



Teachers' and School Counselors' Strategies for Preventing Cheating Behavior: A Systematic Literature Review

Irin Lilo Pertiwi¹, Defriyanto¹

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia

✉ irinlilopertiwi@gmail.com*

Article Information:

Received August 25, 2026

Revised September 27, 2026

Accepted October 22, 2026

Keywords: *Cheating behavior, teachers' strategies, school counselors, academic integrity*

Abstract

Cheating behavior poses a significant challenge in education as it threatens academic integrity and undermines the character formation of students. This article aims to analyze the underlying factors that influence cheating, examine the preventive strategies employed by teachers and school counselors, and synthesize approaches adopted across prior studies. The research applies a Systematic Literature Review (SLR) guided by the PRISMA protocol, encompassing stages of identification, screening, eligibility assessment, and article selection. Data were retrieved from the Scopus database, resulting in 53 articles that met the inclusion criteria. The findings reveal that cheating behavior is shaped by psychological, social, cultural, technological, and educational dimensions. Preventive strategies identified include strengthening academic integrity, providing counseling services, fostering self-regulation, promoting digital ethics literacy, and cultivating a school culture grounded in honesty. The study emphasizes that prevention cannot rely solely on surveillance and sanctions but requires integrated and sustainable collaboration among teachers, counselors, schools, and students. These results contribute to the development of comprehensive preventive frameworks and provide a foundation for future empirical research, particularly in primary and secondary education, to reinforce academic integrity in the digital era.

INTRODUCTION

Cheating (academic cheating) is a form of academic dishonesty that remains a serious problem at various levels of education. This phenomenon is no longer understood as individual behavior aimed at obtaining high academic grades, but rather as a multidimensional issue influenced by psychological, social, cultural, technological, and educational system factors. Various studies indicate that academic cheating is influenced by attitudes toward cheating, subjective norms, academic pressure, peer influence, a permissive academic culture, low self-regulation skills, and weak academic oversight (Ababneh et al., 2022; Malesky et al., 2022; Manh & Daisaku, 2024). The growth of online learning and the use of artificial intelligence have also expanded opportunities for dishonest behavior in academic activities, making the challenge of maintaining academic

How to cite:

Pertiwi, I. L., Defriyanto, D. (2026). Teachers' and School Counselors' Strategies for Preventing Cheating Behavior: A Systematic Literature Review. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 9(4). 1609-1623.

E-ISSN:

2622-741x

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

integrity increasingly complex. These conditions indicate that preventing cheating requires an approach focused not only on monitoring but also on character building and fostering a culture of integrity within the school environment.

Previous research has identified various determinants of cheating behavior. Psychological factors such as fear of failure, low self-confidence, anxiety, moral justification, and low self-regulation have been shown to increase the tendency to cheat (Ajit et al., 2024; Armanyous & Paparo, 2025; Hillebrandt & Barclay, 2022; Hochman et al., 2021). On the other hand, environmental factors such as peer influence, a permissive academic culture, assessment design, online learning, and advancements in digital technology and artificial intelligence also contribute to the likelihood of academic cheating (Chiang et al., 2022; Comas-Forgas et al., 2021; Cotton et al., 2024; Grenness, 2023). These findings indicate that cheating is a phenomenon influenced by the interaction of various internal and external factors, thus requiring comprehensive prevention strategies.

Most previous research has focused on identifying factors that influence academic cheating, developing evaluation systems, or establishing academic monitoring mechanisms, particularly in the context of higher education. Meanwhile, studies that specifically integrate the roles of teachers and school counselors in developing strategies to prevent cheating remain limited (Hossain et al., 2024). Research on academic cheating in the context of digital technology also tends to emphasize the use of artificial intelligence, online learning, and technology-based forms of cheating, whereas studies linking these developments to pedagogical, psychological, and social approaches, as well as guidance and counseling services in school settings, have not yet been comprehensively synthesized (Alonso & Gallo, 2025). This situation highlights a gap in the literature regarding how teachers and school counselors can collaborate to develop prevention strategies that focus not only on monitoring but also on character building, self-regulation, digital ethics literacy, and a sustainable culture of academic integrity.

The novelty of this study lies in its systematic synthesis of strategies to prevent cheating that integrates pedagogical, psychological, social, moral, and technological perspectives through the involvement of teachers and school counselors. Unlike previous studies, which have largely focused on causal factors, individual behavior, or academic monitoring mechanisms, this study views the school as an educational ecosystem that plays a role in fostering character, self-regulation, digital ethics literacy, and a culture of academic integrity (Aspiras & Aspiras, 2025). Thus, this study not only identifies factors related to cheating but also synthesizes various preventive strategies that can be implemented in an integrated manner by teachers, counselors, and school administrators to address the challenges of academic cheating in the digital age.

This study aims to analyze the factors that influence cheating behavior in education, identify strategies used by teachers and school counselors to prevent cheating, and explore trends in preventive approaches in research related to academic cheating. The research questions are as follows: i) What factors influence cheating behavior in education based on the literature? ii) What strategies do teachers and school counselors use to prevent cheating behavior based on previous research findings? and iii) What are the trends in preventive approaches developed in research on cheating behavior based on the literature?

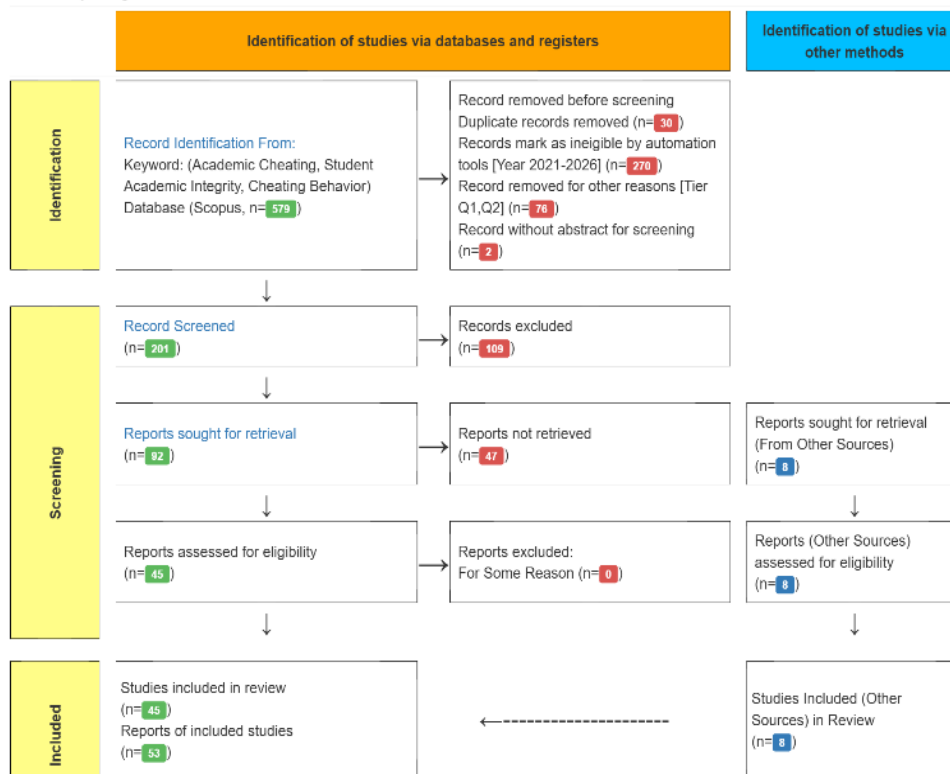
The results of this study are expected to provide theoretical implications for the development of research on academic integrity through a more

comprehensive understanding of the factors and strategies for preventing cheating (Bretag, 2013). Practically, the research findings can serve as a basis for teachers and school counselors in developing guidance and counseling services, strengthening self-regulation, character education, and digital ethics literacy. For schools, the findings can serve as a foundation for establishing policies and an academic culture that support students' honesty, responsibility, and integrity (Premat, 2023). In a broader context, integrated prevention strategies are expected to raise students' awareness of the importance of academic honesty and support the creation of an educational environment characterized by integrity. The findings of this study can also serve as a reference for future researchers in developing studies on the prevention of academic cheating across various levels and educational contexts (Hossain et al., 2024).

METHODS

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize research findings regarding strategies used by teachers and school counselors to prevent academic cheating (Aryasutha et al., 2025; Engkizar et al., 2025). This approach was chosen because it provides a systematic, transparent, and replicable synthesis of research developments in a given field of study. The article search and selection process followed the 2020 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, ensuring that every stage from identification to selection was conducted in a structured manner. The research data consisted of scientific articles obtained from the Scopus database, as it offers a broad coverage of international publications and articles of high quality that have undergone a peer-review process.

Prisma Reporting: New Research | With SLR Prisma



Generate From Watase Uaike Tools, based on Prisma 2020 Reporting

Fig 1. Flowchart of the article selection process using the PRISMA method

The article selection process in this study followed the PRISMA guidelines, which include the stages of identification, screening, eligibility assessment, and inclusion, as shown in Figure 1. The article identification process was conducted using the keywords “Academic Cheating,” “Student Academic Integrity,” and “Cheating Behavior,” with a publication range of 2021–2026. The initial search yielded 579 articles. Subsequently, a screening process was conducted to remove 30 duplicate articles, 270 articles that did not meet the criteria based on automated tools, 76 articles that did not meet publication quality criteria, and 2 articles that lacked an abstract. After this stage, 201 articles were selected to undergo the screening process. Based on a review of the titles, abstracts, and alignment with the research focus, 109 articles were eliminated, leaving 92 articles for the retrieval stage. Full-text versions of 47 articles could not be obtained, so 45 articles proceeded to the eligibility stage. Additionally, the researcher included 8 articles from other relevant sources, bringing the total number of articles analyzed in this study to 53.

The research instruments consisted of a documentation sheet and a data extraction sheet. The documentation sheet was used to identify articles based on their titles, abstracts, keywords, year of publication, and relevance to the research focus. Furthermore, the data extraction sheet is used to record important information from each article, including author identity, year of publication, research location, research objectives, methods, theoretical framework, main findings, research limitations, and its relevance to the strategies used by teachers and school counselors in preventing cheating. This information is then organized into a summary table to facilitate the process of grouping and interpreting the research results (Albshkar et al., 2025; Efendi et al., 2026; Engkizar et al., 2018, 2026; Saidi et al., 2025; Tadol et al., 2025).

Data analysis was conducted using content analysis combined with thematic synthesis. The analysis phase began with a thorough reading of all articles, followed by the identification of major themes that emerged, such as psychological factors, social factors, academic culture, technological developments and artificial intelligence, teacher strategies, school counselor strategies, academic integrity education, and preventive approaches to cheating. This was followed by a process of coding, theme grouping, and synthesis of research findings to identify patterns, research trends, research gaps, and novelty in the study of academic cheating. The results of the analysis are presented in a descriptive-narrative manner to provide a comprehensive overview of the factors influencing cheating behavior and the preventive strategies that can be implemented in school settings.

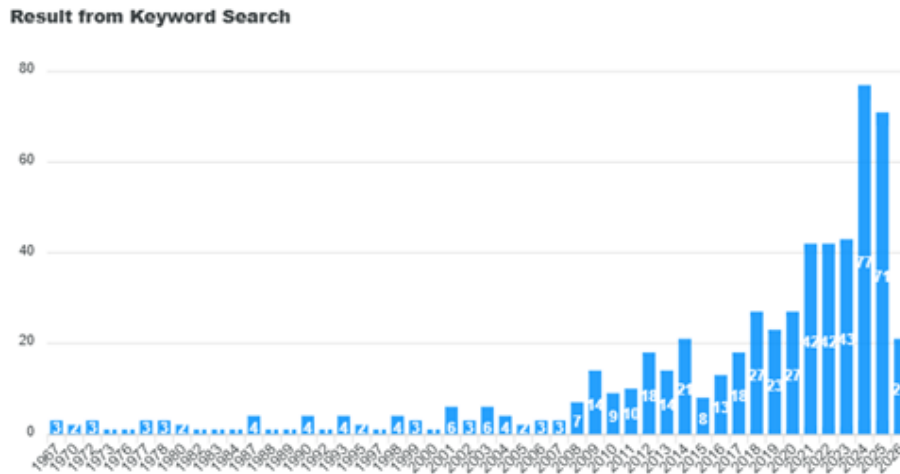
Table 1. Findings from a Review and Synthesis of Previous Research on Academic Cheating

Research Title	Study Location, Authors & Year	Key Insights/Findings	Study Limitations
Predictors of Cheating in Online Exams among Business Students During the Covid Pandemic: Testing the Theory of Planned	UAE; (Ababneh et al., 2022)	Positive attitudes toward cheating, social norms, and perceived behavioral control increase the intention to cheat. This intention becomes the primary predictor of actual cheating behavior.	Focused only on business students during the COVID-19 pandemic, limiting the generalizability of the findings.

Research Title	Study Location, Authors & Year	Key Insights/Findings	Study Limitations
Behavior			
How COVID-19 Can Promote Workplace Cheating Behavior via Employee Anxiety and Self-Interest – And How Prosocial Messages May Overcome This Effect	Amerika Serikat & Kanada; (Hillebrandt & Barclay, 2022)	Anxiety increases the tendency to engage in unethical behavior, whereas prosocial messages can help reduce such behavior.	The study participants were employees rather than students.
Retraction: Impact of Academic Cheating and Perceived Online Learning Effectiveness on Academic Performance During the COVID-19 Pandemic among Pakistani Students	Pakistan; (Ezquerro et al., 2024)	The article has been retracted; therefore, its findings cannot be used as a scientific reference.	The study lacks scientific validity because it has been withdrawn by the journal.
Retraction: Corrigendum: Impact of Academic Cheating and Perceived Online Learning Effectiveness on Academic Performance During the COVID-19 Pandemic among Pakistani Students	Pakistan; (Stephens et al., 2021)	The corrigendum has also been retracted and therefore cannot be used as a reference.	It is unsuitable as a basis for theoretical frameworks or research findings.
Chatting and Cheating: Ensuring Academic Integrity in the Era of ChatGPT	Inggris; (Cotton et al., 2024a)	Higher education institutions need to develop policies, educational programs, and detection systems to maintain academic integrity in the AI era.	The study is conceptual in nature and does not empirically test the effectiveness of the proposed strategies.
Can Online	New (Stephens et	The Academic Integrity	Not all indicators of

Research Title	Study Location, Authors & Year	Key Insights/Findings	Study Limitations
Academic Integrity Instruction Affect University Students' Perceptions of and Engagement in Academic Dishonesty? Results From a Natural Experiment in New Zealand	al., 2021)	Course was effective in reducing several forms of academic dishonesty.	academic dishonesty showed a statistically significant decrease.

The results of this research synthesis indicate that studies on cheating behavior have seen significant development over the past two decades, particularly following the emergence of online learning and advancements in digital technology based on artificial intelligence. Based on a search of articles in the Scopus database using the keywords “academic cheating,” “student academic integrity,” and “cheating behavior,” a total of 579 articles related to the topic of cheating in education were identified. After a selection process using the PRISMA approach, 53 articles were identified as meeting the criteria for further analysis. These articles consist of quantitative, qualitative, and mixed-methods studies, systematic literature reviews, experiments, and conceptual analyses that discuss various factors contributing to cheating behavior as well as strategies to prevent it. Most of the studies were conducted in the context of higher education, particularly at universities in the United Kingdom, China, Australia, the United States, Ethiopia, Saudi Arabia, and several other European countries. The main focus of previous research has included psychological factors, the influence of digital technology, academic culture, evaluation systems, peer influence, academic integrity, and preventive approaches to academic cheating. In addition, the results of the synthesis also indicate that cheating is understood not only as an academic violation but also as a social and psychological phenomenon influenced by various internal and external factors affecting students. Thus, the findings of the synthesis demonstrate that research on cheating has evolved into a multidimensional issue in modern education.



Furthermore, a study [Chala, \(2021\)](#) found that students actually recognize cheating as unethical behavior but still engage in it due to social factors and a permissive academic culture. A study [Dejene, \(2021\)](#) indicates that the rate of academic cheating in high schools in Ethiopia reaches approximately 80% due to the low likelihood of getting caught and the leniency of academic penalties. A study [Alotaibi et al., \(2024\)](#) also found that nearly all nursing student respondents had engaged in some form of academic dishonesty, either during exams or while completing assignments. The study's findings indicate that cheating is often influenced by an academic culture that does not support integrity and honesty. Thus, the synthesis of findings suggests that social norms, school culture, and peer influence are key factors in the development of cheating behavior in educational settings.

The findings of this research synthesis also show that advances in digital technology and artificial intelligence have made cheating more complex. A study [Cotton et al., \(2024\)](#) indicates that the use of ChatGPT in education increases the risk of plagiarism and academic dishonesty because students can obtain instant answers without engaging in deep critical thinking. A study [Chen et al., \(2026\)](#) found that the use of AI among high school students does not necessarily lead to a drastic increase in cheating but does alter patterns of technology use in completing academic assignments. Furthermore, a study [Galindo-Domínguez et al., \(2025\)](#) indicates that a culture of cheating and a lack of motivation have a greater influence on plagiarism than the use of AI itself. Research [Comas-Forgas et al., \(2021\)](#) also indicates that during the COVID-19 pandemic, there was an increase in internet searches related to methods of cheating on online exams. Research [Chirumamilla et al., \(2020\)](#) found that e-exams are more vulnerable to cheating than conventional exams when academic supervision and assessment design are inadequate.

A study [Chiang et al., \(2022\)](#) conducted through a systematic review indicates that environmental support, tools, and online learning systems are the dominant causes of academic dishonesty. The findings of this study show that the development of digital technology creates new challenges in maintaining the academic integrity of students. Thus, the synthesis of these findings suggests that academic cheating in the digital age is no longer limited to directly copying answers but has evolved into technology- and artificial intelligence-based cheating.

Based on the results of the synthesis, previous research has also identified various forms of preventive strategies used to reduce cheating in education. A study [Stephens et al., \(2021\)](#) showed that the Academic Integrity Course (AIC) was effective in reducing certain forms of academic dishonesty after students received education on academic integrity. A study [Egbo, \(2015\)](#) found that personal, social, and educational counseling strategies, as well as teacher involvement, were effective in reducing examination malpractice in Nigerian secondary schools. A study [Chen et al., \(2026\)](#) showed that growth mindset interventions can reduce cheating behavior by fostering healthy learning motivation and changing students' mindsets. Additionally, a study [Hill et al., \(2021\)](#) found that mindfulness and sensitivity to justice can reduce cheating behavior because individuals become more honest and exhibit higher levels of social empathy. Research [Armanyous & Paparo, \(2025\)](#) shows that strengthening self-regulation and mindfulness can help reduce students' intent to cheat. Research [Fochmann et al., \(2021\)](#) also demonstrates that a more structured assessment system design can increase compliance and reduce cheating behavior.

The results of this synthesis show that strategies to prevent cheating are not only implemented through disciplinary measures and academic supervision, but also through character education, counseling services, strengthening self-regulation, and fostering a culture of academic integrity. Thus, previous research indicates a trend toward using preventive approaches that are more educational and psychopedagogical in nature to reduce cheating.

The results of the synthesis also show that most previous studies have focused on the higher education context rather than secondary schools. Nearly all of the studies reviewed used samples of university students, such as the studies by (Ababneh et al., 2022; Ajit et al., 2024; Armanyous & Paparo, 2025; Cotton et al., 2024; Stephens et al., 2021; Zhang et al., 2023). Studies that specifically address cheating behavior in high schools remain relatively limited. The study by Dejene, (2021) does address academic cheating in secondary schools in Ethiopia, but its focus remains on the prevalence of cheating and students' perceptions of it. Meanwhile, the study by Egbo, (2015) is one of the few that examines counseling strategies to reduce examination malpractice in Nigerian secondary schools. Furthermore, a study Chang et al., (2026) also began to examine the use of AI and cheating behavior among high school students in the United States. The results of this synthesis indicate that research on strategies employed by teachers and school counselors to reduce cheating behavior has not yet been conducted in great depth. Most previous studies have placed greater emphasis on the causal factors of academic cheating rather than on school-based collaborative strategies. Thus, the results of the synthesis reveal a tendency for research on academic cheating to focus predominantly on the context of higher education rather than secondary education.

The results of the research synthesis also indicate that the most commonly used preventive approaches in previous studies include strengthening academic integrity, monitoring evaluation systems, character education, fostering self-regulation, and promoting digital ethics literacy. A study Cotton et al., (2024) emphasizes the importance of academic policies and strengthening ethical standards for AI use in education. A study Stephens et al., (2021) shows that academic integrity education can influence students' perceptions of and behavior regarding cheating. A study Egbo, (2015) indicates that counseling services and moral guidance are effective in curbing examination malpractice in high schools. Additionally, studies Armanyous & Paparo, (2025); Hill et al., (2021) show that mindfulness and self-regulation are emerging as preventive approaches increasingly used in research on academic cheating. Research by Chirumamilla et al., (2020); Fochmann et al., (2021) indicates that the design of academic assessment and monitoring systems also plays a crucial role in preventing cheating. A study by Chiang et al., (2022) demonstrates that systemic support and technological monitoring are key factors in reducing academic dishonesty in online learning. Thus, the results of this synthesis indicate that previous research has tended to develop multidimensional preventive approaches rather than focusing solely on academic penalties. Collectively, these findings suggest that cheating is understood as an educational issue requiring an integrative approach that addresses moral, psychological, social, technological, and educational system aspects.

The article selection process in this study was conducted using the PRISMA model, which includes the stages of identification, screening, eligibility, and inclusion. Based on the PRISMA diagram, the identification stage yielded 579 articles from the Scopus database using the keywords "Academic Cheating," "Student Academic Integrity," and "Cheating

Behavior.” Next, 30 duplicate articles were removed, 270 irrelevant articles were removed using automation tools, 76 Q1 and Q2 articles were removed, and 2 articles without abstracts were removed. After this process, 201 articles remained in the screening stage. The screening stage yielded 92 articles that advanced to the retrieval stage following a review of titles, abstracts, and content relevance. In the next stage, 47 articles could not be obtained in full, so only 45 articles advanced to the eligibility assessment stage. Additionally, the researchers included 8 articles from other relevant sources, bringing the total number of articles analyzed in this study to 53. These results demonstrate that the systematic review process was conducted in a systematic and structured manner to identify articles that were truly relevant to the research focus on strategies used by teachers and school counselors to prevent cheating.

The results of the synthesis indicate that cheating is a multidimensional phenomenon influenced by psychological, social, cultural, technological, and educational system factors. Psychological factors have emerged as the most dominant aspect across various studies. This finding aligns with the Theory of Planned Behavior, which explains that attitudes toward behavior, subjective norms, and perceived behavioral control influence a person's intention to perform an action. This is supported by a study [Ababneh et al., \(2022\)](#) showing that individuals with permissive attitudes toward cheating and the perception that such behavior is easy to carry out are more likely to engage in academic cheating. Findings from other studies also indicate that fear of failure, anxiety, low self-confidence, and weak self-regulation contribute to an increase in cheating behavior ([Ajit et al., 2024](#); [Armanyous & Paparo, 2025](#)).

In addition to psychological factors, this study shows that the social and academic cultural environment also shapes cheating behavior. Peer influence, a permissive academic culture, and group norms are factors that reinforce individuals' tendency to engage in academic cheating. These findings support the results of studies by [Grenness, \(2023\)](#); [Malesky et al., \(2022\)](#); [Zanetti & Butera, \(2025\)](#), which explain that cheating behavior can develop into a group culture if such actions are considered normal within an academic environment. Thus, cheating is influenced not only by individual characteristics but also by the social environment in which students interact.

Advances in digital technology and artificial intelligence have also expanded the forms and opportunities for cheating. The use of ChatGPT, contract cheating, and various AI-based applications has made academic cheating more complex than its conventional forms. These findings are consistent with studies by [Chiang et al., \(2022\)](#); [Comas-Forgas et al., \(2021\)](#); [Cotton et al., \(2024\)](#), which indicate that technological advancements require new approaches to maintaining academic integrity. Therefore, cheating must be understood as a phenomenon influenced by the interaction of psychological, social, cultural, and technological factors.

The synthesis results indicate that teachers and school counselors play a strategic role in preventing cheating through pedagogical, psychological, and social approaches. Teachers serve not only as conveyors of learning material but also as shapers of a classroom culture that upholds academic honesty. Research [Stephens et al., \(2021\)](#) indicates that academic integrity education can reduce various forms of academic dishonesty, while research [Sabbagh, \(2021\)](#) shows that students' perceptions of teacher fairness in the learning process influence their tendency to cheat.

On the other hand, school counselors play a role in helping students develop self-regulation, the ability to manage academic stress, and responsible decision-making skills. These findings align with a study [Egbo, \(2015\)](#)

demonstrating the effectiveness of counseling services in reducing examination malpractice, as well as a study [Armanyous & Paparo, \(2025\)](#) emphasizing the importance of strengthening self-regulation and mindfulness in reducing the intention to cheat. Thus, the prevention of cheating will be more effective if carried out through collaboration between teachers and school counselors in creating a learning environment that supports academic integrity.

The results of the synthesis indicate that research on cheating behavior has shifted from a repressive approach toward a preventive one. While earlier research placed greater emphasis on monitoring and imposing sanctions, recent studies focus more on character building, academic integrity education, the development of self-regulation, mindfulness, a growth mindset, and digital ethics literacy. This shift indicates that preventing cheating is not sufficient through external controls alone but requires strengthening students' internal factors.

Furthermore, the synthesis results show that most studies still focus on the higher education context, while research on preventive strategies at the secondary school level remains relatively limited. These findings indicate opportunities for more specific research on collaboration between teachers and school counselors in fostering a culture of academic integrity starting in elementary and secondary education. Therefore, this study contributes by presenting a comprehensive synthesis of the factors influencing cheating behavior, the strategies employed by teachers and school counselors, and trends in preventive approaches that can serve as a foundation for the development of guidance and counseling services as well as education policies grounded in academic integrity.

CONCLUSION

This study highlights that cheating is not merely an individual academic violation, but rather a multidimensional phenomenon shaped by psychological, social, cultural, technological, and educational factors. Therefore, prevention efforts require comprehensive and sustainable strategies. This synthesis underscores the strategic role of teachers and school counselors in fostering academic integrity through character education, counseling services, self-regulation, digital ethics literacy, and the development of a school culture grounded in honesty. Strengthening collaboration among all school stakeholders is key to creating a learning environment that effectively prevents cheating. Although this study provides a holistic synthesis of prevention strategies that integrate pedagogical, psychological, social, moral, and technological perspectives, its scope is still limited to Scopus-indexed literature, particularly in the context of higher education. Future research should expand the scope of sources and empirically test collaborative intervention models at the elementary and secondary education levels to strengthen academic integrity in the digital age.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author contribution

Irin Lilo Pertiwi: Conceptualization, Methodology, Data Curation, Writing—Original Draft Preparation. **Defriyanto:** Investigation, Data Curation,

Validation, Writing–Reviewing and Editing, Supervision.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher's and Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of International Journal of Multidisciplinary Research of Higher Education (IJMURHICA) state that there is no conflict of interest towards this article publication.

REFERENCES

- Ababneh, K. I., Ahmed, K., & Dedousis, E. (2022). Predictors of cheating in online exams among business students during the Covid pandemic: Testing the theory of planned behavior. *International Journal of Management Education*, 20(3), 100713. <https://doi.org/10.1016/j.ijme.2022.100713>
- Ajit, S., Maikkara, A., & Ramku, W. (2024). Fear of failure: a student-facing investigation into the motivations for contract cheating and academic misconduct. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2413211>
- Albshkar, H. A., Alouzi, K. M., Numan, M., Anuar, K. A. B. A., & Domdom, C. B. (2025). Five Activities to Enhance Spiritual and Emotional Intelligence in International Students. *Journal of International Affairs and Students Mobility*, 1(1), 29–40. <https://jiasmy.intischolar.id/index.php/jiasmy/article/view/3>
- Alonso, M. A., & Gallo, I. S. (2025). Ethical Behavior Intervention Through Group Activities in Secondary Education. In *Psychology in the Schools* (Vol. 62, Issue 3, pp. 931–940). <https://doi.org/10.1002/pits.23366>
- Alotaibi, A. M., Alotaibi, J. S., Alanazy, W., Alqahtani, M., Nambi, G., Shaphe, M., Miraj, M., & Kashoo, F. (2024). Nursing Students' Perspectives on Academic Dishonesty During Examinations and Assignments: A Cross-Sectional Study. In *Cureus* (Vol. 16, Issue 1, pp. 1–12). <https://doi.org/10.7759/cureus.52418>
- Armanyous, C., & Paparo, J. (2025). The Influence of Trait Mindfulness and Self-Regulatory Efficacy on Academic Cheating Intention. In *Journal of Academic Ethics* (Vol. 23, Issue 3, pp. 825–848). <https://doi.org/10.1007/s10805-024-09559-y>
- Aryasutha, R., Azizah Ria Kusriani, N., Nurul Ulya, J., & Syamsiah Septiani, N. (2025). Opportunities and Challenges for Islamic Education Teachers in

- Using Artificial Intelligence in Learning. *Muaddib.Intischolar.Id*, 2(1), 43. <https://muaddib.intischolar.id/index.php/muaddib/article/view/6>
- Aspiras, L. S., & Aspiras, E. D. (2025). Beat the cheat: tendencies of academic misconduct and teachers' interventions. *International Journal of Evaluation and Research in Education*, 14(6), 4329–4339. <https://doi.org/10.11591/ijere.v14i6.34757>
- Bretag, T. (2013). Challenges in Addressing Plagiarism in Education. *PLoS Medicine*, 10(12), 1–4. <https://doi.org/10.1371/journal.pmed.1001574>
- Chala, W. D. (2021). Perceived seriousness of academic cheating behaviors among undergraduate students: an Ethiopian experience. In *International Journal for Educational Integrity* (Vol. 17, Issue 1, pp. 1–15). <https://doi.org/10.1007/s40979-020-00069-z>
- Chang, S., Bao, Y., Zhang, C., Xu, M., Huang, Y., & Xin, S. (2026). Reducing academic cheating through growth mindset: an intervention study and a mechanism analysis. *Frontiers in Psychology*, 17. <https://doi.org/10.3389/fpsyg.2026.1684354>
- Chen, R., Lee, V. R., Kuo, A. C., Pope, D. C., & Miles, S. (2026). Cheating in the second year of generative AI chatbots: a follow-up study on high school student cheating behaviors. *Educational Technology Research and Development*, 74(2), 639–667. <https://doi.org/10.1007/s11423-026-10587-1>
- Chiang, F. K., Zhu, D., & Yu, W. (2022). A systematic review of academic dishonesty in online learning environments. *Journal of Computer Assisted Learning*, 38(4), 907–928. <https://doi.org/10.1111/jcal.12656>
- Chirumamilla, A., Sindre, G., & Nguyen-Duc, A. (2020). Cheating in e-exams and paper exams: the perceptions of engineering students and teachers in Norway. *Assessment and Evaluation in Higher Education*, 45(7), 940–957. <https://doi.org/10.1080/02602938.2020.1719975>
- Comas-Forgas, R., Lancaster, T., Calvo-Sastre, A., & Sureda-Negre, J. (2021). Exam cheating and academic integrity breaches during the COVID-19 pandemic: An analysis of internet search activity in Spain. In *Heliyon* (Vol. 7, Issue 10). <https://doi.org/10.1016/j.heliyon.2021.e08233>
- Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024a). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228–239. <https://doi.org/10.1080/14703297.2023.2190148>
- Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2024b). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International*, 61(2), 228–239. <https://doi.org/10.1080/14703297.2023.2190148>
- Dejene, W. (2021). Academic cheating in Ethiopian secondary schools: Prevalence, perceived severity, and justifications. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2020.1866803>
- Efendi, E., Jaafar, A., & Engkizar, E. (2026). Muslim Women's Leadership in Conflict Management in Higher Education. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 11(2), 826–838. <https://doi.org/https://doi.org/10.24042/tadris.v11i2.30474>
- Egbo, A. C. (2015). Counselling Strategies for Curbing Examination Malpractices in Secondary Schools in Enugu State, Nigeria. *World Journal of Education*, 5(3), 91–98. <https://doi.org/10.5430/wje.v5n3p91>
- Engkizar, E., Jaafar, A., Alias, M. F. Bin, Guspita, R., & Albizar, A. (2025). Utilisation of Artificial Intelligence in Quranic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, 1(2), 1–17.

<https://doi.org/10.67055/8170mw54>

- Engkizar, E., Jaafar, A., Hamzah, M. I., Syafril, S., Oktavia, G., Febriani, A., & Albizar, A. (2026). Tartil Method as an Effective Strategy for Transforming Students' Positive Attitudes in Learning the Qur'an. *Journal of Quranic Teaching and Learning*, 2(1), 50–63. <https://doi.org/10.67055/y3htyp95>
- Engkizar, E., Muliati, I., Rahman, R., & Alfurqan, A. (2018). The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process. *Khalifa: Journal of Islamic Education*, 1(2), 148. <https://doi.org/10.24036/kjie.v1i2.11>
- Fochmann, M., Müller, N., & Overesch, M. (2021). Less cheating? The effects of prefilled forms on compliance behavior. *Journal of Economic Psychology*, 83(March 2020), 102365. <https://doi.org/10.1016/j.joep.2021.102365>
- Gabriel, G., Esteves, L., Sousa, L., Moura, J., Andrade, D., & Peres, M. (2020). Dark triad predicts academic cheating. *Personality and Individual Differences*, 171, 110513. <https://doi.org/10.1016/j.paid.2020.110513>
- Galindo-Domínguez, H., Campo, L., Delgado, N., & Sainz de la Maza, M. (2025). Relationship between the use of ChatGPT for academic purposes and plagiarism: the influence of student-related variables on cheating behavior. *Interactive Learning Environments*, 33(6), 4047–4061. <https://doi.org/10.1080/10494820.2025.2457351>
- Grenness, T. (2023). “If You Don’t Cheat, You Lose”: An Explorative Study of Business Students’ Perceptions of Cheating Behavior. *Scandinavian Journal of Educational Research*, 67(7), 1122–1136. <https://doi.org/10.1080/00313831.2022.2116479>
- Hill, G., Mason, J., & Dunn, A. (2021). Contract cheating: an increasing challenge for global academic community arising from COVID-19. In *Research and Practice in Technology Enhanced Learning* (Vol. 16, Issue 1). <https://doi.org/10.1186/s41039-021-00166-8>
- Hillebrandt, A., & Barclay, L. J. (2022). How COVID-19 can promote workplace cheating behavior via employee anxiety and self-interest – And how prosocial messages may overcome this effect. In *Journal of Organizational Behavior* (Vol. 43, Issue 5). February. <https://doi.org/10.1002/job.2612>
- Hochman, G., Peleg, D., Ariely, D., & Ayal, S. (2021). Robin Hood meets Pinocchio: Justifications increase cheating behavior but decrease physiological tension. *Journal of Behavioral and Experimental Economics*, 92(February), 101699. <https://doi.org/10.1016/j.socec.2021.101699>
- Hossain, Z., Çelik, Ö., & Hertel, C. (2024). Academic integrity and copyright literacy policy and instruction in K-12 schools: a global study from the perspective of school library professionals. *International Journal for Educational Integrity*, 20(1), 1–17. <https://doi.org/10.1007/s40979-024-00150-x>
- Malesky, A., Grist, C., Poovey, K., & Dennis, N. (2022). The Effects of Peer Influence, Honor Codes, and Personality Traits on Cheating Behavior in a University Setting. *Ethics and Behavior*, 32(1), 12–21. <https://doi.org/10.1080/10508422.2020.1869006>
- Manh, H., & Daisaku, N. (2024). Unmasking academic cheating behavior in the artificial intelligence era: Evidence from Vietnamese undergraduates. *Education and Information Technologies*, 29(12), 15999–16025. <https://doi.org/10.1007/s10639-024-12495-4>
- Premat, C. (2023). Engaging upper secondary school pupils with integrity and source criticism. *International Journal for Educational Integrity*, 19(1), 1–16.

<https://doi.org/10.1007/s40979-023-00127-2>

- Sabbagh, C. (2021). Self-reported academic performance and academic cheating: Exploring the role of the perceived classroom (in)justice mediators. In *British Journal of Educational Psychology* (Vol. 91, Issue 4, pp. 1517–1536). <https://doi.org/10.1111/bjep.12433>
- Saidi, N. S. B., Mutathahirin, M., Zulkefli, N. A. B., & Dasrizal, D. (2025). Students' Pursuit of Knowledge in Islam: Framework for Character Education from Quran and Hadith. *Muaddib: Journal of Islamic Teaching and Learning*, 1(3), 64–78. <https://doi.org/https://muaddib.intischolar.id/index.php/muaddib/article/view/25>
- Stephens, J. M., Watson, P. W. S. J., Alansari, M., Lee, G., & Turnbull, S. M. (2021). Can Online Academic Integrity Instruction Affect University Students' Perceptions of and Engagement in Academic Dishonesty? Results From a Natural Experiment in New Zealand. *Frontiers in Psychology*, 12(February), 1–16. <https://doi.org/10.3389/fpsyg.2021.569133>
- Tadol, N.-H. D., Neem, C., Oktavia, G., & Febriani, A. (2025). Analysis of Parental Involvement in Achieving Sustainable Development Goals (SDGs) 4. *Muaddib: Journal of Islamic Teaching and Learning*, 1(3), 93–108. <https://doi.org/https://muaddib.intischolar.id/index.php/muaddib/article/view/20>
- Zanetti, C., & Butera, F. (2025). Detecting collective cheating culture in academic contexts. *Educational Psychology*, 45(1), 67–86. <https://doi.org/10.1080/01443410.2025.2449976>
- Zhang, D., Ding, Y., Fan, L., & Jiang, X. (2023). New indicator for a comprehensive evaluation of building energy performance through spatial and temporal dimensions. *Energy and Buildings*, 289, 113058. <https://doi.org/10.1016/j.enbuild.2023.113058>
- Zhang, Y. (2024). Academic cheating as planned behavior: the effects of perceived behavioral control and individualism-collectivism orientations. *Higher Education*, 87(3), 567–590. <https://doi.org/10.1007/s10734-023-01024-w>

Copyright holder:

© Pertiwi, I. L., Defriyanto, D. (2026)

First publication right:

International Journal of Multidisciplinary of Higher Education (IJMURHICA)

This article is licensed under:

CC-BY-SA