The Dark Triads Influence upon Academic Breach Action throughout Online Learning

by Jarot Tri Bowo Santoso

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ABSTRAK

Covid – 19 memunculkan pilihan pembelajaran dengan konsep pendidikan jarak jauh melalui aplikasi pembelajaran online seperti zoom, google meet, MS Teams, dll bahkan penggunaan aplikasi pembelajaran yang dikembangkan oleh perguruan tinggi itu sendiri. Hal itu dilakukan untuk menghindari kerumunan seperti yang diminta pemerintah mengacu pada protokol Kesehatan WHO. Hal ini sebenarnya merupakan dorongan yang sangat baik bagi dunia pendidikan Indonesia. Namun, hal ini menimbulkan masalah lain yang cukup meresahkan dan berpotensi merusak kualitas output pendidikan Indonesia itu sendiri. Masalah kecurangan dalam pembelajaran online. Hal ini menjadi sangat penting, terutama dalam konteks pendidikan tinggi. Kenapa karena di perguruan tinggi siswa sudah menjadi pembelajar dewasa sehingga cukup bebas dari pengawasan orang tua di rumah, tidak seperti konsep sekolah online di SD, SMP dan SMA. Mengingat pentingnya pelanggaran akademik ini, maka untuk mendapatkan pemahaman yang lebih komprehensif tentang bagaimana dan mengapa kecurangan dilakukan dalam konteks perkuliahan daring di perguruan tinggi dengan menggunakan variabel-variabel yang berkaitan dengan sifat-sifat psikologis yang sejalan dengan phycological disebut sebagai dark triads (psychopathy, narcissism dan Machiavellianism) terhadap sikap mahasiswa dalam perkuliahan daring.

Kata kunci: Tindakan Pelanggaran Akademik, Pembelajaran Online, Tipe Kepribadian

ABSTRACT

Covid – 19 has given rise to learning options with the concept of distance education through online learning applications such as zoom, google meet, MS Teams, etc. and even the use of learning applications developed by higher education itself. This was done to avoid crowds as requested by the government referring to the WHO Health protocol. This is actually a very good boost for the world of Indonesian education. However, it creates another problem, which are quite disturbing and have the potential to damage the quality of the output of Indonesia education itself. The problem is cheating in online learning. This becomes very important, especially in the context of higher education. Why, because in higher education, students have become an adult learner so they are quite free from parental supervision at home, unlike the concept of online schools in elementary, junior high and high school. Considering the importance of this academic violation, to get a more comprehensive understanding of how and why cheating is done in the context of online lectures in universities by using variables related psychological traits that in line of phycological called as the dark triads (psychopathy, narcissism, and Machiavellianism) on student attitudes in online lectures.

***Keywords:** Academic Breach Action, Online Learning, Dark Triads*

INTRODUCTION

The COVID-19 pandemic, which continues until its 3rd year in 2022, is becoming increasingly clear that there are many sectors that are affected. One of the most obvious is the world of education. There are so many problems that arise because of it. The Health Protocol required by WHO to control the spread of the virus has forced the face of education, not only in this country, to change quite drastically. Teaching which was originally in the form of face-to-face in class was shifted to an online concept via online meeting applications such as zoom, google meet, MS Teams, etc. Because education itself is actually not same, especially for different age levels, finally, education managers from each level from basic education to higher education are trying to create their own learning apps. This is actually a good acceleration for the world of Indonesian education. At least there are still positive stains that can be told from this pandemic, even though to say it's positive, there really needs to be a variety of support systems that the various elements are working on. One of them is the development of an action, which actually has existed since the beginning. These actions we could consider them as a problems are various kinds of academic violations, but because learning becomes online, the form of these violations also develops into the online realm. This condition can be considered quite disturbing and has the potential to damage the quality of the output of education itself. The problem is cheating in online learning. This becomes very important, especially in the context of higher education. in higher education, students have become students who are adult learners, so they are quite free from parental supervision at home, unlike the concept of online schools in elementary, junior high and high school.

Cheating itself according to Emerson & Smith, (2021) can already be classified as academic fraud if it is carried out in lectures at universities. Academic fraud itself according to (Becker et al., 2006).) is a violation in an academic context that includes all activities that are claimed by students as their work even though it is someone else's work in order to complete a period in a course. Actions included in the academic violation by (Emerson & Smith, 2021) mentioned include copying a friend's exam answers, inappropriate collaboration between students, plagiarizing material without citing the source or using unauthorized Cheating does tend to be a perennial problem, online or offline and in many ways, it just gets worse. Even more distressing are reports that those who engage in academic dishonesty at school are more likely to perpetuate their unethical behavior in the workplace (McMurtry, 2001).

Cheating does tend to be a perennial problem, online or offline and in many ways, it just gets worse. This indicates that those who are involved in academic dishonesty at school tend to engage in unethical behavior that impacts on behavior at work (McMurtry, 2001).Electronic fraud is another term used as academic misconduct in virtual environments has become a major concern (Krick et al., (2016).Initially, (Bain, 2015) what was highlighted was plagiarism because it was so easy for students to use the copy and paste feature from the internet to use other people's work as their own. As a result, new technologies (eg, Turnitin) were developed to deal with (Wallace, & Baumeister, 2002). However, technological advances have made it easier to access a variety of information and there are companies that see this as a business opportunity and sell access to that information to students (Emerson & Smith, 2021) today's technological advances have really made the world Borderless, have removed all barriers and opened all access for people. students to previously restricted information to an unprecedented level. As a result, it opens up opportunities for students to be able to copy or copy online that many people could not have anticipated. Even though academic violations are an important issue to be investigated in a sustainable manner. This study aims to gain a more comprehensive understanding of how and why cheating is practiced in the context of online lectures in tertiary institutions by using variables related to psychological traits (psychopathy, narcissism, and Machiavellianism) in students' attitudes towards online learning.

LITERATURE REVIEW

Dark Triad

The Dark Triad refers to three human personality traits. n general, these three traits greatly influence almost all dimensions of human experience and have a significant inverse relationship with honesty and humility (Harrison et al., 2018). On the other hand, a high score in the Dark triad in humans allows them to be dangerous, such as cheating. The Dark Triad was also found to be a dominant trait possessed by perpetrators of fraud in the workplace by manipulating interpersonal and counterproductive behavior (Harrison et al., 2018). The Dark Triad is very likely to be studied in the education sector. Other research shows that students of the Faculty of Economics usually have a higher Dark triad score than other faculties, which led to previous researchers making a theory which stated that it might be related to their financial tendencies (Stevens et al., 2012).

As has been explained that The Dark Triad consists of three traits, namely narcissism, which is characterized by the need to be admired, selfishness, the desire to be glorified, lack empathy etc. (Amernic & Craig, 2010). Second Machiavellian traits are personality traits characterized by a lack of empathy and a lack of belief in the benefits of manipulating others for one's own gain, manifested in a disdain for conventional morality (Kerlinger & Pedhazur, 1973). Individuals with high psychopathic scores tend to be apathetic, characterized by blind risk-taking, deceit, impulsivity, and remorse and unburdened interpersonal manipulation (Bailey, 2017).

Bailey (2019) states that dark triads can be used individually to explain academic fallacies. In general, they use rationale (Ajzen et al., 2018) to explain that the theory of reasoned behavior is the basis for determining human behavior. The most rational approach to action assumes that an individual's actions are naturally guided by his or her beliefs, attitudes, and intentions. Therefore, an individual's psychological characteristics directly influence their behavior and ethical decision-making processes. That is, regardless of the level of narcissistic, Machiavellian, or psychopathic tendencies, they are affected in forming intentions and carrying out actions (academic damage) (Emerson & Smith, 2021)

Narcissism

Vedel & Thomsen (2017) revealed that narcissism is a person's hope to achieve more than their peers but often fails to meet their expectations (Vedel & Thomsen, (2017). This failure may occur deception to reaffirm perceptions of their self-superiority. Narcissism is also understood as a feeling of being entitled to recognition or individual intellectual superiority over academic achievement from mediocre students. Therefore, to get this recognition, someone can commit fraud (Wallace & Baumeister, 2002).

Furthermore, narcissists are more consistent in overestimating their abilities over a sense of intellectual superiority they do not possess. Typically, narcissists believe in unlimited intelligence and success, lack empathy, and are prone to reckless and unethical actions (Krick et al., 2016). Need n status narcissists tend to exaggerate their academic knowledge to maintain a sense of self-importance, and the need for recognition can motivate them to cheat (Wallace & Baumeister, 2002). Harrison et al. (2018) narcissists tend to be reflected as behavior that will make the perpetrator get what they think the perpetrator deserves. Perpetrators will think that they are more than others, whose behavior unconsciously refers to unethical behavior, to achieve this. Thus, we hypothesize the following:

H_1: Narcissism is positively related to the intention to trigger academic misconduct

Machiavelinism

Machiavellianism is defined as the nature of someone with a tendency to think strategically, deceptively, to be manipulative to achieve goals, or in other words, the belief to manipulate by adopting a cynical view of the motives of others (Nonis & Swift, 2001). Someone will do various things, including manipulating, breaking the rules, cheating, and other fake acts with the people around him to achieve his goals. Usually, they focus on achieving goals at all costs (Nonis & Swift, 2001). Machiavellianism has been characterized as the unethical or even distrustful behavior of someone with the motives of acting skeptically of the intentions and motives of others. While they may lie and deceive, they tend to hesitate to do so when there are eyewitnesses to the incident (Nonis & Swift, 2001). Thus we promote this

H₂: Machiavellianism is positively related to the intention to trigger an academic offence

Psycopath

Lack of empathy but experiencing regret for the behavior that has been done, especially in actions with negative consequences for others, is mentioned as a feature of psychopathy (Nonis & Swift, 2001). Psychopaths are also seen as making decisions without considering consequences and have been described as violent individuals who do not take personal responsibility for their actions (Williams et al., 2010). Rationalizing behavior is empirically psychopathic because there is no need to rationalize it (Bailey, 2017).The psychopathic disposition is driven by her three main motivations: An uncontrollable desire for pleasure, fear of punishment, and persistent moral repression. The desire for success is not limited by ego or the desire for positive outcomes, regardless of fairness (Jones & Paulhus., 2011). Bailey (2017) shows that psychopaths tend to be associated with intent because they are often described as selfish, and that both impulsive and risk-seeking traits of psychopaths serve as motivations. There is a possibility.

Psychopaths do not see themselves as moral individuals but rather highlight what they want to get. O'Boyle et al. (2012) found unethical behavior through moral detachment. It is possible for someone to act in a way they know is wrong, but they still do it and think it is acceptable. This kind of thing causes rationalization to be almost irrelevant for psychopaths (Bailey, 2017). Psychopaths can already be seen from unethical attitudes and behavior. Bailey (2015) identified a causal relationship between psychopathy and unethical practices among several economic and business schools in America. TRA by Ajzen et al., (2018) has explained and proven a lot that intention and behavior are a clear relationship as this relationship is reflected by psychopathy with the various behaviors used in this study. Therefore,

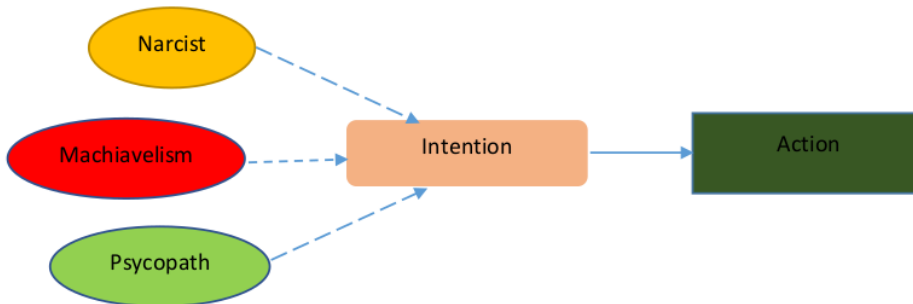H₃: Psychopathy is positively related to the intention to trigger an academic offence

**Figure 1. Research Framework**

METHOD

The type and research design used is survey research using a questionnaire using a Likert scale. The questionnaire used the instruments in research Emerson& Smith, (2021) regarding the dark triads that were applied online, after previously being translated into Indonesian. In addition to these instruments, several demographic questions will also be asked to assess the profile of the questionnaire filler. The research objects are students of the 2020 FE UNNES Accounting Education study program. The data collection method used is the distribution of online questionnaires. This method is used to obtain quite a lot of data and with a wider audience. To measure the relationship between the dark triads with intentions and actions, the statistical tool used is Warp PLs 7.0 (Sholihin & Ratmono, 2021)

RESULT AND DISCUSSION

After carrying out the stages as mentioned in the previous section, the researcher conducted a translation for the research instrument, which was followed by a feasibility test of the research instrument. The distribution media of the research instrument used is online. From the online test, a sample of approximately 400 samples was obtained. From the number of samples, after being tested with the Warp PLS test equipment for each hypothesis, the following results were obtained:
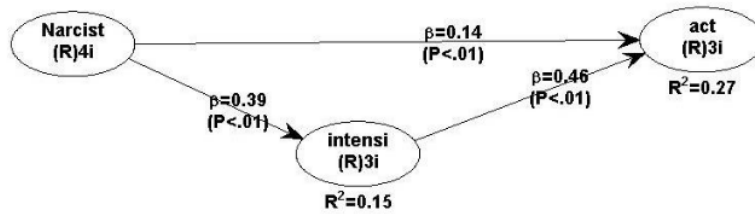
Narcissism affects the actions of academic violations directly or indirectly through the intention or attention variable, significantly. With this, the first hypothesis is declared accepted.
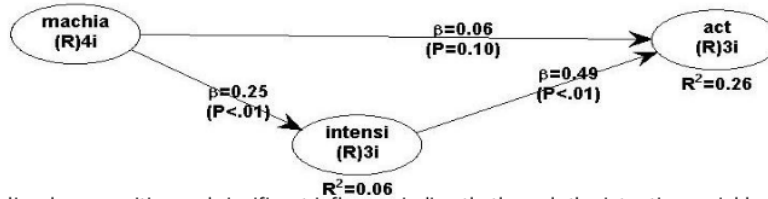
Machiavelism has a positive and significant influence indirectly through the intention variable, resulting in violations of academic ethics. Therefore, the second hypothesis is accepted, although there is no direct and positive effect between the bad attitude of Machiavelism and the act of academic violations.
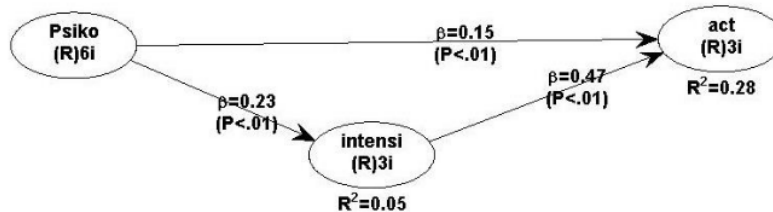
While the last is the third hypothesis which states that psychopathic bad attitudes are positively related to intentions that trigger academic violations, are accepted, because both direct and indirect relationships are all positive and significant.

CONCLUSION

The three results of hypothesis testing above are confirmations that are in line with the results of research conducted by Wallace & Baumeister (2002) which explains that there is a tendency for students in the online class between 2020 to 2021 to expand their internet presence to be used for their personal interests regardless of whether or not academic ethics are violated. This can happen because the generation only focuses on results without seeing the learning process that should be passed (Wallace & Baumeister, 2002). It can be said that this greed may arise because there are many factors, both internal and external, that influence (Williams et al., 2010).

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