**ABSTRACT**

Cheating can be interpreted as cheating behavior carried out for its own sake by justifying various ways when doing school assignments. The possibility of cheating in online learning is increasing faster than in traditional face-to-face learning. Therefore, this research was conducted with the aim of knowing what factors can make students always cheat and what solutions should be done to minimize students cheating. The method used in this study is a qualitative method with case studies and research instruments using interviews. The type of research used is the teacher's perception so the data taken is the result of interviews with several teachers. Participants consisted of six junior high school teachers from three different schools. The three school locations are still in the same city, namely Garut, but in different districts. The types of subjects taught by the teacher consist of different subjects, namely English teachers, Indonesian teachers, Mathematics teachers, Arabic teachers, and Islamic religious education teachers with the aim of getting a different point of view from each subject in school. . From the findings in the study, there are factors or reasons why students cheat, which is usually caused by several things such as lack of material, laziness, bad habits that are often done, and lack of confidence. Then the action that can minimize students' cheating activities is to find the causes and solutions. All efforts made by the teacher in continuing learning have been carried out as much as possible, but the problem is more dominant in the readiness of students to learn which must be further improved, and their awareness that dishonesty is not commendable.

***Keywords****:* academic dishonesty, online learning, teachers perception.