



“I DON’T WANT TO COMMIT ACADEMIC DISHONESTY”: THE ROLE OF GRIT AND GROWTH MINDSET IN REDUCING ACADEMIC DISHONESTY

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Abstract

Online learning is a substitute for learning in the classroom during a global pandemic. The problem that arises is that academic dishonesty behavior increases when online learning takes place. We assess how academic dishonesty occurs during online learning.

Purpose. We examine how academic dishonesty occurs during online learning. We review unethical behavior based on growth mindset and Grit as mediator variables.

Materials and methods. The questionnaire was filled out by 266 students (196 female; 70 male) from universities in Indonesia. Data collection uses three scales, namely the academic dishonesty scale ($\alpha = 0.862$), the growth mindset scale ($\alpha = 0.826$), and the grit scale ($\alpha = 0.760$). The path analysis using the multiple linear regression techniques was utilized to analyze the data in this study.

Results. This study demonstrates a negative correlation between growth mindset and academic dishonesty, indicating that the greater growth mindset, the less academic dishonesty. Additionally, there is a considerable negative correlation between Grit and academic dishonesty, such that the greater a person’s Grit, the less academic dishonesty there is. Additionally, a positive correlation exists between the growth mindset and Grit. The greater one’s growth attitude, the greater one’s Grit. The primary finding is that Grit mediates the growth mindset’s attitude toward academic dishonesty, implying that the growth mindset affects academic dishonesty by Grit.

Conclusions. The conclusion is that the growth mindset acts as a buffer against academic dishonesty. However, Grit’s position is ideal for mediating the association between growth mindset and academic dishonesty. Thus, a growth mindset can boost students’ Grit, which can help prevent academic dishonesty. We reviewed recommendations for decreasing unethical behavior in online education and its consequences for higher education.

Keywords: Growth Mindset, Grit, Academic Dishonesty, Online Learning, COVID-19.

Introduction

Education is an effort that aims to develop all the potential in individuals that lasts a lifetime following the values and culture that exist in society (Syahrina & Andini, 2017). Cultivating character building does not only apply when education begins, but higher education must also be the main focus in the development and key to the success of human resources in universities (Dhiu & Bate, 2018). The existing regulations in Indonesia are stated in the Law of the Republic of Indonesia number 12 of 2012, which states that students are members of the academic community who must have awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and professionals who character. Among the many characters implemented in the university environment is the value of honesty. Honesty is one of the main characters and personalities that

students must possess so that these characters can be integrated into the entire education and learning process (Nugraha et al., 2020).

But in fact, there are still many students who have not been able to apply honesty in the education and learning process. Unethical behavior is still often found, such as dishonesty in the form of cheating or plagiarism (Herdian & Wahidah, 2020). Academic dishonesty behavior is one way to overcome difficulties in learning (Fitria, 2019). Napisah and Yulianto (2018) stated that academic dishonesty among students is considered normal, so many students do this without feeling afraid or guilty.

Academic dishonesty is various forms of behavior that dishonestly benefits students, including cheating, plagiarism, stealing, and falsifying something related to academics (Sagita & Mahmud, 2019). Another definition says that academic dishonesty is an attitude that refers to the extent to which a person has a positive or negative evaluation of what he does

(Beck & Ajzen, 1991). The behavior of academic dishonesty is not a new one to be studied. Until now research on academic dishonesty has been carried out in various countries such as: Indonesia (Herdian et al., 2021), Malaysia (Yusoff, 2019), Thailand (Onu et al., 2021), Cina (Fatima et al., 2019), Afrika (Onu et al., 2021), Turki (Alan et al., 2019), Arab Saudi (Aljurf et al., 2020), Spanyol (Ezama et al., 2015), Australia, Amerika Serikat, Inggris dan Kanada (Amigud & Lancaster, 2019), dan some country others like Swedia, Jerman, Republik Ceko, Polandia dan Rumania (Ramberg & Modin, 2019; Amir & Sabbih, 2019; Mahmud et al., 2019).

Some researches found that there were internal factors and external factors that affect academic dishonesty. External factors consist of: peer pressure (Pantu et al., 2020), authoritarian parenting/parental pressure (Muflihah & Widyana, 2019), weak supervision during exams (Ezama et al., 2015), friendship (Griebeler, 2017), teacher pressure (Huang et al., 2015), group level (Mazar et al., 2008). In comparison, internal factors that influence academic dishonesty include: learning styles (Jurdi et al., 2011), anxiety (Pantu et al., 2020), stress (Simpson, 2016), and growth mindset (Thomas, 2017). Based on previous research, our research focuses on internal factors that affect academic dishonesty. To reduce academic fraud, let alone eliminate it, we must focus more on internal factors (Roig, 2006). This will be more effective because it can change students' perceptions of educational goals.

We highlight one internal factor that influencing academic dishonesty: the growth mindset. The growth mindset is the development of the mindset (Dweck, 2006). Mindset provides an overview of individual characteristics related to how someone views their abilities and intelligence, whether they are permanent or changeable (Duckworth, 2016). Raven-scroft et al. (2012) stated that individuals who have a growth mindset are more willing to try, conduct self-evaluation, and are motivated to learn. In line with this, Jach et al. (2018) view that individuals with a growth mindset will always have a positive view of their efforts, are more able to overcome difficulties in completing a task and are more motivated in challenging situations. According to Dweck (2015), students who believe that their abilities can be developed (growth mindset) will be superior to students who believe that their abilities are fixed or can no longer be changed (fixed mindset). In academia, it is important to see the difference between these two mindsets in how students perceive academic studies and their tendencies towards academic dishonesty.

Currently, studies that examine the effect of a growth mindset on academic dishonesty in students are still scarce. One of the studies that discuss the relationship between growth mindset and intellectual dishonesty is a study conducted by Thomas (2017) at several universities in Thailand with 207 students as respondents. The research report states that a growth mindset has a negative relationship with academic dishonesty. So when the growth mindset is high, it will reduce the behavior of academic dishonesty. In other words, for someone who has a growth mindset, the tendency to do academic dishonesty is minimal.

A growth mindset has been widely researched able to have a positive impact on the problems encountered in the field of education, such as helping to overcome some psychological barriers (Duchi et al., 2020), even being able to cope with issues that arise from events COVID-19 today (Zhao

et al., 2021). In addition, other studies said that the growth mindset could improve school wellbeing (Wahidah & Royanto, 2019), learning engagement (Zhao et al., 2021), as well as being able to make the students survive and take action in the face of decline (Bai et al., 2021).

Dweck (2006) said that students with a growth mindset believe that getting an optimal result requires hard work and effort. Besides, students with a growth mindset will assume that their intelligence and abilities can be achieved. Change so that they will be more diligent and focus on long-term learning, and more appreciative of the efforts they have made. They will tend to be more able to cope with a task and be more motivated when facing a challenging condition (Dweck et al., 2014; Chrisantiana & Sembiring, 2017). This means that students who have a growth mindset will tend to have Grit (Wahidah & Royanto, 2019)

Based on the research results of Duckworth et al. (2007) & Hohanadel and Finamore (2015), the results show that the growth mindset affects increasing one's Grit. This means that someone with a growth mindset will have Grit and perseverance in achieving a goal. This is also evidenced in another study in Indonesia of 418 high school students. Research results show that a growth mindset can predict a person's grit level at a higher level, meaning that someone who assumes that his ability can develop tends to have a higher grit level. So that, they will diligently try to achieve a goal (Wahidah & Royanto, 2019)

Sturman and Piemme (2017) state that persistence is considered a noncognitive factor that predicts student success. This is related to one's resilience in trying, despite facing obstacles in achieving long-term goals (Duckworth, 2016). According to Duckworth et al. (2007), Grit is a person's ability to maintain interest and effort towards a long-term goal and is formed from Grit and a combination of passion and perseverance to achieve specific goals. In other words, Grit can be nurtured and grown, tested and forged, which is then developed and changed through consistent efforts. Duckworth (2016) states that students which have high grit will gain success because they try hard to face challenges and maintain efforts to achieve their goals. Conversely, students with low grit will not succeed because they stop trying when facing challenges, problems, or difficulties.

Grit has a good effect on many psychological problems such as mental health (Masuyama et al., 2021), can eliminate the negative effects received by the environment (Blalock et al., 2015), is positively related to all factors of wellbeing (Vainio & Daukantaitė, 2016), and able to reduce academic dishonesty behavior (Herdian & Wahidah, 2021). In another study that discusses the effect of Grit on academic dishonesty, Amigud and Lancaster (2019) study found that lack of grit is an important factor in a student's decision to undertake academic dishonesty. In addition, Park (2003) in his research states that a student who gets better grades in a relatively short time and with less effort/resistance in trying less can contribute to the student's decision to cheat. In this case, perseverance is aspects of Grit (Dweck, 2006), so based on the relationship above, it is known that there is a relationship between low Grit and a student's decision to perform academic dishonesty behavior.

In this study, we predict that Grit as mediator variable in the relationship between growth mindset and academic

dishonesty. This is reinforced by a research report conducted by Wahidah and Royanto (2019) regarding Grit as a mediator variable between growth mindset and school wellbeing. The results show that growth mindset and Grit significantly affect school wellbeing, meaning that Grit can mediate well the relationship between growth mindset and school wellbeing. In another study, Chun-hua et al. (2019) make Grit, a mediator between future time perspective and procrastination. In addition, in their research, Siah et al. (2019) made Grit's personality a mediator for the effects of internet addiction on procrastination, with the result that consistency, which is one aspect of Grit, is a mediator for the effects of internet addiction on procrastination. Based on the two studies above, it can be seen that Grit can mediate negative behaviors such as academic procrastination and internet addiction. Therefore, researchers researched Grit as a mediator variable to see the effect of a growth mindset on academic dishonesty.

Based on the background described above, the researcher further investigated the role of Grit as a mediator variable in the relationship between growth mindset and academic dishonesty. So our hypothesis is that there is an influence of growth mindset on academic dishonesty, there is an influence of growth mindset on academic dishonesty, there is an effect of Grit on academic dishonesty, and there is an influence of growth mindset on academic dishonesty mediated by Grit.

Materials and methods

This study uses a quantitative approach to determine the effect of the independent variable on the dependent variable through the mediating variable. So path analysis is used for this study.

Study participants

Participants in the study are 266 students of the Faculty of Math and Science in Indonesia comprising of three departments of Mathematics (N: 37/14%), Chemicals (N: 105/39%), and Physics (N: 124/47%). The female gender dominated this study, namely 196 (74%) students, while 70 (26%) students were male. The number of participants by semester, semester 2 is 116 (44%), semester 4 is 80 (30%), semester 6 is 48 (18%), and semester 8 is 22 (8%). The number of participants based on GPA, participants with GPA 2.00-2.75 were 7 (3%), 2.76-3.50 were 113 (42%), 3.51 – 4.00 were 146 (55%) (Table 1).

Study organization

Academic Dishonesty Scale

Data collection using an academic dishonesty scale measuring instrument. This scale is based on aspects of academic dishonesty McCabe and Trevino (1993) and Stone et al., (2010), developed by Ampuni et al. (2019), including fraud, unauthorized collaboration, and plagiarism. An example of an item on a scale academic dishonesty is "Helping others to commit fraud during the test". Scoring data using a Likert scale from 1 (Never at all) to 5 (very often) in the form of a statement favorable, with 14 – items. Cronbach alpha coefficient the academic dishonesty scale is 0.862.

Table 1. Demographics of Participants

Demographics	Levels	Counts	% of Total	Cumulative %
Sex	Male	70	26.3 %	26.3 %
	Female	196	73.7 %	100.0 %
Age	17	2	0.8 %	0.8 %
	18	50	18.8 %	19.5 %
	19	86	32.3 %	51.9 %
	20	76	28.6 %	80.5 %
	21	38	14.3 %	94.7 %
	22	10	3.8 %	98.5 %
Major	23	4	1.5 %	100.0 %
	Fisika	124	46.6 %	46.6 %
	Kimia	105	39.5 %	86.1 %
Semesters	MTK	37	13.9 %	100.0 %
	2	116	43.6 %	43.6 %
	4	80	30.1 %	73.7 %
GPA	6	48	18.0 %	91.7 %
	8	22	8.3 %	100.0 %
	2.00-2.75	7	2.6 %	2.6 %
	2.76-3.50	113	42.5 %	45.1 %
	3.51-4.00	146	54.9 %	100.0 %

Growth Mindset Scale

It is collecting data using a growth mindset scale. This scale is based on aspects of the growth mindset according to Dweck (2006), which has been developed by Wahidah and Royanto (2019), which include: Beliefs about intelligence, talent, and character that can be developed; Belief in challenges, difficulties, and failures for self-development; Beliefs about effort and hard work; Confidence in criticism and input from others as feedback on success. An example of an item on this scale is "I can develop myself to be more positive". Scoring data using a Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree) for the favorable statement, as for the unfavorable statements, using a Likert scale from 4 (Strongly Disagree) to 1 (Strongly Agree), with a total of 20 items. Cronbach alpha coefficient of this scale is 0.826.

Grit scale

Data retrieval using a grit scale measuring instrument, this scale is arranged based on grit aspects according to Sturman & Piemme (2017), namely: Perseverance of Effort. An example of an item on this scale is "I don't always really try". Scoring data using a Likert scale from 1 (Strongly Disagree) to 4 (Strongly agree) for favorable statements, and 4 (Strongly Disagree) to 1 (Strongly agree) for unfavorable statements, with a total of 12 items. The grit scale has Cronbach alpha coefficient = 0,760.

Statistical analysis

This study aims to determine the role of grit as a mediator in the relationship between Growth Mindset and Academic Dishonesty. The analytical method used in this study is multiple linear regression path analysis which aims to see the direct and indirect relationship between the independent variable and the dependent variable and the independent

Table 2. Intercorrelation among Growth Mindset, Grit and Academic dishonesty

Indicators	Mean	SD	1	2	3	4	5
1. Growth Mindset	56.8	5.15	—				
2. GRIT	35.3	5.71	0.367 ***	—			
3. Academic dishonesty	22.3	6.43	-0.158 **	-0.371 ***	—		
4. Semester	3.82	1.94	0.007	0.047	0.008	—	
5. Age	19.5	1.17	-0.04	-0.037	0.024	0.828 ***	—
			0.52	0.543	0.699	< 0.001	—

Note. * p < 0.05, ** p < 0.01, *** p < 0.001

variable on the dependent variable mediated by the mediator variable based on the guidelines according to Baron & Kenny (cited in Urbayatun, 2013).

Results

Correlation among variables

Based on table 2. It is known that there is a significant negative relationship between growth mindset and academic dishonesty ($r = -0.158$; $p < 0.010$). That is, the higher score of growth mindset, the lower score of academic dishonesty. There is also a significant negative relationship between Grit and academic dishonesty ($r = -0.371$; $p < 0.000$). The higher score of Grit, the lower score of academic dishonesty. In addition, there is a significant positive relationship between growth mindset and Grit ($r = 0.367$; $p < 0.000$). That is, the higher score of growth mindset, the higher score of Grit also. On the otherhand, there are no significant relationship between variable (growth mindset, grit, academic dishonesty) with demographics of participants (semester and age).

Regression and Mediation Result

The first analysis was conducted to see the direct path of the independent variable, namely growth mindset, to the dependent variable, namely academic dishonesty. Table 3 shows a significant effect of growth mindset on academic dishonesty ($R^2 = 0.025$; $p < 0.010$). However, the effect is relatively small. Amount of 2.5% growth mindset contributes to academic dishonesty, while other factors influence the remaining 97.5%.

Table 3. Model Summary – Growth mindset to Academic dishonesty

Model	R	R ²	Adjusted R ²	R ² Change	F Change	Estimate	P
H ₀	0	0	0	0		0	
H ₁	0,158	0.025	0.021	0.025	6,738	-0.197	< 0.010

Table 4. Model Summary – Growth mindset to Grit

Model	R	R ²	Adjusted R ²	R ² Change	F Change	Estimate	p
H ₀	0	0	0	0		0	
H ₁	0,367	0.135	0.131	0.135	41,111	0.407	< 0.000

The third analysis was conducted to see the effect of the variable grit path on academic dishonesty. Table 5 shows a significant effect of growth mindset on Grit ($R^2 = 0.138$; $p < 0.000$). However, the effect is relatively small, namely

13.8% growth mindset contributes to Grit, while other factors influence the remaining 86.2%.

Table 5. Model Summary –Grit to Academic dishonesty

Model	R	R ²	Adjusted R ²	R ² Change	F Change	Estimate	p
H ₀	0	0	0	0		0	
H ₁	0,371	0.138	0.135	0.138	42,200	-0.418	< 0.000

The last analysis was carried out to see the path of the two independent variables, namely growth mindset and Grit, to the dependent variable, namely academic dishonesty. In this last analysis, it can be seen how the results of the mediation analysis were obtained. Table 6. shows that the results are insignificant between growth mindset and Grit on academic dishonesty ($R^2 = 0.138$; $p < 0.687$). When compared with the results of the direct path previously obtained a significant value between the growth mindset and academic dishonesty, and the indirect results obtained insignificant results. So the conclusion is that there is a difference in the significant value of direct and indirect effects. So it can be concluded that Grit can fully mediate the relationship between growth mindset and academic dishonesty.

Table 6. Model Summary – Growth mindset to Academic dishonesty with Grit mediation

Model	R	R ²	Adjusted R ²	R ² Change	F Change	Estimate	p
H ₀	0	0	0	0		0	
H ₁	0.372	0.138	0.132	0.138	21.115	-0.031	> 0.687

Based on the results of path analysis, we conclude all the research results in Figure 1. This study confirms that grit can mediate the relationship between growth mindset and academic dishonesty. This is shown by the change in the value of the direct effect to the indirect effect, which becomes insignificant.

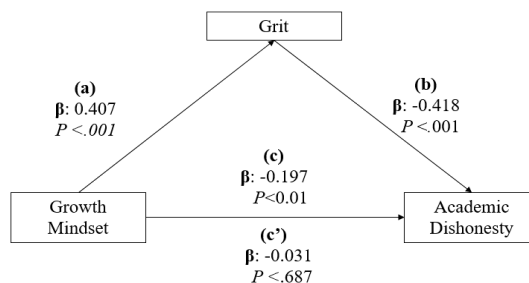


Figure 1. Mediation model

Discussion

Growth mindset dan Academic dishonesty

Based on the multiple linear regression test path analysis results, which is related to the influence of growth mindset on academic dishonesty or called path c, it is obtained that the value of F count = 6.738 and t count = -2.596 and probability Sig. (p) = 0.010 (p < 0.050), meaning that it can be said that the growth mindset variable has a significant effect on the academic dishonesty variable, so the hypothesis is accepted that there is a significant effect of the growth mindset on academic dishonesty.

In addition, the influence of a growth mindset on academic dishonesty is strengthened by the regression equation results, namely: $y = 33,508 + (-0.197)X$. The equation shows that if the growth mindset is considered constant, the change in academic dishonesty will decrease or decrease by (-0.197) units for each addition of $X = 1$. These results prove that the growth mindset can have a negative effect on academic dishonesty. If students have a high growth mindset, then academic dishonesty will always decline. Vice versa, if students have a low growth mindset, academic dishonesty will always increase. The results of this study are in line with research conducted by Thomas (2017), which states that a growth mindset has a negative relationship with academic dishonesty. So when an individual has a high growth mindset, it will reduce academic dishonesty behavior. In other words, the tendency to do academic dishonesty is minimal for someone who has a growth mindset/ developing thinking.

A growth mindset is a person's belief that his skills and abilities can grow and develop over time (Dweck, 2006). According to Hochanadel and Finamore (2015), individuals with a growth mindset believe that they can develop intelligence over time. In the academic field, Jach et al. (2018) view that individuals with a growth mindset will always tend to have a favorable view of their efforts, be more able to overcome difficulties in completing a task, and be more motivated in challenging situations. In other words, individuals with a growth mindset will avoid doing negative behaviors such as doing academic dishonesty.

The correlation coefficient (R^2) variable growth mindset towards academic dishonesty amounted to 0.158 while the coefficient of determination R^2 of 0.025 means that the growth mindset influence or effective contribution to academic dishonesty by 2.5%, while the remaining 97.5% is the contribution of a factor. Other variables that were not investigated were positive thinking variables that contributed effectively to cheating behavior by 8.9% (Nurmayasari & Murusdi, 2015).

Growth mindset and Grit

Based on the multiple linear regression path analysis results, which is related to the influence of growth mindset on Grit, or called path a, obtained F count = 41.111 and t count = 6.412 and probability Sig. (p) = 0.000 (p < 0.050), then the hypothesis is accepted, namely that growth mindset has a significant effect on Grit.

This is reinforced by the results of the regression equation, namely: $y = 12.230 + 0.407x$. From this equation, it can be concluded that the growth mindset will increase or

increase by 0.407 for every change that occurs in Grit. These results prove that the growth mindset can have a positive effect on Grit. If students have a high growth mindset, Grit will always increase. Likewise, if a student has a lower growth mindset than the Grit, it will be below.

In-depth research conducted by Duckworth et al. (2007) & Hochanadel and Finamore (2015) regarding the effect of growth mindset on Grit found that growth mindset affects increasing one's Grit. This means that someone who has a high growth mindset will have Grit and perseverance in achieving a goal.

Grit is a person's ability to maintain interest and effort towards a long-term goal and is formed from perseverance and a combination of passion and persistence to achieve specific goals (Duckworth et al., 2007). Sturman and Piemme (2017) state that persistence is considered a noncognitive factor that predicts student success. In this case, the persistence in question is related to perseverance in one's business.

The correlation coefficient (R^2) variable growth mindset against the Grit of 0,367, while the coefficient of determination R^2 of 0.135 means that the growth mindset influence or practical contribution to the Grit of 13.5% while the remaining 86.5% is the contribution of other factors not investigated such as the perception of father involvement in parenting which contributed effectively to Grit of 5.5% (Kusumawardhani et al., 2018).

Grit and Academic dishonesty

Based on the multiple linear regression path analysis results, which is related to the effect of Grit on academic dishonesty or called path b, the obtained F value = 42.200 and t count = -6.496 and probability Sig. (p) = 0.000 (p < 0.050), then the hypothesis is accepted, namely that Grit significantly affects academic dishonesty.

In addition, the effect of Grit on academic dishonesty is strengthened by the results of the regression equation, namely: $y = 37.100 + (-0.418)X$. The equation shows that if Grit is considered constant, the change in academic dishonesty will decrease or decrease by (-0.197) units for each addition. $X = 1$. These results prove that Grit can have a negative effect on academic dishonesty. If students have high Grit, then academic dishonesty will always decline. Vice versa, if students have low Grit, then academic dishonesty will always increase. This is in line with the research by Amigud and Lancaster (2019), which found that lack of grit /diligence is an important factor in a student's decision to undertake academic dishonesty.

The correlation coefficient (R^2) variable grit against academic dishonesty result R^2 of 0.371 while the coefficient of determination R^2 of 0.138 means that the grit influence or effective contribution to academic dishonesty of 13.8%, while the remaining 86.2% is contributed from other factors that were not examined, such as the self-confidence variable, which contributed effectively to the academic dishonesty variable of 51.2% (Syahrina & Andini, 2017).

Growth mindset and Academic dishonesty with Grit as a mediator variable

The results of the multiple linear regression model path analysis have been able to prove the research hypothesis that

there is an influence of growth mindset on academic dishonesty mediated by Grit or called path c' , wherein path c' it is expected that data analysis shows insignificant results (Urbayaturun & Widhiarso, 2012). Based on the analysis of the data on path c' , it is obtained that the calculated F value = 21.115 and the probability of Sig. (p) = 0.687 ($p > 0.050$) from these results, it can be seen that the significance value is greater than 0.05, meaning that the value is not significant. Due to the difference in the significant value of the direct and indirect effects of growth mindset on academic dishonesty, namely Sig. (p) = 0.000 to Sig. (p) = 0.687 so that the hypothesis is accepted, namely that there is an influence of growth mindset on academic dishonesty mediated by Grit.

Based on the provisions of the significance of the mediator variable, according to Baron and Kenny (1986) that the results on path c' must be insignificant, and data from the research analysis on the influence of growth mindset on academic dishonesty mediated by Grit shows insignificant results, so it can be concluded that the growth mindset through Grit as a mediator variable affects academic dishonesty by mediation in full (full mediation).

Wahidah and Royanto (2019) research shows that persistence can completely mediate the relationship between growth mindset and academic dishonesty (full mediation). This means that to have good school wellbeing, students with a growth mindset need to have persistence. Research conducted by Wahidah and Royanto (2019) strengthens the results of this study which showed that Grit could mediate perfect/full (full mediation) the relationship between the growth mindset towards academic dishonesty. This means that students with a high growth mindset will increase their Grit to affect their decision not to perform academic dishonesty behavior. In other words, to reduce academic dishonesty behavior, students with a growth mindset also need to have Grit.

Students who believe that their intelligence, abilities, and character can be continuously developed (have a growth mindset) will have a positive academic attitude so that they do not commit academic violations such as doing academic dishonesty behavior. This happens because the student will diligently try to achieve the desired goals and ideals without justifying any means, thus making him not easily give up with the challenges and difficulties he faces. The main emphasis is that having a growth mindset is not enough to make a student not perform academic dishonesty because Grit is needed as an intermediary. This means that a growth mindset must be accompanied by resilience in trying (serious effort/ grit) to avoid engaging in academic dishonesty behavior.

Influence or effective contribution is given Grit as mediator variables influence the growth mindset towards academic dishonesty indicated by the value of R^2 of 0.372 and R-square of 0.138. This shows that the growth mindset through Grit as a mediator variable effectively influences academic dishonesty by 13.8%. The remaining 86.2% is a contribution from other factors (factors not examined).

The role of the mediating variable can also be seen by comparing the value of R-square, namely the value of the influence or effective contribution given before passing through the mediator variable (Rsquare direct path) with Rsquare after passing through the mediator variable (Rsquare indirect path). Based on the analysis on path c , namely the influence of a growth mindset on academic dishonesty, the result is an

R-square value of 2.5%. In contrast, after going through the mediator variable, namely Grit (path c'), the R-square value is 13.8%, meaning a higher value. On the effect of growth mindset on academic dishonesty by 11.3%.

This study provides practical implications for educational institutions to consider growth mindset and Grit as targets for intervention. One example of a growth mindset intervention was Paunesku et al. (2015) on high school students in America. The growth mindset intervention affects students' beliefs and beliefs about academic tasks. The growth mindset intervention must be accompanied by Grit, especially related to persistence in trying to reduce academic dishonesty behavior. Interventions related to Grit in reducing academic dishonesty can be done by training fighting skills such as holding adversity intelligence training. The fighting power training related to the effectiveness of Islamic-based adversity intelligence training to increase the fighting power of new students at the Uin Antasari Banjarmasin that had been carried out by Ma'ruf (2020) showed the results that Islamic-based adversity intelligence training was proven to be effective in increasing the fighting power of new students.

Conclusions

Based on the research and discussion results, it was concluded that the hypothesis in this study was accepted, namely that there was an influence of growth mindset on academic dishonesty mediated by Grit on students. We believe that academic dishonesty behavior isn't motivated by the growth mindset factor only, but other variables ultimately make a person decide to commit academic dishonesty or not. We suggest paying more attention to how important Grit is to unethical behavior. Grit is considered a noncognitive variable that affects academic achievement but can also be a stronghold for someone to decide whether to behave honestly or dishonestly. The limitation of this study lies in the limited number of participants. So we suggest that other studies use more participants. In addition, it is necessary to consider determining other factors that affect academic dishonesty and Grit to get a more comprehensive conclusion.

Conflict of interest

The authors declare they have no conflicts of interest.

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«Я НЕ ХОЧУ ЧИНИТИ АКАДЕМІЧНОЇ НЕЧЕСНОСТІ»: РОЛЬ ВИТРИМКИ ТА МИСЛЕННЯ ЗРОСТАННЯ У ЗМЕНШЕННІ АКАДЕМІЧНОЇ НЕЧЕСНОСТІ

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 9 с., 6 табл., 1 рис., 26 джерел.

Онлайн-навчання є заміною навчання в класі під час глобальної пандемії. Проблема полягає у тому, що під час онлайн-навчання зростає академічна нечесність. У дослідженні ми оцінюємо, як виникає академічна нечесність під час онлайн-навчання.

Мета дослідження – дослідити, як виникає академічна нечесність під час онлайн-навчання та розглянути неетичну поведінку, що базується на мисленні зростання та витримці як змінних-посередників.

Матеріали і методи. Анкету заповнили 266 студентів (196 дівчат; 70 хлопців) університетів Індонезії. Для збору даних використовувалися три шкали, а саме: шкала академічної нечесності ($\alpha = 0,862$), шкала мислення зростання ($\alpha = 0,826$) та шкала витримки ($\alpha = 0,760$). Для аналізу даних у дослідженні застосовано пат-аналіз з використанням методів множинної лінійної регресії.

Результати. Дане дослідження демонструє негативну кореляцію між мисленням зростання та академічною нечесністю, вказуючи на те, що чим сильніше мислення зростання, тим менше академічної нечесності. Крім того, існує

значна негативна кореляція між витримкою та академічною нечесністю, тобто чим більшу витримку має людина, тим менше вона чинить академічної нечесності. Крім того, існує позитивна кореляція між мисленням зростання та витримкою. Чим сильніше мислення зростання, тим сильніша витримка. Основний висновок полягає в тому, що витримка опосередковує відношення мислення зростання до академічної нечесності, тобто мислення зростання впливає на академічну нечесність через витримку.

Висновки. Висновок полягає в тому, що мислення зростання діє як буфер проти академічної нечесності. Однак позиція витримки є ідеальною для встановлення зв'язку між мисленням зростання та академічною нечесністю. Таким чином, мислення зростання може підвищити витримку студентів, що може допомогти запобігти академічній нечесності. Нами розглянуті рекомендації щодо зменшення неетичної поведінки в онлайн-освіті та її наслідків для вищої освіти.

Ключові слова: мислення зростання, витримка, академічна нечесність, онлайн-навчання, COVID-19

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