**CHAPTER I**

**INTRODUCTION**

**1.1 Background of the study**

 Cheating is a person's dishonest attitude when he is doing something. This is done to achieve a high score by justifying all means. The definition of cheating is imitating, quoting, or imitating (Hartanto, 2012). Cheating is an immoral act that should not be done just for the sake of achieving one's own gain (Ehrich, Flexner & Hawkins, 1980). According to Hartanto (2012) cheating is divided into three categories, (1) giving, receiving, and receiving information, (2) making forbidden notes, (3) exploiting one's weaknesses to get what he wants. The habit of cheating has become a common habit for a long time, even according to Schab (1991) this has been going on for the last 30 years. This fraud case does not occur in every circle. A number of studies have shown that secondary schools are more focused on grades and performance than primary schools. So, cheating has always been the main target of secondary schools (Anderman & Midgley, 1997; Midgley, Anderman, & Hicks, 1995).

 According to Newstead (1996) there is a strong reason why students cheat, namely when students see the main goal of an academic assignment as (a) getting good grades or (b) demonstrating one's abilities to others, then students may see cheating as a viable means to achieve that goal. Even this cheating activity varies from time to time (Schab, 1991). As for the world of education, this dishonest behavior is called academic dishonesty which consists of manipulation, plagiarism, deception and sabotage (Goncaga, 2013). Even this cheating activity varies from time to time (Schab, 1991). As for the world of education, this dishonest behavior is called academic dishonesty which consists of manipulation, plagiarism, deception and sabotage (Goncaga, 2013). On the other hand, cheating can also actually depend on the situation and conditions. Specific factors that have been identified include: seating arrangement (Vitro, 1969), knowledge of peer performance (Shelton & Hill, 1969), importance of the test (Vitro, 1969), test difficulty ( Winston, 1975), existence of low grades (Bronzaft), curriculum (Schab, 1972), and supervision (Burchard, 1970).

 Cheating when online learning is a common phenomenon among students. Not a few teachers feel the difference in that because it keeps happening. The high presentation of the possibility of them cheating affects the assessment given by the teacher as experts say. According to (Harmon, Lambrinos, & Buffolino, 2010) cheating in online learning does not reflect real learning, high scores can even be a sign of the possibility that some students cheat when learning online. One of the problems that is difficult for teachers to overcome is when students cheat. Basically, cheating in class as usual has significant similarities with cheating in online learning. Even students who often cheat in online learning have easier access so they are free to do whatever they want by using existing facilities. Therefore, supervision by teachers is difficult because it is beyond their reach (Hollister & Berenson, 2009).

 There are several factors that influence students to cheat that have a significant impact, such as personality characteristics, low academic grades, excessive stress, and opportunity (Barnett and Dalton, 1981). In addition, according to Thorkildsen (2007) cheating is an act caused by a person's moral involvement or dishonesty in learning.

In addition, previous studies have related to student cheating activities when learning. Studies from Chuang, Craig & Femiani (2017), Trenholm (2007), Dendir & Mawell (2020), Moten et al. (2013), Tiong & Lee (2021), and Beck (2014) showed about students' perceptions then detecting possible cheating during online learning. Next studies by Zhao et al. (2021) showed student perception of the effect of academic cheating. Another study by Nguyen, Keuseman & Humston (2020), Gupta et al. (2015), Cluskey, Ehlen & Raiborn (2011), and Sullivan (2016) showed about preventing or minimizing student cheating in online learning. More studies from Finn & Frone (2010), Marsden, Carroll & Neill (2005), Ercegovac & Richardson (2004), Valizadeh (2022), Gaskill (2012), Arnold (2016) showed about student perception then analysis and identification of student academic fraud. The last previous study by Slade, Rowland & McGrath (2018) showed about collaborative development of student dishonesty assessment.

 From previous studies, most of the research focused on student perceptions, and more research was conducted in colleges and high schools. Therefore, other research is needed with a different focus, including focusing more on teachers, than research on teachers who teach in junior high schools. Research on student dishonesty in online learning is research that is still very rare. So this study focuses on the analysis of how teachers respond to the bad habits of students who often cheat on online learning.

**1.2 Research Question**

Based on the research background above, this research will be formulated based on research questions as follows.

1. What are the factors that cause students to cheat when doing online assignments?
2. What are the solutions that teachers do to follow up on students' cheating activities?

**1.3 Objective of the Study**

 Concerning to the research question above, the objectives of this research is to find the cause of students cheating in online learning and looking for solutions to deal with the problems of student cheating activities.

**1.4 Scope and Limitation of the Study**

 This research will be conducted in three different junior high schools in Garut. The sample will be taken by two teachers from each school so the total number of participants is six people. The three school locations are still in the same city, namely Garut, but in different districts.

**1.5 Significance of the Study**

 The results of this study are expected to be used theoretically, namely the findings in this study can support and complement previous theories regarding the bad habits of students who cheat while studying online. Then practically, this research is expected to provide inspiration or ideas to teachers when doing online learning to further minimize the cheating activities that are often done by students.

**1.6 Definition of Terminology**

Cheating is fraudulent behavior that involves some form of cheating by someone or another person who violates the rules. (Prescott as cited in Mokula & Lovemore, 2014)

Online learning was originally instructor-centered learning turned into student-centered learning where students have more responsibility for learning. (Koch and Peterson in Siemens, 2015)