THE INFLUENCE OF DARK TRIADS AS A PERSONALITY FACTOR ON ACADEMIC DISHONESTY AMONG STUDENTS

Siti Qodariah*, Milda Yanuvianti, Farida Coralia, Temi Damayanti

Profesi Psikologi, Fakultas Psikologi, Universitas Islam Bandung, Indonesia

A B S T R A C T

The phenomenon of increasing academic cheating behavior among students raises serious concerns related to academic integrity, legitimate learning, and the quality of graduates, while character education and the development of social values are vigorously echoed in overcoming the challenges of academic honesty in the higher education environment. This study aims to examine the influence of Dark Triads as a personality factor on academic dishonesty among students. The sample of this study involved 115 randomly selected students. The analysis method used is linear regression. The results of regression analysis show that the Dark Triads have a significant and positive influence on academic dishonesty, with an F value of count = 13.630 with a significance level of $0.001 < 0.05$, meaning that there is an influence of the Dark Triad on academic dishonesty. The Dark Triad's contribution to academic dishonesty is 11%. Academic dishonesty is still low (77.39%), meaning that there are still many students who are honest. The most abundant aspect of the Dark Triads is Machiavellianism. These findings suggest that the tendency of Dark Triads in college students can increase academic dishonesty behavior. Based on the results of this study, it is recommended that educational institutions strengthen character education programs and academic integrity. Further research is needed to explore other variables that may influence academic dishonesty.

Keywords : Academic Dishonesty, Dark Triads

A. Introduction

Academic cheating among students is an increasingly troubling phenomenon in the world of higher education. This phenomenon includes a variety of unethical behaviors such as plagiarism, cheating, or even the use of unauthorized resources during the learning process and academic evaluation. These actions not only harm the individuals involved, but also undermine the academic integrity as well as the essence of the learning process that should support the development of knowledge and character.

Research shows that academic cheating has seen a significant increase in recent decades in various higher education institutions around the world. Students are increasingly involved in various forms of cheating, from cheating during exams to using advanced technology to gain access to answers that should not be available. One of the factors that contributes to the increase in academic cheating is the ease of access to information through the internet and social media, which makes it easier for students to cheat or take material without correct attribution.

The pressure to achieve high academic achievement, as well as unrealistic expectations from an academic or family environment, also forces students to look for instant ways to achieve the desired results. This increases the likelihood of academic cheating, as shown by Zhang and Liu in their study on the effect of academic pressure on cheating behavior among students.

The impact of academic cheating is not only limited to the individual who commits the act, but also damages the reputation and integrity of the educational institution as a whole. As a result,

academic values such as honesty, responsibility, and ethics have been degraded. Murdock and Anderman emphasized the importance of the study of academic cheating to understand the root causes, effects, and development of effective prevention strategies.

Education has a crucial role in shaping the character and behavior of students. Therefore, academic cheating can damage the integrity and academic ethics that should be at the core of education. Factors such as personality, academic achievement, parental educational background, extrinsic and intrinsic motivation, and participation in extracurricular activities can influence the occurrence of academic cheating. Previous research has also shown that personality traits such as politeness, perseverance, and openness play a role in students' tendency to commit academic cheating.

This study aims to examine the influence of personality traits from the Dark Triad—which includes Machiavellianism, psychopathy, and narcissism—on academic cheating behavior among students. The subjects of this study are students from various majors in universities, with data collection methods that include direct observation in the field and the dissemination of questionnaires related to academic honesty. The statistical analysis technique used is linear regression, assuming normal and homogeneous data.

This research is expected to provide deeper insights into personality factors that affect the occurrence of academic cheating among students, as well as provide a basis for the development of more effective educational policies in minimizing academic cheating.

B.   Results and Discussion

Data collection of 115 student respondents from several universities in Indonesia. The results of the demographic data are as follows:

Table 1. *Gender*

Gender	Sum	Persentase
Man	38	33 %
Woman	77	67 %
Total	**115**	**100 %**

Table 2. *Age Table*

Age	Sum	Percentage
18	5	4,35 %
19	26	22,61 %
20	19	16,52 %
21	32	27,83 %
22	19	16,52 %
23	7	6,09 %
24	5	4,35 %
25	2	1,74 %
Total	**115**	**100 %**

From the table above, it can be described that the most respondents are female students as many as 67%, and the most are 21 years old (27.83%).

Table 3. *Variable Frequency of Dark Triads and Academic Dishonesty*

Category	Dark Triads	Academic Dishonesty	Total
Low	61 (53,04%)	89 (77,39%)	
High	54 (46,96%)	26 (22,61%)	*115 responden

From the table above, there are still many low academic dishonesty, in the sense that there are still many students who are honest, as well as the Dark Triad personality, which means that there are still many students who are dominant and do not have a Dark Triad personality.

Table 4. *Table Dark Triad*

	Machiavellianism	Narcissism	Psychopathy
	TABLE DARK TRIADS		
SUM	95 (82,61%)	11 (9,57%)	9 (7,83%)
TOTAL	115		

For the Dark Triads, the personality that is most possessed by students is Machiavellianism as much as 82.61%, meaning that respondents generally have a manipulative nature, full of deception and deceiving others to achieve personal goals. People with this personality, tend to see others as a tool to achieve goals. People who exhibit a level of Machiavellianism generally have a lack of empathy and have a cynical outlook. The main interests of people with this trait are power and status.

Below are the results of the influence of Dark Triads as a personality variable on Academic Dishonesty

Table 5. *The Dark Triad's Contribution to Academic Dishonesty*

			Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328ª	0,108	0,100	10,275

It can be seen that the contribution of the influence of the independent variable, namely the Dark Triad, to the dependent variable of Academic Dishonesty is 11%.

Table 6. *The Dark Triad's Influence on Academic Dishonesty*

		ANOVA[a]				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1439,140	1	1439,140	13,630	<.001[b]
	Residual	11930,947	113	105,584		
	Total	13370,087	114			

From the results of the output mentioned above, it is known that the F value is calculated = 13.630 with a significance level of 0.001 < 0.05, then the regression model can be used to predict the variable of academic dishonesty or in other words there is an influence of the Dark Triad on Academic Dishonesty.

Table 7. *Dark Triad Regression Coefficient Against Academic Dishonesty*

		Coefficients[a]				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	15,817	6,445		2,454	0,016
	DT	0,457	0,124	0,328	3,692	0,000

$$Y = a + bX$$
$$Y = 15,817 + 0,457$$

The constant of 15.817 means that the consistent value of the Academic Dishonesty variable is 15.817. The regression coefficient X of 0.457 states that for every 1% increase in the Dark Triad value, the Academic Dishonesty score increases by 0.457. The regression coefficient has a positive value, so it can be said that the direction of influence of the X variable on Y is positive.

From the results of data collection of 115 students from several universities in Indonesia, there are several interesting findings that can be further analyzed. Based on Table 1, the majority of respondents are women, namely 67%, while men are only 33%. These findings are in line with previous research showing that women tend to be more involved in research that focuses on social and psychological aspects, including studies of personality and behavior.

In terms of age distribution, as seen in Table 2, the largest age group was 21 years old (27.83%). This suggests that the majority of respondents are at a stage of young adult development, where individuals are often more involved in the process of identity search and self-understanding, which can influence their academic behavior, including a tendency to engage in academic cheating. Meanwhile, table 3 shows that the level of academic dishonesty is still relatively low among respondents, with 77.39% of students showing a high level of honesty. This shows that the majority of students still uphold academic integrity, despite academic pressure and opportunities to cheat. In

addition, 53.04% of the students showed low levels in the Dark Triad personality dimensions, which include Machiavellianism, Narcissism, and Psychopathy. This shows that the majority of students do not have a personality that tends to be manipulative or unempathetic, however, it should be noted that 46.96% of students have a high level of Dark Triad, with Machiavellianism as the most dominant dimension (82.61%) according to Table 4. Machiavellianism, which is known for its manipulative nature and orientation towards personal goals, turned out to be quite a prominent characteristic among the students studied. This trait can affect how they see and use others as a tool to achieve their personal goals, which may have an impact on academic dishonesty behavior.

The influence of the Dark Triad on academic dishonesty is shown in Table 5 and Table 6. From the resulting regression model, it is known that the Dark Triad contributes 11% to variability in academic dishonesty, with an F value of 13.630 and a significance level of 0.001 ($p < 0.05$), which indicates a significant relationship between the two variables. It also shows that the Dark Triad's personality, despite having an impact, is not the only factor influencing academic dishonesty behavior (R Square value = 0.108).

The regression coefficients presented in Table 7 show that every 1% increase in the Dark Triad will increase academic dishonesty by 0.457, however, it is important to note that a constant of 15.817 indicates that there are other factors that also contribute to academic dishonesty that are not fully explained by the Dark Triad personality. This suggests that the Dark Triad's personality, especially Machiavellianism, can increase students' tendency to engage in academically dishonest behavior. These findings are consistent with previous research that states that individuals with high levels of Machiavellianism are more likely to engage in cheating due to their orientation towards personal gain without regard to ethical norms.

C.   Conclusions

The results showed that the Dark Triad's personality, especially Machiavellianism, had a positive relationship with academic dishonesty among college students. Nonetheless, most students in the study did not engage in academic dishonesty, as they still showed low scores in academic dishonesty.

There is a significant influence of the Dark Triad's personality on academic dishonesty, with an 11% contribution to this behavior. This suggests that although the Dark Triad's personality is not entirely decisive, it remains an important factor in dishonest academic behavior.

As suggestions educational institutions need to strengthen ethical education and academic integrity among students. A curriculum that emphasizes the importance of academic honesty and the negative impact of dishonest behavior must be applied systematically.

Stricter supervision of students' academic behavior is needed, including the application of clear sanctions for violations of academic dishonesty. Proactive prevention programs, such as seminars and workshops on academic integrity, can help reduce incidents of dishonesty.

Given the relationship between the Dark Triad and academic dishonesty, institutions may consider personality-based interventions for students who demonstrate a tendency toward Machiavellianism. Special counseling or training may be provided to help them develop more ethical behavior.

More research is needed to explore other factors that may influence academic dishonesty, such as social pressures, institutional culture, and environmental factors. These studies can help in designing more effective interventions to prevent academic dishonesty.

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