

Abstrak

Academic dishonesty merupakan permasalahan yang banyak terjadi di lingkungan perguruan tinggi, termasuk pada mahasiswa Psikologi UIN Sunan Gunung Djati Bandung. Penelitian ini bertujuan mengetahui pengaruh *academic stress* dan *self control* terhadap *academic dishonesty*, baik secara parsial maupun simultan. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional parsial dan teknik analisis regresi linear berganda. Sampel berjumlah 265 mahasiswa aktif angkatan 2022–2025 yang diperoleh melalui *convenience sampling*. Data dikumpulkan menggunakan *Perception of Academic Stress Scale*, *Brief Self Control Scale*, dan Skala Ketidakjujuran Akademik. Hasil menunjukkan *academic stress* berpengaruh positif signifikan terhadap *academic dishonesty* ($B = 0,180$; $p = 0,040$), sedangkan *self control* berpengaruh negatif signifikan ($B = -0,693$; $p = 0,000$) dan menjadi prediktor paling dominan ($\beta = -0,535$). Secara simultan, kedua variabel berpengaruh signifikan terhadap *academic dishonesty* ($F = 68,860$; $p = 0,000$) dengan kontribusi sebesar 34,1%. Temuan ini menegaskan bahwa *academic dishonesty* bersifat multifaktorial, dengan *self control* sebagai faktor protektif penting bagi integritas akademik mahasiswa.

Kata Kunci: *academic stress, self control, academic dishonesty, mahasiswa psikologi*

Abstract

Academic dishonesty is a common problem in higher education, including among Psychology students at UIN Sunan Gunung Djati Bandung. This study examined the effects of academic stress and self-control on academic dishonesty, both partially and simultaneously. A quantitative approach with a partial correlational design and multiple linear regression analysis was used. The sample consisted of 265 active students from the 2022–2025 cohorts, obtained through convenience sampling. Data were collected using the Perception of Academic Stress Scale, the Brief Self-Control Scale, and the Academic Dishonesty Scale. Results showed academic stress had a significant positive effect on academic dishonesty ($B = 0.180$; $p = 0.040$), while self-control had a significant negative effect ($B = -0.693$; $p = 0.000$) and was the most dominant predictor ($\beta = -0.535$). Simultaneously, both variables significantly influenced academic dishonesty ($F = 68.860$; $p = 0.000$), explaining 34.1% of the variance. These findings confirm that academic dishonesty is multifactorial, with self-control as a key protective factor for students' academic integrity.

Keywords: *academic stress, self control, academic dishonesty, psychology students*

