

Effect of Moral Emotions and Moral Identity on College Students' Academic Dishonesty: A Study in Universitas Indonesia

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Abstract

Academic dishonesty is a phenomenon that is detrimental to the development of student character because it affects the behavior of subsequent students in the community. This study aims to examine the influence of moral emotions, namely, shame, guilt, and hubris pride moderated by the moral identity of academic dishonesty in college students. This research was experimental research involving 189 college students from all faculties at Universitas Indonesia. The participants were asked to the perceived emotion scale after reading the shame, guilt, and hubris pride scenario, the Moral Identity Questionnaire, and the numerical matrix assignment. The results demonstrated that guilt had a significant effect on student academic dishonesty, moral identity had significant effect on student academic dishonesty, and moral identity acted as moderator on the influence between guilty emotions toward student academic dishonesty. The results of this study are valuable for universities that want to improve their assessment system and emphasize honesty as a value for students.

Keywords: moral emotion: shame, guilt, hubris pride; moral identity; academic dishonesty; college student.

Introduction

Continuing education to college is one of the most coveted choices by students finishing high school. In their first year in college, students manage various demands, such as establishing relationships with new friends, modifying relationships with parents and families, and adjusting study habits with the demands of learning in new academic environments. Students must also learn to be more independent, such as in managing finances (Parker, Summerfeldt, Hogan, & Majeski, 2003). Students are not necessarily immediately ready to manage changes in learning and independent at the university. In addition, students often have concerns regarding the timeliness of graduation, the post-lecture period, and the fear of failure. All these problems and demands result in some students looking for shortcuts by cheating during lectures or engaging in other forms of academic dishonesty. The fear of failure and being less than perfect are some of the reasons why students engage in academic dishonesty (Davis, Drinan, & Gallant, 2011). Academic dishonesty is an act of cheating or attempts by individuals to use an unacceptable element in the performance of academic tasks (Pavella, 1997; Blankenship & Whitley, 2000; Lambert, Hogan, & Barton, 2003). Additionally, Genereux and McLeod (1995) defined academic dishonesty as an attempt by students to obtain desired outcomes within an academic context through prohibited or illegitimate means.

Academic dishonesty describes behavior inconsistent with the purpose of developing the student's personality. Hughes and McCabe (2006) asserted that educational institutions should focus on aspects of intellectual development, as well as the development of moral character, good citizenship skills, and ethical decision-making abilities. This cheating behavior can continue in the years beyond academics. Cheating has been evident in studies that observed a relationship between student academic dishonesty and other types of cheating behavior at work (Harding, Carpenter, Finelli, & Passow, 2004) and at home (Blankenship & Whitley, 2000; Kerkvliet, 1994). In addition, the persistent behavior of academic dishonesty affects the character of the students; thus, the values of trust, fairness, respect, responsibility, and honesty as virtuous values in society would degrade over time (Davis, Drinan, & Gallant, 2011). The academic dishonesty epidemic among

college students is difficult to stop and has spread like an epidemic. Studies have demonstrated that 70% of United States' students were involved in academic dishonesty during college (Center for Academic Integrity, 2005; Campbell, 2006; Whitley 1998) and students' cheating was observed to increase over time (Rakovski & Levy, 2007).

Academic dishonesty is a phenomenon often observed in Indonesia. Academic dishonesty is neither a new phenomenon nor a phenomenon confined to a single scope, and it can be observed in educational institutions. The R&D survey of Media Group, Media Indonesia, was conducted on April 19, 2007, in six major cities in Indonesia: Makassar, Surabaya, Yogyakarta, Bandung, Jakarta, and Medan. According to the survey results of the 480 respondents, greater than 70% cheated while in school or college (Nursalam, Bani, & Munirah, 2013). Research conducted using a sample of 150 students from a Universitas Indonesia psychology class of 2009, demonstrated that 94.8% claimed to have cheated during the semester in education psychology courses.

Some researchers have observed factors that affect academic dishonesty, which comprises external and internal factors. External factors include environments or situations that may affect academic dishonesty behavior (Mazar, Amir & Ariely, 2008; McCabe & Trevino, 1993; McCabe et al., 1996, 1999, 2001, 2002). Rettinger (2007) argued that situational factors, such as the possibility of being caught and peer behavior, long-term effects such as student - teacher relationships, class structure, and the application of academic integrity, can cause academic dishonesty. Additionally, research from O'Rourke, Barnes, Deaton, Fulks, Ryan, and Rettinger (2010) observed that watching others cheat increases the students' desire to engage in academic dishonesty. Researchers of a different study managed to observe external factors related to academic dishonesty, namely, the pressure to succeed and the fear of being punished (Crown & Spiller, 1998; McCabe, Trevino, & Butterfield, 1999).

Internal factors such as age and sex (McCabe & Trevino, 1997; McCabe et al., 2001; Haines et al., 1986), as well as student personality (Blankenship & Whitley, 2000) affect academic dishonesty. In addition, gender, grade-point average (GPA), work ethic, Type A personality, encouragement of competition for achievement, and self-esteem have

been observed to significantly influence academic dishonesty (Baird, 1980; Eisenberg & Shank, 1985; Perry, Kane, Bernesser, & Spicker, 1990; Ward, 1986; Ward & Beck, 1990).

Rettinger (2007) suggested that other internal factors that affect academic dishonesty are student factors, namely motivation and moral development. Based on Kohlberg's theory of moral development, if an individual understands the difference between good and bad, that understanding is sufficient to motivate them to behave morally (Hardy, 2010; Hardy & Carlo, 2005). With an already developed moral understanding, students do not commit academic dishonesty because, according to moral principles, this act is wrong. The results of the study demonstrate that internal factors (e.g., gender, motivation, attitudes, personality, achievement motivation, and morale) and external factors (e.g., peer, regulation and honor code, and the possibility of being "caught, affect academic cheating behavior.

According to the review of the literature on academic dishonesty, a gap in the literature is observed regarding the reasons that students commit academic dishonesty. The literature has, however, examined what, who, where, and how factors influence academic dishonesty and has focused on one or two topics regarding academic dishonesty, namely, the general tendency to cheat or the specific scope determined by the researcher and factors related to academic dishonesty. Researchers have conducted other studies and observed several factors related to academic dishonesty, namely, perceptions of the faculty, group behavior, pressure for success, and fear of punishment (Crown & Spiller, 1998; McCabe, Trevino, & Butterfield, 1999). However, these studies have not explained the following question: Why do students engage in academic dishonesty?

To answer this question, a different perspective is required, namely a person making a choice must have the ability to make decisions. According to a review of the literature, few studies have investigated academic dishonesty from the perspective of decision making when a student has choices. Rettinger (2007) posed a theory of decision making to explain the reason students decide not to commit behavior that deviates from the code of ethics. Other researchers have observed that the possibility of getting caught is a risk factor that influences the decision to commit academic dishonesty (McCabe & Trevino, 1993, 1997; McCabe, Trevino, & Butterfield, 2002; Whitley, 1998).

As aforementioned, decision making plays a crucial role in academic dishonesty, and this assertion is in line with emotion-based theory. In this case, emotions influence decision making, including situations that require the consideration of moral decisions. Haidt (2001) asserted that moral decision making is an intuitive process, a form of "gut reaction" that emphasizes the influence of emotions rather than reasoning ratios. In terms of neuroscience, in the context of the somatic marker hypothesis (Damasio, 1994), doctors reported that patients who experience damage in the frontal lobe demonstrate irrational behavior and are unable to consider the consequences of their behavior. The researchers concluded that emotions are an essential element in the learning process, decision making, and moral behavior.

From an affective neuroscience perspective (Davidson & Sutton, 1995), biological processes have a role in emotions; for example, the observation that the automatic process of emotions is a determinant of moral behavior. From these findings, the concept of moral emotion was introduced (Greene & Haidt, 2002). Haidt (2003) distinguished between basic emotions and moral emotions. Basic emotions are emotions that occur when an individual feels an emotion, such as sadness, anger or fear. Moral emotions are automatic, unconscious, complex, and related to the welfare of individuals or society.

Tangney, Stuewig, and Mashek (2007) asserted that a variable links moral standards and individual behavior. These variables are moral emotions (Tangney, Stuewig, & Mashek, 2007). Researchers have indicated their intrigue regarding an investigation of whether moral emotions can influence a student's decision to engage in academic dishonesty. Moral emotions are a critical factor in understanding the gap between moral judgment and moral behavior (Tangney, Stuewig, & Mashek, 2007). Moral emotions play a critical role in motivating behaviors relevant to moral principles, that is, engaging in behavior considered moral or avoiding behavior considered immoral (Huebner, Dwyer, & Hauser, in press; Kroll & Egan, 2004). Because they are often automatic and unconscious, moral emotions have at least the following three general characteristics: relating to physiological factors, having the ability to motivate, and a difficult regulatory process (Blasi, 1999). When making a mistake or moral violation, these emotions emerge as a punishment or warning that moral values are violated (Tangney, Stuewig, & Mashek, 2007). The moral emotion experienced when an individual is exposed to a situation can influence an individual's decision to display moral or non-moral behavior (Haidt, 2001). Students who feel shame, guilt, or pride are less likely to commit academic dishonesty.

Blasi (1984, in Aquino & Reed, 2002) stated that without a belief system or the belief that a moral standard should be practiced, individuals would not necessarily exhibit moral behavior (Aquino & Reed, 2002). The belief system or belief in question is a moral identity, that is, the belief regards the importance of acting according to morals as the primary and most essential characteristic of the individual's self-identity (Blasi 1983, in Hardy & Carlo, 2005).

Based on the aforementioned explanation of moral identity, the researchers in this study suspects that a moral identity variable can prevent students from engaging in academic dishonesty. This study aims to observe the influence of moral emotions (shame, guilt, pride) on academic dishonesty and the role of moral identity as a moderator variable in the academic dishonesty of college students.

Relationship of Shame, Guilt, and Hubris Pride of Academic Dishonesty

Academic dishonesty is an immoral action, because students do various things to obtain the desired results through prohibited or illegitimate techniques within the academic context, such as using a cheat sheet or plagiarism. Smith, Webster, Eyre, and Parrott (2002) asserted that shy emotions are an affective reaction followed by the response of others because of public exposure. The emotional experience of shame focuses on the individual as a self-evaluation center. This individual self-evaluation can be drawn from the evaluations from others (Tangney, Steuwig & Mashek, 2007). Students who feel shame avoid judgment from others regarding their behavior. Therefore, to avoid the judgment of other people that causes the emotion of shame for failing to act according to moral rules, the student will not engage in academic dishonesty. Based on this explanation, the researchers proposed Hypothesis 1a: Shame is an emotion that affects academic dishonesty in the college students.

In academic dishonesty, students use various means prohibited in academic contexts, such as cheating, to obtain their desired results. This action contradicts society's morals. The guilty emotions occur when an individual does something contrary to their value system (Tangney & Fischer, 1995). This assertion is in line with Lewis (1971), who asserted that guilty emotions are emotions that occur because of the individual's internalized values of right and wrong. Guilty emotions are emotions that can have unpleasant effects for those who feel them. According to

Tangney, Mashek, and Stuewig (2007), guilty emotions are emotions capable of encouraging moral actions. Students who feel the emotion of guilt will not engage in academic dishonesty because of the subsequent unpleasant effects. Based on this description, the researcher proposed Hypothesis 1b: Guilty emotions affect the academic dishonesty of college students.

Students admitted to the best universities in Indonesia tend to want to maintain their reputation as a college student. Hubris pride is an emotion related to the concept of self-power (Tangney & Tracy, 2011). Students who feel hubris pride assess their success in college because it is indeed great. A main means to maintain this pride is the acquisition of high scores. However, high scores are not always easy for students to achieve, and thus some students engage in other efforts, such as academic dishonesty, to attain their goals. Based on this explanation, the researcher proposed Hypothesis 1c: Hubris pride affects academic dishonesty in college students.

Moral identity has a major influence on moral motivation. When morality becomes a central part of an individual's self-identity, it becomes a strong impetus for moral behavior (Hardy & Carlo, 2011). Characteristics of individuals with a strong sense of moral identity include their motivation to behave in accordance with their moral identity (Hardy, 2006) and their demonstration of a high moral commitment (Bergman, 2002). Thus, moral identity is one source of moral motivation that encourages an individual to demonstrate behavior according to their identity. Academic dishonesty is a behavior that is not in accordance with moral principles; therefore, individuals with moral identity are likely to have a strong urge to avoid cheating because they want to behave according to their moral identity. Based on this explanation, the researcher proposed Hypothesis 2: Moral identity influences academic dishonesty in college students.

Influence of Shame, Guilt, and Hubris Pride of Academic Dishonesty with Moral Identity as a Moderator.

Individuals characterized to be more likely to experience shame are considered more likely to perform inappropriate moral behavior compared with individuals more likely to experience guilt. Tangney, Stuewig, and Mashek (2007) suggested that shame is a form of moral emotion that can be detrimental. When experiencing shame, individuals are motivated to avoid the situation causing the embarrassment (Tangney, Stuewig, & Mashek, 2007). In addition, when experiencing shame, the ability of individuals to empathize with the condition of others and the environment is reduced. Based on this information, shame can be a moral emotion that increases the appearance of unethical behavior, because the individual is less empathetic in the environment and more focused on how the self can avoid embarrassing situations, for example, cheating during exam to avoid the embarrassing situation induced by receiving a low score. The context of shame ignores how student behavior affects others and whether a behavior is in accordance with moral standards. However, researchers suspect that the relationship between moral identity and shame is based on the aspects of self-focus. In the variable of moral identity, self becomes crucial because, along with mature age and subjective identity followed by the growing moral identity, the individual feels an increasing importance to maintain his/her self-identity. As for shame, individuals who feel embarrassment focus on self-assessment as a whole (global self); thus, researchers assume that individuals who tend to feel shame also have a high moral identity.

Shame is expected to strengthen the identity of an individual who considers being moral as an identity critical to a self-concept that will strengthen the individual's decision to not commit academic

dishonesty. Individuals will maintain the congruence between self and morale. When morality becomes a central part of self-identity, morality becomes a strong impetus for moral behavior (Hardy & Carlo, 2011). From the aforementioned explanation, the researcher proposed Hypothesis 3a: Moral identity moderates the effect of shame on academic dishonesty in college students, in the sense that individuals with a strong moral identity will not engage in academic dishonesty when anticipating embarrassing situations.

Guilt is a self-conscious emotion. Two main processes support the emergence of guilt in moral behavior: self-reflection and self-evaluation (Tracy & Robins, 2007; Tangney et al., 2007). When experiencing incidents that result in guilt, individuals tend to focus on the consequences of their behavior on others and are therefore able to encourage appropriate actions through moral and constructive action. Individuals who feel guilty will choose contradictory actions to create a pleasant effect. When conducting academic dishonesty, students will think about the consequences of their actions for other students. Other students will be harmed because they have tried their best to study, but their score is probably no better than the cheating students. This phenomenon induces negative emotions toward cheating students; thus, to feel pleasant emotions, students do not engage in academic dishonesty.

In moral identity, the critical component is the moral self. The moral self focuses on how important and how strong moral values are in an individual's identity. For a student who has attained the level of postconventional moral reasoning, moral considerations are frequent and influence everyday life because morality is rooted in the self or their existence as human beings. The highest level of moral integration is achieved when moral understanding and concern become one with the consciousness of identity. When moral values are integrated, moral goals will be the realization of personal goals. Research conducted by Kavussanu et al. (2015) also proved a significant relationship between moral identity and guilt. Based on the aforementioned explanation, the researcher proposed Hypothesis 3b: Moral identity moderates the influence of guilt on academic dishonesty in the same manner that moral identity moderates shame and academic dishonesty.

The literature has proven that unethical behavior creates negative emotions, such as shame and guilt. By contrast, this study focuses on unethical behavior that does not incur victims or harm a person directly. Academic dishonesty is an unethical behavior that does not cause physical harm (no casualties) but can harm others from a mental side, such as feeling unfairly treated. The results of Ruedy, Moore, Gino, and Schweitzer (2013) demonstrated that positive emotions could occur when individuals cheat and self-satisfaction factors influence the decision to cheat.

One of the emotions that can occur is pride. Mascolo and Fischer (1995) in Tangney et al. (2007) define pride as an emotion formed from the judgment that a person has a responsibility for something of value or for being a respected person. When a student decides to commit academic dishonesty, this action is contrary to the student's desire to maintain a positive self-concept, personally and in the eyes of others (Adler, 1930; Allport, 1955; Rogers, 1959). Moral values are a critical aspect for a positive self-image (Chaiken, Giner-Sorolla, & Chen, 1996). Additionally, consistent with the motivation to nurture a positive self-image, most individuals are perceived as honest, and that assumption underpins moral behavior (Aquino & Reed, 2002; Greenwald, 1980; Sanitioso, Kunda & Fong, 1990). Based on the aforementioned explanation, the researcher proposed Hypothesis 3c: Moral identity moderates the influence of hubris pride on academic dishonesty in the same manner that moral identity moderates the influence of shame and guilt on academic dishonesty.

Methods

An experimental study was conducted. The participants were 189 undergraduate students enrolled in Universitas Indonesia aged 18 to 24 years, with a mean of age 21. The participants voluntarily responded to an announcement sent to them through Whats Application messenger. The research obtained ethical approval from a board of Faculty of Psychology Universitas Indonesia.

Procedure

Randomization was carried out as a control procedure. Each participant who followed the study was randomly assigned to one of four study groups: the Group 1 (the shame scenario), Group 2 (the guilt scenario), Group 3 (the hubris pride scenario), and the control group (the neutral scenario).

The study was conducted at Universitas Indonesia. The duration of the experiment was approximately 45 minutes per group. One researcher (i.e., female or male) guided the experiment in each group. Each experiment session involved 10 to 20 participants. In each group, the participants were assigned three different tasks: complete the Moral Identity Questionnaire (MIQ), read the scenario, and work on the matrix assignment of numbers. In this task, each participant was given a page divided into two parts. The top part presented 20 numerical matrices, each containing 12 three-digit numbers (e.g. 6.18), and participants were given 5 minutes to find and circle the two numbers per matrix that added up to 10. When they finished the 5-minute task, the participants were asked to write down how many matrices they were able to solve on the detachable bottom part of the page, hand in only the bottom part of the page, and throw the top part of the page into the trash. No identifying information was included on the bottom part of the page. The participants could write down any score they chose because they were under the impression that all the evidence of their actual performance had been thrown away. Unbeknownst to the participants, the upper part with the solved matrices could be matched to the bottom part with the participants' reports because each page was labeled differently.

The participants were directed to class A, class B, class C, and class D based on the randomization. Prior to engaging in the experiment, the participants were asked to sign an informed consent that requested their name, gender, semester, GPA, university, age, religious data, and willingness and consent to participate in the study.

For the first assignment, the researcher distributed a neutral scenario to the control group, a shame scenario to Group 1, the guilty scenario to Group 2, and the hubris pride scenario to Group 3. Each scenario was available in Booklet 1. Next, the researcher read all the instructions contained in Booklet 1, as follows, "You have one questionnaire booklet available. You are required to read this scenario carefully. You are asked to provide an assessment of the emotions you feel after reading the scenario. Circle the number that best describes your feelings

The second assignment was conducted as follows. (1) The researcher distributed the 20 numeric matrix task questionnaires (Booklet 2). (2) The researcher read all the instructions contained in Booklet 2 aloud to the participants. The instructions contained an explanation of the steps to perform the matrix assignment of numbers, the requirements, and the timing of the matrix. (3) The researcher asked the participants whether they understood the instructions and if they had any questions. (4) The researcher prepared a stopwatch and instructed the participants to start working when the stopwatch was ready. (6) After the 5 minutes

provided for completion, the researcher instructed the participants to stop working and asked them to check their answers for approximately 30 seconds. (7) The researcher instructed the participants to remove the first page containing the matrix and place it into the prepared bin. (8) The researcher instructed the participants to fill in the matrix scores successfully performed on the reporting page. (9) The researcher instructed the participants to submit this reporting sheet to the administrator outside the room one by one to receive their reward money. The sum of the reward money was obtained by multiplying the total of score by 5,000 rupiah. After receiving the reward, the participants returned to the room to complete the third task.

For the third task, the researcher distributed the Moral Identity Questionnaire (MIQ) (Booklet 3) to the control group, Group 1, Group 2, and Group 3. After completing all the tasks, the researcher distributed a short questionnaire, which was a manipulation check to be filled out by the participants. Finally, the researcher provided an oral debriefing by inviting the participants to discuss the experiment, and then provided an explanation of this research.

Materials

Scenarios that can arouse the emotions of shame, guilt, and hubris pride emotions as well as the neutral scenario.

Shame Scenario :At the time when you must complete an exam in a compulsory subject, you have difficulty because you are unprepared. You are tempted to and then decide to look at a note on your mobile phone. You do not realize that lecturers are watching you. Your test answer paper is immediately seized, and the lecturer tells the class that you will fail the course. The lecturer comments, "This is an example of a student breaking the rules"

Guilt Scenario: At the time when you must complete an exam in a compulsory subject, you have difficulty because you are unprepared. You do not want to fail this course, so you attempt to find a way to answer the exam by asking the friend next to you about the answer. The lecturer administering the exam observes the incident immediately admonishes your friend, and says that your friend will not pass the course.

Hubris Pride Scenario: You receive a task to write a paper on a compulsory subject in a group. This task is difficult and requires regular meetings to equate perceptions and division of tasks. At the beginning of a meeting, the group has difficulty choosing a topic and finds a way for the paper to fulfill the specified requirements. You strive to seek information and provide brilliant suggestions until the group finds an interesting topic and a unique means to write this paper. The group paper receives an A grade. One group member comments, "Well, without your idea, how could our paper have earned an A?"

Neutral Scenario: You are having an exam right now and this exam has been scheduled. The exam goes well. All students are present and take the exam diligently. The lecturers of this compulsory subject and their assistant are the proctors during the exam.

Moral identity is measured by the MIQ. The MIQ has two subscales that each represent the moral dimension of the moral self and the dimension of moral integrity. There are eight items for the moral self and 12 items for moral integrity. Black and Reynolds (2016) examined validity by correlating the MIQ with various other measuring tools, such as the Integrity Scale (Scenker, 2008, in Black & Reynolds, 2016) and General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995, in Black & Reynolds, 2016). The Moral Identity Scale from Aquino & Reed

(2002) is also a measuring tool to test the validity of MIQ, and the correlation is 0.86.

To measure the academic dishonesty, the students perform the numerical matrix task, which was used in the research of The Role of Basic Need Fulfillment in Academic Dishonesty: A Self-determination Theory Perspective (2015).

Data analysis

The research hypothesis was tested using the chi square and logistic regression. In this study, the dependent variable is Not Cheating and Cheating. Data processing was performed using SPSS software (Statistic Package for Social Science) version 21 and Microsoft Excel.

Results

Demographic data

The sample comprised 189 undergraduate students from Universitas Indonesia (aged 18 to 24 years). The participants were female (n = 69.7%) and male (n = 30.3%).

Manipulation Check Results: The participants made assumptions based on four scenarios. For three of the scenarios, each induced one expected emotion guilt, shame, or hubris pride. The fourth scenario was neutral. The emotions of guilt and shame affected the participants' honesty in reporting an answer score. The emotion of shame experienced from the judgment of others when caught cheating resulted in the participants not cheating. The emotion of guilt that made the participants uncomfortable encouraged participants not to cheat. The money in the matrix assignment did not affect participants' likeliness to cheat; thus, in this study the behaviors of cheating and not cheating were not affected by money. Regarding the hubris pride, the participants did not feel any influence from reading the hubris pride scenarios that could have been a trigger to be honest in reporting the numerical duty score. However, the participants felt that hubris pride was considered sufficient to influence the participants to behave honestly.

The number of college students who cheat is 16.

Table 2 presents the emotion of shame as having an odds ratio of 0.140 with $p = 0.068$ ($p > 0.05$). This result means that shame did not significantly affect academic dishonesty. Thus, the results do not prove Hypothesis 1a (i.e., shame affects academic dishonesty in college students). The emotion of guilt has a value of odds ratio = 0.113, with the value $p = 0.043$ ($p < 0.05$). This result means that guilt had a significant influence on academic dishonesty. Thus, the results prove Hypothesis 1b. For hubris pride the value of odds ratio = 0.667, with the value $p = 0.497$ ($p > 0.05$). This result means that hubris pride had no significant effect on academic dishonesty. Thus, the results do not prove Hypothesis 1c.

In Table 3, the odds ratio value on moral identity is 0.941 with $p = 0.027$ ($p < 0.05$). This result means that moral identity (moral self and moral integrity) had a significant effect on academic dishonesty. Thus, the results prove Hypothesis 2.

In Table 4, the value of odds ratio = 0.975, with the value $p = 0.081$ ($p > 0.05$). This result means that neutral and shame interactions and moral identity had no effect on academic dishonesty. Thus, a conclusion is that moral identity does not moderate the influence between the emotion of shame and academic dishonesty. The results do not prove Hypothesis 3a. Table 4 also presents the odds ratio = 0.969, with $p = 0.045$ ($p < 0.05$). This result means that neutral and guilty interactions and moral identity had a significant effect on academic dishonesty;

Table 1. Number of Cheats on each emotion (shame, guilt, hubris pride) and the Control Group

Emotions			Total
	Not Cheating	Cheating	
Shame	38	1	39
Guilt	47	1	48
Hubris Pride	40	5	45
Control	48	9	57
Total	173	16	189

Table 2. Influence of Emotions on Academic Dishonesty

Emotion	df	Sig.	Exp (B)
Neutral_Shame	1	0.068	0.140
Neutral_Guilt	1	0.043	0.113
Neutral_Hubris Pride	1	0.497	0.667

* $p < 0.05$, two-tailed

Table 3. Effect of Moral Identity on Academic Dishonesty

	df	Sig.	Exp (B)
Moral Identity (self + integrity)	1	0.027	0.941

* $p < 0.05$, two-tailed

Table 4. Moral Identity as Moderating Influence Emotion of Shame, Guilt, and Hubris Pride on Academic Dishonesty.

	df	Sig.	Exp (B)
Neutral_Shame	1	0.081	0.975
Neutral_Guilt	1	0.045	0.969
Neutral_Hubris Pride	1	0.483	0.994

* $p < 0.05$, two-tailed

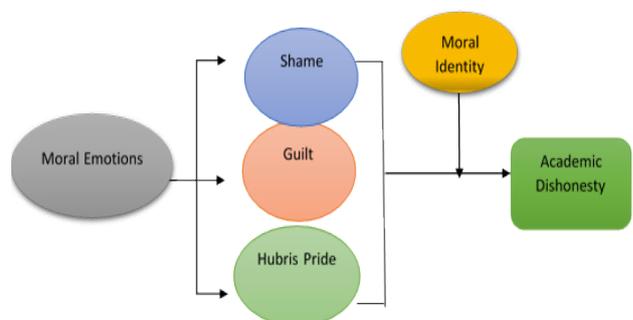


Figure 1. Influence of shame, guilt, and hubris pride on academic dishonesty moderated by moral identity

thus, we can conclude that moral identity moderates the influence between guilt and academic dishonesty. The relationship between guilt and academic dishonesty was reinforced by a moral identity. Students who felt guilty would not cheat if they had strong moral identity. The results prove Hypothesis 3b. The results also demonstrate the value of odds ratio = 0.994, with the value $p = 0.483$ ($p > 0.05$). This result means that neutral and hubris pride interaction and moral identity had no effect on academic dishonesty; thus, we can conclude that moral identity does not moderate the influence between hubris pride and academic dishonesty. The results do not prove Hypothesis 3c.

Discussion

The purpose of this research was to assess the influence of shame, guilt, and hubris pride on academic dishonesty in college students and how moral identity moderates this relationship. The results

demonstrate that guilt had a significant effect on academic dishonesty in college students. College students who felt guilty tended to be low in academic dishonesty, and vice versa. These results are supported by statements from Tangney, Stuewig, and Mashek (2007): as part of moral emotions, guilt plays a critical role to regulate or define an individual's behavior and prevent unethical and antisocial behavior. Academic dishonesty is an immoral act and can be called unethical behavior, which is morally bad (Bertens, 2004).

In addition, feelings of guilt were considered more personal than the other emotions investigated because these feelings are from self-generated discomfort and lead to actions in contrast with their personal values or standards (Tangney & Fischer 1995). In other words, the punishment or sanction felt by the individual was imposed by the self. Therefore, to reduce the perceived moral impact of individuals, the participants tend not to repeat academic dishonesty to avoid making the same mistakes.

Whatever emotion is generated from both stages can boost or weaken the behavior to be performed. Students who experience guilt will self-reflect to make a comparison with their moral values. The students will evaluate themselves regarding whether their cheating behavior harms others. Through reflection and evaluation, the student will decide not to engage in academic dishonesty. This study also proved that moral identity affects the students' decision to not engage in academic dishonesty. Students who had a strong moral identity will not engage in academic dishonesty. Hardy and Carlo (2011) stated that when morality becomes a central part of self-identity, it is a strong impetus for moral behavior. Students who consider that being moral is critical to their identity will not cheat even in an environment of academic dishonesty. Academic dishonesty is a behavior that is not in accordance with moral principles; therefore, students with high moral identity have a strong impetus to not cheat because they want to behave in accordance to their moral identity. This result is in line with Wowra (2007), which proves that moral identity is associated with academic dishonesty. The higher the individual's moral identity, the lower the individual's tendency to commit academic dishonesty and vice versa.

Another result of this research was that moral identity moderated the influence of guilt on students' academic dishonesty. The influence of guilt on academic dishonesty was weakened by a moral identity. Students who feel guilty would not cheat if they had a strong moral identity. When a student believes that academic dishonesty violates moral rules, they feel a certain emotion that influences their response to an event. Then, guilt will occur and induce an unpleasant effect. To eliminate this negative effect, students are encouraged to perform actions aligned with their moral code. For example, when a student engaging in plagiarism perceives the action will harm others, they will feel guilty. Thus, the student looks for contradictory actions that will balance the negative externalities of plagiarism, such as being obedient by using scientific writing guidelines and storing quotation sources.

Moral identity focuses on how important and how strong moral values are in an individual's identity. When a student considers that they are a moral person, the student will strive to consistently apply these moral values in every action. The highest level of moral integration in a person will be achieved when their moral understanding and concern is in accordance with their identity. The results of this study are in line with research conducted by Kavussanu et al., (2015), which also proved a significant relationship between moral identity and guilt.

In addition to the aforementioned significant results, this study demonstrated insignificant results. The emotion of shame had no significant effect on student academic dishonesty. Although shame

encourages individuals to consider matters related to morals, in this study, shame was not influential. Shame is considered a "public" emotion than the other emotions because shame is caused by disclosures to the public or public exposure (Smith et al., 2002). Ausubel (1995) mentioned that an individual considers the response of the surrounding environment when he or she performs negative behaviors, such as academic dishonesty. The emergence of shame is induced by a desire to obtain or maintain a good reputation (Demos, 1996); thus, the response from the environment or others plays critical role in the emergence of shame. Students avoid cheating because they avoid negative evaluations from their environment. Therefore, the power of shame is weak because the discomfort is caused by external factors than internal factors. The results of shame and guilt on academic dishonesty differ because guilt is more specifically related to certain violations of moral domain compared with shame, and shame tends to be generated by the wider situation (Ferguson, Steghe & Damhuis, 1991).

Other results in this study indicate that hubris pride had no effect on academic dishonesty. Notably, collectivist cultures tend to have difficulty displaying individual pride because this behavior emphasizes the group. According to Tracy and Robins (2007), within a collectivist culture, individuals accept status differences without having to demonstrate themselves to change that status (Tracy & Robins, 2007). Students who read the hubris pride scenario were likely to suppress this pride because that felt inappropriate. This possibility is supported by the results of Eid and Diener (2001), who examined the individualist and collectivist views of individuals in China and Taiwan. The results demonstrated that in collectivist countries, pride becomes one of two unfavorable emotions, whereas the individualist state of emotions tends to be highly valued. The results of this study are not in line with the research on the relationship between feeling superior and academic dishonest behavior conducted by Rose and Campbell in Brunnell, Staats, Barden, and Hupp (2011). They claimed that an individual with a desire to be admired and who demonstrates their so-called superiority to others tends to engage in academic dishonesty.

This study has some limitations. The influence of guilt over academic dishonesty was not very strong ($p = 0.043$, $p < 0.05$), but guilt was the only moral emotion that had an influence on student's academic dishonesty. The researchers realized that in the experimental process, no emotional measurements were taken by measuring instruments to ascertain whether participants who read the three emotion scenarios felt this emotion. Thus, the researcher ultimately selected only participants who filled out, for example, feeling very guilty, feeling guilty, or feeling somewhat guilty, in the task of reading the scenario; thus, the method excluded the participants who filled in responses other than these three scales. Another limitation might be that the reward for dishonesty in this case was monetary. Students may be motivated differently if the reward was academic, such as a score.

This study proved that guilt affected academic dishonesty, moral identity affected academic dishonesty, and moral identity moderated the influence of guilt in student's academic dishonesty. Additionally, the emotions of shame and hubris pride were proven to not affect academic dishonesty, and moral identity did not moderate the influence of shame and hubris pride on student's academic dishonesty. The results of this study are useful for universities that want to improve their assessment system and emphasize the value of honesty for students.

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