

The interplay of academic procrastination and moral judgment maturity on cheating behavior among university students

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Abstract: Academic integrity remains a critical global issue, especially as digital transformation and AI-driven tools redefine traditional forms of dishonesty. While the methods of cheating evolve, the underlying psychological drivers—self-regulatory failure and moral reasoning—remain constant. This study aims to investigate the relationship between academic procrastination and moral judgment maturity toward cheating behavior among university students in Indonesia. A quantitative correlational design was employed involving 100 undergraduate students (aged 18–21) at X University of Yogyakarta. Data were collected using three validated instruments: the Cheating Behavior Scale ($\alpha=.938$), the Academic Procrastination Scale ($\alpha=.911$), and the Moral Judgment Maturity Scale ($\alpha=.922$). Data were analyzed using multiple linear regression. The findings revealed a significant relationship between academic procrastination, moral judgment maturity, and cheating behavior ($R=.664; F=38.303; p=.014$). Specifically, academic procrastination was positively correlated with cheating, whereas moral judgment maturity showed a strong negative correlation. These two variables collectively contributed to 43% of the variance in cheating behavior. The results suggest that students who delay academic tasks are more likely to cheat to alleviate deadline-induced anxiety, while those with higher moral reasoning possess a stronger internal buffer against dishonest practices. Higher education institutions should focus on enhancing students' time management skills and ethical reasoning to foster a culture of academic integrity in the digital era.

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INTRODUCTION

One of the goals of the Republic of Indonesia, as enshrined in the Preamble of the 1945 Constitution, is to intellectualize the life of the nation. This vision is currently actualized through the development of the *Pancasila Student Profile*, which requires the younger generation to be not only intellectually proficient but also characterized by integrity, noble morals, and strong character (Ministry of Education, Culture, Research, and Technology [Kemendikbud Ristek], 2022). Education should serve as a sterile environment that fosters student morality, free from negative practices (Nurmayasari & Murusdi, 2015). However, field realities indicate that challenges to academic integrity are becoming increasingly complex. Cheating and academic dishonesty remain prevalent phenomena across various educational levels in Indonesia. Furthermore, with rapid technological advancements, academic dishonesty has transformed into more sophisticated forms, such as the unethical use of digital platforms to complete school assignments. Recent research suggests that the pressure to obtain high grades often overrides students' awareness of the importance of honesty, leading to the normalization of such unethical acts for the sake of meeting graduation standards (Cahyo et al., 2018).

According to the 2024 Education Integrity Assessment Survey (SPI) released by the Corruption Eradication Commission (KPK), academic dishonesty is widespread across almost all educational levels: 78% of surveyed secondary schools and 98% of surveyed universities in Indonesia reported instances of academic fraud. This data indicates that cheating is no longer an isolated occurrence but has become a systemic issue within the Indonesian academic environment (KPK, 2025). Generational shifts and technological progress have altered how students cheat. While cheating previously involved paper-based answer sheets, the pattern has now shifted toward the misuse of Artificial Intelligence (AI). The use of tools such as ChatGPT to complete assignments, reports, exams, and even theses, without an original cognitive process, has become a new trend among Indonesian students. Alongside digital communication ease, academic dishonesty has evolved into e-cheating and contract cheating through online academic "ghostwriting" services. Illegal collaboration via instant messaging during online or hybrid exams has also surged post-pandemic, posing a serious threat to academic integrity.

Based on these facts, it can be concluded that cheating behavior in Indonesia remains high, despite its shifting forms. Habitual cheating can have detrimental effects on both the individual and society. If left unaddressed, students may become dependent on external assistance, losing their ability to face challenges independently (Suparno, as cited in Veronikha et al., 2013; Cahyo et al., 2018). This phenomenon fosters an "instant mentality," as students bypass essential cognitive processes for quick results, exacerbated by easy technological access that creates a false sense of competence (Friyatmi, 2011). Cheating is an urgent issue that requires immediate intervention; the KPK (2024) emphasizes that normalizing dishonesty in educational settings is a seed of corruption that undermines national character.

Ideally, students should be free from cheating during evaluations, allowing them to sharpen their cognitive functions according to the goals of learning evaluation (Syah, 2008). Moreover, as adolescents, students must fulfill their developmental tasks to become responsible future citizens (Dariyo, 2014). Then, Hartanto (2012) identifies both internal and external factors influencing cheating. Internal factors include low self-efficacy, poor academic ability, and academic procrastination. External factors include peer influence, parental pressure, ambiguous school regulations, and a lack of firmness from educators. Hartanto (as cited in Veronikha et al., 2013) further notes that cheating behavior is significantly determined by an individual's moral judgment maturity. Additionally, adolescents often struggle to manage their abundant free time, leading to academic procrastination (Mönks & Knoers, 2014). This procrastination yields negative consequences, as time intended for academic tasks is squandered (Hervani, 2016). In the modern era, social media use further encourages students to delay routine academic activities (Hervani, 2016).

Procrastination is defined as the tendency to delay completing tasks by engaging in unproductive activities, resulting in hindered progress and tardiness (Solomon & Rothblum, 1984; Steel & Klingsieck, 2016). Students caught in procrastination cycles are more vulnerable to academic fraud than those with high self-efficacy and disciplined study planning (Hartanto, 2012). While non-procrastinators utilize "study weeks" effectively, procrastinators who are predominantly present-oriented, often ignore future consequences in favor of instant gratification (Ursia et al., 2013). When the exam date arrives, the inability to complete tasks triggers deep anxiety (Solomon & Rothblum, 1984; Wang, 2020). This anxiety impairs cognitive performance, prompting the urge to cheat as an instant psychological tension-relief strategy (Hartanto, 2012).

Beyond procrastination, moral judgment maturity is a vital developmental aspect, as adolescents must construct their own moral codes (Darmadi, 2009). Aristotle emphasized that developing sophisticated moral judgment is essential for navigating life's dilemmas (Nucci & Narvaez, 2014). Optimal moral development enables individuals to make decisions that consider the broader interests of others, serving as an internal shield against narrow-minded, harmful choices (Lapsley, 2018; Malti & Ongley, 2014). Conceptually, moral judgment involves deciding on actions by weighing external rules, ethical principles, and subjective perspectives (Forsyth, 1985). This capacity involves the coordination of cognitive, affective, and philosophical-ethical dimensions (Dariyo, 2004). As cognitive maturity increases, individuals better manage complex moral conflicts (Malti & Ongley, 2014). Those with strongly internalized moral foundations possess an "internal fortress" to reject dishonesty, even under intense pressure.

In conclusion, moral judgment maturity is the ability to assess and decide on the morality of an action through cognitive and ethical considerations. This study posits that both moral judgment maturity and academic procrastination significantly influence cheating behavior. Based on this background, the researcher proposes the following research questions: (1) Is there a relationship between moral judgment maturity and cheating behavior among students at University X?; (2) Is there a relationship between academic procrastination and cheating behavior among students at University X?; (3) Is there a relationship between both moral judgment maturity and academic procrastination simultaneously with cheating behavior among students at University X?

METHOD

This study employed a quantitative research design to investigate the predictive effects of academic procrastination and moral judgment maturity on cheating behavior. The dependent variable in this study was cheating behavior, while the two independent variables were academic procrastination and moral judgment maturity. To fulfill the analytical requirements for the proposed statistical models, the study utilized a sample size of 100 participants.

The data for this study were collected using specific self-report measurement scales for each variable. Three distinct scales were employed: a cheating behavior scale with a reliability coefficient of 0.938, an academic procrastination scale with a reliability coefficient of 0.911, and a moral judgment maturity scale with a reliability coefficient of 0.922. These established coefficients confirmed that the measurement tools possessed the necessary internal consistency to gather robust empirical data.

Prior to hypothesis testing, a series of classical assumption tests were conducted to ensure the data met the strict prerequisites for parametric regression analysis. Normality was evaluated using the Kolmogorov-Smirnov (K-S) test and Normal Probability Plots, incorporating the methodological consensus that a sample size exceeding 30 can theoretically be treated as normally distributed (Hadi, 2000; Priyatno, 2010; Salim, 1999). Furthermore, the data were tested for multicollinearity by evaluating Tolerance values, the Variance Inflation Factor (VIF), and comparing r -squared against R -squared values. The model was also assessed for heteroscedasticity using Spearman's Rho test alongside scatterplot distribution analysis, and evaluated for autocorrelation using the Durbin-Watson test.

The primary data analysis was conducted using multiple linear regression to determine both the simultaneous and partial effects of the independent variables on cheating behavior. All statistical procedures were processed utilizing SPSS version 22 software. The analytical steps included generating the regression equation, calculating the Adjusted R -squared value to identify the collective variance contribution, conducting an ANOVA (F-test) to test for simultaneous significance, and performing individual t-tests to ascertain the specific directional relationship and significance of each independent variable.

RESULT

The Kolmogorov-Smirnov (K-S) test for cheating behavior yielded $K-S Z = 0.108$ ($p < 0.05$), and academic procrastination yielded $K-S Z = 0.131$ ($p < 0.05$), indicating non-normal distributions for both. However, following the empirical consensus of statistical experts (Hadi, 2000; Priyatno, 2010; Salim, 1999), samples larger than 30 are considered normally distributed. Given this study's sample size of 100, the data is treated as normally distributed. Furthermore, moral judgment maturity showed $K-S Z = 0.67$ ($p > 0.05$), signifying a normal distribution. Normal Probability Plots also confirmed that the data points cluster along the diagonal line, satisfying the assumption of normality.

Classical Assumption Tests

The analysis showed an r^2 between X_1 and X_2 of 0.153, while the overall R^2 was 0.441. Since $r^2 < R^2$, no multicollinearity was detected. Tolerance values were > 0.1 and VIF was < 10 , confirming a sound regression model. The analysis showed Spearman's Rho test results for X_1 (0.731, $p > 0.05$) and X_2 (0.517, $p > 0.05$) indicated no heteroscedasticity. Scatterplot analysis showed a random distribution of points above and below the 0 mark on the Y-axis, supporting this conclusion. The Durbin-Watson value of 1.814 fell within the range $dU < DW < 4-dU$ ($1.715 < 1.814 < 2.2848$), indicating the absence of autocorrelation.

Hypothesis Testing

The regression equation is $Y = 252.891 + 0.512 X_1 - 1.171 X_2$. This suggests that when both independent variables are zero, cheating behavior is 252.891. A one-unit increase in X_1 increases cheating by 0.512, while a one-unit increase in X_2 decreases it by 1.171. The Adjusted R^2 is 0.430, indicating that the independent variables collectively contribute 43% to the variance in cheating behavior, while 57% is influenced by other factors. The ANOVA table showed $p < 0.05$ and $F_{observed}(38.303) > F_{observed}(3.09)$, proving that academic procrastination and moral judgment maturity simultaneously influence cheating behavior. For X_1 , $p < 0.05$ and $t_{observed}(3.046) > t_{table}(1.984)$, indicating a significant positive relationship between academic procrastination and cheating. For X_2 , $p < 0.05$ and $t_{observed}(-6.363) > t_{table}(1.984)$, indicating a significant negative relationship between moral judgment maturity and cheating.

DISCUSSION

The undeniably high rate of academic cheating in Indonesia has transcended isolated incidents to become a deeply rooted systemic issue within the current educational landscape. What was once dismissed as mere juvenile delinquency or a passing phase of rebellion has now solidified into a much more complex behavioral pattern. This phenomenon serves as a stark reflection of a massive shift in core societal values, largely driven by rapid cross-generational changes and shifting attitudes toward success and competition. As students face increasingly intense pressure to excel in a highly competitive academic environment, the traditional emphasis on the learning process is frequently overshadowed by a fixation on final grades. Consequently, this culture of dishonesty continues to evolve and adapt alongside rapid modernization, presenting unprecedented challenges to institutions and thereby demanding immediate, serious attention from all educational stakeholders (McCabe et al., 2001).

The evolution of cheating methods has drastically transformed from conventional, easily detectable paper-based approaches—such as hidden notes or copying a peer's exam—to the sophisticated exploitation of advanced technologies. In recent years, the unethical use of generative artificial intelligence (AI) and the widespread reliance on online academic ghostwriting services have fundamentally undermined the very core of academic integrity (KPK, 2025). These modern tools offer highly customized, instantaneous solutions that bypass traditional plagiarism checkers, creating a deceptive illusion of original student competency. This monumental shift in deceptive practices allows students to manipulate their coursework effortlessly, generating entire essays, code, or research papers with just a few keystrokes. As a result, this technological arms race makes it increasingly difficult, if not entirely impossible, for educators and institutions to accurately detect academic misconduct and evaluate genuine student comprehension (Lancaster & Clarke, 2016).

The gradual normalization of such dishonest actions within educational institutions represents a highly dangerous seed that threatens the fundamental foundation of the nation's future. When students repeatedly engage in academic misconduct without facing significant consequences, they begin to rationalize their actions, gradually eroding their ethical boundaries. Unchecked cheating habits will systematically internalize corrupt behavior from an early age, implicitly teaching the youth that success can be legitimately achieved through deception and shortcuts, which in turn possesses a strong potential to destroy the nation's noble character (KPK, 2024). If left completely unaddressed, this ingrained manipulative mindset will not magically disappear upon graduation; rather, it will be carried forward seamlessly by the younger generation. They will inevitably bring these compromised ethical standards with them as they eventually enter and assume leadership roles within broader societal, professional, and governmental spheres, potentially leading to widespread institutional corruption.

From a psychological perspective, identifying the underlying drivers of this behavior reveals a significant positive correlation between chronic academic procrastination and a markedly higher tendency to engage in cheating. Students who frequently and habitually delay their academic assignments tend to exhibit a skewed temporal perspective, wherein they prioritize immediate present comfort and short-term gratification while entirely ignoring the inevitable long-term consequences of their inaction (Solomon & Rothblum, 1984). This pattern of avoidance often provides a fleeting sense of relief, but it is fundamentally unsustainable in a structured educational environment. This continuous, deliberate postponement ultimately backfires, triggering overwhelming feelings of panic, diminished self-efficacy, and severe anxiety as non-negotiable submission deadlines rapidly and unforgivingly approach (Steel, 2007).

The intense psychological pressure resulting from such chronic procrastination is frequently exacerbated by the modern digital environment, particularly the constant exposure to highly addictive social media distractions that continuously consume and fragment students' dedicated study time (Hervani, 2016; Twenge, 2019). The incessant barrage of notifications and digital entertainment not only limits the hours available for academic work but also severely depletes the cognitive bandwidth required for deep, focused learning. Under these desperate, panicked conditions, and facing the terrifying prospect of academic failure, cheating is ultimately chosen as a seemingly rational instant strategy and the easiest, most accessible shortcut to immediately relieve mounting mental tension. This highly unethical action falsely allows students to bypass the essential, deeply challenging cognitive processes of true learning, enabling them to artificially manipulate their academic achievements without putting in the prerequisite intellectual labor (Hartanto, 2012; Friyatmi, 2011).

Conversely, within this landscape of external pressures and technological temptations, moral judgment maturity serves as a highly robust and indispensable internal shield for learners navigating these complex academic challenges. Individuals who have developed a high degree of moral awareness are fundamentally able to internalize universal values of truth, honesty, and fairness, transforming these concepts from abstract rules into guiding personal principles. This deep internalization grants them the psychological and ethical resilience required to firmly resist the pervasive temptation of cheating, even when operating under immense academic or peer pressure (Lapsley, 2018; Rest, 1986). Rather than acting on impulse or fear, these students evaluate their choices through a sophisticated ethical lens. This vital moral maturity is not merely innate; it is inherently formed and actively cultivated through a continuous, complex coordination process between a student's evolving cognitive reasoning capacity and the progressive deepening of their profound ethical understanding (Dariyo, 2004).

Consistent with the significant negative correlation found between moral maturity and academic dishonesty in this study, actively enhancing moral judgment maturity emerges as the primary, most sustainable key to effectively reducing cheating rates across educational institutions. Rather than relying solely on punitive measures or surveillance technologies, educators must focus on character education as a preventative measure. Developing this critical aspect of morality is absolutely crucial in helping students accomplish their psychosocial and intellectual developmental tasks in a truly healthy, holistic, and optimal manner, fostering genuine self-worth rooted in actual competence (Nucci, 2001). Ultimately, this solid, intentional moral formation will equip the younger generation with the ethical compass needed to navigate an increasingly complex world. It will prepare them to become deeply responsible, high-integrity citizens who authentically embody and practice the noble, foundational values explicitly outlined in the national "Pancasila Student Profile" framework (Kemendikbud Ristek, 2022; Dariyo, 2014).

CONCLUSION

Based on the research findings, it can be concluded that there is a significant positive relationship between academic procrastination and cheating behavior among students at X University in Yogyakarta. This implies that higher levels of academic procrastination are associated with an increase in cheating behavior. Conversely, lower levels of procrastination correspond to a reduction in such behaviour. Furthermore, this study demonstrates a significant negative relationship between moral judgment maturity and cheating behavior among the same student population. Higher moral judgment maturity leads to lower instances of cheating, while lower maturity in moral judgment is linked to an increase in academic dishonesty.

Finally, the results confirm that moral judgment maturity and academic procrastination simultaneously influence cheating behavior among students at X University in Yogyakarta. These findings validate that both independent variables, procrastination and moral judgment maturity, are critical factors that determine an individual's tendency to engage in cheating behavior. Therefore, educational institutions should not only focus on time management to reduce procrastination but also prioritize the development of students' moral reasoning to foster long-term academic integrity.

AUTHOR CONTRIBUTION

The author conceptualized and designed the study, developed the research instruments, and obtained ethical clearance and participant consent. The author conducted participant recruitment, carried out in-depth interviews, and compiled field notes and a reflexive journal. Data were transcribed, coded, and analyzed using thematic phenomenological procedures by the author, followed by interpretation of findings and integration with relevant theoretical frameworks. The author also drafted, revised, and finalized the manuscript, approved the final version for publication, and takes full responsibility for the integrity and accuracy of the research.

ETHICS STATEMENT

This study was conducted in accordance with ethical standards for research involving human participants. Written informed consent was obtained from all participants, and because the participants were minors, additional consent was secured from their parents or legal guardians. Participants were informed about the purpose of the study, the voluntary nature of their participation, their right to withdraw at any time without penalty, and the procedures used to ensure confidentiality.

DATA AND CODE AVAILABILITY

The datasets generated and analyzed during the current study are not publicly available due to ethical considerations and the need to protect participants' confidentiality, as the data contain sensitive personal narratives from minor participants.

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This research uses self-funding by researchers.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest related to this study. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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