**E D U N O M I A**
**Jurnal Ilmiah Pendidikan Ekonomi**

Vol. 7, No. 1, 2026. 323-337
https://doi.org/10.24127/edunomia.v7i1.12520

P-ISSN 2746-5578
E-ISSN 2746-5586

# SELF-EFFICACY, LOCUS OF CONTROL, AND PROCRASTINATION ON ECONOMICS STUDENTS' ACADEMIC CHEATING IN SURAKARTA

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Received July 11, 2026; Received in revised form July 29, 2026; Accepted August 13, 2026

**ABSTRACT**
Academic cheating remains a significant challenge to educational integrity, particularly in high school economics education, where academic pressure may encourage students to engage in dishonest practices. Understanding the psychological and behavioral factors underlying academic cheating is essential for developing effective prevention strategies. Grounded in Social Cognitive Theory, this study **aims** to examine the individual and simultaneous effects of self-efficacy, external locus of control, and academic procrastination on academic cheating among high school students in Surakarta, Indonesia. This study **employed a quantitative** approach with an explanatory research design involving 373 tenth- and eleventh-grade students from four public high schools selected through cluster sampling. Data were collected using structured Likert-scale questionnaires and analyzed using multiple linear regression. The **findings** reveal that self-efficacy has a significant negative effect on academic cheating, whereas external locus of control and academic procrastination have significant positive effects. These findings indicate that academic cheating is influenced by multiple psychological and behavioral factors, particularly students' confidence in their academic abilities, tendency to attribute outcomes to external circumstances, and difficulties in managing academic responsibilities. The study **concludes** that strengthening self-efficacy, promoting personal responsibility, and improving students' self-regulation are essential for reducing academic dishonesty. This study **contributes** to the application of Social Cognitive Theory in secondary economics education by providing empirical evidence of the factors associated with academic cheating and offering practical implications for developing integrated prevention strategies through mastery-oriented assignments, structured deadlines, and consistent academic supervision.
**Keywords**: academic dishonesty; external locus of control; procrastination; self-efficacy

***ABSTRAK***
*Kecurangan akademik masih menjadi tantangan serius bagi integritas pendidikan, khususnya dalam pembelajaran ekonomi di sekolah menengah atas, ketika tekanan akademik dapat mendorong siswa melakukan tindakan tidak jujur. Pemahaman terhadap faktor psikologis dan perilaku yang memengaruhi kecurangan akademik diperlukan untuk mengembangkan strategi pencegahan yang efektif. Berlandaskan Teori Kognitif Sosial, penelitian ini* ***bertujuan*** *menganalisis pengaruh efikasi diri, lokus kendali eksternal, dan prokrastinasi akademik secara parsial maupun simultan terhadap perilaku mencontek siswa SMA di Surakarta. Penelitian menggunakan* ***pendekatan kuantitatif*** *dengan melibatkan 373 siswa kelas X dan XI dari empat SMA negeri yang dipilih melalui teknik cluster sampling. Data dikumpulkan menggunakan kuesioner terstruktur dan dianalisis melalui regresi linear berganda dengan bantuan IBM SPSS 25.* ***Hasil penelitian*** *menunjukkan bahwa efikasi diri berpengaruh negatif dan signifikan terhadap kecurangan akademik, sedangkan lokus kendali eksternal dan prokrastinasi akademik berpengaruh positif dan signifikan. Secara simultan, ketiga variabel tersebut berpengaruh signifikan terhadap kecurangan akademik. Temuan ini mengindikasikan bahwa perilaku mencontek berkaitan dengan rendahnya keyakinan terhadap kemampuan akademik, kecenderungan mengatribusikan hasil belajar pada faktor eksternal, dan*

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https://doi.org/10.24127/edunomia.v7i1.12520

P-ISSN 2746-5578
E-ISSN 2746-5586

*lemahnya regulasi diri dalam menyelesaikan tugas akademik. Penelitian ini* ***menyimpulkan*** *bahwa peningkatan efikasi diri, penguatan tanggung jawab pribadi, dan pengembangan kemampuan regulasi diri diperlukan untuk mengurangi kecurangan akademik. Penelitian ini* ***berkontribusi*** *pada pengembangan kajian Teori Kognitif Sosial dalam pendidikan menengah dengan memberikan bukti empiris mengenai faktor-faktor yang memengaruhi kecurangan akademik serta menjadi dasar pengembangan strategi pencegahan melalui tugas berorientasi penguasaan materi, tenggat waktu bertahap, dan pengawasan akademik yang konsisten.*
***Kata kunci****: efikasi diri; external locus of control; kecurangan akademik, prokrastinasi*

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## Introduction

Education plays a strategic role in preparing individuals who are not only academically competent but also possess strong character and integrity. Academic integrity constitutes a fundamental pillar of education, as it reflects students' commitment to honesty, responsibility, and ethics in academic activities (Cahyadi et al., 2021). In practice, however, this integrity is frequently violated through academic dishonesty, defined as unethical behavior undertaken by students to gain unfair academic advantage, such as cheating, plagiarism, or falsifying data (Mutmainah, 2023). This phenomenon has been documented globally, as academic cheating is a common behavior among students influenced by various psychological and environmental factors (Ampuni et al., 2020), a pattern exacerbated by easier access to digital information sources (Bukar et al., 2024).

In Indonesia, the 2024 Education Integrity Survey released by the Corruption Eradication Commission (KPK) found the national Education Integrity Index at a "corrective" status, with cheating practices still detected in the majority of schools nationwide (KPK, 2024). This national picture is mirrored at the local level: a preliminary observation conducted by the researcher among 33 high school students in Surakarta prior to this study found that 92% of students admitted to searching for answers online or from other unauthorized sources without attribution, 56% admitted to submitting assignments partly copied from other students' work, another 56% admitted to copying a classmate's answers during examinations, and 40% admitted to submitting a friend's work as their own. These figures indicate that academic dishonesty is not merely a national statistic but a concrete and fairly common practice among high school students in Surakarta, underscoring the urgency of examining this issue specifically within the local, economics-learning context.

The specific context of economics learning further complicates this issue. The characteristics of economics subjects, which demand quantitative analytical skills and an understanding of abstract concepts, create high cognitive pressure. Consequently, academic pressure, demands for high grades, and peer competition can psychologically increase students' tendencies to commit academic dishonesty as a shortcut (Usman et al., 2020).

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Prior research has identified self-efficacy, external locus of control, and academic procrastination as three key psychological determinants of academic dishonesty. Students with low self-efficacy tend to feel incapable of completing academic tasks independently and are therefore more prone to cheating, whereas students with high self-efficacy tend to be more honest and responsible (Kusmiati et al., 2024 ; Ghoni et al., 2025). An external locus of control is the belief that academic outcomes are determined by forces beyond one's own control, such as chance or powerful others, has similarly been linked to higher tendencies toward dishonest academic behavior (Azizi & Baridwan, 2025) Academic procrastination, in turn, creates accumulating time pressure that pushes students toward dishonest shortcuts as deadlines approach (Dejene, 2021). Despite this body of work, findings on the role of self-efficacy remain inconsistent: while several studies report a significant negative effect (Natasya Aurel et al., 2023 ; Putri & Harahap, 2025), others find no significant relationship at all (Apriliyanti et al., 2021; Permatasari et al., 2021), and at least one study reports a positive relationship (du Rocher, 2020). Moreover, most of these studies examine the three predictors separately, or in different educational settings such as universities, vocational schools, or contexts outside Indonesia; research that simultaneously tests all three within economics learning among public senior high school students in Surakarta remains limited. This gap leaves open how these three variables jointly, rather than individually, explain academic dishonesty in this setting a gap this study is designed to address, offering a more integrated account than prior single-variable or single-context studies.

Within Social Cognitive Theory proposed by Bandura, this study's three predictors occupy distinct but interacting positions in the model of triadic reciprocal causation. Self-efficacy and external locus of control function as personal-cognitive factors: they represent students' beliefs about their own capability and about who or what controls academic outcomes, and these beliefs shape how a student appraises the demands of economics coursework as either masterable challenges or unavoidable threats. Academic procrastination functions as the behavioral factor, reflecting a recurrent failure of self-regulation once those beliefs are formed. Environmental factors the cognitive demands of economics content, grading pressure, and peer competition complete the triad by supplying the conditions under which weak self-efficacy, an external orientation, and procrastination are converted into an actual decision to cheat. Because these three factors are theorized to reciprocally reinforce one another rather than act in isolation, Social Cognitive Theory provides the rationale for testing self-efficacy, external locus of control, and procrastination together, and not only in separate models.

Given the persistence of academic dishonesty documented both nationally and locally, this study addresses how self-efficacy, external locus of control, and academic procrastination influence academic dishonesty, both partially and simultaneously, among SMA students in economics learning in Surakarta.

EDUNOMIA
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Accordingly, this study aims to (1) examine the effect of self-efficacy on academic dishonesty, (2) examine the effect of external locus of control on academic dishonesty, (3) examine the effect of academic procrastination on academic dishonesty, and (4) examine the simultaneous effect of the three variables on academic dishonesty. Theoretically, the results are expected to contribute to educational psychology literature by clarifying the joint operation of Social Cognitive Theory's personal and behavioral factors in a previously unexamined subject and locale; practically, they are expected to provide schools and teachers in Surakarta an empirical basis for integrated, evidence-based interventions that strengthen self-efficacy, foster an internal locus of control, and improve students' time management.

## Research Methods

This study employs a quantitative research design with an explanatory approach to examine the influence of self-efficacy, external locus of control and academic procrastination on academic cheating behaviour in economics lessons amongst upper secondary school pupils. Data were collected through a single-point, cross-sectional survey administered to each respondent, and the causal relationships among variables were subsequently analyzed using multiple linear regression. The study was conducted at four State Senior High Schools (SMA Negeri) in Surakarta, Indonesia, namely SMA Negeri 1, SMA Negeri 2, SMA Negeri 4, and SMA Negeri 7 Surakarta. Data collection was carried out from January to July 2026, covering instrument preparation, instrument try-out, main data collection, and data analysis stages. The population comprised all active students of grades X and XI enrolled in economics courses at State Senior High Schools in Surakarta during the 2025/2026 academic year. Because the exact number of grade X and XI students across the four schools could not be obtained, the population was treated as an unknown population.

### *1. Sample and Sampling Technique*

The minimum required sample size was determined a priori using G*Power 3.1 for an F-test multiple linear regression model, with an effect size $f^2 = 0.08$, $\alpha = 0.05$, statistical power = 0.95, and three predictors, yielding a minimum sample of 219 respondents. A total of 373 valid responses were obtained and used in the final analysis: 95 students (25.4%) from SMA Negeri 1, 94 students (25.2%) from SMA Negeri 2, 90 students (24.1%) from SMA Negeri 4, and 94 students (25.2%) from SMA Negeri 7 Surakarta, comprising 161 grade X students (43.2%) and 212 grade XI students (56.8%). Respondents were selected using probability cluster sampling, with the four schools as sampling clusters. Within each school-cluster, one to two intact classes were randomly selected as the sampling unit, and the questionnaire was distributed to all students present, following standard cluster-sampling procedure (Sugiyono, 2023). This two-stage process random selection of schools, followed by random selection of intact classes within each school

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https://doi.org/10.24127/edunomia.v7i1.12520
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preserved the natural classroom grouping of students while giving each member of the accessible population a known probability of selection.

*2. Research Variables*

Based on Table 1 this study involved four variables: self-efficacy ($X_1$), external locus of control ($X_2$), and academic procrastination ($X_3$) as independent variables, and academic cheating behavior (Y) as the dependent variable. Table 1 presents the operational definition and measurement dimensions of each variable.

Table 1. Operational definition of variables

| Variable | Operational Definition | Dimensions |
|---|---|---|
| Self-Efficacy ($X_1$) | Individual belief in one's own ability to plan and carry out the actions necessary to achieve a specific outcome. (Bandura, 1977). | (1) Magnitude, (2) Strength, (3) Generality |
| External Locus of Control ($X_2$) | Individual belief that academic outcomes are determined by forces outside personal control, such as chance or powerful others (Levenson, 1972. | (1) Powerful Others, (2) Chance |
| Academic Procrastination ($X_3$) | Voluntary and repetitive delay in initiating or completing academic tasks despite awareness of negative consequences (Ferrari et al., 1995). | (1) Task delay, (2) time discrepancy, (3) preference for more pleasant activities, (4) low motivation |
| Academic Cheating Behavior (Y) | Dishonest behavior performed by a student to claim another person's work or effort as one's own without permission or acknowledgment (Becker & Morrison, 2006). | (1) Cheating on written assignments, (2) cheating on examinations |

Table 1 clarifies that each construct is operationalized through dimensions drawn directly from its originating theory, so that every questionnaire item and subsequent regression coefficient can be traced back to a specific, theoretically grounded dimension rather than an ad hoc description of behavior.

*3. Research Instrument*

Data were collected using a closed-ended questionnaire developed from each variable's indicators. Self-efficacy was measured with 10 items adapted from (Pautina et al., 2025) magnitude, strength, and generality dimensions; external locus of control with 16 items adapted from (Maroufizadeh et al., 2018) powerful-others and chance dimensions; academic procrastination with 14 items adapted from (Latipah et al., 2021); and academic cheating behavior with 18 items adapted

EDUNOMIA
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E-ISSN 2746-5586

from (Becker & Morrison, 2006). All 58 items used a four-point Likert scale (1 = strongly disagree to 4 = strongly agree).

*4. Instrument Validity and Reliability*

Item validity was tested on a try-out sample of 50 respondents using Pearson product-moment correlation (item valid when r_count > r_table = 0.279, α = 0.05, n = 50). All 58 items were declared valid (r_count 0.286–0.971). Reliability was examined using Cronbach's Alpha (reliable when > 0.70); the 55-item instrument produced an Alpha of 0.978, confirming its reliability for the main data collection.

*5. Data Analysis Techniques*

Hypotheses were tested using multiple linear regression analysis and it is formulated in Equation (1):

$$Y = \alpha + \beta 1X_1 + \beta 2X_2 + \beta 3X_3 + \varepsilon \quad (1)$$

Where Y is academic cheating behavior; $X_1$, $X_2$, and $X_3$ are self-efficacy, external locus of control, and academic procrastination, respectively; α is the constant; β1–β3 are the regression coefficients; and ε is the error term. The partial effect of each independent variable (H1–H3) was examined using the t-test, in which H0 was rejected when the significance value was below 0.05. The simultaneous effect of the three independent variables (H4) was examined using the F-test, in which H0 was rejected when F_count exceeded F_table and the significance value was below 0.05. The proportion of variance in academic cheating behavior explained by the model was assessed using the Adjusted $R^2$ coefficient of determination. All statistical procedures were performed using IBM SPSS Statistics for Windows Version 25 at a significance level of α = 0.05.

*6. Ethical Considerations*

Because respondents were minors, this study followed standard ethical procedures for research involving school-aged students. Participation was voluntary and anonymous; no personally identifying information was collected. Students were briefed on the purpose of the research and their option to withdraw before completing the instrument, and formal permission was obtained from each participating school's principal prior to data collection.

## Results and Discussion

This chapter reports empirical evidence on the effect of self-efficacy, external locus of control, and academic procrastination on academic dishonesty between high school students in the subject of Economics learning in Surakarta, and simultaneously discusses them in relation to Social Cognitive Theory and prior empirical evidence. Data were obtained from 373 valid responses collected via an online questionnaire distributed to current students of four public senior high schools in Surakarta, processed using IBM SPSS Statistics 25.

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1. *Respondent Profile*

The sample comprised 373 students, with each school contributing a broadly comparable share (24.1%–25.4%), confirming that the cluster design produced a reasonably balanced representation across schools. The slightly larger proportion of eleventh-grade students (56.8%) and female respondents (59.3%) reflects the natural composition of the accessible population rather than deliberate sampling bias, though it should be kept in mind when generalizing the findings.

2. *Descriptive Statistics of the Research Variables*

Based on Table 2, the descriptive statistics for the four research variables show varying results. The test results yielded the following descriptive statistics for these variables:

Table 2. Descriptive statistics

| Variable | N | Min | Max | Mean | SD |
|---|---|---|---|---|---|
| Self-Efficacy (X1) | 373 | 13 | 40 | 28.76 | 6.431 |
| External Locus of Control (X2) | 373 | 16 | 61 | 34.25 | 12.394 |
| Academic Procrastination (X3) | 373 | 14 | 55 | 28.77 | 11.186 |
| Academic Dishonesty (Y) | 373 | 18 | 72 | 38.56 | 11.605 |

Table 2 shows that the mean self-efficacy score of 28.76 (SD = 6.431) indicates a moderate average level of confidence in completing economics assignments, though the wide spread signals a meaningful subgroup still doubts their own competence. The larger standard deviations for external locus of control (12.394) and procrastination (11.186) reveal substantial heterogeneity in how strongly students attribute outcomes to luck or powerful others and how habitually they postpone tasks. The mean academic dishonesty score of 38.56 (of a possible 72) corroborates the pre-survey finding reported in the Introduction, confirming that dishonest behavior is a fairly common practice among the sampled students.

3. *Classical Assumption Test Results*

a. *Normality Test*

Based on Table 3, the results of the Kolmogorov–Smirnov normality test on the regression residuals for the four research variables show varying results. The test results indicate the following for each variable.

Table 3. Kolmogorov–smirnov normality test

| Statistic | Value |
|---|---|
| Test Statistic | 0.029 |
| Asymp. Sig. (2-tailed) | .200[c,d] |

The significance value of 0.200 shown in Table 3 exceeds the 0.05 threshold, indicating that the regression residuals are normally distributed and that the

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https://doi.org/10.24127/edunomia.v7i1.12520
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subsequent parametric procedures, including the t-test and F-test, can be applied to this model without violating the normality assumption.

*b. Linearity Test*

Based on Table 4, the results of the linearity tests for each independent variable against the academic dishonesty variable show varying results. The results of these tests indicate the following for each variable.

Table 4. Linearity test results

| Relationship | Sig. (Linearity) | Conclusion |
|---|---|---|
| Academic Dishonesty * Self-Efficacy | 0.000 | Linear |
| Academic Dishonesty * External Locus of Control | 0.000 | Linear |
| Academic Dishonesty * Academic Procrastination | 0.000 | Linear |

As shown in Table 4, all three predictors record a significance value of 0.000 on the Linearity row, confirming that each independent variable relates to academic dishonesty through a statistically linear pattern rather than a curvilinear one, so that a given increase or decrease in self-efficacy, external locus of control, or procrastination is related to a proportionate rather than an erratic change in the tendency to cheat, justifying the use of linear regression for hypothesis testing.

*c. Multicollinearity Test*

Based on Table 5, the Tolerance and VIF values used to detect multicollinearity amongst the three predictor variables show varying results. The results of these tests are as follows for each variable.

Table 5. Multicollinearity test results

| Variable | Tolerance | VIF | Conclusion |
|---|---|---|---|
| Self-Efficacy | 0.258 | 3.876 | No multicollinearity |
| External Locus of Control | 0.171 | 5.858 | No multicollinearity |
| Academic Procrastination | 0.169 | 5.922 | No multicollinearity |

Table 5 indicates that all three predictors record a Tolerance value above 0.10 and a VIF value below 10, meaning that although self-efficacy, external locus of control, and procrastination are theoretically interrelated psychological constructs, they do not overlap enough statistically to distort the regression estimates, so each coefficient can be interpreted as the distinct contribution of that variable rather than an artifact of shared variance. The comparatively higher VIF of external locus of control nevertheless hints at a moderate conceptual overlap with procrastination that could be explored through mediation analysis in future studies.

*d. Heteroscedasticity Test*

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https://doi.org/10.24127/edunomia.v7i1.12520
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E-ISSN 2746-5586

Based on Table 6, presents the Glejser test results used to detect heteroscedasticity show varying results. The results of these tests are as follows for each variable.

Table 6. Heteroscedasticity test results (glejser)

| Variable | Sig. | Conclusion |
|---|---|---|
| Self-Efficacy | 0.886 | No heteroscedasticity |
| External Locus of Control | 0.579 | No heteroscedasticity |
| Academic Procrastination | 0.610 | No heteroscedasticity |

The significance values in Table 6 are well above 0.05 for all three predictors, indicating that the variance of the regression residuals is constant across low, moderate, and high scorers on self-efficacy, external locus of control, and procrastination. Practically, this means the precision of the model's estimates is equally reliable for students at either end of the psychological spectrum, so the subsequent t-test and F-test results can be trusted without being skewed by unstable error variance.

*4. Multiple Linear Regression Analysis*

Based on Table 7, the results of the multiple linear regression analysis show varying outcomes. The results of the tests are as follows for each variable

Table 7. Multiple Linear Regression Results

| Model | B | Std. Error | Beta | t | Sig. |
|---|---|---|---|---|---|
| (Constant) | 17.583 | 4.101 | - | 4.287 | 0.000 |
| Self-Efficacy (X1) | -0.239 | 0.091 | -0.119 | -2.639 | 0.009 |
| External Locus of Control (X2) | 0.446 | 0.058 | 0.429 | 7.734 | 0.000 |
| Academic Procrastination (X3) | 0.426 | 0.062 | 0.386 | 6.916 | 0.000 |

Based on Table 7, the estimated regression model is expressed as:

$$Y = 17.583 - 0.239X_1 + 0.446X_2 + 0.426X_3 \quad (2)$$

The constant of 17.583 represents the mathematical baseline of academic dishonesty when all three predictors are held at zero and functions as a statistical anchor for the model rather than a substantively meaningful score, since none of the three psychological scales realistically reach zero in practice; the more informative information lies in the coefficients themselves, which show that self-efficacy moves in the opposite direction of academic dishonesty ($\beta = -0.239$) while external locus of control ($\beta = 0.426$) and academic procrastination ($\beta = 0.446$) move in the same direction, a pattern whose statistical significance and theoretical meaning are unpacked hypothesis by hypothesis in the following sub-sections.

*a. Effect of Self-Efficacy on Academic Dishonesty*

The t-test result shows $t = -2.639$ with a significance value of 0.009 ($p < 0.05$) and a negative regression coefficient of −0.239, so H0 is rejected and H1 is

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accepted: self-efficacy has a negative and significant partial effect on academic dishonesty among senior high school students in Economics learning in Surakarta, meaning that the more confident a student feels about mastering economic material and completing tasks independently, the less likely that student is to resort to cheating, copying, or unattributed use of others' work.

This is consistent to the personal factor component in the Social Cognitive Theory of Bandura, in which self-efficacy determines whether a student chooses an adaptive or maladaptive response to a demanding task. It corroborates (Natasya Aurel et al., 2023) and (Putri & Harahap, 2025), who documented a significant negative relationship in secondary and tertiary populations, but diverges from (Komari et al., 2019) and (Permatasari et al., 2021), who found no significant association, and contrasts with (du Rocher, 2020) who found a positive relationship suggesting the strength and direction of this link may be sensitive to educational level, subject characteristics, or assessment design.

Theoretically, this reinforces self-efficacy's position as a core personal factor within Bandura's triadic reciprocal causation, extending the theory to secondary-level Economics education in Indonesia. Practically, it implies that schools can suppress dishonest behavior not merely through stricter supervision but by cultivating mastery experiences, scaffolded, incrementally challenging assignments that build genuine competence before more complex evaluative tasks.

*b. Effect of External Locus Of Control on Academic Dishonesty*

The t-test result shows t = 7.734 with a significance value of 0.000 ($p < 0.05$) and a positive regression coefficient of 0.446, so H0 is rejected and H2 academic behavior. This aligns with Rotter's locus-of-control theory and its integration into Social Cognitive Theory via outcome expectations a strong external orientation disconnects honest effort from perceived rewards. The finding is consistent with (Pelajar et al., 2018) and (Azizi & Baridwan, 2025); no reviewed study reported a contradictory relationship, strengthening confidence in this direction, though effect magnitude may vary by context and educational level.

Theoretically, this supports the outcome-expectation pathway within Social Cognitive Theory, a perceived effort-outcome disconnection. Practically, teachers should deliver feedback that explicitly links effort to results, gradually shifting students' attributional style toward internal control.

*c. Effect of Academic Procrastination on Academic Dishonesty*

The t-test result shows t = 6.916 with a significance value of 0.000 ($p < 0.05$) and a positive regression coefficient of 0.426, so H0 is rejected and H3 is accepted: academic procrastination has a positive and significant partial effect on academic dishonesty, meaning that students who habitually delay starting or completing Economics assignments are more tendency to engage in the practice of academic dishonesty as deadlines approach.

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This supports procrastination as a self-regulation failure and this result is consistent with (Sanlie et al., 2020), (Yulianto et al., 2020), (Mutmainah, 2023), and (Aruğaslan, 2024); no dissenting finding was identified, indicating a comparatively robust relationship across contexts.

Theoretically, this reinforces the self-regulation-failure pathway within Social Cognitive Theory, positioning procrastination as inadequate self-monitoring rather than simple time-management deficiency. Practically, reducing dishonesty requires structural interventions staggered deadlines with interim checkpoints and time-management coaching rather than moral appeals alone once time pressure has accumulated.

5. *Simultaneous Effect of Self-Efficacy, External Locus of Control, and Academic Procrastination on Academic Dishonesty*

Based on Table 8, the results of the F-test (ANOVA) for the simultaneous effects of these three predictors show varying results. The test results for each variable are as shown below.

Table 8. F-test results (ANOVA)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 51075.690 | 3 | 17025.230 | 512.011 | 0.000 |
| Residual | 12269.870 | 369 | 33.252 | | |
| Total | 63345.560 | 372 | | | |

Table 8 shows that the F-test produces F = 512.011 with a significance value of 0.000 ($p < 0.05$); since F_count exceeds F_table (512.011 > 2.62), H0 is rejected and H4 is accepted: self-efficacy, external locus of control, and academic procrastination jointly exert a significant simultaneous effect on academic dishonesty behaviour. Based on Table 9, the coefficient of determination for the overall regression model shows varying results; the detailed test results for each variable are as follows.

Table 9. Coefficient of Determination

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| .898[a] | 0.806 | 0.805 | 5.76643 |

As shown in Table 9, the Adjusted R Square of 0.805 indicates that the three predictors together account for 80.5% of the variance in students' academic dishonesty, while the remaining 19.5% is attributable to factors outside this model, such as academic pressure, peer norms, or the strictness of examination supervision, which were not measured in this study.

This mirrors the triadic reciprocal causation central to Social Cognitive Theory: personal factors (self-efficacy), Environment Factor (external locus of control) and behavioral tendencies (procrastination) interact rather than operate

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P-ISSN 2746-5578
E-ISSN 2746-5586

in isolation a student with low self-efficacy and a strong external orientation is more likely to relinquish responsibility for learning outcomes, while an accompanying tendency to procrastinate compounds this vulnerability through acute time pressure. This is consistent with (Krou, 2022) meta-analytic conclusion that academic dishonesty is best explained as a multifactorial phenomenon, and echoes (Fritz et al., 2024) on the multidimensional nature of self-reported academic dishonesty.

Theoretically, the model's substantial but incomplete explanatory power (80.5%) confirms these three variables as meaningful, determinants underscoring Social Cognitive Theory's continued relevance while pointing to the need for future models incorporating situational factors such as classroom integrity climate or assessment design. Practically, prevention programs are unlikely to succeed if they target only one psychological dimension in isolation; schools should design integrated interventions that simultaneously strengthen self-efficacy, reshape attributional style toward internal control, and improve time-management skills.

*6. Strength and Limitations*

This study's principal strengths are its validated, highly reliable instrument (Cronbach's Alpha = 0.978), a probability-based cluster sample of 373 students across four schools satisfying every classical regression assumption, and an explicit Social Cognitive Theory framing that treats the three predictors as an interacting system. Limitations include: (1) the cross-sectional, single-point design captures only self-reported associations and cannot establish causal direction; (2) all constructs were self-reported, susceptible to social-desirability bias despite anonymity; (3) the sample was confined to public senior high schools in one city, limiting generalizability; and (4) although the model explained a substantial 80.5% of variance, the comparatively high VIF for external locus of control suggests a conceptual overlap with procrastination that this design could not disentangle future mediation/moderation studies are needed to clarify whether procrastination partially influences the effect of an external locus of control on academic dishonesty.

## Conclusion and Suggestion

This study confirms that self-efficacy, external locus of control, and academic procrastination each significantly influence academic cheating behavior among senior high school students in economics learning in Surakarta. Self-efficacy has a significant negative effect, while external locus of control and academic procrastination have significant positive effects. Together, the three variables significantly and simultaneously predict cheating behavior, jointly explaining a substantial proportion of its variance (Adjusted $R^2$ = 0.805, or 80.5%), reinforcing the premise of Social Cognitive Theory that dishonest academic conduct emerges from the dynamic interaction of personal cognitive beliefs, behavioral tendencies, and environmental interpretation rather than a single isolated cause. The principal

EDUNOMIA
Jurnal Ilmiah Pendidikan Ekonomi
Vol. 7, No. 1, 2026. 323-337
https://doi.org/10.24127/edunomia.v7i1.12520
P-ISSN 2746-5578
E-ISSN 2746-5586

scientific contribution of this study is the joint, rather than separate, testing of these three determinants within the specific and previously under-examined context of public senior high school economics education in Surakarta, with external locus of control emerging as the most dominant predictor. It is recommended that future research consider additional factors including moral disengagement, academic pressure, peer conformity, or school integrity climate to explain the remaining variance, broaden the population beyond public senior high schools in Surakarta, and consider mediation or moderation testing—for instance, whether procrastination mediates association between an external locus of control and cheating.

Building on these conclusions, students are encouraged to build their self-confidence through a series of experiences in which they gradually gain mastery and have a better time management; teachers are advised to design mastery-oriented, effort-feedback assignments with staged deadlines; and schools are encouraged to adopt integrated integrity policies, counseling programs, and stronger examination supervision. Because the model leaves part of the variance unexplained and relies on a cross-sectional, single-city sample, future research should include additional factors such as moral disengagement or school climate, broaden the population, and consider longitudinal or mediation-based designs to clarify the mechanisms identified here.

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**Jurnal Ilmiah Pendidikan Ekonomi**
Vol. 7, No. 1, 2026. 323-337
https://doi.org/10.24127/edunomia.v7i1.12520
P-ISSN 2746-5578
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