Academic Dishonesty on Students: What is the Role of Moral Integrity and Learning Climate?

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Abstract

Academic dishonesty emerges as a widespread global concern, transcending geographical boundaries and prompting apprehension on a global scale. The increasing instances of academic dishonesty worldwide pose significant challenges for nations, influencing ethical transgressions and undesirable social behaviors. This study delves into the intricate relationships between students' moral integrity, engagement in academic dishonesty, and the nexus between the learning environment and academic misconduct. Employing a correlational quantitative methodology, the research utilizes three established psychological scales—namely, the academic dishonesty scale, the moral integrity scale, and the learning climate scale adapted from reputable prior research, characterized by robust psychometric properties. The study involves 320 participants from diverse educational levels across Indonesia, selected through snowball sampling. Hypothesis 1 is examined using the Pearson correlation test, while Hypothesis 2 undergoes scrutiny through the Spearman correlation test due to the non-linear nature of the variables. The study's findings validate the significance of moral integrity as a predictor of student academic dishonesty. However, contrary to expectations, the research outcome does not disclose a substantial association between the learning climate and academic dishonesty. Notably, the research findings challenge conventional wisdom, suggesting that fostering a positive learning environment alone may not suffice in mitigating the prevalence of academic dishonesty among students.

Keywords: *Academic dishonesty, integrity, learning climate.*

Received 11 September 2023/Accepted 30 November 2023

Introduction

The field of education grapples with the pervasive issue of academic dishonesty. A study by McCabe, spanning from 2002 to 2015 and involving 17,000 master's program students, revealed

alarming statistics: 17% admitted to cheating on exams, 63% on report writing, and 40% engaged in both forms of dishonesty (International Center for Academic Integrity, 2015). Moreover, international research indicates that academic dishonesty prevails among both undergraduate and master's students, encompassing various forms such as plagiarism (Grose, 2006) and academic misconduct (Hensley et al., 2013; Murphy, 2013; Taradi et al., 2012). Notably, this unethical behavior extends beyond students to include lecturers and researchers (Xueqin, 2010).

In Indonesia, reports reveal instances of academic dishonesty across educational levels. Previous studies uncover dishonest practices in elementary schools (Fredrika & Prasetyawati, 2013), junior high schools (Lestari & Asyanti, 2015), senior high schools (Ungusari & Lestari, 2015), and tertiary institutions (Erdian & Wulandari, 2018). Higher education institutions also witness academic dishonesty, encompassing behaviors such as cheating, claiming others' work as one's own, plagiarism, copying, and unauthorized collaboration (Shmeleva, 2016; Jensen et al., 2002; Maramark & Malina, 1993; Colnerud & Rosander, 2009). Fauzan (2016) reports a 4% increase in dishonest acts recorded during state university entrance exams in Indonesia in 2016 compared to 2015.

A recent development, reported by Kompas on February 10-12, 2023, underscores the severity of the issue. Cases of jockeying in student assignments, papers, and final projects are broadcasted as a lucrative industry that has proliferated extensively, systematically, and massively. Requests for such services extend from course assignments to scientific articles for publication in leading global journals (Insan, 2023). Asyari and Salina (2023) further assert that student academic dishonesty in Indonesia is on the rise, evident in the escalating literature and research addressing this concern.

The escalating instances of academic dishonesty worldwide pose a grave concern for the academic community. Contrary to its intended role as a bastion for instilling moral and ethical values, the academic environment has become a breeding ground for dishonest practices (Ampuni et al., 2020). Extensive research indicates that academic dishonesty not only instigates

other moral transgressions (Jensen et al., 2002) but should also be a serious concern on a global scale.

Numerous research findings underscore the significant repercussions of academic dishonesty. Its adverse impact permeates societies globally (European Commission, 2014; Pascual-Ezama et al., 2015; Gächter & Schulz, 2016), contributing to various detrimental social behaviors, such as corruption (Olken & Pande, 2012), tax evasion (Cummings et al., 2009; Transparency International, 2014), bribery (Pascual-Ezama et al., 2015; European Commission, 2014), doping (World Anti-Doping Agency, 2015), and plagiarism (All European Academies, 2017). Beyond these ethical concerns, dishonesty impedes economic growth by hindering investment and consumption (Kerschbamer et al., 2016; Rose-Ackerman & Palifka, 2016) while exacerbating social and economic inequality (Tanzi, 1998).

Examining the phenomenon through the lens of neutralization theory academic dishonesty manifests as a rationalized act, perceived by students as morally neutral rather than inherently wrong. Alternatively, the academic integrity theory posits that individual moral integrity plays a pivotal role in either preventing or fostering fraudulent academic behavior. This theory contends that students with high moral integrity are less prone to engaging in academic cheating, as they grasp the significance of honesty, ethics, and integrity in education, leading to compliance with academic codes of ethics and norms (McCabe & Trevino, 1993).

Beyond moral integrity, the learning climate also emerges as a crucial factor influencing academic cheating, as per the "opportunity theory" proposed by McCabe and Trevino. This theory suggests that academic cheating occurs when students have both the opportunity and motivation to cheat, exceeding their moral constraints. Moreover, if the academic environment lacks support for academic integrity or strict measures to prevent cheating, the opportunity for dishonest behavior can proliferate (McCabe & Trevino, 1993).

Several studies, including those by Blasi (1980) and Lapsley and Narvaez (2004), have identified a connection between morality problems and academic behavior violations. Academic dishonesty, as an indicator of issues with an individual's moral functioning and characteristics, has been

explored in studies by Thomas (2017), Krou et al. (2021), Baran & Jonason (2020), Steinberger et al. (2021), and Błachnio et al. (2022). Moral integrity, defined as a person's commitment to upholding moral principles (Schlenker et al., 2008), encompasses fulfilling promises, behaving in line with moral principles, meeting societal expectations in their role, and remaining loyal to commitments (Musschenga, 2001). Integrity is a crucial moral aspect, reflecting a person's trustworthiness.

Prior research has presented mixed findings on the relationship between moral integrity and academic dishonesty. While Wowra's study (2007) suggested that students with strong integrity principles are less likely to engage in academic dishonesty, Martin et al. (2009) found a greater tendency to plagiarize among students with higher integrity scores. Moreover, Lucas and Friedrich (2005) reported moderate to solid correlations between moral integrity and students' self-reported cheating behavior, emphasizing the preventive role of moral integrity against unproductive actions, such as academic cheating.

Examining the role of the learning climate in academic dishonesty, it is observed that a task-oriented learning climate enhances students' self-esteem and positive attitudes (Fraser & Chionh, 2000). Additionally, problem-solving strategies in classroom learning contribute significantly to a more positive perception of the learning climate (Myint, 2001). Studies by Lee & Stewart (2013) and Stallman (2011) highlight the influence of the learning environment on students' thinking patterns. A learning climate that fosters independent learning opportunities positively influences students' motivation (Tongsilp, 2013). Thus, providing students with chances for active, independent learning and utilizing problem-solving methods can enhance self-esteem, foster positive attitudes, and increase motivation, ultimately deterring academic dishonesty. This aligns with the finding that a memorization-focused learning style contributes to academic dishonesty (Espinoza & Nájera, 2015).

Hence, this study endeavors to address lingering questions pertaining to the nexus between moral integrity, learning climate, and academic dishonesty among students, particularly in the context of Indonesia. Given the scarcity of prior research concurrently examining the interplay of moral integrity and learning climate with academic dishonesty, especially within Indonesia,

existing studies such as (Ampuni et al., 2020) solely explored the impact of moral integrity on academic dishonesty, while others like (Fitria et al., 2019) exclusively probed into the perceptions of school climate regarding academic dishonesty. Through this investigation, we aspire to provide an additional reference point for further research on academic dishonesty, specifically focusing on the interconnected aspects of moral integrity and learning climate, particularly within the Indonesian educational landscape. The anticipated outcomes of this research aim to contribute both theoretically and practically to the advancement of academic dishonesty research, facilitating a nuanced understanding of factors contributing to academic dishonesty and offering insights for effective prevention and intervention strategies.

Method

Design

This study adopts a correlational quantitative research approach to investigate potential associations. Its primary objectives are to examine the correlation between moral integrity and academic dishonesty among students and to explore the relationship between the learning climate and instances of academic dishonesty in students.

Participants

The study encompassed the entire student population in Indonesia across undergraduate, master's, and doctoral levels. A total of 320 students from diverse educational levels throughout the country constituted the sample. Respondents were enlisted through social media announcements, and the research employed a snowball sampling technique. Questionnaires were disseminated via Google Forms, with participants encouraged to share recruitment information with other students in their network.

Measurement

Academic Dishonesty Scale

The research utilized the academic dishonesty scale, adapted from Ampuni et al. (2020), which was formulated based on the academic dishonesty measurement concept introduced by McCabe & Trevino (1993) and Stone et al. (2010). The scale encompasses 14 items addressing

three facets of academic dishonesty: cheating, unauthorized collaboration, and plagiarism. Examples of questionnaire items include: "Looking at the textbook or notes during a test without the permission of the teacher/supervisor," "Not participating in group assignments where my name is written as a member," and "Copying material and recognizing it as my work."

The scale demonstrated robust psychometric properties, evidenced by an excellent Cronbach's alpha coefficient value of 0.942, indicating high internal consistency ($\alpha = 0.942$). Confirmatory Factor Analysis (CFA) for validity testing revealed item loading factor values exceeding 0.40, with a loading factor range of 0.598 – 0.826.

Moral Integrity Scale

The Moral Integrity Scale, adapted from Wahyuni et al. (2015), comprises 9 items across three dimensions: the moral dimension of wisdom, the dimension of behavioral consistency, and the dimension of public justification. Three sample questionnaire items are as follows: "I comprehend the significance of academic honesty in an academic setting," "Adhering to honesty is a principle I uphold in most aspects of my life," and "I uphold honest values even when faced with disapproval from others." The assessment of the measuring instrument reveals a high level of internal consistency ($\alpha = 0.901$). Additionally, the items on this scale exhibit factor loadings exceeding 0.4, and there are no cross-loadings with other items, with factor loading values ranging from 0.572 to 0.788.

Learning Climate Scale

The following describes the Learning Climate Scale, specifically the "What Is Happening In This Class?" (WIHIC) questionnaire, adapted from Afari et al. (2013) based on the work of Aldridge et al. (1999) and Fraser et al. (1996). This adaptation, further modified by Afari et al. (2013), comprises 48 items assessing six crucial dimensions in the learning environment: Student Cohesion, Teacher Support, Involvement, Cooperation, Equality, and Personal Relevance. Example items include statements such as "I work well with friends in my class," "My classmates appreciate my ideas and suggestions," and "Team spirit prevails when working in groups."

Validation results by Afari et al. (2013) indicate excellent psychometric properties, with a Cronbach's alpha coefficient of 0.65 and item loading factor values ranging from 0.653 to 0.977. The WIHIC instrument has been validated across various countries, grade levels, and disciplines. Confirmatory factor analyses, employing six different indices, consistently demonstrate a good model fit to the data (Kim et al., 2000; Dorman, 2003; Raaflaub & Fraser, 2002; Margianti et al., 2004; Koul & Fisher, 2005; Martin-Dunlop & Fraser, 2008).

The questionnaire, obtained through a rigorous adaptation process, adheres to standards outlined by Beaton et al. (2000). The adaptation process involves translating the scale into the target language by two translators, synthesizing their results for agreement, and translating back into the original language until a similar meaning is achieved. Subsequently, an expert or professional reviews the scale before testing it on a small sample to assess understanding and on a large sample to evaluate validity and reliability (Beaton et al., 2000).

Data Analysis

Data analysis employs the Pearson correlation test to address Hypothesis 1, examining the potential correlation between moral integrity and academic dishonesty in students. Additionally, the Spearman correlation test is applied to investigate Hypothesis 2, exploring the relationship between the learning climate and academic dishonesty in students due to the non-linear nature of the variable relationship.

Results

The study participants comprised 320 students from both state and private universities spanning 17 provinces in Indonesia. The distribution of respondents in this study is detailed below.

Table 1

Distribution of Research Respondents

Demographics	Amount	Percentage
Gender		
Man	93	29.1%
Woman	227	70.9%
Age		
18-22	234	73.1%
23-27	52	16.3%
28-32	12	3.8%
33-37	8	2.5%
>37	14	4.4%
Type of PT		
PTN	92	28.7%
PTS	228	71.3%
Level		
S1	280	87.5%
S2	34	10.6%
S3	6	1.9%
Provincial Origin		
East Java	217	67.8 %
Central Java	9	2.8 %
West Java	6	1.9 %
Jakarta	3	0.9 %
Yogyakarta	9	2.8 %
Jambi	1	0.3 %
Lampung	35	10.9 %
South Kalimantan	4	1.3 %

Demographics	Amount	Percentage
NTT	3	0.9 %
NTB	1	0.3 %
Papua	2	0.6 %
North Kalimantan	1	0.3 %
Padang	1	0.3 %
Banten	1	0.3 %
South Sumatra	18	5.6 %
West Sumatra	8	2.5 %
South Sulawesi	1	0.3 %

Based on the presented table, it is evident that out of the 320 respondents in this research, 93 students, equivalent to 29.1%, were male, while 227 students, constituting 70.9%, were female. Additionally, the table reveals that 234 students, or approximately 73.1%, fall within the 18-22 age range, 52 students (16.3%) are in the 23-27 age range, 12 students (3.8%) belong to the 28-32 age group, and eight students (2.5%) are in the 33-37 age range. The remaining 14 students, accounting for 4.4%, are over 37 years old.

Furthermore, among the 320 students, 92 (28.7%) originated from state universities, whereas 228 students (71.3%) hailed from private universities. Additionally, within the 320 research respondents, 280 students (87.5%) were undergraduates, 34 students (10.6%) pursued master's degrees, and the remaining six students (1.9%) were doctoral candidates.

The tabulated distribution data also illustrates that the 320 respondents in this study were drawn from 17 different provinces in Indonesia. The majority of respondents were from East Java, comprising 217 students (67.8%), followed by Lampung with 35 students (10.9%). The third-largest representation came from South Sumatra, with 18 students (5.6%), while the remaining respondents originated from 14 other provinces in Indonesia.

Furthermore, this study conducted descriptive analyses of the data, encompassing empirical and hypothetical scores. The academic dishonesty scale comprised 14 items with five answer

choices, resulting in a range of 14x1 to 14x5, equivalent to 14 to 70. The hypothetical mean calculated as (14+70): 2 is 42, and the hypothetical standard deviation is (70-14): 6, amounting to 9.3. A comparison of empirical data and hypothetical academic dishonesty variables is presented in the following table:

Table 2
Comparison of Empirical and Hypothetical Data on Academic Dishonesty

Variable	Empirical				Hypothetical			
	Min	Max	Mean	elementary school	Min	Max	Mean	elementary school
Academic Dishonesty	14	66	25.88	9,811	14	70	42	9.3

Analyzing the descriptive data presented in Table 2, we observe that the empirical mean value surpasses the hypothetical mean (42 > 25.88). This suggests a higher prevalence of academic dishonesty in research subjects compared to the general population.

Furthermore, subjects were categorized into three groups based on their levels of academic dishonesty—namely, low, medium, and high—determined by the comparison between the empirical and hypothetical means.

Table 3
Subject categorization is based on the empirical mean of the total score of academic dishonesty.

Variable	Value Range	Category	Number (n)	Percentage
Academic Dishonesty	X < 16	Low	23	7.2%
	16 ≤ X < 35.69	Currently	254	79.4%
	X ≥35.69	Tall	43	13.4%
Amount			320	100%

Subject categorization, as per the empirical mean presented in Table 3, reveals that 23 students (7.2%) exhibited low academic dishonesty scores, while 254 students (79.4%) displayed moderate academic dishonesty. Additionally, 43 students (13.4%) demonstrated high academic

dishonesty. Therefore, considering the empirical mean categorization in Table 3, the research subjects, on the whole, exhibited moderate academic dishonesty.

Table 4
Subject categorization was based on a hypothetical mean of the total academic dishonesty score

Variable	Value Range	Category	Number (n)	Percentage
Academic Dishonesty	X < 32.7	Low	258	80.6%
	32.7 ≤ X < 51.3	Currently	54	16.9%
	X ≥51.3	Tall	8	2.5%
	Amount		320	100%

Subject categorization based on the hypothetical mean in Table 4 above shows that as many as 258 students, or 80.6%, had low academic dishonesty scores, and 54 students, or 16.9%, had moderate academic dishonesty. As many as eight students, or 2.5 %, had high academic dishonesty. Based on Table 4 above, based on the hypothetical mean categorization, the research subjects had low academic dishonesty overall.

Before testing the hypothesis, the researcher first tests the assumptions or prerequisites, namely the normality test, linearity test, heteroscedasticity test, and multicollinearity test, to determine whether the hypothesis testing in this study uses parametric statistics with multiple regression analysis or non-parametric statistics so that the testing paradigm is partial.

Based on visual testing by looking at the QQ Plot, it can be seen that the data in this study is usually distributed because the QQ Plot above shows a graph that tends to form a straight line and is more than 50%, as shown in the graph below, this shows that the data is normally distributed.

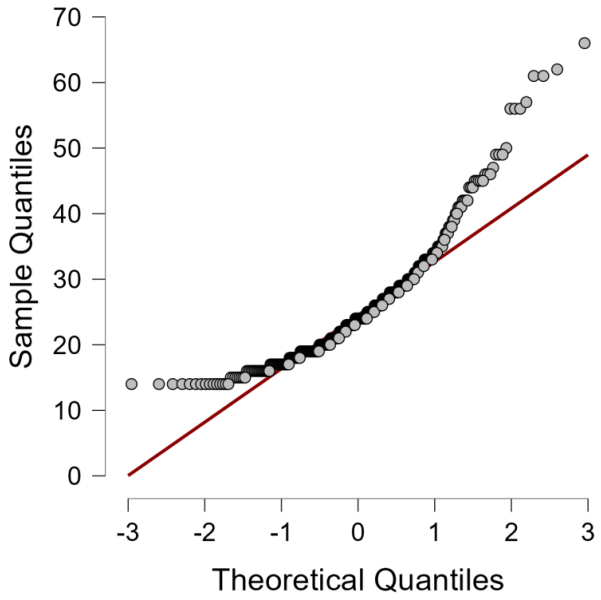

Figure 1. Distribution of Academic Dishonesty Data

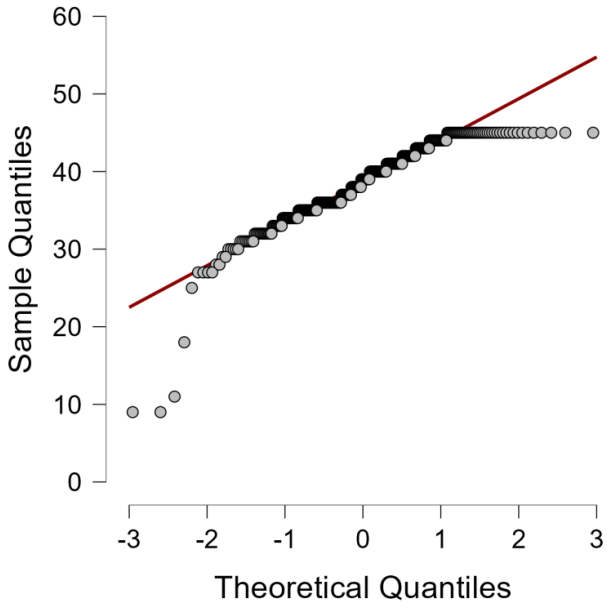

Figure 2. Distribution of Moral Integrity Data

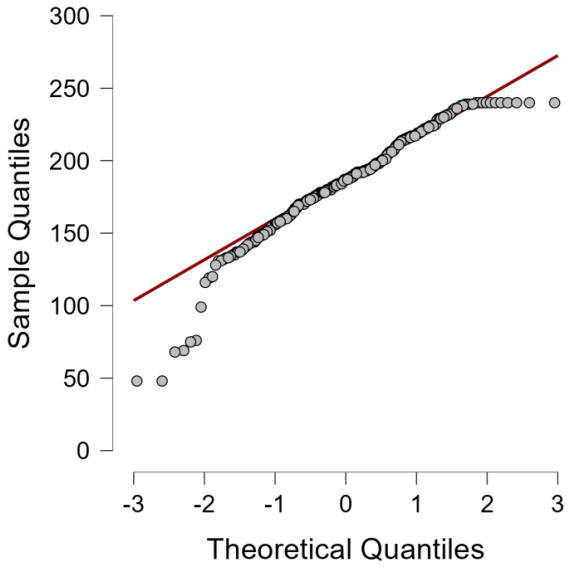

Figure 3. Distribution of Learning Climate Data

Next is the linearity test to determine the type of data analysis used and whether this hypothesis testing uses parametric or non-parametric statistics.

Table 5
Relationship Linearity Test

Variable	F	Sig.	Information
Moral integrity – academic dishonesty	5,896	0.016	Linear
Learning climate – academic dishonesty	1,719	0.191	Not linear

The linearity test results indicate a linear relationship between the variables of moral integrity and academic dishonesty. Conversely, the connection between learning climate and academic dishonesty is non-linear. Since not all relationships satisfy the linearity test, this study refrains from employing multiple regression analysis. Consequently, the investigation delves into the association between learning climate and academic dishonesty through Pearson product-moment correlation and Spearman correlation analysis.

Thus, the study focuses on two hypotheses tested individually: 1) the existence of a relationship between moral integrity and academic dishonesty in students, and 2) the presence of a relationship between learning climate and academic dishonesty in students.

Table 6
Pearson Correlation Test Results on Hypothesis 1

Variable	Correlation coefficient (r)	Sig.
Moral Integrity – Academic Dishonesty	-0.132	0.018

The findings from Table 6's Pearson correlation analysis reveal a noteworthy association between moral integrity and academic dishonesty among students, as indicated by a significance value (p=0.0018) <0.05. Furthermore, the correlation test discloses a coefficient of -0.132, suggesting an antagonistic relationship: higher moral integrity corresponds to lower academic dishonesty, while lower moral integrity is associated with increased academic dishonesty.

Table 7
Spearman's rho Correlation Test Results on Hypothesis 2

Variable	Correlation coefficient (r)	Sig.
Learning Climate – Academic Dishonesty	-0.024	0.670

The findings from the Spearman correlation analysis presented in Table 7 indicate no significant relationship between learning climate and academic dishonesty among students, as evidenced by a significance value (p=0.670) greater than 0.05. Consequently, the rejection of the second hypothesis, positing a relationship between learning climate and academic dishonesty, suggests the need for further empirical verification.

Discussion

The research findings indicate a substantial correlation between moral integrity and academic dishonesty in students. This underscores the pivotal role of moral integrity as a key predictor in endeavors to diminish instances of academic dishonesty among students. These results align with the findings of previous research conducted by Ampuni et al. (2020), highlighting moral integrity as a significant predictor of academic dishonesty.

Integrity, encompassing qualities such as honesty, trust, loyalty, adherence to regulations, and good manners, becomes especially crucial when individuals resist external pressures. According to Schlenker et al. (2008), individuals with high integrity are dedicated to themselves and moral principles, considering them essential components of their self-identity, thereby guiding their behavior. On the contrary, those with low integrity deviate from these moral components, lacking the ethical guidance that leads to behaviors like academic dishonesty.

The study establishes a negative correlation between moral integrity and academic dishonesty in students. This implies that higher moral integrity in a student corresponds to lower instances of academic dishonesty and vice versa. These findings align with Wowra's (2007) research, indicating that students with robust integrity principles exhibit a reduced inclination towards academic dishonesty. Similarly, research by Abdolmohammadi & Baker (2007) suggests that elevated moral integrity correlates with decreased plagiarism among students.

The negative relationship between plagiarism and morals stems from the perception of plagiarism as an ethical issue. Most educators view intentional plagiarism as a breach of ethics, making strong moral integrity an effective deterrent. Consistent with this, Sackett & Wanek (1996), Lucas & Friedrich (2005) propose that individuals with solid moral integrity actively avoid counterproductive behaviors, including academic dishonesty. Hence, a robust moral foundation contributes to a better understanding of students' academic and dishonest behaviors.

The results of this research also align with Bandura's (1986) social cognitive theory, which explains that humans will use self-regulation to control behavior and thoughts and use self-control to choose how they act based on internal moral standards. Bandura (1986) further explained that when a person is immoral, he does not feel guilty when his behavior violates internal moral standards. Apart from that, from the Moral Integrity Theory perspective, it is explained that individuals with high moral integrity tend not to be involved in academic fraud. They understand how important honesty, ethics, and integrity are in education, so they adhere more to the academic code of ethics and comply with the norms that apply in the educational environment (McCabe & Trevino, 1993.) Several previous studies have also shown that moral

disengagement is also associated with several negative behaviors, such as antisocial behavior (Risser & Eckert, 2016; Stanger et al., 2013), unethical behavior (Clemente et al., 2019; Detert et al., 2008), bullying (Obermann, 2013; Pornari & Wood, 2010), and criminal behavior (Cardwell et al., 2015).

The outcomes of this research make both theoretical and empirical contributions to advancing science. Specifically, it offers theoretical validation of Bandura's (1986) social cognitive theory pertaining to moral integrity and moral disengagement from dishonest and antisocial behavior. Furthermore, the study provides practical insights aimed at mitigating academic dishonesty, particularly among students. By highlighting the significance of moral integrity and related factors in enhancing students' morale, this research calls for the attention of education policymakers. Additionally, it emphasizes the need for students to enhance their moral and ethical education, promoting an understanding of the repercussions associated with academic dishonesty, thereby averting integrity-related issues.

Moreover, the findings reveal an absence of a significant relationship between the learning climate and academic dishonesty among students. Contrary to common assumptions, the learning climate does not emerge as a direct influential factor on academic dishonesty. Drawing from the perspectives of Chionh & Fraser (2009), Lee & Stewart (2013), and Stallman (2011), it is established that the learning climate indirectly affects academic dishonesty by influencing students' self-esteem, attitudes, and mindsets. This suggests that students' decisions to engage in academic dishonesty are more dependent on their self-perceptions and attitudes than the learning environment itself.

The study aligns with the Theory of Planned Behavior (TPB) proposed by Beck & Ajzen (1991), which posits that students' attitudes, subjective norms, behavioral control, and moral obligations significantly impact their inclination towards academic dishonesty. According to this theory, students' attitudes and self-control play crucial roles in determining academic dishonesty behavior. Lee & Stewart (2013) further emphasizes the role of self-control, asserting that individuals may feel compelled to break rules but can refrain from doing so with good self-control. In summary, while a positive learning climate can minimize academic dishonesty

occurrences, this research underscores the importance of addressing students' attitudes and self-control to effectively prevent such violations, aligning with the insights provided by various theories and scholars in the field.

The outcomes of this research diverge from prior studies by Omoteso & Semudara (2011), who asserted that an effective classroom management climate could mitigate violations like cheating. Additionally, Brackett et al. (2011) found that academic dishonesty stems from school and classroom climates, particularly the social interactions between teachers and students. In contrast, our research, conducted on college students, acknowledges potential variations in results due to differences in student demographics. Abdul (2022) emphasizes the distinctive learning climates between college and junior high school students, highlighting the increased autonomy and responsibility expected from college students.

Contrary to expectations, our findings reveal that merely reducing academic dishonesty rates does not suffice to foster a conducive learning climate. College students, considered intellectual elites, possess advanced critical thinking skills, aligning with the primary goal of higher education. Their complex intellect and different world context necessitate a more active and independent approach to learning (Efendy & Haryanti, 2020). Independence requires self-control, impacting decisions, including the choice to engage in academic dishonesty, shaped by attitudes, mindset, and self-esteem (Chionh & Fraser, 2009; Lee & Stewart, 2013; Stallman, 2011).

This research aims to practically contribute to decreasing academic dishonesty by promoting moral integrity. The theoretical contributions extend the understanding of academic dishonesty, urging future researchers to delve deeper into the complex relationship between the learning climate and academic dishonesty. The rejection of the second hypothesis underscores the study's limitations, such as uneven respondent distribution and regional dominance, calling for caution in generalizing results. Acknowledging these limitations, the cross-sectional nature of the research prompts the need for further analysis, examining intervening variables and changes in relationships over time.

In light of existing literature, which connects academic climate to attitudes and self-esteem, this research suggests a comprehensive exploration of intervening variables for future refinement by subsequent researchers (Chionh & Fraser, 2009; Lee & Stewart, 2013; Stallman, 2011).

Conclusion

The findings of this study indicate a noteworthy correlation between moral integrity and academic dishonesty among students, underscoring moral integrity as a substantial predictor of such dishonest behaviors. Consequently, this research draws the conclusion that mitigating academic dishonesty, particularly among students, necessitates efforts from policymakers, educators, and students themselves to enhance moral and ethical education. It is crucial for individuals to comprehend that engaging in academic dishonesty poses a threat to one's integrity and moral well-being. Additionally, the study reveals an absence of correlation between the learning climate and academic dishonesty in students. This suggests that addressing academic dishonesty cannot solely rely on cultivating a positive learning environment or shaping positive perceptions among students, as they are adults with distinct intellectual characteristics, learning systems, thought patterns, and orientations compared to elementary, middle, and high school children.

Acknowledgment

Thank you to all respondents who generously participated in this research, specifically students from diverse regions across Indonesia. While it is impractical to mention each student individually, we appreciate the contributions from various levels and universities, both public and private, throughout the country. Additionally, our gratitude extends to our colleagues in academia across Indonesia for their assistance in distributing the research questionnaire to their students.

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