structuring, in which individuals try to condition the environment so they can concentrate, reduce distractions and prepare physically and mentally in completing tasks, (c) mastery self-talk, thinking about goal-oriented mastery such as mastering something so that you become more competent and increase feelings of autonomy, and (d) performance or extrinsic self-talk.

Third, the strategy of regulating behavior is an individual effort to control visible behavior which includes, (a) effort, or self-control of visible behavior, (b) time and environmental regulation, setting time and place to facilitate the learning process, and (c) seeking help from peers, teachers and adults.

Zimmerman (1990) explains that there are three main factors that influence self-regulated learning, namely the individual, behavior, and environment. Individual influence is related to several aspects, namely (a) *self-efficacy , or* an individual's assessment of his or her ability to compose the actions needed to complete the specific tasks at hand, (b) student knowledge, that must have two qualities of knowledge, namely procedural knowledge, referring to knowledge about how to use strategies and conditional knowledge, referring to knowledge regarding when and how strategies can work effectively, (c) meta cognitive processes, (d) affective, and (e) goals.

The behavioral factors consist of (a) self-observation, observing oneself during the process with the aim of assessing the standards that have been set in learning objectives, (b) self-judgment, or individual responses that involve systematic comparisons between the results achieved with the standards used, both based on personal standards, activity values, reference performance and performance improvement, and (c) self reaction, in which individuals respond to the results achieved either positively or negatively depending on the behavior measured by the standards used.

The last factor is environmental factor. Individuals who are able to lead themselves are believed to be able to manage their personality in managing planned learning behavior and their immediate environment. Individuals with self-regulated learning usually use a variety of strategies to arrange the environment, seek social assistance, teachers or seek information.

Then, the concept of academic integrity is the development of the concept of integrity. Etymologically, integrity comes from the Latin word integer which means whole or complete. Within the scope of education, the concept of integrity is known as academic integrity. According to Keohane (1999), integrity that is built in the academic sphere will give birth to a good higher education system, because it has maintained academic standards so that it can develop more advanced science and educate young people who are responsible for society. Academic integrity shows an individual tendency to act and behave according to norms

and uphold idealism that is effective in the academic sphere (Ramdani & Prakoso, 2019).

Academic integrity consists of five dimensions. First, (a) honesty, in which individuals have integrity in advancing the search for truth and knowledge by demanding intellectual and personal honesty in learning, teaching, research and service. Then, (b) trusts, in which individuals with integrity foster a climate of mutual trust, encourage the free exchange of ideas, and allow all to reach their optimum potential. Next, (c) fairness, there are clear standards of practice and procedures so that fairness is realized in interactions in the academic environment. Then, (d) respect: this dimension can create harmony in the world of education. The academic community must respect each other, individuals will attend classes on time, pay attention, respect differences of opinion, be active in discussions and try to optimally carry out their duties. Finally, (e) responsibility, individuals are fully responsible for every action taken. Responsibility can improve the quality of learning and increase confidence in the abilities of each individual.

According to Robert and Hai-Jew (Kabak, 2018), the factors that cause individuals to commit academic dishonesty can be categorized into external and internal factors. External factors include competition, situational, supervision and implementation of regulations, and commitment of lecturers, as they are accountable for the formation of student's character, especially the character of academic integrity. The internal factors consist of self-efficacy, moral development, and religiosity.

Chaplin (1997) defines religiosity as a holistic system consisting of beliefs that are reflected in attitudes and by carrying out religiosity as thoughts and beliefs, individuals have to view the world so that they influence individual experiences and behavior in daily life religious rituals. Huber (2012) defines religiosity as the thoughts and beliefs that individuals have to view the world so that they influence individual experiences and behavior in everyday life.

Huber and Huber (2012) divides the dimension of religiosity into five dimensions, namely (a) intellectual, or individual knowledge related to their religious understanding so that it influences individuals in viewing God and religion, (b) ideology, or individual beliefs about the existence and meaning of life and relationships between God and man, (c) public practice, or worship carried out by individuals and manifested in terms of their participation in rituals, religious ceremonies and religious activities that have a social impact, (d) private practice, or forms of worship performed by individuals who are shown to devote themselves to God in worship activities and other rituals carried out by themselves, and (e) religious experience, that is related to the experience of direct contact with God so that it has an emotional impact on the individual.

Mustawa (2019) states that religiosity is influenced by two factors, namely internal factors and external factors. Internal factors consist of (a) heredity factors, in general, they are not innate but are formed by several psychological elements which include cognitive, affective and conative aspects; (b) age level, several studies have shown a relationship between age level and one's religious awareness, religiosity, and his/her increasing understanding of religion; (c) personality, each individual has a unique personality. This difference is thought to affect a person's level of religiosity; and (d) psychological conditions.

The external factors consist of (a) the family environment, the family is the smallest unit of the social environment. The family is the main means of recognition related to religious understanding. Therefore, the family plays an important role in the formation of

one's religiosity; (b) the institutional environment, educational institutions as the second home for individuals influence religiosity, in which there are good habits in accordance with the religious values held by individuals; and (c) the community environment, media are for the application of religious values which are then acculturated with the social norms prevailing in that society.

Acts of academic cheating in the educational environment are a common problem and are considered normal. In Indonesia, the behavior of academic fraud among students is quite high. As stated in research conducted by Purnamasari (2013) with 250 UNeS students, the results showed high academic fraud behavior among students and one of the factors was the low self-efficacy in students, especially in carrying out assignments. Then, based on a research conducted by Prayoga and Qudsyi (2015) with 253 students, it showed that academic dishonesty occurred in various forms among students, such as copying friends' work, helping others in cheating, falsifying references, and receiving help from friends during exams.

According to McCabe and Trevino (1997), there are two main factors that influence the behavior of academic dishonesty, namely internal factors and external factors. The problem of academic fraud in the world of education will have a negative impact on the world of work such as the behavior of *KKN* (Corruption, Collusion and Nepotism) in the world of work (Kurniasih et al., 2019). So, this is important to minimize the behavior of academic dishonesty because one of the main goals of national education is to create students who are civilized and have good morals.

Academic integrity is an individual's commitment to positive values so that they are able to act and behave accordingly in creating a good academic situation, which consists of five aspects, namely honesty, trust, fairness, respect and responsibility (Keohane, 1999). Self-regulated learning is an individual's ability to effectively manage their own learning experiences in various ways in order to achieve optimal learning outcomes (Wolters, 1998).

In addition, the factor that influences the decrease of academic fraud in students is religiosity. Religiosity is a mindset and belief that individuals have in viewing the world that influences individual experiences and behavior in everyday life (Hubber, 2004). The effect of self-regulated learning on academic integrity in the majority of studies showed an influence, but in Hidayat's research, et al., (2020), it showed that there was a weak relationship between the effect of self-regulated learning on academic integrity. This indicates the need for further research related to the affecting factors to academic integrity, not exclusive to the influence of self-regulated learning.

Thus, in this study, the religiosity variable was added as a moderator variable between the effect of self-regulated learning on student academic integrity, by studying the results of previous research, most of which showed the influence of religiosity on academic integrity.

RESEARCH METHODS

This study used a quantitative approach using the causality correlation method, a method that aims to determine cause-and-effect relationship between the independent variables and the dependent variable and there are one or more independent variables that affect the dependent variable (Maulidiyah & Santoso, 2016).

The subjects in this study were students of UIN Bandung with the characteristics of being active students and being in semesters four to eight. The sampling technique used was random sampling with lottery techniques. The number of samples was determined by using the Issac and Michael formula approach.

The data were collected by using an online questionnaire via Google form which consisted of three measuring tools, namely the self-regulated learning scale used by Hanny Istifa (2016), the academic integrity scale (AIS) (Ramdani, 2018), and The Centrality of Religiosity Scale (CRS) which had been adapted to Muslim conditions by Hanifah Purnomo and Bambang Suryadi (2018). As for the analysis of research data, MRA (Moderated Regression Analysis) was applied.

Based on the characteristics of the respondents in the study, there were 380 respondents. When viewed from the gender, female students dominated, with the total of 296 respondents (77.9%) and 84 male students (22.1%). Meanwhile, from the category of class, the respondents who were in the 6th, the 8th and the 4th semester were almost equal in number. Those who were in the eighth were 125 (32.9%), 125 (30.3%) sixth semester respondents, and 140 (36.8%) fourth semester respondents.

Normality Test

Normality test used *Test of Normality Kolmogorov-Smirnov*, with the basis of decision making on probability, that is, if the probability is > 0.05, the distribution of the regression model is normal and vice versa. If the probability is < 0.05 then the data is not normally distributed.

The results of the normality test showed that the significance value was 0.976 which is greater than 0.05. So, it can be concluded that the data were normally distributed.

Classic Assumption Test

The classic assumption test was carried out before multiple regression analysis was carried out. This aimed to obtain accurate regression analysis results and to avoid bias. The classic assumption test consists of a multicollinearity test and a heteroscedasticity test. The multicollinearity test is carried out with the aim of seeing whether there is a correlation among two or more independent variables. A good regression model should not have a correlation among the independent variables. The criteria used to determine whether multicollinearity occurs is by looking at the Tolerance and Variance Inflation Factors (VIF) values. The data are considered to have no symptoms of multicollinearity if the tolerance value is greater than 0.10 and the VIP value is less than 10. So, if the tolerance value is smaller than 0.10, and the VIP value is greater than 10, the data is considered multicollinearity.

Table 1
Multicollinearity Test Results

Variable	tolerance	VIF	Information
Self Regulated Learning	.796	1,257	There is no multicollinearity
Religiosity	.796	1,257	There is no multicollinearity

The results of the multicollinearity test on the self-regulated learning variable had a tolerance value of 0.796 or greater than 0.05 and a VIF value of 1.257 or less than 10. Likewise, what happened to the religiosity variable, the two independent variables in this study did not occur multicollinearity.

The heteroscedasticity test is carried out to see whether the regression model has an inequality of variance from the residual value of one observation to another. If the variance and residuals from one observation to another are fixed, it is called homoscedasticity and if different it is called heteroscedasticity.

Table 2
Heteroscedasticity Test Results

Variable	Sig.	Criteria	Information
Self regulated learning	.564	>0.05	There is no heteroscedasticity
Religiosity	.556	>0.05	There is no heteroscedasticity

Heteroscedasticity test results on the two independent variables using the first different approach did not show symptoms of heteroscedasticity because the significance value between the two was greater than 0.05 with details of the significance value on the self-regulated learning variable of 0.564 and the significance value on the religiosity variable of 0.556.

RESULTS AND DISCUSSION
Results
Simple Linear Regression Test

A simple linear regression test between variable X (self-regulated learning) and Y (academic integrity) was carried out first to see the significance of the effect before and after there is a moderator variable.

Table 3
Simple Linear Regression Analysis Test Results

		Summary models		
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.661a	.436	.435	5,786

The R Square value in table 4.8 is 0.436. This illustrates that the effect of self-regulated learning on student academic integrity is 43.6%.

Moderated Regression Analysis (MRA) Test

The MRA test is carried out for multiple linear regression analysis in which there is a multiple interaction used for multiplication of two or more independent variables. As for this study, the multiple interaction between the self-regulated learning variables and the religiosity variable was the moderator variable.

Table 4
MRA Test Results

		Summary Models		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739a	.546	.543	5.204

The R Square value after the MRA test or involving the multiple interaction between variable X (self-regulated learning) and variable Z (religiosity) as a moderator variable is 0.546 greater than 0.436. This indicates that the religiosity variable strengthens the relationship between the effect of self-regulated learning on students' academic integrity from 43.6% to 54.6%. An increase of 0.11 means that religiosity can increase the effect of self-regulated learning on academic integrity by 11%.

Hypothesis Testing
Partial Test (t-test)

Tests carried out are in the form of parameter tests or correlation tests using the t-statistic test so that it can be seen whether there is an influence between the independent variables and the dependent variable.

Table 5
Partial Test (T-Test)

	Coefficientsa		
Model		Q	Sig.
1	(Constant)	2,749	006
	Self Regulated Learning	12,697	.000
	Religiosity	9,319	.000

The calculation results are then compared with the t-table with an error rate of 0.05, two-party test, and db=n-2, with the following criteria:

1. H0 is accepted if the sig. > 0.05 or tcount < ttable or -tcount > - ttable
2. H0 is rejected if the sig. < 0.05 or tcount > ttable or -tcount < - ttable

Determine the t-table α = 0.05, df (nk = 380-3 = 377) so that the t-table value is 1.966, then the t-count value for the self-regulated

learning variable is 12,697 meaning that the t-count value is greater than t-table (12,967 > 1.966) then the significance value is less than 0.05, meaning that H0 is rejected, meaning that there is an effect of self-regulated learning on academic integrity. This also occurs in the religiosity variable in which t-count is greater than t-table (9,319 > 1,966) and its significance value is less than 0.05. It means that H0 is rejected indicating that religiosity affected student academic integrity. Because of its position as a moderator variable, religiosity strengthened the influence of self-regulated learning on student academic integrity.

Coefficient of Determination (R2).

The coefficient of determination is carried out to measure how far the mode's ability to explain the variation of the dependent variable. As it is closer to number one, it shows that the independent variable provides almost all the information needed to predict the dependent variable.

Table 6
Determination Coefficient Value

			Summary models	
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.736a	.542	.540	5,224

a. Predictors: (Constant), Religiosity, Self Regulated Learning

The R square value in table 4.11 is 0.542, meaning that two independent variables, namely self-regulated learning and religiosity, have a 54.2 percent influence on student academic integrity. It means 45.8% is influenced by other independent variables which were not examined in this study.

Discussion
The effect of self-regulated learning on student academic integrity.

The results of data analysis related to the relationship between self-regulated learning and student academic integrity using a simple regression analysis of 0.436 showed that the higher the level of self-regulated learning, the higher the level of student academic integrity will be. Self-regulated learning is an individual's ability to manage themselves effectively in various ways starting from cognitive, motivational and behavioral aspects so that optimal goals are achieved. Academic integrity behavior is slowly formed in individuals after having a strong commitment to self-regulated learning (Hidayat, et.al., 2020). As Sutikno (2016) explained that the formation of this commitment can be influenced by cognition,

Individuals with self-regulated learning will control and regulate cognition in achieving optimal learning goals. Among many efforts they make are rehearsal, or repeating learning material with the aim of recalling the material that has been studied, elaboration, or reflecting on learning material by summarizing using own language, and organization, or organizing in the form of diagrams or schemes so that the material can be understood properly. In addition to carrying out cognitive strategies, individuals with self-regulated learning will carry out motivational strategies. Encouragement to achieve optimal learning is presented both intrinsically and extrinsically, such as presenting reward and punishment as consequences, conducting mastery self-talk related to encouragement of goal-oriented mastery of material, and increasing self-competence and conditioning the environment so that one can concentrate and minimize physical or psychological disturbances in completing tasks. Furthermore, individuals with self-regulated learning will make strategies to regulate behaviors including controlling their own behavior, managing time, and the environment and trying to seek help from friends, lecturers, and adults.

Self-regulated learning and academic integrity are some of the strategies in forming quality students. As Balapumi et al, (2016) revealed, to form students who avoid academic disintegrity behavior can be done by providing guidance and support in developing skills to manage the learning process so that it is more structured and directed. Ardinansyah (2018) emphasized that academic integrity must be upheld in educational institutions by involving all elements of education starting from students, lecturers, officers, and other staff. By creating an academic environment that is humane, critical, and full of awareness, academic ethics can foster academic behavior with integrity.

The effect of self-regulated learning on academic integrity in students with religiosity as a moderator variable. The result of data analysis on the effect of self-regulated learning on academic integrity was 0.436. Then, after the religiosity variable as a moderator variable was added, the effect increased to 0.546. This showed an increase of 0.11, meaning that religiosity could increase the effect of self-regulated learning on academic integrity by 11%. Religiosity can strengthen and increase the influence of self-regulated learning on student academic integrity. Hidayat, et al (2020) in the previous research showed that the effect of self-regulated learning on student academic integrity is positive but the relationship was still weak (r=0.399).

Religiosity is an individual's thoughts and beliefs to view the world so that it influences the individual's experience and behavior in everyday life. In previous studies regarding the effect of religiosity on academic integrity, almost all research results showed a positive relationship between the two. The higher the value of religiosity, the higher the level of student academic integrity will be. Furthermore, the research results from MR Aziz & Novianti (2016) showed that the relationship between religiosity and academic fraud is negative, meaning that the higher the level of religiosity, the lower the academic fraud will be, and vice versa. Individuals with good religiosity will practice the values that are upheld by the religion they adhere to.

The ability of students to self-regulate in terms of cognitive, motivation, and behavior in achieving optimal learning goals is in line with the belief that the learning process is an integral part of their religion. In addition, the beliefs they adhere to, to uphold good values and despise things that can harm oneself or others drive individuals to avoid academic cheating behavior.

In Islamic view, *self-regulated learning* or independence in learning is repeated several times. This shows the urgency of learning itself. Humans are given a privilege, reasoning, that is not given to other creatures. The word reason is very closely related to thinking, analyzing, contemplating, reasoning, describing, assessing, judging, and so on. Self-regulated learning in Islam cannot be separated from student academic integrity, as knowledge must be related to individual behavior. So, independent learning must be accompanied by academic integrity and based on the belief in the religion one adheres to, namely Islam. *Iman* and *Ihsan* which are required in Islam must go hand in hand.

CONCLUSION

Based on the results of the analysis and discussion, it showed that the effect of self-regulated learning on academic integrity in students is in the form of a positive relationship, meaning that the higher the level of self-regulated learning in students, the better the level of academic integrity. Religiosity as a moderator variable in this study illustrates that it can strengthen the influence of self-regulated learning variable on student academic integrity, meaning that the higher the level of religiosity, the stronger the influence between the independent and dependent variables in

this study. The coefficient of determination in this study was 0.542, meaning that self-regulated learning as the independent variable and religiosity as the moderator variable had an effect on academic integrity by 54.2% and 45.

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