

The Influence of Self-Confidence and Peer Conformity on Students' Cheating Behavior in Islamic Religious Education Subjects at Muhammadiyah Senior High School Tanjung Redeb

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ABSTRACT

Cheating remains a common problem in educational activities, particularly in Islamic Religious Education. The purpose of this study was to investigate how students' cheating tendencies at Muhammadiyah Senior High School Tanjung Redeb are influenced by peer conformity and self-confidence. This study was conducted using correlational techniques and quantitative methodology. Using a simple random sampling method, 79 students were selected to participate. Data were collected using a Likert-scale questionnaire that had passed validity and reliability tests, and analysis was conducted using multiple linear regression. The results showed that self-confidence and peer conformity have a significant impact on cheating behavior at both the individual and group levels. Together, these two variables explained 23.3% of the variation in student cheating behavior, with other factors outside the study influencing the remainder. These results indicate that students' academic behavior is significantly influenced by the dynamics of internal causes and social pressure, especially regarding honesty practices in the classroom.



Introduction

Education plays a crucial role in developing human resources who are intellectually competent and morally upright. In line with Law Number 20 of 2003 of the Republic of Indonesia, education should help students develop their potential optimally. This includes fostering honesty as an essential value in the learning process. The quality of future generations is also shaped by the attitudes, habits, and character that students acquire through education (Meilita, Asbari, & Timur, 2023).

However, the reality of education shows that academic dishonesty, particularly cheating, still occurs at various levels of schooling. Cheating refers to the deliberate act of copying or using another person's work to obtain better academic results (Soulisa, Pormes, Gifelem, Manuputty, & Wattimena, 2025). The 2024 Education Integrity Assessment Survey reported that cheating behavior among students in East Kalimantan Province remains high. The survey showed that 80.12% of students continued to cheat even though they knew that

such behavior was wrong. It also found that 50.15% of students preferred cheating to studying. These figures were higher than the national average.

Preliminary observations at SMA Muhammadiyah Tanjung Redeb indicate that cheating behavior is still found in Islamic Religious Education learning, especially during examinations and individual assignments. This condition reveals a gap between the ideal goals of education, which emphasize honesty, and students' actual academic practices in the classroom. Cheating behavior does not occur due to a single cause. It is influenced by a combination of internal and social factors, including students' self-confidence and peer conformity (Zainafree, 2025).

Self confidence refers to an individual's belief in his or her ability to achieve certain goals (Wardani et al., 2021). Peer conformity refers to students' tendency to adjust their attitudes and behavior to align with their social group in order to gain acceptance (Risyawirasthi & Dewi, 2022). Peer conformity may have either positive or negative effects, depending on the values that develop within the group (Meilani & Tobing, 2023). Several studies have shown that self-confidence and peer conformity significantly contribute to students' tendency to engage in cheating behavior (Septianingsih, Budiaman, & Purwandari, 2025).

In the context of Islamic Religious Education, cheating is not only viewed as a violation of academic rules. It also contradicts the principles of honesty and integrity, which are fundamental values in Islamic teachings. Surah Al-Baqarah verse 9 explains that deceptive actions ultimately bring negative consequences to the perpetrators themselves. Therefore, examining cheating behavior in Islamic Religious Education is important as an effort to strengthen character education based on religious values (Sapari & Syibli, 2021).

This study is distinctive because it specifically examines how peer conformity and self-confidence influence students' cheating behavior in Islamic Religious Education at SMA Muhammadiyah Tanjung Redeb, East Kalimantan. The findings are expected to contribute theoretically to the development of character education research. In practical terms, the results may also serve as a useful reference for educational institutions in strengthening a culture of honesty and academic integrity among students.

Methods

This study aims to analyze the relationship and influence of peer conformity and self confidence on students' cheating behavior. This study used a quantitative method with a correlational approach, as the research aimed to test the relationship between variables and statistically measure the influence of the independent variables on the dependent variable (Adhikari, 2021).

The study population consisted of 357 students at Muhammadiyah Senior High School Tanjung Redeb. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 79 students as respondents. The sampling technique used probability sampling with simple random sampling, ensuring that each member of the population had an equal chance of being selected for the study (Nurhayati, Latif, & Anwar, 2024).

Data were collected through a closed ended questionnaire based on a five-point Likert scale (Nurhayati, Dina Liana, 2025). The questionnaire was used to measure peer conformity, self confidence, and students' cheating behavior. Observations were used as supporting data to strengthen the researcher's understanding of student behavior in the school context (Forester, Idris, Khater, Afgani, & Isnaini, 2024).

Instrument validity was tested using Pearson Product Moment correlation through item-total correlation. Instrument reliability was tested using Cronbach's Alpha coefficient

with an acceptance limit of $\alpha > 0.60$, as the alpha coefficient is often used to assess the internal consistency of scale-based instruments. Although its interpretation still requires consideration of item quality and the suitability of the construct being measured (Yusuf F. Zakariya, 2022).

Data were analyzed using SPSS version 25. Prior to hypothesis testing, this study conducted classical assumption tests, including normality, linearity, multicollinearity, and heteroscedasticity. These assumption tests were conducted to ensure that the regression model met the analysis requirements and that the estimation results did not lead to biased conclusions (Ganesh Prasad Adhikari, 2022).

The hypotheses were tested using multiple linear regression. The t-test was used to determine the partial effect of peer conformity and self-confidence on student cheating behavior. The F-test was used to determine the simultaneous influence of both independent variables. The coefficient of determination R^2 was used to determine the contribution of peer conformity and self-confidence in explaining variation in student cheating behavior (Creswell & Poth, 2021).

The choice of the peer conformity variable was based on findings that peer pressure and acceptance can encourage students to engage in dishonest academic behavior. The stronger the negative conformity within the peer group, the greater the likelihood of students engaging in cheating behavior (Yin, 2021).

Self confidence is also an important variable because students' confidence in their academic abilities can influence their decisions regarding assignments and exams. Students with low academic confidence tend to be more susceptible to shortcuts, including cheating, when faced with study pressure or grade demands (Sugiyono, 2022).

Results and Discussion

1. Validity Test

Based on the Pearson Product Moment analysis, 14 of the 15 statement items in the Self-Confidence variable (X_1), namely P1 to P14, were declared valid. These items had calculated r values higher than the r table value of 0.221 and significance values below 0.05. This result indicates that the items were appropriate for measuring the construct of self-confidence. Meanwhile, item P15 was excluded from further analysis because it did not meet the validity criteria. Its calculated r value was lower than the r table value, and its significance value was greater than 0.05.

A similar result was found in the Peer Conformity variable (X_2). Of the 15 items tested, 14 items, namely P1 to P14, were valid, while item P15 was invalid and therefore not included in the next stage of data analysis. In the Cheating Behavior variable (Y), all 15 statement items were declared valid. The calculated r values ranged from 0.365 to 0.721. These values were higher than the r table value of 0.221, with significance values below 0.05. These findings show that the instruments used for the three variables were able to measure the intended constructs properly and accurately (Meivera, Dewi, & Puspitasari, 2022).

2. Reliability Test

The reliability test was conducted using Cronbach's Alpha coefficient. The results showed that the Self-Confidence variable (X_1) obtained an alpha value of 0.729, the Peer Conformity variable (X_2) obtained an alpha value of 0.749, and the Cheating Behavior variable (Y) obtained an alpha value of 0.841. These values exceeded the minimum reliability criterion of 0.60. This means that all variables had an acceptable level of internal consistency.

These results indicate that the questionnaire items were consistent in measuring each research variable. The instruments were therefore considered reliable, suitable for data collection, and appropriate for further statistical analysis and hypothesis testing. Thus, the research instruments met the required reliability standards and could support the accuracy of the research findings (Anggraini, Aprianti, Setyawati, & Hartanto, 2022).

3. Normality Test

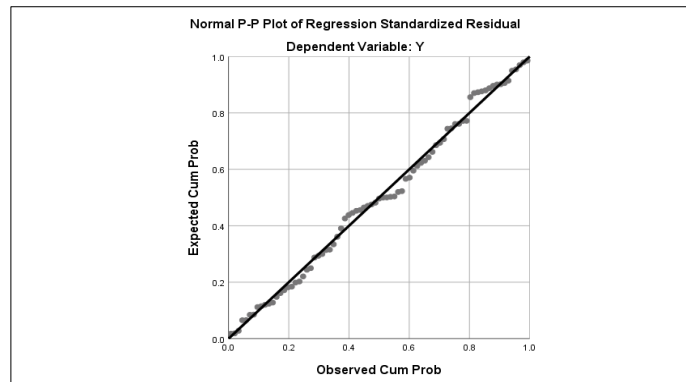


Figure 1. Normal P-P Plot

Standardized P-P Regression Plot. The residual points are scattered around the diagonal line and show a pattern consistent with the Standardized Residuals output. Since there is no clear deviation from a normal distribution, it can be concluded that the residual data meets the assumption of normality.

4. Linearity Test

Table 1. Linearity Test Results for Variables X1 and Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Total_Y Total_x 1	Between Groups	(Combined)	2155.335	24	89.806	2.288	.006
		Linearity	845.063	1	845.063	21.526	.000
		Deviation from Linearity	1310.271	23	56.968	1.451	.133
	Within Groups		2041.367	52	39.257		
	Total		4196.701	76			

The linearity test results indicate that the relationship between self-confidence and cheating behavior meets the linearity assumption. The significance value for linearity was 0.000, which is lower than 0.05. This result shows that there is a statistically significant relationship between the two variables. In addition, the significance value for Deviation from Linearity was 0.133, which is higher than 0.05. This means that there is no significant deviation from the linear pattern. Therefore, the relationship between self confidence and cheating behavior can be considered linear, and linear regression analysis is appropriate to use.

Table 2. Linearity Test Results for Variables X2 and Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Total_Y	Between Groups	(Combined)	1711.330	24	71.305	1.492	.114
Total_X		Linearity	409.588	1	409.588	8.570	.005
2		Deviation from Linearity	1301.742	23	56.597	1.184	.300
Within Groups			2485.371	52	47.796		
Total			4196.701	76			

The results of the linearity test show that the relationship between peer conformity and cheating behavior also meets the criteria for linearity. The significance value for the Linearity component was 0.000, which is below 0.05. This indicates that the relationship between the two variables is statistically significant. Meanwhile, the significance value for Deviation from Linearity was 0.300, which is above 0.05. This result suggests that there is no significant departure from a linear trend. Based on these findings, the linearity assumption for the relationship between peer conformity and cheating behavior is fulfilled. Thus, linear regression analysis can be applied.

5. Multicollinearity Test

Table 3. Multicollinearity Test Results

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	17.176	8.307		2.068	.042		
	X1	.438	.152	.328	2.873	.005	.774	1.293
	X2	.316	.156	.231	2.023	.047	.774	1.293

a. Dependent Variable: Y

The multicollinearity test shows that the variables of self-confidence (X1) and peer conformity (X2) have a tolerance value of 0.774 and a VIF value of 1.293. The tolerance value is higher than 0.10, while the VIF value is far below the maximum threshold of 10. These results indicate that there is no strong correlation between the independent variables. Therefore, the regression model is free from multicollinearity problems. It also means that self-confidence and peer conformity can be used as reliable predictors in multiple linear regression analysis.

6. Heteroscedasticity Test

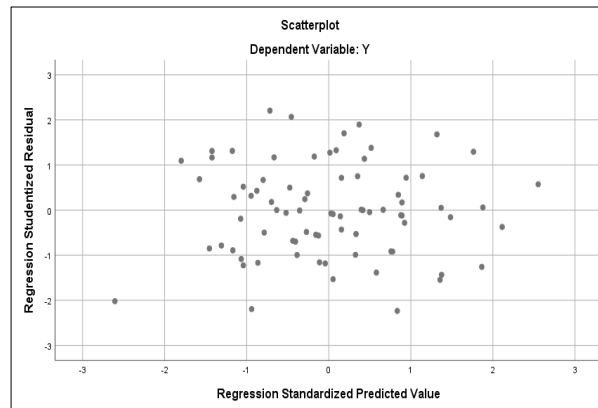


Figure 2. Scatterplot of Heteroscedasticity Test

The residual points appear to be randomly distributed without forming any particular pattern, such as a curved line or a tapering cone, based on observations of the scatterplot between the standardized residuals and the projected values. The assumption of homoscedasticity is met because this condition indicates that the residual variance is essentially constant across the expected range of values. Furthermore, there are no extreme residual values outside the range of -3 to +3, indicating that there are no significant outliers that could affect the model estimation results. Consequently, the scatterplot test findings validate that the regression model used is worthy of further investigation.

7. Partial Test (t)

Table 4. Partial Test Results (t)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.176	8.307		2.068	.042
	Kepercayaan Diri	.438	.152	.328	2.873	.005
	Konformitas Teman Sebaya	.316	.156	.231	2.023	.047
a. Dependent Variable: Perilaku Menyontek Siswa						

With a t count value of 2.873 and a significance value of 0.005 (<0.05), the t-test findings show that "students' cheating behavior is significantly influenced by Self-Confidence (X1). This shows that students' tendency to cheat is influenced by changes in their level of self-confidence. With a t-count value of 2.023 and a significance of 0.047 (<0.05)," Social conformity (X2) also has a significant impact, indicating that social pressure or the tendency to follow groups can influence fraudulent behavior. As a result, each factor influences a student's propensity to cheat.

8. Simultaneous Test (F)

Table 5. Simultaneous Test Results (F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1140.495	2	570.247	11.555	.000 ^b
	Residual	3750.721	76	49.352		
	Total	4891.215	78			
a. Dependent Variable: Perilaku Menyontek						
b. Predictors: (Constant), Konformitas Teman Sebaya, Kepercayaan Diri						

Based on the F-test findings in the ANOVA table, "the F-value is 11.555 at a significance level of 0.000 (<0.05). These results indicate that student cheating behavior is significantly influenced by self-confidence and peer conformity together." In other words, in the multiple linear regression model, these two independent variables work together to explain the variance in student cheating behavior.

9. Coefficient of Determination Test

Table 6. Results of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 ^a	.233	.213	7.025

Based on the output results, the coefficient of determination (R^2) value is 0.233, which indicates that "Self-Confidence (X1) and Peer Conformity (X2) together contribute 23.3% to students' Cheating Behavior (Y). The remainder, namely 76.7%, is influenced by other factors not included in this study." This finding confirms that both independent variables have an important role, although there is still influence from other external variables outside the model.

Discussion

1. The Effect of Self-Confidence on Students' Cheating Behavior

The findings indicate that students' cheating behavior is significantly influenced by their level of self-confidence. The regression coefficient for self-confidence was 0.438, with a significance value of 0.005, which is lower than 0.05. This result shows that self-confidence has a positive and significant effect on students' tendency to cheat. In other words, students with higher levels of self-confidence tend to show a greater possibility of engaging in cheating behavior.

This finding is in line with the view of Zainfree et al. (2025), who stated that self-confidence is one of the internal factors that can shape cheating behavior. Students with high self-confidence may believe strongly in their own abilities. However, in certain situations, excessive confidence may reduce caution and weaken obedience to academic rules. Students who are overly confident may feel able to control learning evaluation situations, including situations that involve dishonest academic practices.

Theoretically, this result can be explained through Lauster's concept of self-confidence. Self-confidence refers to an individual's belief in their ability to act and make decisions. Individuals with high self-confidence are usually less anxious and more willing to take action. However, as explained by Lauster in the studies of Kusnadi et al. (2021) and

Damayanti and Merdiaty (2024), excessive self-confidence is not always positive. It can make individuals less objective, less careful, and more likely to act impulsively.

This study shows that self-confidence has a complex role in shaping students' academic behavior. Balanced self-confidence can support learning achievement. However, when self-confidence becomes excessive, it may increase the risk of cheating behavior. Therefore, schools need to provide guidance and character development programs so that students' self confidence grows in a healthy way and remains aligned with the values of honesty in learning.

2. The Effect of Peer Conformity on Students' Cheating Behavior

The findings show that students' conformity to their peer group plays an important role in cheating behavior. The multiple linear regression analysis produced a coefficient value of 0.316, with a significance value of 0.047, which is lower than 0.05. This result indicates a positive and significant effect. It means that students who tend to adjust their attitudes and behavior to their peer group have a higher risk of engaging in cheating.

This finding can be explained through Solomon Asch's conformity theory, as discussed in Elza (2025). The theory states that individuals tend to adjust their attitudes and behavior to match group expectations, even when those expectations conflict with their personal judgment (Elza, 2025). This adjustment often occurs because individuals want to gain social acceptance and avoid rejection from their surroundings. In the school context, peer pressure can encourage students to follow group behavior, including cheating, especially when cheating is viewed as normal or becomes an informal norm within the peer group.

The findings reveal that cheating behavior is strongly related to students' tendency to adapt to their classmates. Students with high levels of conformity are more likely to prioritize peer acceptance and social relationships over academic integrity. This shows that peer pressure has a meaningful influence on students' behavior in the classroom, particularly in increasing the likelihood of cheating.

3. The Effect of Self-Confidence and Peer Conformity on Students' Cheating Behavior

The results of the study show that self-confidence and peer conformity jointly influence students' cheating behavior. These two variables contributed 23.3% to the variation in cheating behavior. This finding indicates that cheating is not only affected by students' internal psychological factors, but also by social pressure from their peer environment. Students with high self-confidence may strongly believe in their own abilities. However, they may still engage in cheating when they experience pressure to conform to their peer group.

This result is consistent with Lauster's theory of self-confidence, which emphasizes that self-confidence influences individual decision-making and action (Kusnadi, Irmayanti, Kusnadi, Anggoro, & Agustina, 2021). It is also supported by Solomon Asch's conformity theory, which explains that individuals may follow group behavior in order to gain social acceptance (Elza, 2025)(Elza, 2025). These findings highlight the importance of balanced school guidance. Schools need to strengthen students' self-confidence while also developing social awareness and academic integrity to reduce cheating behavior in the learning process (Damayanti & Merdiaty, 2024).

Conclusion

The findings of this study show that self-confidence and peer pressure significantly influence students' tendency to cheat. Partially, self confidence contributes to cheating behavior, where higher levels of self-confidence may increase the risk of academic dishonesty. In addition, peer conformity encourages students to adjust their behavior to group norms, including involvement in cheating practices.

Simultaneously, self confidence and peer conformity contribute 23.3% to students' cheating behavior. This result indicates that the interaction between internal factors and social pressure plays an important role in shaping students' academic conduct. These findings highlight the need for balanced guidance that strengthens students' self-confidence while developing their social awareness. Such efforts can help reduce cheating behavior and support the internalization of honesty values in the learning process.

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